



Missouri StateTM
U N I V E R S I T Y

**HLC
Preparation for the Visit**

September 15, 2015

Importance of Accreditation

- HLC accreditation since 1915 (100 year anniversary)
- Eligibility for Title IV funding
- Celebrate our successes!
- Recognize our challenges

HLC Steering Committee

James Baker

Bill Cheek

Lynn Cline

Ken Coopwood

Ashley Crisafulli

Rachelle Darabi

Thomas Dicke

Caleb Doyle

Steve Foucart

Keri Franklin

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Rob Hornberger

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Colette Witkowski

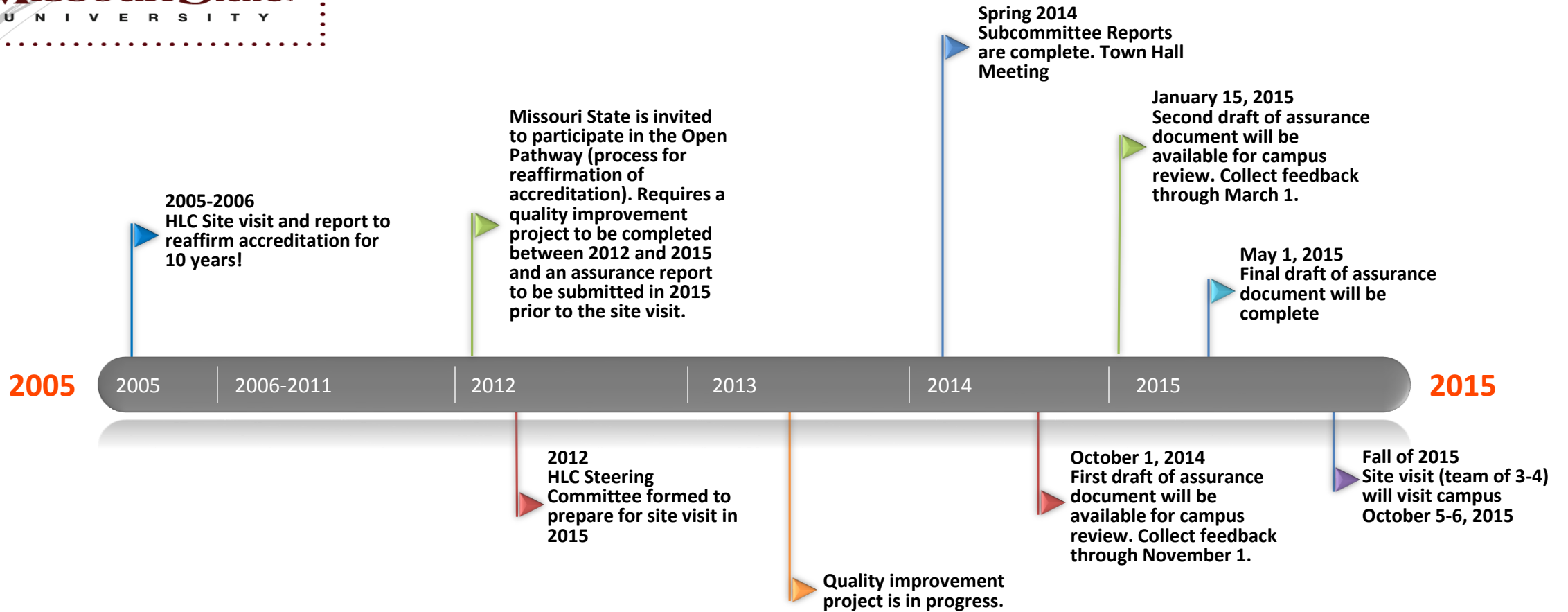
Sherry Jones, Administrative Assistant



Pathways to Reaffirmation of Accreditation

Open Pathway – 10 year cycle

- Requires annual reports by Institutional Research and Chief Financial Officer
- Requires that we notify HLC of significant changes.
- Requires a Quality Improvement Project – proposal and final report
- Requires updated assurance argument with evidence in years 4 and 10.
- Requires a site visit in year 10 by a trained peer review team.



Annual financial and enrollment reports submitted to HLC

HLC changes monitored, concerns reviewed from 2005

- **Dr. Heidi Ries, Team Chair. Dean for Research, Air Force Institute of Technology in Ohio (PhD - applied physics)**
- **Dr. Gail Burd. Senior Vice Provost, University of Arizona. (PhD - neurobiology)**
- **Dr. Terry Babbitt. Associate Vice President of Enrollment Management, University of New Mexico. (EdD - educational leadership)**
- **Dr. Margaret Wickins Cotter-Lynch. Associate Professor of English, Southeastern Oklahoma State University. (PhD - comparative literature)**
- **Dr. June Smith. Dean of Operations, Bryan College of Health Sciences in Nebraska. (BSN and MSN – nursing, PhD – educational psychology)**

- **The team has access to our report and they are busy reading!**
- **Between now and October 2 the team will**
 - determine a schedule of meetings and one or two areas of focus,
 - be writing the first draft of their report based on what we have written and submitted as evidence, and
 - be writing questions for each open forum and/or meeting.
- **The team will arrive on Sunday afternoon, October 4.**

The Visit – October 5-6

- **The team will meet with the HLC Steering Committee at 9:05 AM, Monday.**
- **Open Forum Discussion for Criteria 1 & 2 – 10:10 AM – 11:00 AM, Monday in PSU Theatre**
- **Open Forum Discussion for Criteria 3 & 4 – 1:25 PM – 2:15 PM, Monday in PSU Theatre**
- **Open Forum Discussion for Criterion 5 – 9:00-9:50 AM, Tuesday in PSU Theatre**
- **Drop-In Session – 2:30-3:20 PM, Monday PSU308**
- **Drop-In Session – 8:00-8:45 AM, Tuesday, PSU313**

- **The team will leave campus by noon on Tuesday, October 6.**
- **The team does not leave Springfield until Wednesday afternoon.**
- **The team will be working at the hotel to try to complete the final draft of their report before they leave town. Typically, they will then travel home, catch up on their home campus and then read the report one last time.**
- **A report is due to us within two weeks for a fact check.**

The Executive Summary

- The executive summary was prepared for the campus community. It explains the process, the criteria and the key items in the report.
- If you are curious and you want to read the full report (called the assurance argument) it is [posted](#) on our website. (The full report is only 106 pages – less than 35,000 words!)

What we need from you!

- Read the executive summary.
- Check the schedule and attend at least one open forum.
- Encourage your peers to attend open forums. All are welcome – faculty, staff and students!

Improvements since 2005

- **The list on page 2 of the executive summary are items that the 2005 team thought we could improve and we did!**
 - Adding external reviewers to program review and to promotion/tenure
 - Working more closely with Missouri community colleges on transfer
 - Improving diversity on campus
 - Clarifying and maturing of the public affairs mission
 - Full implementation of provost model
 - Continue with transparency of budget process
 - Continue culture of assessment of student learning

QIP – Quality Improvement Project

- Our report was submitted (and is available on the [assessment website](#)).
- Reviewers indicated that we demonstrated a genuine effort on this project!
- “Missouri State University is to be commended for its work on this three-year project which has the potential to impact other institutions through the sharing of resources as outlined in the report.”

Criterion One. Mission

- Open Forum or Focus Questions
 - Tell me about the university's mission and how you understand it.
 - Can you give me a specific example of how the university's mission guides institutional operations?
 - Can you tell me about a partnership that the university has? How does it work?
 - The assurance argument indicates that progress has been made on diversity goals – tell me about some progress. What continues to challenge the campus?
 - There are documents and a significant amount of data available on the university website – most without a password. What do you use regularly? What data is reviewed by the institutional as a whole and how is this done? What is not there?
 - Do you really have public affairs learning outcomes in all degree programs? Give me an example.
 - How are the academic programs that you offer consistent with the mission?
 - How does MSU serve the public good?

Criterion Two. Integrity

- Open Forum or Focus Question
 - Tell me about your policy library and how you use it.
 - Describe your codes of conduct and how they are used.
 - Using technology has many advantages – quicker communication, allowing students to do just in time learning, etc. It also has many disadvantages. What have you experienced?
 - Tell us about research and the value placed at MSU on responsible conduct in research. What training have you done?
 - Tell me an example of how MSU is committed to freedom of expression and the pursuit of truth in teaching and learning.
 - How do students learn about library resources? How does everyone on campus understand the resources that are available to them?
 - Students – Are you able to estimate your bill each semester or are you surprised when you receive it? Do you know if you are enrolled in an accredited program?

Criterion Three. Teaching/Learning-Quality/Resources/Support

- **Open Forum or Focus Questions**
 - Tell me more about the Master Advisor Program. Who's a master advisor? Tell me about the training. Why is it important to students, departments, colleges?
 - You just went through a revision of general education. How did the transition go? What changes did you make? How are you assessing the new learning outcomes? How did this revision tie to your mission?
 - Describe your accelerated MS program.
 - Do you have undergraduate students and graduate students in the same classroom? How do you differentiate between undergraduate and graduate learning outcomes?
 - You have added a number of professional doctoral programs since the previous visit. How are those programs integrated into the graduate college and governance?
 - Describe the shared governance as it exists on this campus.
 - How do you ensure that all classes – online, blended, off-campus, dual credit - have the same student learning outcomes and equivalent assessments?

■ **Criterion 3 questions continued**

- Tell me about how dual credit faculty are approved for teaching at Missouri State.
- If you could change one thing about the current classroom that you are teaching in – what would it be?
- Students – Tell us about programming that happens outside of academic departments where you have learned something. (They might ask a similar question to student affairs staff to see if they got similar answers.)

Criterion Four. Teaching/Learning-Evaluation and Improvement

- **Open Forum or Focus Questions**
 - Every unit on campus has student learning outcomes for every program. How were these determined? How are they assessed? Where do your reports go? What kind of feedback do you get?
 - Faculty/Department Heads – You have a comprehensive program review process. What have you learned from the process of writing the self study, experience the external visit, and from the external visitor’s written report?
 - Describe the process of assessment of student learning on the MSU campus from your perspective.
 - How does the university focus on retention rates, graduation rates and other performance measures?
 - Describe high impact practices in your department. How do they improve retention and/or graduation rates? Where do you find that data?

■ **Criterion 4 questions continued**

- Explain how transfer course equivalencies are determined on the MSU campus.
- 47% of your student population is transfer students. How has that affected your campus? What do you do differently from 10-20 years ago? What challenges do you have?
- Are there programs on campus that could be accredited but are not?
- How is program accreditation supported at MSU?
- The KPI website unique. How did you determine what to measure? How often is this revised/updated? How does the campus community use this information?
- How do departments/faculty access data specific to their programs?

Criterion Five. Resources, Planning & Institutional Effectiveness

- Open Forum or Focus Questions
 - You seem to have an open budget process. Tell me about it.
 - If you have a question about a specific budget – who do you go to?
 - Your current strategic plan is nearly complete. What do you think is your most important accomplishment over the past 10 years?
 - How have you prepared to write the next strategic plan? Who will be involved?
 - It is tough to balance revenue sources with spending. What are the revenue sources? Who determines them? Who has input into determining revenue sources?
 - What are your biggest resource challenges at MSU?