

**Assurance Argument - Criterion 3**  
**Missouri State University - MO**  
4/7/2015

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

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

### **3.A - Core Component 3.A**

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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).

### **Argument**

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#### **3.A.**

Missouri State University was founded in 1905 as a “normal school” to help meet the need for trained teachers in the southwest region of the state. Almost since the day it was founded, the University has been developing and adapting to meet the changing needs of Springfield, the region, the State of Missouri, and the nation. Over time, that has meant adding programs to meet demonstrated need and eliminating programs that have lost their relevance; eliminating associate degrees and becoming a graduate university; focusing on the needs of the citizenry and establishing partnerships of all kinds to succeed; and changing the name of the institution along the way to accurately reflect the University's progress.

Many of the changes have been responses to demographics and the changing economy. Southwest Missouri has been, and continues to be, the fastest-growing region of the state. Many describe the area as the “driver of Missouri's economic engine,” which is made possible with the region's diverse array of business, agriculture, health care, higher education, and recreation, as well as the quality of life. Long ago, the institution expanded its programs beyond teacher education. Today, the University is focused on advanced health programs and high-tech programs, many of which are offered at the master's or doctoral level, and others that lend themselves to cooperative programs with partner institutions.

In other cases, the responses have reflected changes in the higher education in the region and statewide. Two notable events that influenced Missouri State's development were: 1) Coordinating Board for Higher Education (CBHE) designating Missouri State as the region's graduate education provider university in the mid-1990s in its “Critical Choices” strategic plan, which led to a doubling of the graduate programs and students within a decade, aided by about \$9 million in additional state funds earmarked for “mission enhancement”; and 2) the opening of Ozarks Technical College (OTC) in 1991 which allowed Missouri State to eliminate its two-year programs and change its entrance standards from open admission to selective admission (sliding scale combining test scores and high

school rank, but automatic admission with a minimum ACT score of 24).

Finally, the University has served as a catalyst for change that has influenced academic programs. For example, the University has worked closely with the Springfield community on becoming more diverse and welcoming, as well as developing destination careers locally for Missouri State graduates. Historically, Missouri State has been the source of teachers for Springfield and the area. With the development of the Roy Blunt Jordan Valley Innovation Center (JVIC) and the Robert W. Plaster Center for Free Enterprise and Business Development with The eFactory, new 21st century jobs and entrepreneur opportunities have been created.

The natural progression that began in 1905 continues today and will into the future.

The University has been continuously [accredited](#) by the Higher Learning Commission since 1915. Today, Missouri State is authorized to offer certificate, bachelor's, master's, specialist and selected doctoral degrees. Accreditation at the doctor's level is limited to the Doctor of Audiology, the Doctor of Physical Therapy, the Doctor of Nursing Practice, and the Doctor of Nurse Anesthesia Practice. International degree offerings are limited to the Bachelor of Science in General Business in Dalian, China. The M.S. in Defense and Strategic Studies is limited to delivery in Fairfax, Virginia (Washington, D.C., area).

Missouri State University offers 88 [undergraduate](#) majors with 194 options leading to 10 degrees; 117 undergraduate minors; 12 undergraduate certificates; 55 [graduate](#) majors with 86 options leading to 21 degrees (16 masters, 4 doctoral, and 1 specialist); and 34 graduate certificates. The University also offers [cooperative degrees](#) with the University of Missouri (Doctor of Educational Leadership), Missouri University of Science and Technology (Bachelor of Science with majors in Civil Engineering and Electrical Engineering), and the University of Missouri-Kansas City (Doctor of Pharmacy).

Each undergraduate student must complete a core component of 45-49 hours from the General Education curriculum in addition to the specific courses relevant to the student's academic major of choice, including upper division electives. The new General Education Program, effective in fall 2014, includes specific student learning outcomes (SLOs) for each course approved in the General Education Program. Each academic major has outlined specific objectives for each discipline identified in the catalog and program-specific websites. Learning objectives for baccalaureate programs may be found on departmental websites as well as on the Office of Assessment. Graduate programs balance course requirements with thesis research, clinical experience, practicum and/or independent study, depending upon the program.

### **3.A.1.**

It is the practice of the University to attain accreditation for all programs where accreditation is offered. Currently, 31 separate agencies have approved [accreditation/certification](#) for Missouri State programs. These agencies perform external reviews of accredited programs on regular cycles that vary from 2 to 10 years. The accreditation of specific programs provides evidence programs are committed to continuous improvement of their educational experience; incorporate best practices in pedagogy and course content; are responsive to developments in their disciplines; and are receptive to input from students, employers and other stakeholders in their pursuit of continuous quality improvement.

Programs not accredited by an accrediting/certifying agency are subject to periodic program review. The strategic plan allows the program/unit to develop a long range view (5-7 years) of its mission, priorities, and objectives. The plan represents a realistic view of the program/unit's aspirations, as

well as a specific plan for how it intends to achieve those aspirations. The annual reviews allow the program/unit to note its accomplishments and, in the process, assess its progress toward accomplishing its goals and objectives.

The periodic external review asks the program/unit to engage in an in-depth self-analysis which is reviewed by an external consultant(s). As a result of this periodic review, the program/unit determines how its strategic plan should be revised to ensure that it responds to the resulting recommendations and, thus, ensures that quality improvements continue.

As with many institutions of higher learning, Missouri State University, struggled to establish a meaningful process of program review. For several years the state Coordinating Board for Higher Education (CBHE) mandated college by college review of programs on a five-year cycle for each of the state's institutions of higher education. The reviews were completed by academic colleges and were helpful to the individual programs and academic colleges, but there was inadequate feedback provided for the campus. A campus-wide program review was concluded in 2004 and a campus committee evaluated all programs simultaneously. A final report was made including recommendations to improve the process.

A more rigorous and systematic process of periodic program review, including external evaluation, began during the 2006-07 academic year. A primary goal of the 2006 initiative, according to the Provost, was to provide departments a process to evaluate and improve academic programs thus allowing, "...program faculty and all levels of administration to regularly gauge the effectiveness and efficiency of its academic programs." A summary of the program review process including purpose, components, and continuing nature of program review, 2006-11, was prepared in September 2010 by the Provost. It should be noted that one of the "improvement suggestions" from the 2005 HLC site visit was to improve the University's process of program review.

As outlined in the 2010 summary, three integrated components comprise the program review process. These are: (1) strategic planning, (2) annual review, and (3) periodic extensive self-study and external review. The initial policy documents used in the process were developed in 2005 with a revision in late 2007. The policy statement includes a timeline, expected products, suggestions for selecting the external reviewer or reviewers, instructions for the reviewer, and resulting actions by administrators and the academic department. The strategic plan for each program includes a mission statement; a SWOT analysis; an assessment plan; current priorities and objectives; and an action plan. The annual reviews address each component of the program's strategic plan. The periodic extensive self-study reviews annual reports and other available data. Critical to the self-study is the involvement of all faculty in the program. The external reviewer receives specific instructions from the dean and provost and meets with students, faculty, alumni, and administrators while on campus. An exit interview is held with the dean, department head, faculty and a representative from the Office of the Provost to ensure 360-degree communication. The final report from the external reviewer is submitted to the dean and the dean sends the report to department and provost's office. The department then has a period of time to respond and to write an action plan based on the recommendations by the external reviewer. Examples for [business](#); [child and family development](#); [communication](#); [geography, geology and planning](#); and [psychology](#) are attached as evidence. Others are available upon request.

Implicit in program review is that it is a continuous process with the periodic self-studies and external reviews on a five- to seven-year cycle. Exceptions to this cycle may be made for accredited programs which often maintain a different periodicity. A listing of accredited programs with dates for campus visits may be found on the Provost's website.

### 3.A.2.

Degree requirements for undergraduate students in General Education, General Baccalaureate Degree Requirements, and Scholastic Honors are clearly articulated in the [catalog](#) and are in effect upon first enrollment as a degree-seeking student at Missouri State. Student learning outcomes for Missouri State's undergraduate and graduate students are clearly articulated within degree programs.

[Graduate education](#) is designed to produce students who are motivated and educated to be independent leaders in their professions and communities. A major aim of graduate education is to develop the resourcefulness and responsibility of individuals by enhancing their ability to handle effectively the materials and affairs of life, and to judge critically the value and limitation of information. The graduate programs strive to develop student progress toward a maturity of thought and discipline-related capabilities. Learning objectives for graduate study are established by the graduate faculty, who are committed to teaching, research, and service at the graduate level, as well as mentoring graduate students in the practice of their disciplines.

Certificate programs at the undergraduate and graduate levels are designed to provide students with specific, focused knowledge and skills that will allow entrance to or advancement in a career.

### **3.A.3.**

Missouri State University ensures consistent quality and learning goals wherever and however its academic programs are delivered, whether that be on-campus, off-campus, dual credit, or online across the country. [Missouri State Outreach](#) oversees adult student services, dual credit, evening programs, iCourses, noncredit programs, off-campus/ITV programs, Missouri State Online, and Missouri Campus Compact. This division of the Office of the Provost works collaboratively with the academic departments to ensure that the quality and the learning outcomes are consistent at all locations and across all modalities.

All students and instructors, whether on-campus or at a distance, are held to the same academic policies and standards established for the main campus. Students must meet the same admission requirements and complete the same processes as main campus students, and they must make the same academic progress in order to complete the program. Toward that end, program assessments and evaluation techniques are established and implemented consistently for all students among all locations as noted in syllabi and program assessment reports.

Whether courses are offered via ITV, online or as an iCourse from the main campus, the course is monitored by the home academic department, not from Missouri State Outreach. When faculty are hired for an off-campus location they are approved by the respective academic departments on the main campus and are then recommended for employment by the department head. The academic departments provide faculty development for part-time faculty to ensure they understand department expectations, course outcomes, and assessments. These faculty members have the same course materials available as faculty on the main campus, including textbooks, supplemental materials, and technology. Another department that aids in ensuring the quality of instruction across all locations and modalities is the Faculty Center for Teaching and Learning (FCTL). The FCTL provides a wide range of resources and services to faculty members, including best practices for teaching and learning, course design, classroom technology training, instructional design and consultation.

The academic departments use equivalent assessments across programs at all locations and compare results on an annual basis. Programs in education use standardized assessments required by the State of Missouri. Up until August of 2014, those exams were called [Praxis](#). Passing this exam was required for certification to teach in the State of Missouri. In September 2014, the certification exam was

changed by the State of Missouri. This exam is now called the Missouri Educator Gateway Assessments (MEGA) and passing points have not been determined as of the writing of this report. In other cases, departments may use common faculty-constructed assessments, portfolio assessments, surveys, graduate placement data, and employer feedback. Any differences or concerns are addressed at the department level during faculty meetings and retreats.

Outreach also employs on-site coordinators at three locations – Neosho, Lebanon and West Plains – who meet regularly with the off-campus students and faculty. Their needs and concerns are communicated to the academic departments and to the Associate Provost of Access and Outreach. Occasionally, Missouri State Outreach utilizes student surveys to assess needs, delivery preferences, develop academic plans, and determine overall satisfaction. The results are analyzed and used as a basis for continuous improvement.

Lastly, Outreach holds monthly meetings to discuss areas for improvement utilizing brain storming sessions and round table discussions based on data sets. Information is shared among coordinators about what their best practices are, what their students' needs are, what initiatives are working. That information is acted upon using a team approach.

Dual Credit instructors are held to the same standards as the instructors who teach on campus – they are required to have master's degrees with 18 graduate hours in the academic field, unless provisionally approved. Departments review transcripts and resumes when deciding whether an applicant qualifies. Requirements for the dual credit syllabi also are the same, including equivalent learning resources such as books. Dual credit instructors have access to teaching resources and library while dual credit students have access to computer labs, library, and tutoring services. Missouri State Dual Credit offers a meeting to connect instructors with department heads to review and discuss topics related to teaching dual credit classes. Outreach conducted an assessment in [2012-2013](#).

## Sources

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- Accreditations - list with certifying body 3A
- Accreditations - Program Review - Missouri State University 4A5
- Campus and Community Climate Study 3A
- Child and Family Development Program Review 3A, 4A1
- College of Business Program Review 3A, 4A1
- Communication Program Review 3A, 4A1
- Dual Credit Assessment (Debbie Penn) and Survey 3A, 4A
- Geography, Geology and Planning Program Review 3A, 4A1
- Graduate Catalog 2013-2014 1B, 2B, 3A
- Joint Degree Programs 1D, 2C
- Missouri State Outreach 1B, 3A
- Praxis Results 2004-2014 3A
- Psychology Program Review 3A, 4A1
- Undergraduate catalog 2014-2015 1B, 2B, 3A

## 3.B - Core Component 3.B

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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.

## Argument

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### 3.B.

Missouri State University believes that the best teachers are active in scholarly activity and that scholarly activity is central to teaching students critical thinking skills. Toward that end, Missouri State encourages undergraduate students to pursue scholarly activities along side faculty and graduate students.

The University consistently competes for and secures an average of more than \$20 million annually in [external funding](#) for sponsored programs. The funding sources range from the National Science Foundation to the Missouri Department of Elementary and Secondary Education. In addition, the University provides a number of programs to fund research and other scholarly activity for faculty and students.

The Provost's Office supports scholarly activity through [faculty research grants](#), [summer research fellowships](#), and [grant proposal assistance](#). On campus, the Provost's Office and the academic colleges provide a number of grants and other support for research totaling more than \$200,000 annually. See table below for support from 2004-present.

Academic Year	Faculty Research Grant Awards		Summer Fellowship Awards		Research Grant (Equipment) Matches		Graduate Student Thesis Funding		Graduate S Travel Awa	
	Number	Total \$	Number	Total \$	Number	Total \$	Number	Total \$	Number	To



2013-14	22	126,480	10	60,000			71	33,500	111	21
2012-13	21	132,689	7	42,000			74	35,488	86	20
2011-12	26	148,193	17	102,000			67	32,550	71	14
2010-11	17	107,619	16	96,000			74	37,100	64	18
2009-10	18	113,265	20	120,000	1	3,000	73	33,855	61	11
2008-09	22	132,027		none awarded	2	86,500	42	21,630	64	15
2007-08	24	134,552	20	120,000	4	122,000	75	38,310	68	14
2006-07	22	125,124	25	125,000	7	133,095	80	38,950	61	14
2005-06	21	125,337	23	115,000	5	88,555	67	32,266	62	14
2004-05	22	108,141	23	115,000	7	102,350	84	39,595	42	9,

Even with strong support and clear guidance in place and even though the University just set a record in 2013-14 with nearly \$22 million in sponsored programs, the University recognizes that it must remain diligent to meet its goals in all areas of scholarship. While specific metrics will naturally ebb and flow annually, continuous long-term improvement remains the goal. Expansion of the professional staff in the Office of Research Administration should be a positive step, and the publication of *Mind's Eye* raises the profile of research and applauds creative efforts. Missouri State's publication of *The eJournal of Public Affairs* is further evidence of the institution's robust efforts to support and promote research

Further, the University regularly publicly recognizes faculty for outstanding research and other scholarly activities. Faculty and graduate students are required to complete the research compliance training pertinent to their research programs. These training programs are housed in the Office of Research Administration and include training in animal care and use, human subjects (IRB), and responsible conduct of research. Available to all faculty and students is the R-Stats institute that provides research and statistical training assistance with data analysis and technical support.



### 3.B.1.

Missouri State's revised [General Education Program](#) was implemented in fall 2014. The General Education now requires 45-49 credit hours: 14-16 credit hours in the foundations courses and 31-33 credit hours in the breadth of knowledge courses.

A major change is that the overall goals and list of courses for General Education requirements now more appropriately align with Missouri State's statewide mission in public affairs. The General Education Program has learning goals approved by the Faculty Senate that are appropriate to the mission, educational offerings, and degrees of Missouri State University.

Specifically, the General Education program is sub-divided into four areas.

1. **Foundations (14–16 hours)** – this area of the General Education Program prepares students for academic work at the university.
2. **Breadth of Knowledge – Natural World (7–9 hours)** – this area of the General Education Program requires students to gain an experience in both the Life and Physical Sciences and in one of the categories the student must take a lab.
3. **Breadth of Knowledge – Human Culture (12 hours)** – this area of the General Education Program requires students to gain an experience in the Humanities, Arts, and Social/Behavioral Sciences.
4. **Breadth of Knowledge – Public Affairs (12 hours)** – this area of the General Education Program requires students to gain an experience in Public Affairs through courses in cultural competence, ethical leadership, and community engagement.

### 3.B.2.

In 2012, the Missouri State General Education Task Force was charged with updating this significant component of the curriculum for all students. The task force was guided by current literature, input from faculty and students, information from Association of American Colleges and Universities (AAC&U) workshops, and studying the structure of other general education programs. The new goals include four areas: Foundations (14–16 hours); Breadth of Knowledge–Natural World (7–9 hours); Breadth of Knowledge–Human Culture (12 hours); and Breadth of Knowledge–Public Affairs (12 hours).

In addition, specific learning outcomes were identified for each area. First time new to college students were introduced to the General Education component at the summer 2014 Student Orientation, Advisement and Registration program (SOAR) sessions since the program went into effect in fall 2014. Courses accepted into the program are subject to review and evaluation by the Committee on General Education and Interdisciplinary Programs which has representation from all academic colleges and the Offices of Assessment and the Provost. General Education accounts for 45-49 of the 125 hours required for graduation.

### 3.B.3.

Without exception, every academic department at Missouri State engages students in collecting, analyzing and communicating information. This is done in advanced coursework, undergraduate research and internships. Evidence of student accomplishments are seen in senior shows (art and interior design), undergraduate research days, senior portfolios, and other activities. Evidence of their adaptability come from employer surveys.

Engaged inquiry is part of Missouri State's long-range plan. There are four primary goals of academic research/scholarly activity at Missouri State University:

- To develop the human potential of students
- To contribute to and extend the storehouse of knowledge
- To contribute to the public good and the progress of society
- To advance the development of faculty in all their roles

As an example, faculty members are encouraged to engage students in the research process; undergraduate research is considered a high impact practice and is monitored as one of Missouri State's [Key Performance Indicators](#). In 2012, 10.82 percent of Missouri students were engaged in student-faculty research/creative activity. Another 3.47 percent participated in focused field experiences. While this one example cannot meet the needs of 22,000 students in any given year in combination with all other activities noted above we are confident that Missouri State students are developing skills adaptable to changing environments.

These goals are not envisioned as or intended to be isolated endeavors. In most cases, the goals are achieved as integrated activities that have a positive impact on the students, faculty and the public. In fall 2014, the Center for Community Engagement was created with a mission of supporting and advancing the public affairs mission by increasing the University's involvement in local, regional, and statewide community engagement efforts. The center will facilitate interdisciplinary approaches to solving community issues uniting research, service-learning, and volunteerism with community action, as well as provide additional research opportunities for faculty and students.

All graduate programs have a research requirement along with course requirements. In addition all graduate students must pass a comprehensive exam and all doctoral students are required to present their research results.

### **3.B.4.**

One of the three pillars of Missouri State University's mission in public affairs is "cultural competence." The Faculty Senate has developed learning goals related to each of the three pillars, including cultural competence. The understanding of, and appreciation for, cultural competence is enhanced with coursework, the Freshman Convocation, the first-year foundations course, the common reader, interaction with the Springfield community, and more.

Cultural competence also is embedded in General Education courses such as:

- World Cultures
- International Culture and Study Abroad
- Global Perspectives, Language, and Culture in Society
- Multicultural Views of History and Mathematics
- Introduction to Religion
- Paths to World Religion
- Human Diversity
- Literature, Culture, and Conflict

Students must take three credit hours in the cultural competence area of General Education.

In addition to General Education courses, other curricular opportunities exist, including the public affairs capstone experience which every student must complete as a graduation requirement beginning

in fall 2014. These capstones vary by program and include such experiences as study away, service-learning, internships, and student-teaching. Additional curricular opportunities include the disabilities and diversity studies minors.

The curriculum is supplemented by the [Division for Diversity and Inclusion's](#) initiatives to enhance diversity on the Missouri State campus and build a more inclusive community in Springfield and southwest Missouri. The goal is to prepare Missouri State graduates to compete and succeed in a global workplace. The division demonstrates the value of diversity in four key areas:

- Institutional leadership and commitment through the clarity of expectations, investment of resources, and accountability by all levels of campus leadership
- Transformation by incorporating principles of multiculturalism, inclusion, equity, and diversity into classroom curriculum and co-curricular activities
- Campus climate by making campus a welcoming and inclusive environment for all through events, messages, symbols, and values
- Representational/compositional diversity by attracting, retaining and developing students, faculty and staff of color, corresponding with the campus mission and service area

Within the Division of Diversity and Inclusion and the Division of Student Affairs are a number of support programs including TRiO, the [Office of Multicultural Programs](#), Disability Services, and the Multicultural Leadership Scholarship.

At Missouri State, the goal of TRiO is to assist qualified students in attending and eventually graduating from college. TRiO helps students overcome significant barriers to their education and provides a supportive environment with services such as tutoring, intensive academic advising, and study skills assistance.

The Office of Multicultural Programs, a unit within the Division of Student Affairs, helps multicultural students acclimate to the University and the Springfield community by providing resources for educational and occupational partnerships. The office is comprised of the following components:

- Recruitment resources and initiatives
- Retention programs and services
- Heritage education and showcases
- Community outreach and relations

The Office of Multicultural Programs coordinates a number of student programs established to promote the development of educated persons by enhancing their academic performance, ethical leadership, community engagement, cultural competence, and social awareness. This office is instrumental in achieving the University's goal of creating a more diverse campus.

In conjunction with the Community Principles and overall mission of Missouri State University, the Disability Resource Center provides equal access and opportunity to all campus programs and services for persons with disabilities. Through collaboration and support of the entire campus community, the Disability Resource Center promotes disability pride, self-determination of the student, and universally accessible design principles.

Each year, 50 students are selected for the Multicultural Leadership Scholarship program. In addition to receiving the scholarship, recipients participate in the Missouri State Inclusive Excellence program. To receive the scholarship, students must rank in the upper one-half of their class (or achieve a 3.00

grade point average on a 4.00 scale) at the end of the sixth semester and have demonstrated leadership in multicultural school or community activities or organizations.

Many co-curricular activities support cultural competence as well. Each fall, Missouri State University has a Public Affairs Week. One of the many activities that week is the Hunger Banquet which demonstrates the inequities of food distribution around the world. The Public Affairs Conference is held every spring. Although the conference is based on the yearly public affairs theme, all three pillars of the mission are covered in sessions which are delivered by nationally known speakers.

The Student Affairs Division provides additional activities that support cultural competence. The Office of Student Engagement provides Safe Zone Training for students, faculty, and staff. Safe Zone is a program developed to educate, support, and create a safe campus community that accepts gender and sexual diversity. The training provides the tools, resources, and information required to establish a safe and welcoming campus community for lesbian, gay, bisexual, and transgender populations.

Student Affairs also provides the Distinction in Public Affairs Program, which targets sophomores and juniors at Missouri State who want to enhance their co-curricular experiences to the public affairs mission. Participants are placed into small teams of 8-10 students led by one faculty and one staff member to meet periodically throughout the semester to learn and engage together in the three pillars of the public affairs mission. The spring semester includes implementing a hands-on project and sharing what the participants have learned at the Public Affairs Conference.

### 3.B.5.

Missouri State University's faculty and students participate in engaged inquiry by contributing to the development of scholarship, creative work, and knowledge discovery in a variety of ways. Engaged inquiry is supported through the long-range plan and is a Key Performance Indicator for the University. Some of the specific ways in which engaged inquiry by faculty is supported and encouraged include:

- [Summer Faculty Fellowships](#) – awarded to provide income for faculty engaged in special projects during the summer months
- [Faculty Research Grants](#) – provided as seed money to fund costs associated with conducting studies that ultimately may lead to external funding
- **Sabbatical** – semester or year-long leaves provided for faculty to focus on research activities
- **Course Release for Proposal Development** – provided faculty release from a course in order to devote time to preparation of a proposal for external funding
- **Travel to Funding Agencies** – funded faculty who wish to meet with program officers in agencies such as National Institutes of Health or Department of Defense to discuss funding opportunities and/or proposal development
- [Citizenship and Service Learning \(CASL\) Research Stipends](#) – funded community-based research projects involving students. Annual pool for awards is \$8,000
- **Travel** – funded from departments and colleges, which is used to present at professional conferences
- [International Travel](#) – provided to “advance the University mission, in a manner related to the research of the faculty member,” with an emphasis of sharing of research
- **College Financial Incentives** – provided by the deans for submission of grants and manuscripts for publication, with the typical range from \$200 to \$750, which also may be used to support research projects or travel
- **University Foundation Award for Research** – provided an honorarium to selected recipients

each year

- **Major Equipment Requests** – provided to departments each year to support faculty research
- **Grant Preparation** – provided training and support in proposal development through the Office of Research Administration, including identification of potential funding agencies, budget, etc.
- **Provost Series for Faculty Development** – organized by the Provost Fellow for Faculty Affairs and includes presentations on topics such as establishing a focused research agenda and directing student research
- **Writing Retreats** – day-long sessions offered to support faculty scholarship
- **Compliance Training and monitoring** – IACUC, IRB and more provided training and support for faculty engaged in research

Students have the opportunity to participate in research and other scholarly activities. Some of the specific support for student intellectual discovery includes:

- **Student Engagement in High Impact Educational Experiences, including Research** – identified as one of the university's Key Performance Indicators and tracked yearly
- **Graduate Student Research** – provided by the Graduate College to graduate students to support the implementation of their thesis research
- **Graduate Student Travel** – provided by the Graduate College to graduate students to travel to conferences to present their findings
- **Undergraduate Student Research** – regularly provided in many academic fields

In addition, many of the colleges including the Graduate College host research presentations days near the end of the academic year in order for students to present their research to the academic community.

*LOGOS: A Journal of Undergraduate Research* is dedicated to the publication of outstanding work by all undergraduates in every academic discipline: original research studies, essays, creative writing, and artwork. Two other publications are supported by Missouri State University. The *eJournal of Public Affairs* is a peer-reviewed, multidisciplinary, open-access journal, and *OzarksWatch*, which has been covering the Ozarks since 1987.

## Sources

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- All-Faculty Recognition Reception 3B
- CASL Research Stipends 3B
- Disability Resource Center 3B
- Diversity - Vision and Mission for the office 1C, 3B
- eJournal of Public Affairs 1D, 3B
- Faculty International Travel 3B
- Faculty Research Grants 3B
- Faculty Sabbaticals Awarded past ten years 2E, 3B
- Faculty Writing Retreat Assessment Data 3B
- Foundation Award for Teaching, Research and Service 3B
- General Education 1A, 3B
- Graduate Thesis List 3B
- Grant Proposal Support 3B
- Interdisciplinary Forum - Graduate College 2E, 3B

- Key Performance Indicators 1A
- LOGOS Journal of Undergrad Research 3B
- Mind's Eye Publications 2C
- Multicultural Programs 1C, 3B
- Office of Research Administration Compliance Committees 2E, 3B
- Office of Research Administration Faculty Training 2E, 3B
- Ozarks Watch Magazine 3B
- Provost Commitment to Research, Teaching Equipment, Instrumentation 2E, 3(faculty and students)
- Provost Commitment Teaching Equipment 2E, 3
- Research Funding Summaries from ORA 3B
- Summer Faculty Fellowships 1984-2014 3B
- Support of Research 3B
- TRiO Student Support Services 3B, 4C

## 3.C - Core Component 3.C

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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.

### Argument

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#### 3.C.

Missouri State University's faculty and staff strive to support the goals of the University by providing effective and high quality programs. Missouri State University [employs](#) more than 3,000 faculty and staff members. The University had 2,014 full-time employees and another 1,328 employees working part-time in fall 2014. Of the full-time ranked faculty, more than 90 percent hold the terminal degree in their field. Many non-instructional employees also hold advanced degrees. As of fall 2014, 41 percent of the full-time professional staff held at least a master's degree if not higher.

#### 3.C.1.

Over the past five years, the University-wide student faculty ratio has consistently been at 20:1 or 21:1. This is monitored by departments, colleges, and the Provost's Office annually, and the Faculty Senate Budget and Priorities Committee also reviews this data on a regular basis. Faculty workload data is compared to Delaware Data and reported in [AIM Dashboard](#).

In the 2012-13 academic year the Springfield campus has 695 full-time instructional faculty members. Of the ranked faculty 61 percent were tenured: 258 of 695 (37 percent) at the rank of distinguished or full professor; 165 of 695 (24 percent) at the rank of associate professor; 116 of 695 (17 percent) at the rank of assistant professor. The remaining 155 (22 percent) are at the rank of instructor.

Faculty are [responsible](#) for curriculum and assessment first and foremost in their academic units. They have written and adopted program specific student learning outcomes. Annually the academic departments collect assessment data, analyze outcomes, and make curricular decisions based on the outcomes. This is reflected in departmental annual reports and curricular actions by College Councils. Faculty representatives from all seven colleges and schools are actively involved with the Assessment



Council, which supports the Director of Assessment in administering a comprehensive program assessing student learning outcomes and evaluating academic programs, collaborating with units to integrate assessment and evaluative efforts, and integrating assessment activities and results with accreditation purposes. The Committee on General Education and Interdisciplinary Programs, along with the Director of Assessment, are responsible for the assessment of General Education.

### 3.C.2.

Of the 539 full-time ranked faculty members employed at Missouri State in 2012-13, more than 90 percent held terminal degrees. Of the 155 full-time instructors and more than 350 per course faculty, 90 percent held a master's degree or higher, with approximately one-fourth having a terminal degree. The University outlines qualification requirements for instructional employees in the Faculty Handbook and also has an All But Dissertation (ABD) hiring policy.

The criteria for [initial faculty appointment](#) consist of training evidenced by academic degrees, experience, and achievement. For tenure and promotion, faculty members must meet the requirements for teaching, research, and service established by their department, college, and the University. External reviews are required for faculty promotions, just as they are for program reviews. Advancement to each higher rank carries with it the expectation of a greater contribution to the University's mission in teaching, research, and service. Advancement also carries with it the expectation that the individual will accept leadership roles.

- **Instructor** – Normally appointed to teach full-time and to provide appropriate service, plus may participate in research. An Instructor may be appointed to an annual or to a multi-year term of up to five years.
- **Senior Instructor** – An Instructor who has demonstrated excellence in teaching and service at Missouri State for at least five years (not necessarily consecutively) may be appointed a Senior Instructor. A Senior Instructor shall be appointed to a specific term not to exceed five years and may be reappointed to one or more additional terms, contingent upon satisfactory performance reviews, educational needs and continued funding.
- **Assistant Professor** – An academic rank of one who has demonstrated achievement or potential in the areas of teaching, research, and service appropriate to the discipline. A terminal degree or equivalent is required as determined by appropriate department faculty with the approval of the Provost.
- **Associate Professor** – An academic rank of one who has demonstrated a sustained record of achievement and effectiveness in teaching, research, and service appropriate to the discipline. Individuals may achieve the rank of Associate Professor in with one of two appointments: 1) promotion from the rank of Assistant Professor at Missouri State, or 2) new faculty member hired with terminal degree and a minimum of four years of experience equivalent to academic service to Missouri State in the rank of Assistant Professor.
- **Professor** – Recognized leaders who have a cumulative record of teaching, research, and service appropriate to the discipline. Individuals may achieve the rank of Professor in one of two ways: 1) promotion from the Associate Professor rank at Missouri State, or 2) new faculty member hired with a terminal degree and a minimum of five years of experience equivalent to academic service to Missouri State in the rank of Associate Professor. Professors normally are hired with tenure.
- **Distinguished Professor** – A rank beyond Professor which recognizes extraordinary accomplishment in research. The year of appointment to the rank of Distinguished Professor includes an addition to base salary greater than the amount given for promotion to Professor. To be eligible for Distinguished Professor rank, an individual must have held Professor rank for a minimum of five years, with at least three years in the rank at Missouri State; have a record of

extraordinary performance in research with a national or international reputation; and have a sustained record of excellence in both teaching and service.

### 3.C.3.

Tenure-track faculty members are expected to be actively engaged in teaching, research and service throughout their careers, but the University recognizes that, at different times, faculty members may shift emphasis from one category to another. It is generally expected that during the probationary period the emphasis should be on teaching and research. At any time during their careers at Missouri State, faculty members must negotiate their individual workload with the Department Head (within broad University parameters approved by the Provost), with the conditions of employment laid out clearly at the time of employment, and adjusted thereafter through negotiation with the Department Head and Dean as approved by the Provost. The obligations of the academic unit should not fall disproportionately on one segment of the faculty. The faculty are also expected to adhere to standards of ethical conduct in all areas of performance. Expectations for Instructors are similar to those for tenure-track faculty except that there is an increased emphasis on teaching and normally no expectation for research. The University's Faculty Performance Evaluation Process is outlined in [Section 4](#) of the Faculty Handbook.

Performance reviews are mission-related and consistent with reappointment, tenure and/or promotion decisions adopted by the faculty and posted on the Provost's website. The criteria used for evaluation in each category are based on specific elements in the University's mission. Faculty must utilize multiple means (e.g., self-reflection, peer and/or supervisor review, assessment of student learning outcomes) to evaluate their teaching, research and service. External reviews also are required for promotion. Student evaluations are an important source of feedback; however, they should account for no more than 50 percent of the total evaluation of teaching effectiveness. Faculty are typically evaluated on an annual basis.

### 3.C.4.

The Missouri State University Faculty Handbook includes a section on documenting teaching effectiveness. The University utilizes a software package, "Activity Insight" from Digital Measures, to allow information related to their instructional and professional roles at the University to be easily maintained and updated. The information stored in the system includes current research, publications, presentations, credentials, teaching loads, and other details generally reflected in faculty vitae. The system enables faculty leaders, program coordinators, those in charge of accreditation within departments, and key administrators to produce a variety of different reports. Faculty typically submit annual reports to their personnel committees and/or departments heads documenting all aspects of faculty life: teaching, research, and service. The University also provides numerous opportunities for professional development in teaching, service and research, which are outlined on the [Faculty Development](#) and [Faculty Center for Teaching and Learning](#) web pages. Each fall, the Faculty Center for Teaching and Learning provides a "Showcase on Teaching and Learning" that gives faculty a chance to share best practices and learn from national speakers.

### 3.C.5.

According to the Missouri State University Faculty Handbook, every instructional employee (tenured and non-tenured) is required to be available to students by holding a specified number of office hours. For example, each full-time faculty member is expected to hold office hours for five hours per week with the times noted on course syllabi. Evidence of student perceptions of instructor availability can be found in the 2012 National Survey of Student Engagement (NSSE) data collected at Missouri State

and it shows that students are satisfied with academic advising and the availability of faculty. In addition students indicated that talked with faculty about grades, class assignments and careers. Missouri State administer the NSSE Survey again in spring of 2015.

Many faculty members utilize technology to connect to students. Missouri State has adopted Blackboard Collaborate, which provides the real-time connection that faculty desire for blended and online teaching modalities. Advisors are utilizing tools like Skype to connect with students before they arrive on campus. The Faculty Center for Teaching and Learning (FCTL) is available to assist faculty with the latest technology and teaching strategies, and departments assist faculty with travel funding to attend professional conferences and professional development opportunities.

### 3.C.6.

All staff openings posted at Missouri State University include full job descriptions with required qualifications all candidates must meet in order to be considered. For example, the [Academic Advisement Center](#) requires that all academic advisors have at least a master's degree and at least two years of advising experience. Most of the director positions in Student Affairs and Student Development and Public Affairs also require a master's degree. Beyond these minimums, many staff employees seek to advance their qualifications through a variety of educational and professional development opportunities provided by the University. Since the late 1990s, for instance, Missouri State has collaborated in a cooperative program with the University of Missouri-Columbia leading to an Ed.D. in Educational Leadership. This is an advanced study for administrators, program leaders, teachers, and researchers desiring a variety of leadership positions in education, government and industry. Many of the professional staff at Missouri State continue their educations through this program or choose to pursue one of the numerous master's degrees offered at Missouri State. One such master's program is the Student Affairs in Higher Education Program. This program serves as a resource for staff in the Division of Student Affairs.

To support staff in these educational endeavors, the University annually provides 15 hours of undergraduate or graduate credit free of charge for all full-time staff. The hours may be used by the employee, the employee's spouse, or the employee's children. In the 2012-13 academic year, 41 percent of the full-time professional staff held a master's degree or higher.

In addition to qualifications for initial hire, all new employees are required to attend an orientation session provided by Human Resources and complete the Appraisal and Development Plan (ADP), the University's formal evaluation process for all full time staff employees, with their supervisors. New employees also complete online training provided by the Office for Institutional Equity and Compliance. Details about staff orientation, compliance, and professional development may be found online. These also are several opportunities for ongoing professional development provided through the University's web-based learning management system, My Learning Connection. That includes fee waivers for both credit and noncredit offerings that address professional development needs. Faculty and staff who have advising roles have additional development opportunities through advising workshops and the Master Advisor Program provided through the Academic Advisement Center. Plus, funding is provided for staff to join professional organizations, attend conferences, and participate in other professional development offerings.

## Sources

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- Academic Advisement Center 3D
- Data - AIM and Bear Intelligence 5A

- Fact\_Book\_FINAL\_DRAFT\_2012-2013 for 1B
- Faculty Center for Teaching and Learning 3C, 3D
- Faculty Development 3C
- FacultyHandbook\_2014-06-20 1B, 2D, 2E, 3C
- FacultyHandbook\_2014-06-20 1B, 2D, 2E, 3C (page number 35)
- FacultyHandbook\_2014-06-20 1B, 2D, 2E, 3C (page number 47)

## 3.D - Core Component 3.D

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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.

### Argument

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#### 3.D.

The University's [Faculty Center for Teaching and Learning](#) (FCTL), located in Duane G. Meyer Library, provides regular professional development activities to foster teaching and learning excellence. The mission of FCTL is to serve the entire instructional community, which includes tenured and tenure track faculty, adjuncts, instructors, per course faculty, and teaching assistants. The promise of FCTL is to assist faculty and instructors in meeting their instructional goals.

The FCTL meets their mission by providing the following:

- Instructional design, consultation and training (with or without technology)
- Instructional technology blogs
- Academic media production services
- Annual Event - "Showcase on Teaching and Learning"

Through the Office of the Provost, new faculty are provided a year-long orientation program. All faculty have access to Blackboard, classroom management software training through Computer Services. Computer Services provides extensive online Blackboard training materials for faculty and staff.

#### 3.D.1.

Missouri State's commitment to student success is illustrated by its wealth of student support services. These services continue to evolve and expand as new needs are identified among the student population. Examples include Veteran Student Services, Division for Diversity and Inclusion, Multicultural Student Services, and the Bear CLAW (Center for Learning and Writing). Bear CLAW services include subject-area tutoring, writing tutoring, study skills training, and Peer Assisted Study Sessions for high-risk courses (those with high D-F-W grade rates).

With transfer enrollment continually on the rise, Missouri State has multiple support services to aid

these students. From the beginning, the University provides two options for new transfer students to get a better understanding of the resources and opportunities the campus has to offer: 1) required Online Student Transfer Orientation, and 2) optional TRANSFERmation, an on-campus program to introduce students to campus services, to which all transfer students are invited. A Transfer Task Force is assessing the impact of current transfer orientation strategies and developing more alternatives. This was a topic of discussion at a BOG meeting in 2014 and is a priority for the university. Returning adults also are encouraged to visit the Office of Adult Student Services and Evening College for more assistance.

ITV and off-campus students are provided a variety of support services equivalent to students on campus. They are allowed computer lab and internet access at the University's satellite locations. They also have access to the [Meyer Library's](#) licensed database of electronic journals at a distance. Students can also use the SWAN Library Catalog to request copies of magazine or journal articles. On-site coordinators are located at Neosho, Lebanon and West Plains.

All students, including off-campus students receive BearPass photo ID cards. Advisors from multiple colleges often travel to many of the satellite campuses to meet face-to-face several times each year with Outreach students. Adult Student Services provides advising, registration, and financial aid guidance for many off-campus students.

The University provides an array of services, including:

- [Academic Advisement Center](#)
- [Bear CLAW](#) (Center for Learning and Writing)
- Career Center
- [Citizenship and Service-Learning](#)
- Community involvement and service
- Counseling and Testing Services
- Dean of Students Office
- Disability Resource Center
- First year programs
- Financial Aid
- Foster Recreation Center
- Mary Jo Wynn Academic Success Center (for student-athletes)
- Office of Student Engagement
- Peer assisted study sessions (supplemental instruction)
- Public affairs support
- Residence Life
- Student ombudsman
- Taylor Health and Wellness
- Veteran Student Services

### 3.D.2.

The Student Orientation, Advisement and Registration (SOAR) program assists first-time freshmen in the transition to Missouri State. First-year programs continue the University's initiative for student success through the GEP 101 first-year seminar designed to further prepare students for academic success and integrate them into University life. Further examples include programs such as TRiO, which provides additional support to low-income and other traditionally underrepresented populations in post-secondary education.



Students are placed into an appropriate mathematics course using ACT scores and/or a placement exam and advisement based on their academic goals. The Academic Advisement Center houses the [Jump START](#) (Summer Transition and Academic Readiness) Program for conditionally admitted students. This program allows at-risk students to begin college in the summer in a supportive, yet challenging, environment. The Academic Advisement Center also works with undecided students to help them transition into the University and select majors that will help them to achieve their academic goals.

### 3.D.3.

Missouri State University's nationally-recognized Academic Advisement Center supports and help students make informed decisions about their educational futures. To contribute to the overall success of academic advising on campus, the Academic Advisement Center provides services, programs (Master Advisor Program), regular professional development opportunities and publications to assist academic departments in providing quality advising to all Missouri State students.

Missouri State has a mixed model of advising with some professional staff advisors and some faculty advisors, all of whom are guided by the Academic Advisement Council. All advisors are encouraged to complete the Master Advisor Program. In addition to the Academic Advising Center, there are other professional advisement centers on campus – [College of Business](#) and College of Education. All students are required to meet with an advisor each semester until they complete 75 hours. In addition to face-to-face advising the university has an online degree audit system where advisors, department heads and deans can interact with students any time there is an issue (pending probation/suspension) or question (course substitution). This online system allows faculty advisors and students to monitor progress toward degree completion at any time. It also calculates overall GPA, content GPA and other requirements for graduation.

Advising of graduate students occurs in the academic departments by ranked faculty.

### 3.D.4.

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

- **Technological infrastructure** –emphasizes support of academic programs and the learning community through the application of established and emerging technologies
- **Scientific Laboratories** – recent improvements include the 5,000-square-foot Vivarium addition to Temple Hall
- **University libraries** –provides access to more than 610,000 books, 958,000 government documents, 30,000 full-text online journals, and an extensive digital collection archive
- **Performance spaces** –range from the 2,264 seat state-of-the-art theatre in Juanita K. Hammons Hall for the Performing Arts, to the long-running outdoor summer Tent Theatre
- **Clinical practice sites** –sites provided by departments include Nursing, Physical Therapy, Audiology, Sports Medicine, and the College of Education
- **The Ozarks Regional Herbarium** – an active resource of Missouri State for the community, region, state, and federal agencies, it contains more than 100,000 specimens catalogued, including more than 48,000 moss collections from the world and more than 66,000 vascular plant representatives from throughout the United States, with the oldest collections dating from 1936
- **Student Exhibition Center** – provides space for student exhibits of interest to their respective departments and organizations, creating a “place of interest” to both the Missouri State campus



and the Springfield community

- **Brick City Gallery** – features exhibitions that change monthly during the academic year, with individual and group shows by distinguished artists and designers known regionally, nationally, and internationally, as well hosting BFA exhibitions of Missouri State Art and Design graduating seniors, and biennial shows featuring work from members of the faculty

The University Facilities Analyst has a database of every room, lab, and facility on campus. To ensure appropriate infrastructure and resources, these facilities are monitored by various campus constituents.

As for technology classrooms, there are currently 389 total classrooms on the Springfield campus. Of those:

- 314 have standard classroom technology (ceiling mounted projector, PC or Mac, amplified audio and video systems). Additionally, some of these have advanced AV and control systems (Crestron)
- 41 have no technology/technology infrastructure
- 34 have technology infrastructure to support portable solutions provided by Classroom Instructional Technologies (CIT)

A \$225,000 yearly allocation from the [Student Computer Usage Fee \(SCUF\)](#) was approved by the Student Government Association (SGA) for use for classroom instructor technology to further enrich the learning experience in classrooms on the Springfield campus. These funds have been used to install [instructional technology](#) in classrooms which had none, to upgrade rooms with antiquated technology, and to maintain the systems which have been installed under these funds previously. Currently, the funds are being allocated based on the following:

- \$50,000 – repair, maintenance, unscheduled replacement
- \$75,000 – annual carry forward (five-year cycle, to pay to replace all classroom instructor computers at end-of-life)
- \$100,000 – new installations or to fund campus initiatives (for the current and previous two fiscal years this initiative has been to upgrade classrooms to be compliant with the analog sunset)

### 3.D.5.

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

## Sources

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- Academic Advisement Center 3D
- Academic Facilities 3D
- Bear Claw (Provost) 1A, 2E, 4C
- Brick City and the Student Exhibition Center 3D
- Center for Community Engagement 1D
- Citizenship and Service Learning (CASL) (will add most recent report and TOC) 1A, 1D
- College of Business Advisement Center 3D
- Digital Collections at the MSU Library 3D

- Division of Student Affairs 3D
- Facilities - Theatre and Dance 3D
- Faculty Center for Teaching and Learning 3C, 3D
- Herbarium 3D
- Instructional Technology Advisory Committee Reports 3D
- Jump START 3D, 4C
- SCUF Allocation Guidelines 3D
- Speech, Language and Hearing Clinic 3D
- University Libraries info OIR 2011-2012 3D

## **3.E - Core Component 3.E**

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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.

### **Argument**

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#### **3.E.**

Missouri State University fulfills its co-curricular part of its mission to “develop educated persons” by creating a rich environment that initiates and sustains lifetime learning. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence, and community engagement.

#### **3.E.1.**

Co-curricular programs play a significant role in this culture and are highlighted via the University's co-curricular transcript which showcases a student's “out of classroom” experiences. Examples of co-curricular experiences have appeared in other areas of the Criterion Three Report. Several are among the seven public affairs “signature events” hosted annually. Each year the Public Affairs Conference attracts more than 3,000 students who engage with national speakers on panels related to that year's theme. Public Affairs Week in the fall has many opportunities for students, such as the Hunger Banquet, national speaker events, and voter registration. The Office of Student Engagement connects students to more than 300 student organizations. Student Activities Council (SAC) is the student programming board on campus responsible for planning social, multicultural and diverse events open to the entire student body; activities are funded through the student involvement fee. The Foster Recreation Center provides space for the entire campus community to exercise, play and learn about healthy living. The Athletics Department fulfills the University's mission through its many athletic programs, which provide an enriching environment for students and alumni. The 17 sports include football, baseball, men's and women's basketball, men's and women's golf, men's and women's soccer, women's tennis, women's volleyball, softball, field hockey, men's and women's swimming and diving, women's track and field (indoor and outdoor), and women's cross country.

#### **3.E.2.**

Missouri State's Citizenship and Service-Learning program provides opportunities for students to engage in the local, national, and global community by bridging material covered inside with experiences outside of the classroom. This program has experienced continued growth, including an 18 percent increase in 2013.

IDEA Commons is the University's urban innovation park that focuses on innovation, design, entrepreneurship and the arts (IDEA) in partnership with the private sector and other governmental units. Additional attributes of the University that help to uphold this claim are its hosting of an annual

sustainability conference for the community; the [Foreign Language Institute](#), a collaborative effort to offer a greater array of courses to students at several local/area colleges/universities, as well as the community at-large; and the Study Away Programs, which facilitate high quality academic programs to increase the cultural competence of Missouri State students.

The University also contributes to its students' experiences in economic development. The Office of Research and Economic Development manages programs that directly serve this cause, including the Roy Blunt Jordan Valley Innovation Center, a research and development facility located in IDEA Commons that provides hands-on experiences for students and support for corporate partners; and the Community and Social Issues Institute, which conducts meaningful research to serve the community

The Public Affairs Conference is a four-day event held annually in April. Each year, a theme is chosen and guest speakers and panelists from across the country participate. For example, the 2014 conference, the 10<sup>th</sup> annual, was April 8-11 with the theme of "Global Perspective: Why it Matters." In conjunction with the conference and theme, General Colin Powell was the keynote speaker for the Spring Convocation March 20. In addition, the inaugural induction for the Missouri Public Affairs Hall of Fame was the evening of April 11.

The University's Department of [Music](#) provides a wide array of programs designed to enhance a student's educational experience through an interdisciplinary approach which allows students to study the art of music from every aspect.

The various instrumental groups have achieved national and international acclaim through their many performances. Over the past several years, for example, the Jazz Band appeared at the prestigious Midwest International Band Clinic in Chicago; the Wind Ensemble performed for the College Band Director's National Association in Waco, Texas; and the Pride Marching Band marched in the London New Year's Day Parade. The Orchestra performed with the nationally renowned rock band Kansas in the fall of 2013, and the Jazz Studies group returned from a tour in New York.

The vocal music department also continues its pursuit of excellence with an International Tour to London in the spring of 2014, the Chamber Singers completed their annual performance of Elizabethan Dinner Theater, and the Missouri State Opera carries on its acclaimed performances of major works.

The University's Department of [Theatre and Dance](#) is the only program in the region to be accredited by the National Association of Schools of Theater and houses an Equity Membership Candidate program. This national accreditation, which recognizes excellence in performance and instruction, is one of less than 200 awarded nationwide. Faculty are working professionals and have connections in the industry, which provide students with additional networking and audition opportunities. From six main stage productions to community and regional theatre, the University and surrounding Springfield community are rich in opportunities for students to perform and practice skills as well as enjoy productions.

The [Juanita K. Hammons Hall for the Performing Arts](#) continues to provide the best in a diverse selection of entertainment. This year, the Hall will hold 21 in-house productions, including a Broadway series with comedies and musicals; three concerts in the Emerging Artist Series; and the Springfield Symphony performances. The Hall also presents nearly 50 University-sponsored events, including performances by many sections of the Music Department and hosts various community events such as the Multi-Cultural Opportunity Festival. The Hall also rents space for promoter events such as Disney Live.

## Sources

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- Foreign Language Institute 3E
- Hammons Hall 3E
- Music 3E
- Theatre and Dance 3E

## 3.S - Criterion 3 - Summary

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

### Summary

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Missouri State University's reputation – also referred to as “brand” – is largely based on its academic programs, its faculty, and its ability to prepare students to succeed. This is the reason the University has focused on adding relevant programs, eliminating outdated programs; attracting and retaining outstanding faculty, both full-time and part-time; and providing a wide range of services and support to help students succeed.

Over the years, the University has focused its academic program growth at the graduate level with particular focus on health-related programs. In all cases, decisions on academic programs are based on demonstrated need and sufficient funding support. Quality is assured through Missouri State's philosophy of accrediting as many programs as possible and regularly reviewing all programs. In addition, the University has taken many steps to ensure the quality of the programs is consistent across all platforms and delivery methods.

Missouri State recruits faculty from across the country and internationally. Policies regarding faculty promotion, compensation, and recognition are clearly identified in the Faculty Handbook and other documents. The Office of the Provost ensures faculty have the resources and support they need to succeed in teaching, research, and service.

In order to help students succeed, there is a comprehensive set of programs and services that begin with new student orientation and continue through placement in first careers. Along the way, the University ensures students have access to strong advising, academic assistance, and other resources that help lead to success. That success is measured based on student learning outcomes and results of exit examinations of graduates.

#### Strengths

1. Faculty are highly qualified as evidenced by more than 90 percent of the full-time ranked faculty holding the terminal degree in their field.
2. Missouri State has a nationally recognized Academic Advisement Center and Master Advisor Program which ensures quality advising for all students.
3. The general education program recently underwent a thorough review resulting in changes. The program has clearly identified goals and is more closely aligned with the University's mission in public affairs.

#### Strategic Opportunities

1. The University is working to clearly differentiate between graduate and undergraduate learning outcomes for programs and specific dual listed courses as expansion of the number of doctoral programs and interest in accelerated masters programs occurs.
2. Faculty Senate Chair has charged the Academic Relations Committee with producing a report on how the University can better support the teaching efforts of per course faculty in order to improve student success and retention.

## **Sources**

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*There are no sources.*