# Building on Excellence: Missouri State University Envisions the Future

*The 2005 Continuing Accreditation Self-Study*
*A report prepared for the Higher Learning Commission*

Updates to the 2005 Self-Study Report

## Chapter 1: Missouri State: A Mission-Focused, Evolving Institution

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# Updates to the 2005 Self-Study Report

Since the Self-Study report was drafted and submitted to the Higher Learning Commission, Missouri State University has begun or continued several initiatives that the Steering Committee consider worthy of attention of the HLC Site Team who will be visiting campus November 7-9, 2005.  Many of these are listed on the University's calendar.

## Initiatives Associated with the New President and University Administration

- New state-wide composition of Board of Governors
- 3-page summaries of strengths from academic and other units, requested by incoming President Nietzel in June 2005 (These reports are available from each unit upon request).
- Friday Focus monthly newsletter (three issues to date)
- State of the University Address, October 3, 2005

### *New Task Forces & Committees*

- Compensation Committee - solicits input in writing and through several forums for faculty and staff.
- President's Commission for Diversity
- Intercollegiate Athletics Priorities Committee
- Mountain Grove Campus Task Force
- Provost Search Committee
- Public Health Task Force
- Task Force on Missouri State University Futures

### *Public Affairs Events*

- Public Affairs Lecture & Panel, "Behind the Scenes in the Supreme Court," with Dr. Peter Irons, November 7, 2005
- Summit on Higher Education and the Public Good, November 8, 2005

## Initiatives Associated with New Provost Model of Administration

- Provost Model adopted by Board of Governors, news release, September 16, 2005
- Provost Search Committee has been established and search is underway to hire for the position.
- Provost Research Forum, an interdisciplinary series in which faculty share research interests and current projects, began October 27, 2005 and continues November 10, 2005.

## Collaborative Ventures & Events

- Community and Social Issues Institute established September 16, 2005
- "Studio Live: Call-in" show on KSMU with President Nietzel, began September 30, 2005
- Teaming agreement signed with New Mexico Institute of Mining and Technology, October 26, 2005
- Transfer help desk at Ozarks Technical Community College staffed by Missouri State University and Drury University
- Fundraising event for the Red Cross and Habitat for Humanity, sponsored by the College of Arts and Letters, "Remembering Katrina and Rita: Restoring Hope," October 27, 2005

## Curricular Items

- Alumni Information Task Force, created fall 2004, began soliciting input from colleges and departments, July-September 2005. Improved tracking should contribute to assessing and improving student learning. Task Force report of current tracking is

available in the Resource Room.

- Teacher Education program in Visual Impairment received national approval by the Association for the Education and Rehabilitation for the Blind and Visually Impaired
- [Department of Defense and Strategic Studies](#) relocated to Virginia

- Fall 2005 entering freshman class holds [all-time high ACT score average](#).
- Enrollment Data Fall 2005 made available (with University ID and pin)
- 100% pass rate on the NCLEX-RN exam (required for becoming registered with the State Boards of Nursing) achieved by the first class of 23 BSN students in July and August 2005. ([comparative results](#))
- Site visit by the American Council for Construction Education for accreditation of the new undergraduate degree program in [Construction Management](#), October 8-10.

## Graduate College Improvements

- Provost Einhellig's Fall 2005 address to the Graduate Council reports increase in full time students, especially in health care programs.
- [Missouri Outreach Graduate Opportunity Scholarship](#) established for out-of-state students, October 28, 2005
- Day-long workshop, "Research by Clinical Doctorate Students," for new Doctorate in Physical Therapy program featured external consultants Dr. Alice Holmes (U of Florida) and Dr. James Carey (U of Minnesota), October 21, 2005
- Workshops on research conducted for graduate students

## Faculty Development

Faculty Conversation on Service-Learning Research, November 3, 2005,sponsored by Citizenship and Service Learning (CASL)

**Events sponsored by the Academic Development Center:**

- Research and Development Seminars on Integrative Learning
  - September 13, "Learning and Motivation"
  - October 11, "Learning, Prior Knowledge, and Other Student Differences"

- Professional Development Seminars
  - Time Management for Faculty, August 29 and 30, 2005
  - Documenting Your Accomplishments for Tenure and Promotion, October 18 & 19, 2005
  - Diversity in the Classroom – Inclusive Teaching and Learning in a Multicultural Environment, November 3 and 4, 2005

## Diversity Initiatives

- Missouri State University's Hispanic Initiative selected as the first case study to be featured by the Postsecondary Access for Latino Middle-grades Students (PALMS) Case Study Series describing postsecondary access programs that are demonstrating success in reaching Latino families
- Mid-America Alliance for African Studies Conference, hosted by the Department of Anthropology included numerous events open to the public, September 2005.
- [Research and display of Native American art](#), through January 2006
- [Native American Heritage Month celebrations](#), November 2005
- [Hispanic Heritage Month events](#), September-October 2005 [International Banquet](#) honors cultures from around the world, November 12, 2005
- Office of Equal Opportunity has become the [Office for Equity and Diversity](#)

# Chapter 1:  SMSU: A Mission-Focused Evolving Institution

## A History of Change

Since it was first accredited in 1915 by the body now known as the Higher Learning Commission of the North Central Association of Colleges and Schools, Missouri State University has changed in many significant ways. At the time of its first accreditation, the ten-year old institution was known as the Fourth District Normal School. In 1919 the name was changed to Southwest Missouri State Teachers College. This name and mission continued until 1946 when another dramatic change occurred, with the institution's name becoming Southwest Missouri State College. Additional transitions in the mission and programs of the College led to still another name change to Southwest Missouri State University in 1972. After 33 years as a regional university, the institution received legislative approval to officially change its name once again. On March 17, 2005, as part of the institution's centennial celebration, Governor Matt Blunt signed a bill that, on August 28, 2005, resulted in the emergence of Missouri State University.

As the University sought to have its name changed to Missouri State University, it argued that the transformation from a regional to a statewide status would officially recognize what had already become a reality. In effect, the new "label" would more accurately reflect what then-President John Keiser referred to as the "contents of the can."  Now Missouri's second-largest state-assisted university, Missouri State has evolved from a small district normal school into a comprehensive, metropolitan university with approximately 150 undergraduate level programs, more than 40 master's level programs, one cooperative doctorate, and one stand-alone professional doctorate. The University has at least one student from all of the 114 counties in the state, from 49 of the 50 states, and from more than 80 foreign countries. In addition to the main campus in Springfield, Missouri State has branch campuses in Mountain Grove and West Plains, Missouri, as well as in Dalian, China. Clearly, the University has outgrown its regional designation with a focus on a 24 county service area. Instead, it has evolved into an institution with statewide, national, and even international significance.

> Now Missouri's second largest state-assisted university, Missouri State has evolved from a small district normal school into a comprehensive, metropolitan university…"

Because the University has had many of the attributes of a statewide institution for several years, including a statewide mission in public affairs, few dramatic changes should be necessary as a result of this latest development. Nevertheless, expectations of continued change exist on campus as the University moves into its second century with a new name, a new status, and a new President.

*Please use the navigation bar to access the sections of this chapter*

> Missouri State University is a multi-campus metropolitan university system with a statewide mission in public affairs whose purpose is to develop educated persons while focusing on five themes: professional education, health, business and economic development, creative arts, and science and the environment.

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# Chapter 1: SMSU: A Mission-Focused Evolving Institution

## Development of a Mission

One of the most significant developments since the University's last Self-Study has been the emergence and fine-tuning of a unique and multi-faceted mission that has, in turn, become an integral component in virtually all aspects of the University. The development of this mission began when President Keiser arrived on campus in 1993 and declared his intent to develop and use a series of five-year plans to help guide the University. The first of these plans, *Welcoming the 21<sup>st</sup> Century: A Long-Range Vision and Five-Year Plan (1995-2000)*, was adopted just after the preparation of the University's last Self-Study. The second plan, *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)*, guided the University through its centennial year. When the most recent plan, *Daring to Excel: A Long-Range Vision and Five-Year Plan (2005-2010)* is approved by the Board of Governors, it will become the University's guidebook as it begins its new role as Missouri State University.

A key feature of each of these plans has been an explicit expression of the University's mission. Even though minor adjustments have been made in response to the needs of the University's constituents, the essence of the mission has remained unchanged since the first plan. As stated in *Countdown*, "Southwest Missouri State University is a multi-campus metropolitan university system with a statewide mission in public affairs whose purpose is to develop educated persons while focusing on five themes: professional education, health, business and economic development, creative arts, and science and the environment."

Because its purpose is to develop educated persons, the University is committed in all of its programs, both undergraduate and graduate, to the use of the most effective and regularly evaluated methods of discovering and imparting knowledge, and to the appropriate use of technology in support of these activities. Furthermore, the University understands that it has an obligation to draw

from the insights generated in this quest for knowledge in order to provide service to the community that supports it. *Countdown* notes that "the characteristics of an educated person are clear, assessable, and recognizable:

The overriding goal of the University's public affairs mission is "to produce citizens of enhanced character, more sensitive to the needs of the community, more competent and committed in their ability to contribute to society, and more civil in their habits of thought, speech, and action.

- An educated person is someone who is literate in the broadest sense.
- An educated person has an appreciation of the responsibility of lifelong citizenship and an awareness of global issues.
- An educated person seeks solutions to problems by means of a broad base of knowledge as well as in-depth mastery of at least one specific academic discipline.
- An educated person has skills and motivation to continue to learn after leaving the university, thus being prepared for both lifelong learning and lifelong productivity."

The general education program, which draws heavily from the liberal arts and sciences, provides students with the shared knowledge and intellectual tools needed to successfully explore the disciplines. As defined by the faculty, "the aim of general education at Missouri State is to develop people capable of making thoughtful choices that lead to creative and productive lives and to responsible participation in society." The specific goals of the general education program can be found in the Undergraduate Catalog.

Undergraduate majors and minors provide opportunities for students to build on their general education foundation by developing mastery of the knowledge, abilities, dispositions, and skills of disciplinary and professional studies. Missouri State graduate programs further enhance student abilities and readiness to enter career pathways at a higher level of discipline-related capabilities and maturity of thought and practice. Many of the disciplinary emphases interact within and across the five themes.

While many of the preceding components may be typical in the mission statements of other comprehensive universities, there is little doubt that public affairs, the primary concept of the Missouri State mission, is also its most unique feature. Since June 1995, when Governor Mel Carnahan signed the legislation that granted the University a statewide mission in public affairs, Missouri State has been one of very few higher education institutions in the country to place such a prominent emphasis on civic virtues.

The overriding goal of the University's public affairs mission is "to produce citizens of enhanced character, more sensitive to the needs of the community, more competent and committed in their ability to contribute to society, and more civil in their habits of thought, speech, and action." This, in turn, suggests the creation of a learning environment where civic virtue is celebrated and practiced, where citizenship obligations are explored and encouraged, where the capacity and commitment to think about the public implications of private behavior are cultivated, and where the capacity to recognize and reflect on public issues is nurtured.

The University recognizes that public affairs in higher education are not restricted to politics, humanities or the social sciences. They

are present in all areas of life that require knowledge, participation, civic skills, and the willingness to work for the common good. In addition to mastering one or more disciplines, and thus enabling problem solving in a variety of occupational settings, the University believes students should prepare for their lifelong careers as citizens through higher education on a campus that supports the development of responsible citizenship.

As this Self-Study report demonstrates, all aspects of the University are driven by the mission, and especially by its public affairs component. One of the strengths of this mission is that while it offers an embracing framework for the total institutional effort, it is also broad enough to permit a wide variety of interpretations and applications. The public affairs mission has been examined and refined in ways that influence and support many different facets of the University. Missouri State is clearly a mission-driven institution.

# Chapter 1: SMSU: A Mission-Focused Evolving Institution

## A 2005 Snapshot: System, Setting & Service Area, Programs, Students, Faculty, Staff, and Facilities*

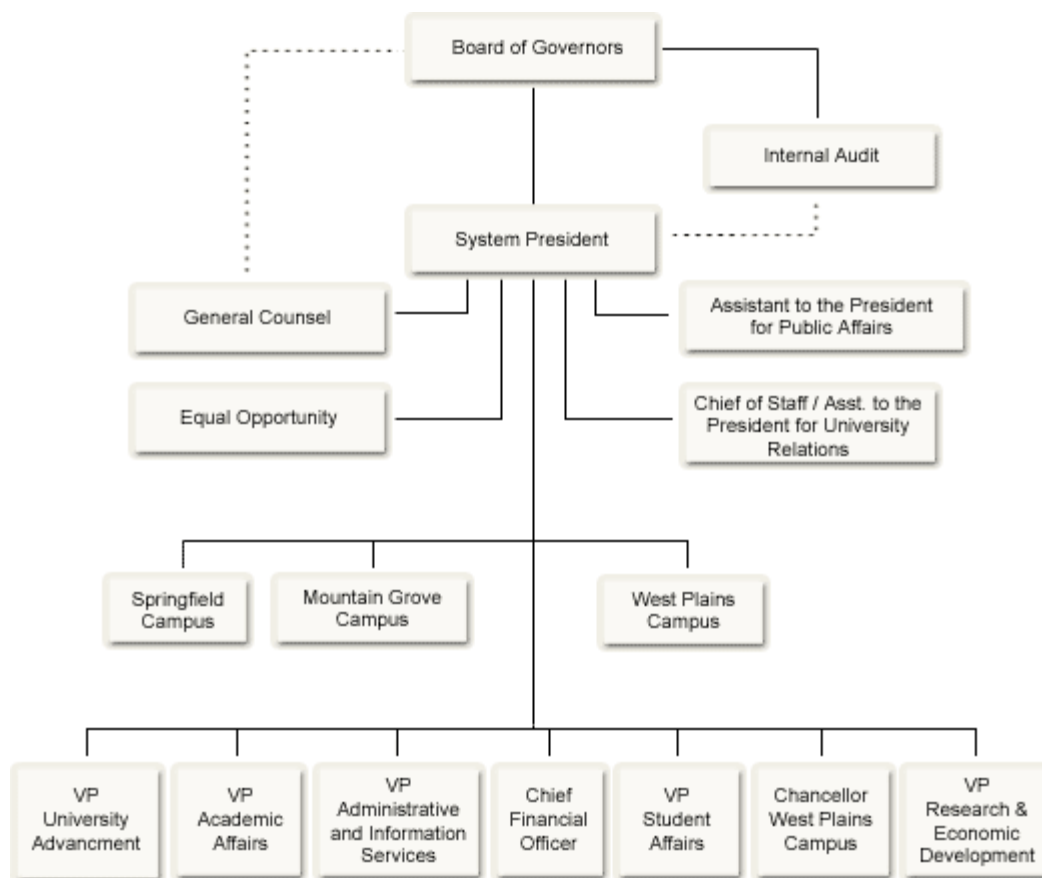(The information in this section is adapted from the 2004 SMSU Fact Book.)

### System Overview

Missouri State University is a multi-campus system operating under a single Board of Governors. Missouri State—Springfield, the campus undergoing this Self-Study, is a selective-admissions, graduate-level teaching and research institution. System administration and coordination is the responsibility of the Missouri State System Coordinating Council, which reports to the Board of Governors through the system president. The Council, composed of representatives from each campus within the system, is responsible for developing business and support systems necessary to ensure that the campuses operate cooperatively, efficiently, economically, and without duplication. *(See Figure 1.1 on the following page.)*

### Setting and Service Area

The main campus of the University system is located in Springfield, the third-largest population center in Missouri with a metropolitan statistical-area population of 384,654 in 2000. Supported by an industrial/manufacturing base and an expanding service industry in tourism, the community serves as a regional center for health and medical services for southwest Missouri, northwest Arkansas, southeast Kansas, and northeast Oklahoma. The University's primary service region of southwest Missouri has certain distinctive characteristics that influence various activities and programs of the institution. The southwest region, the fastest-growing area in the state with a population of approximately 900,000, has a unique cultural heritage, a significant agricultural economic base, and a rapidly expanding tourism and recreational industry. Educationally, the region is served by a diverse mix of both public and private colleges and universities. As the largest multipurpose university in southwest Missouri, Missouri State provides educational leadership in the region as well as educational services to the entire state.

**Fig 1.1: Organizational Chart**

Board of Governors

Internal Audit

System President

General Counsel

Assistant to the President for Public Affairs

Equal Opportunity

Chief of Staff / Asst. to the President for University Relations

Springfield Campus

Mountain Grove Campus

West Plains Campus

| VP University Advancment | VP Academic Affairs | VP Administrative and Information Services | Chief Financial Officer | VP Student Affairs | Chancellor West Plains Campus | VP Research & Economic Development |
|---|---|---|---|---|---|---|

## Programs

- The University offers baccalaureate degrees in 83 disciplines and master's degrees in 40 disciplines. Additionally, an educational specialist degree is offered in Educational Administration.
- The first doctoral program offered solely by the University is the Doctor of Audiology. In addition, the University offers a cooperative doctorate in Educational Leadership with the University of Missouri – Columbia.
- The University provides pre-professional programs for students planning to enter fields such as dentistry, engineering, law, medicine, theology, and pharmacy.
- In fiscal year 2004, 3,265 degrees were conferred.
- The University offers certificates to recognize students who complete a core of prescribed courses designed to significantly increase competency in a stated discipline area.

## Students

- The 2004 fall headcount enrollment on the Springfield campus increased for the sixth consecutive year to 19,114. (See *Table 1.1 for headcount 1995-2004.*)

**Table 1.1: Fall Headcount Enrollment–Springfield Campus**

| | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Undergraduate** | 14,566 | 14,309 | 14,272 | 14,067 | 14,515 | 14,699 | 15,147 | 15,448 | 15,771 | 16,269 |
| **Total Graduate** | 1,873 | 2,055 | 2,196 | 2,727 | 2,873 | 3,004 | 3,105 | 3,270 | 3,159 | 2,845 |
| **Total, All Students** | 16,439 | 16,364 | 16,468 | 16,794 | 17,388 | 17,703 | 18,252 | 18,718 | 18,930 | 19,114 |

Source:  Office of Institutional Research. Enrollment data produced by this office conform to federal reporting standards and exclude students who are enrolled for zero credit hours (such as students who are auditing all of their classes or students enrolled for graduation or for participation in study away programs).

- The fall 2004 enrollment included 1,124 minority students and 467 non-resident aliens.
- In 2004, all of Missouri's 114 counties were represented in the student body of the Springfield campus with 30 counties contributing 100 or more students.
- In addition to Missouri, nearly all 50 states and 81 countries were represented in the fall, 2004 enrollment.
- Of the $108.3 million in financial aid awarded to students at the Springfield campus in fiscal year 2004, 43 percent was need-based.
- The College of Business Administration had the most majors, 4,316, followed by the College of Natural and Applied Sciences with 2,634.

## Faculty and Staff Highlights

- The Springfield campus had 726 full-time instructional faculty in fall 2004, of whom 40 percent were female and 64 percent were tenured.
- The average salary of all nine-month instructional staff for 2004-05 was $51,724.
- The University had 2,007 full-time employees and another 796 employees working part-time in 2004-05. Thirty-six percent of the full-time staff were classified as instruction/research.
- In 2004, 73 percent of the full-time faculty held doctorate degrees. Almost 51 percent of the executive and professional staff (specialist/support) held degrees beyond the bachelor's degree. (See Table 1.2 and Figure 1.2 on page 8.)

In 2004, 73 percent of the full-time faculty held doctorate degrees.

## Facilities Highlights: Springfield Campus

- The Springfield campus contains 38 educational and general buildings and 18 auxiliary enterprise facilities.
- The University has almost 2.6 million square feet of assignable building space.
- During fall 2004, 4,073 students lived in University housing, including over 2,100 first-year students.
- The Meyer Library is the only United Nations depository library in Missouri and has nearly one million state, federal, and UN documents in its collection.

**Table 1.2: Full–Time Instructional Faculty by Rank and Tenure Status-Springfield Campus**

|  | 2000-2001 | | 2001-2002 | | 2002-2003 | | 2003-2004 | | 2004-2005 | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % Tenured | N | % Tenured | N | % Tenured | N | % Tenured | N | % Tenured |
| Professor | 262 | 100 | 268 | 100 | 269 | 100 | 270 | 100 | 265 | 100 |
| Associate Professor | 170 | 99 | 166 | 98 | 173 | 97 | 168 | 98 | 169 | 95 |
| Assistant Professor | 174 | 25 | 164 | 26 | 159 | 20 | 161 | 19 | 154 | 19 |
| Instructor | 17 | 35 | 15 | 40 | 19 | 26 | 25 | 24 | 22 | 27 |
| Lecturer | 88 | ¾ | 92 | ¾ | 95 | ¾ | 91 | ¾ | 103 | ¾ |
| Other | 12 | ¾ | 14 | ¾ | 16 | 25 | 10 | 10 | 13 | 23 |
| **All Ranks Combined** | | | | | | | | | | |
| Men | 460 | 77 | 453 | 76 | 460 | 74 | 450 | 72 | 439 | 74 |
| Women | 263 | 47 | 266 | 50 | 271 | 51 | 275 | 52 | 287 | 49 |
| Total | 723 | 66 | 719 | 67 | 731 | 65 | 725 | 65 | 726 | 64 |

**Figure 1.2: Degrees of Faculty and Professional Staff, 2004-2005**

375    626

539    35

Doctorate
Professional
Master's or Specialist
Bachelor's or Less

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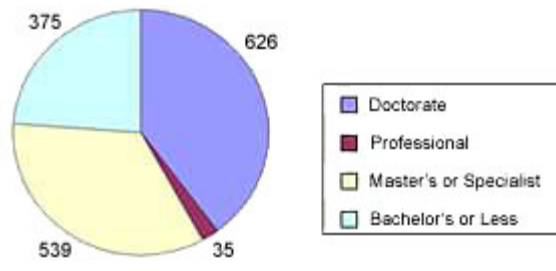
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## *Degrees of Faculty and Professional Staff, 2004-2005*

Professional:  35

Doctorate:  626

Master's or Specialist:  539

Bachelor's or Less:  375

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# Chapter 1: SMSU: A Mission-Focused Evolving Institution

## Significant Changes Since 1995

The University has changed in many ways since the last North Central Association Site Team visit in 1995. The most over-riding change has been the development and implementation of its mission in Public Affairs. The additional significant changes and events listed below complement the University's five themes affiliated with the public affairs mission (professional education, health, business and economic development, creative arts, and science and the environment) and demonstrate the shift in focus necessitated by new technology and decreasing state support for higher education. Many of these items have been drawn from "10-year Review of SMS" (1993-2003) and "17-month highlights" (2003-04), compiled by Paul Kincaid.

### *Institutional Changes & Events*

- The public affairs mission was implemented and refined.
- Long-range planning and the publication of annual performance measures continued.
- Centennial Celebration events were held throughout 2005. In particular, the Public Affairs Conference encouraged a sense of shared purpose between the faculty, staff, students, and the local community.
- Legislation changing the institution's name to Missouri State University provided official recognition of the institution's evolution.
- A decrease in state funding and an increase in endowment and sponsored research resulted in the institution becoming "state assisted" rather than "state supported."
- External grant funding for sponsored research increased from $4 million to $15.5 million.
- The first comprehensive Capital Campaign by the SMSU Foundation was successfully completed in 2005, exceeding the goal of $50 million.
- Dr. Michael T. Nietzel was named as the 9th President of SMSU and the first President of MSU.

### *Curricular, Academic & Technological Changes*

- SMSU moved from being an open admissions to a selective admissions institution, resulting in an increase in the six-year graduation rate.
- As seen in Table 1.3, enrollment has increased in several areas since 1995.

### Table 1.3: Headcount Enrollment 1995 vs. 2004

|  | Fall 1995 | Fall 2004 |
|---|---|---|
| **Total headcount enrollment** | 16,470 | 19,330 |
| **Degree-seeking undergraduates** | 13,776 | 14,616 |
| **Degree-seeking graduates** | 1,875 | 2,444 |
| **International students** | 322 | 495 |
| **Students from other states** | 891 | 1,127 |
| **Minority students** | 840 | 1,124 |
| **First-time freshmen** | 2,512 | 2,689 |
| **New transfers** | 791 | 1,180 |

*Source: Office of Enrollment Services. Enrollment data produced by this office include all students who have enrolled and made a required minimum payment of fees by the close of the fourth week of classes, including students enrolled for zero credit hours.*

*Reports produced by Enrollment Services show a slightly higher enrollment (typically about one percent) than those produced by Institutional Research.*

- The General Education program was restructured and tied to the Public affairs mission.
- With the elimination of all Associate Degrees on the Springfield campus, a greater level of cooperation and articulation was instituted with nearby community and two-year colleges.
- Significant growth occurred in graduate programs, especially in health-related areas.
- Twenty-one graduate programs have been added, doubling the number from 1995.
- Graduate Certificates have been initiated in ten areas.
- Accelerated Master's programs have been implemented, providing an efficient transition from undergraduate to graduate work for the best of students in eleven program areas.
- The number of programs receiving external accreditation has significantly increased.
- The international focus (Study Away programs) and presence of the university has been extended to include a China program.
- The University has made significant advances in technology support:
    - Online application and registration
    - Advisement and records through the My Information system and the Faculty Advisor Resource Center
    - Web-based instruction, including complete Online degree programs
    - Research capabilities through the Meyer Library's electronic resources
- In 2001, the University contracted with Noel Levitz, a national enrollment management consulting firm, to conduct an extensive survey of student satisfaction. Results showed that SMSU students were more satisfied than students at four-year public colleges and universities nationally in 68 of the 73 items measured by the survey.
- In 1996 the University implemented a Master Advisor Program that has earned national attention and awards.

Results of a 2001 survey revealed that students were "more satisfied" in 68 of 73 items measured in the survey than other students at four-year institutions around the country.

## New Research Centers, Programs & Partnerships

- The Office of Citizenship and Service-Learning was established to support the mission and match students with local constituents.
- In recognition of its Creative Arts theme, the University was selected to host an annual Missouri Fine Arts Academy .
- In 2001 the University initiated the Missouri Public Affairs Academy.
- The Center for Dispute Resolution was established to provide services to help people take control of their lives and to mitigate conflict that leads to litigation.
- The Center of Applied Science and Engineering (CASE) has received $8 million in federal grants to facilitate its work in homeland security and defense-related research, and it has expanded its facilities to include the Jordan Valley Innovation Center.
- The Ozarks Environmental and Water Resources Institute was established to conduct applied and basic research focusing on the relationship between land-use patterns and water quality.
- The Bull Shoals Field Station opened in 1999 to test water quality in five locations.
- The Mid-America Viticulture and Enology Center was established in 1999 to coordinate the necessary resources to provide quality grape and wine research and advisement programs for the Midwest region.
- The Carnegie Academy for the Scholarship of Teaching and Learning was established to implement campus wide discussions and to sponsor workshops.
- Ozark Public Television moved its facilities onto the SMSU campus in 2001.
- The Academic Development Center opened in 2002 as a resource for faculty development.
- The Missouri Virtual School was created to provide learning environments across the state.

## New Facilities & Renovations

- Darr Agricultural Center renovation
- Intermodal Transport System implementation (2005) complements the Park-n-Ride Facility (1995)

- [Jim D. Morris Center for Continuing Education](#) renovation (2004)
- Mall-in-the-Middle construction links student services, recreational facilities, housing, and multimodal transport routes
- [Meyer Library](#) renovation and addition (2002)
- [Physical Therapy Building](#) (1999)
- [Plaster Student Union](#) renovation (1999)
- [Strong Hall](#) (1998)
- [Wehr Band Hall](#) (1996)

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# Chapter 1: SMSU: A Mission-Focused Evolving Institution

## Responses to the 1995 Self-Study

SMSU received its 10-year continuing accreditation by the NCA in February, 1996. While the visiting Site Team and later, the Commission, listed no conditions or stipulations to that continuing accreditation, there were six concerns and thirteen suggestions contained in the report of the Site Team. All of the concerns and almost all of the suggestions in the Site Team's report arose from the University's own recognition of these issues during the self-study process.

While the University's acknowledgement of these issues arose from a desire to improve the institution in specific areas, the University's response to the Site Team's report reflected the ongoing commitment to overall institutional improvement. In September 1997, President Keiser and Vice President for Academic Affairs Schmidt appointed the North Central Association Review Committee whose official purpose was to monitor the University's progress in addressing these concerns and suggestions. The Review Committee submitted reports in January 1998 and in 2000 as well as additional periodic reports to the Administrative Council. As a result of reflecting on those reports and the later reports given by academic and non-academic units to the emergent HLC Self-Study Steering Committee, the Steering Committee is able to conclude that the University has addressed or is continuing to address all concerns listed in the last NCA Site Team Report.

The six concerns listed in the Site Team Report were related to the following topics:

- Diversity among Faculty and Staff
- Diversity among Students and within Curriculum
- Library Facilities and Funding
- New Graduate Program Funding
- General Education
- Gender Equity in Athletics.

Brief responses to each of these areas of concern, as they were noted ten years ago, follow. More in-depth evidence of the University's ability to address these concerns appears in the chapters that follow. The University's response to the site team's thirteen suggestions appears as an appendix.

### *Diversity among Faculty and Staff*

The last Site Team report noted, with regard to the diversity among faculty and staff, *"The University does not exhibit a sense of real commitment to diversity as evidenced by the absence of an articulated plan. The absence of women and minorities in administrative roles and minorities in faculty was cited as a concern in 1985 and remains a concern."*

As discussed at length in Chapter Six, the University has made significant strides since 1995 in increasing diversity through articulated plans, the hiring of women and minorities in administrative roles, and the hiring of minorities in faculty positions. While the Steering Committee acknowledges the University has not yet met its goals in each of these areas of hiring, the institution continues to plan for increased diversity. For example, President Michael T. Nietzel has appointed a Commission on Diversity. Both Countdown to the Centennial and Daring to Excel elaborate on the ongoing efforts.

The Steering Committee also notes, however, that studies of hiring across the nation have shown that competitive salaries are as significant as environmental factors in attracting employees. Until Missouri State offers competitive salaries to minority candidates, it seems unlikely that the institution will be able to achieve the desired level of ethnic diversity among faculty and administrators.

### *Diversity among Students and within Curriculum*

The 1995 site team report also noted, regarding diversity among students and within curriculum, *"The lack of a required curricular component that promotes knowledge and understanding of multicultural environments is inconsistent with the university mission statement in the 1995-96 Catalogs."*

In keeping with its mission, the University "promotes knowledge and understanding of multicultural environments" through several aspects of University life. The revised General

Education curriculum, requirements within specific disciplines (such as Education and Business), and activities on campus demonstrate how knowledge of multiculturalism and diversity are promoted. While it is possible for a student to graduate without taking a course containing a multicultural component, it is extremely unlikely. The programs and activities that promote diversity are discussed more fully in Chapters Four and Six.

Revised General Education curriculum, requirements within specific disciplines, and numerous campus activities all demonstrate the promotion of multiculturalism and diversity.

## Library Facilities and Funding

With regard to the library, the 1995 site team report noted, *"Lack of funds for staff and inadequate space restrict library's ability to adequately meet the educational and research needs of faculty and students."* The University community was delighted with the allocation of funds ($1.35 million in FY98) for planning a major addition to Meyer Library, the beginning of construction in October 1999, and the project's completion in 2002. The addition and renovation, at a cost of more than $28 million, brought the facilities to Level "A," according to the Standards for Libraries in Higher Education.

Because the library's materials budget has been static for the past six years at $1.8 million per year, purchases of books have declined each of these years, with the net acquired for 2003-04 at 11,000, down from the net acquired in FY95 of 26,000. Paper journals have been cut from 4,750 subscriptions to 3,639 at the end of the 2003-04 year. Although these reductions are regrettable, because technology has expanded and developed exponentially since the 1995 Self-Study, the community has witnessed an increased availability of holdings through the Internet and through MOBIUS, a consortium of 57 academic libraries with a common library platform and resource sharing.

The Library's improvements in facilities and in electronic resources have contributed to professional and educational activities for faculty and students at a significantly higher level than what was possible in 1995. This renovated and expanded learning environment, along with the continuing needs for increased staffing and an adequate music library, is discussed more fully in Chapter Four.

## Funding & Staffing New Graduate Programs

The 1995 Self-Study noted a concern regarding plans for new graduate programs: *"While funding is anticipated for the eleven new graduate programs which are in various stages of the planning process, staffing some of these programs may be very difficult."*

Graduate programs and enrollment have doubled since 1995.

The programs and activities of the Graduate College have experienced tremendous growth in the interval since the 1995 Self-Study. Graduate enrollment and programs doubled in this period. Programs expanded from 22 in 1995 to the present 43 graduate-degree programs and ten graduate-certificate programs. As discussed in Chapters Three and Five, this planned expansion was at the very foundation of the University's public affairs mission, as new programs were instituted to address critical educational needs of society, Missouri, and particularly the institution's immediate service region. Now one of every six students enrolled at Missouri State is a graduate student. The expanded dedication to graduate education has reshaped the University and reflects an ongoing transition in the academic culture and environment that will continue for the foreseeable future. The aspects of this expansion that involve scholarship and research are discussed more fully in Chapter Four.

Overall, Missouri State has met the challenges of staffing its graduate expansion and developing quality programs. This occurred because of extensive planning, the focus of program expansion meeting the public affairs mission, concerted faculty and administrative efforts, and significant infusion of new and dedicated mission enhancement funding for the programs from state appropriations during 1996-2000. An example of the new funding is the $693,000 received for starting the Masters in Physical Therapy (MPT) program. In addition, all the planned new programs received some funds (for graduate assistantships, student research, distance learning courses, or operations budgets, for example) because this graduate expansion occurred in concert with the encouragement and support of the Missouri Department of Higher Education.

## General Education

The 1995 Site Team Report noted the following regarding the general education program: *"While recent planning efforts in general education are encouraging, the same general education requirements are in place, which were cited as a concern in 1985."*

A revised general education program has been fully implemented and periodic assessment has begun. A description of this revised program and its assessment appears in Chapter Four.

## Gender Equity in Athletics

Regarding gender equity in athletics, the 1995 Site Team Report noted, *"While the university is developing its plans to achieve gender equity in intercollegiate athletic programs, it nonetheless is not in compliance as defined by Title IX, a federal mandate."*

Missouri State is now in compliance with Title IX. According to the federal standards as they are stated, we are "fully meeting the interests and abilities of our student athletes." Gender equity in athletics is discussed in Chapter Six.

## *Conclusion*

The University has addressed all the concerns listed in the 1995 NCA Site Team Report. The current Self-Study report provides evidence, in the following chapters, that these concerns have been addressed and that those concerns still in existence are receiving additional consideration and remediation.

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# Chapter 2: The 2005 Self-Study: An Overview of the Process

## Ongoing Involvement with HLC Reaccreditation

Preparation for the 2005 Self-Study began soon after notification of 10-year continuing accreditation from the Commission in February 1996, with the formation of the North Central Review Committee in 1997. The charge given that committee by SMSU President John Keiser was to monitor the progress made by the University in addressing the concerns enumerated in the 1995 Site Team Report. The Review Committee reported annually to the University President and his Administrative Council. Additionally, the NCA/HLC Review Committee was asked to monitor changes in Commission policy, statements, and, more recently, criteria for accreditation, and to report such changes to the University community.

To this end, at least one representative from the University has attended the NCA/HLC annual meeting each year since 1992. University representatives have attended regional workshops as well as workshops concerning the various changes at the NCA/HLC annual meeting. The University's interest and involvement in Commission activities goes beyond monitoring policy changes and attending meetings. Representatives from SMSU participated in HLC activities by conducting two workshops and presenting four papers at the annual meetings since 1996. Additionally, two faculty are trained Consultant-Evaluators, and a staff member is participating in the HLC Assessment of Student Learning Think Tank.

The sixteen-member Steering Committee for the 2005 Self-Study and site visit was formed and began meeting in January 2003, a year before receiving notification from the Commission of the University's 2005 site visit. Five of the Committee members also served for the 1995 reaccreditation, thus providing continuity and leadership, especially during the early phases of the Self-Study. The Steering Committee met monthly during 2003, increasing to twice monthly in 2004. In June 2004, the Steering Committee began meeting weekly.

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# Chapter 2: The 2005 Self-Study: An Overview of the Process

## 2003 to the Present

Although the reaccreditation process has been ongoing since the last site visit, the work of the Committee established in January 2003 has occurred in four phrases:  1) understanding, 2) planning the process, 3) informing the community, 4) collecting, evaluating, and writing. Minutes of the Committee meetings reflect these basic types of activities.

### *Understanding*

Initial meetings of the Committee had two foci: 1) the concerns and suggestions of the 1995 Self-Study and 2) the HLC's new Criteria and Core Components for evaluation. Because of the changes in the accreditation criteria, these educative processes were crucial to members of the Steering Committee who did not participate in 1995 as well as to those already familiar with the NCA/HLC.

### *Planning the process*

With some understanding of the accreditation process, past and present, in November 2003 the Committee drafted and submitted the goals and objectives of the present Self-Study to the HLC office. Meetings during this period also began to consider the best way to evaluate the University's status for reaccreditation while using existing data and involving the campus community. Some questions the Steering Committee asked itself during this period were

- How do we create a self-evaluation process that is meaningful, is useful, and will make a significant difference for Missouri State?
- What forums would best raise important questions and foster meaningful conversations that will produce a difference?
- How will we connect the self-evaluation to the HLC criteria?

The Steering Committee chose to link the 2005 Self-Study with the University's continuing long-range planning process. This linkage was endorsed by President Keiser and the Administrative Council and as can be seen from the Self-Study timeline both these activities officially began in January 2004.

Preparation of both the long-range plan and the 2005 Self-Study used existing committees as much as possible. With a desire to have as little duplication of effort as possible, four of the HLC Steering Committee members (Jim Baker, Roger Sell, Lois Shufeldt, and Bill Cheek) also served on the University Planning and Advisory Committee (UPAC), responsible for the long-range plan.

In addition, the Steering Committee believed that, with more than 600 faculty, staff, and students serving on 72 University committees, posing evaluative questions regarding the Criteria and Core Components to these existing committees, as well as to departments, colleges, and non-academic offices or "units" would best involve the campus community. Students contributed their ideas through the reports submitted by the Student Government Association and by Student Affairs. A listing of all University standing committees, as well as membership on these committees, may be found in the 2004/2005 Committee Handbook.

After much discussion of which existing committees and units might best provide certain types of evidence, the Steering Committee created a complex matrix which interweaves existing committees and units with HLC Criteria and Core Components. (This system was the subject of a presentation at the 2005 HLC Annual Meeting.) The matrix allowed the Steering Committee to make sure all criteria were covered, gave the Committee a check-off chart, and allowed the Committee to show internal and external constituents how the entire campus was involved.

The Steering Committee used the matrix to develop questions to be addressed to each committee and academic or non-academic unit involved. The questions, based on the Criteria and Core Components, enabled committees and units to give the Steering Committee the information needed to fulfill the Self-Study's goals and objectives.

### *Informing the Community*

The HLC Criteria for Accreditation were made a part of the long-range planning process and were distributed to the campus community as work progressed.

While the Steering Committee was working, UPAC held open forums to obtain input for the long-range plan, *Daring to Excel*. Select task forces prepared reports for the plan, which became part of the Self-Study.

In addition to posting material to readily available Web sites (notably the *Daring to Excel* site, as well as the University's Accreditation site), early in 2004 the Chair of the Steering Committee, Dr. Bill Cheek, presented information about the HLC reaccreditation process to various groups including the Faculty Senate and the Academic Administrators Assembly. In September 2004, the Steering Committee used the matrix to develop charges and distributed these to committees and non-academic and academic units. An announcement regarding the HLC accreditation process and procedures for public comments appeared in the *SMS Magazine* (Summer 2005).

### *Collecting, Evaluating, and Writing*

Responses to the charges were due to the Steering Committee in December 2004. This information, submitted in the form of reports, supplemented the data available to the Committee through existing sources, such as the Office of Institutional Research and the annually reported Performance Measures.

In January 2005, the Committee began considering these responses and data, looking for 1) strengths and challenges, and 2) examples of evidence that the University is fulfilling the Criteria and Core Components. Sub-groups of the Steering Committee summarized the findings.

The Committee collaboratively determined how to organize this report and drafted, through subcommittees, chapters according to themes. During the drafting and revising process, managed by a writing subcommittee, the Steering Committee continued to provide feedback, especially regarding challenges facing the institution and recommendations the Self-Study would make in order to stimulate improvement. In addition, feedback from the campus community was actively encouraged throughout the process:

- A summary of strengths and challenges was shared with the academic Deans at the end of June 2005.
- The Steering Committee reviewed chapter drafts of Daring to Excel, noting areas of overlap with the Committee's findings and offering suggestions to UPAC regarding items that might be incorporated in the long-range plan.
- A draft of the Self-Study was available on the Web for campus and community review in August 2005.
- An executive summary was prepared for dissemination to all constituencies in September 2005.

In sum, the Steering Committee views the preparation of the long-range plan, *Daring to Excel* as one part of the 2005 Self-Study. Another part, manifest in this report, evaluated the degree to which Missouri State meets the HLC Criteria and Core Components. The preparation of the long-range plan and the Self-Study was a collaborative effort involving internal and external constituents. The two resulting documents complement one another by providing a comprehensive portrait and guide for the future. The results not only provide convincing documentation that Missouri State meets all the Criteria for Accreditation but also have proven to be beneficial to the University as it continues to plan, implement, and evaluate changes to better meet the needs of its many constituencies.

The overriding goal of the Self-Study is to show that Missouri State is mission-focused and guided by a long-range vision.

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# Chapter 2: The 2005 Self-Study: An Overview of the Process

## Self-Study Goals and Objectives

In November 2003 the Steering Committee established the goal and objectives for the Self-Study:

While affirming that Missouri State University fulfills all criteria for continuing accreditation by the Higher Learning Commission, the overriding goal of the Self-Study is to show that Missouri State is mission-focused and guided by a long-range vision. Four objectives will guide the Self-Study process:

**Objective 1.** To evaluate the effectiveness of the University's continuous planning processes, performance measures, student learning outcomes measures, and the integration of those processes in support of the mission of the institution.

**Objective 2.** To identify strengths, issues of concern, and opportunities for improvement.

**Objective 3.** To involve the University's many constituencies in the evaluation of institutional structures, processes, and programs, relative to the criteria for accreditation.

**Objective 4.** To establish and implement a plan for systematic collection and evaluation of information that will facilitate future (1) accreditation activities for the Higher Learning Commission and programmatic accreditations and (2) continual improvement of University functions.

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# Chapter 2: The 2005 Self-Study: An Overview of the Process

## Organization of the Report: The Cross-Cutting Themes

The four Cross-Cutting Themes delineated by the HLC enable the Steering Committee to highlight aspects of Missouri State that it believes are exceptionally strong. In addition, this thematic structure fully incorporates the Criteria and Core Components while allowing the Committee to emphasize more than mere compliance with HLC requirements. Therefore, this report employs the themes and their respective sub-themes for organization.

The report discusses Missouri State first as future-oriented (Chapter Three), second as learning-focused (Chapter Four), and third as connected (Chapter Five), before finally summarizing the distinctive nature of the institution (Chapter Six). Within each chapter, the HLC's suggested sub-themes, as well as some additional ones, further organize the evidence documenting the University's fulfillment of the Criteria and Core Components. At the end of each chapter, a summary section delineates the University's strengths, challenges, and recommendations relevant to that chapter.

To assist readers and the Steering Committee in evaluating the University's strengths and challenges in light of the HLC Criteria, the report includes in parentheses numbers and letters that refer to the Criteria and Core Components.

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# Chapter 3: SMSU as a Future-Oriented Organization

SMSU demonstrates its future-oriented nature through five actions described in the sections of this chapter. The University considers the future as it engages in planning, is driven by the mission, understands social and economic change, focuses on the future of constituents, and integrates new technology.

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# Chapter 3: SMSU as a Future-Oriented Organization

## Engaging in Planning

Missouri State's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities. As described in Chapter 1, shortly after President John Keiser's arrival in July 1993, he stated that SMSU would become a planning-oriented and mission-driven university. In his first major speech at the University, he discussed developing the first long-range plan under his administration. In subsequent speeches, he discussed his intent to develop a series of five-year plans to help guide the University. Newly established performance measures would allow the University to monitor its success in implementing each of these plans.

Since 1995, the University has developed and implemented two long-range plans, _Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan (1995-2000)_ and _Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)_, and it is in the process of developing the third long-range plan, _Missouri State University, Daring to Excel: A Long-Range Vision and Five-Year Plan (2005-2010)_, which should be approved late in 2005.

The President suggested and the Board of Governors approved assigning the task of developing the first long-range plan to the University Planning and Advisory Council (UPAC), whose membership includes the Administrative Council, as well as representatives from the Faculty Senate, the Staff Senate and the Student Government Association. First appointed in 1992, UPAC serves as the advisory body to the President in all matters related to strategic planning. A similar process was followed for the development of the second and third plans.

Performance indicators were established for each of the University's long-range plans. These system performance measures, coupled with annual program outcome measures, are used to monitor implementation of the plans. Data is collected from units across campus and published in the _Annual Report On Performance Measures_, which is made available on the University's Web site. In addition, the President makes an annual report to the University's Board of Governors that discusses the successes and failures of the University in implementing these plans.

During the development of each plan the President charged UPAC  with ensuring that the planning process remained open and characterized by broad-based participation of constituents both on and off campus.

A brief review of the development of the University's three long-range plans and their uses follows. The review emphasizes HLC Criterion 2 but relates to the other four as well.

### Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan (1995-2000 ) - Evolution of the Planning Process

The University Planning Advisory Committee (UPAC) was appointed in 1992 to begin work on a comprehensive plan. UPAC produced a first draft in January 1993. In spring 1993, the Board of Regents adopted a selective admissions standard in response to the Coordinating Board for Higher Education's (CBHE) request for an approach to a series of essential policies in Critical Choices in the fall of 1993. In January 1994, the University conducted a university-wide reorganization to better focus on the five themes in its mission, which had been adopted by the Board of Regents. (The Board later became the Board of Governors with state representation from outside the region.) Finally, internal discussions were held on this long-range plan, and regular meetings were held with the SMSU Board of Regents and the staff of the CBHE.

Implementation of this institutional plan involved the initiation of action plans designed at the unit level, and their integration and acceptance at the central administration level. Each of the academic and administrative units on campus developed detailed operational or tactical plans based on the institutional plan. These operational plans focused and directed institutional processes, including the development of academic programs, facilities and support services, information technology strategies, and enrollment management plans. The "Plan for Improved Student Learning and Assessment," for example, addressed the need for a comprehensive plan to respond to the Critical Choices, selective admission standards, and performance measures. Programs and facilities incorporated into the plan were not short-sighted. They took into account enhancement funds available through the State of Missouri, and they used a set of guiding principles to establish priorities in planning. All facility renovation and new construction efforts had to meet the guiding principles before being added to the master plan. These plans at the unit level served as the basic building blocks in the development of the annual institutional operating budget.

This first five-year planning document clearly stated the University's mission: "SMSU is a three-campus metropolitan university

whose single purpose is to develop educated persons while focusing on five themes: professional education, health care, business and economic development, and performing arts, with special statewide emphasis on public affairs." The plan also stated three major goals for the University:

- to improve the focus of the university mission,
- to increase standards in both teaching and learning, and
- to operate in a systematic fashion.

During the years following approval of _Welcoming the 21st Century_, the plan served as a roadmap and the annual Performance Measures served as mile markers. That is, the University administration did not implement the entire plan. In some instances, the environment changed so that the plan needed to be adjusted; in others, the actions proposed by the plan were later deemed inappropriate. For example, a number of the academic programs proposed were not implemented due to a lack of documented demand. In addition, a new campus union building was proposed but after a detailed review of many factors, the existing building was renovated. Deviations from the plan were formally reviewed by the Administrative Council and reported to the Board of Governors. The decisions to make such changes were discussed by the campus community before being accepted by the Board of Governors.

Nearly every item contained in _Welcoming the 21st Century_ was addressed, with about 85 percent of the goals being accomplished. With regard to academic programs, the plan proposed seven new undergraduate and 18 new graduate programs. Since the plan was approved, four of the undergraduate programs and 13 of the graduate programs have been implemented. In sum, the University was disciplined in implementing the first long-range plan but was not enslaved by it.

### _Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006) - Continuing Evolution through Long-Range Planning_

_Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year_

_Plan (2000-2006)_ was the culmination of nearly 18 months of campus discussions and planning led by UPAC. Work on this second plan began in January 1999. From January-May 1999, the campus community concentrated on Phase I: reviewing and revising the mission and the university-wide themes. All drafts were posted on the University's Web site for review. During spring 1999, there were seven UPAC meetings, two public hearings, and more than 100 individual messages from members of the campus community. Additionally, the University sought input on the vision statement from the CBHE. In May 1999, the SMSU Board of Governors approved the revised vision statement.

In September 1999 UPAC began work on Phase II: determining the details of the six-year plan. Again, drafts were posted on the University's Web site. There were three public hearings, and eight meetings of UPAC. During Phase II, all official campus groups were encouraged to comment on the plan, and most did. Again, the University sought input on the plan from the CBHE. In May 2000, the SMSU Board of Governors approved the plan. _Countdown to the SMSU Centennial_ was implemented July 1, 2000. Printed copies of the plan were distributed to all faculty and staff in July and the plan was posted on the University Web site.

The plan revised the University's mission statement slightly and added another goal to those of the previous plan. Changes in the mission statement reflected the development of a new campus in China, an increased focus on developing the University "system," and modified understandings of the "performing arts" theme to include all "creative arts" and of "education" as "professional education." These changes also added a new theme, "science and the environment," and acknowledged public affairs as the University's formalized, statewide mission.

The revised major goals stated in the plan were

- to further focus the university mission,
- to continue to increase standards in teaching, scholarship, and learning,
- to continue to operate as a system, and
- to establish partnerships with other institutions and entities and to achieve the university mission.

Countdown to the Centennial was the culmination of nearly 18 months of campus discussions and planning.

The new goal of establishing partnerships reflected the University's intent to build on existing partnerships while expanding them to include "nontraditional partners."  One example is the Memorandum of Understanding (MOU) between Missouri State and the Springfield Business Development Corporation (a subsidiary of the Springfield Area Chamber of Commerce). The purpose of the MOU is to enable the University and the Springfield Business Development Corporation to foster collaborative programs and

activities, such as

- Advancing technology businesses in the Springfield area through the Missouri State Center for Applied Science and Engineering (CASE)
- Determining the level of support required by advanced technology businesses in the Springfield area
- Building a program through CASE to provide the necessary support to advanced technology businesses in the Springfield area
- Raising the visibility and promoting the capabilities of CASE activities to interested state and federal agencies

Since the plan's adoption in 2000, the University has closely monitored its implementation through the annually published Performance Measures. The Performance Measures consist of two major sections. The first section details items that are not necessarily quantitative and focuses on three major areas: academic programs, facilities and support services, and information technology. For example, the reports in Section I include

- **School of Teacher Education**. At its April 2000 meeting, the Board of Governors passed a resolution establishing the School of Teacher Education. That same resolution consolidated the following departments: Early Childhood; Elementary and Middle School Education; Reading, Special Education and Instructional Technology; and Secondary Education, Foundations, and Educational Research. The focus of the School of Teacher Education is on the preparation and ongoing support of teachers.

  > Since the adoption of Countdown to the Centennial, the University has closely monitored its implementation through the annually published Performance Measures.

- **School of Communication Studies**. At its October 2000 meeting, the Board of Governors passed a resolution establishing the School of Communication Studies in the College of Arts and Letters. This resolution also established two departments to be administered by the School of Communication Studies: the Department of Communication and the Department of Media, Journalism, and Film. The new school was structured to allow the nearly 40 full-time faculty and staff to better serve their more than 700 majors. The school also provides important benefits for accreditation purposes, especially for journalism.
- **School of Agricultural Sciences**. At the December 2001 meeting, the Board of Governors passed a resolution establishing the School of Agricultural Sciences in the College of Natural and Applied Sciences. The school has three departments: the Department of Agriculture, Department of Fruit Science and the Department of Consumer and Family Studies. The purpose of the school is to better portray and manage the University's diverse agricultural sciences programs and to better position the University to obtain external funding for those programs.

Each of these three schools was established following the criteria outlined in the long-range plan. Minor variations include such items as the change of the department name, Consumer and Family Studies, to Applied Consumer Sciences.

Section II reports on the sixty-seven performance measures identified in the long-range plan. These measures represent the priorities and commitments of the University's "system."  The intent of each measure was to demonstrate that SMSU has made a firm commitment toward either a state or an institutional goal. Particular emphasis was placed on tracking the implementation of goals identified by the Missouri Department of Higher Education's CBHE.  Nine of the Performance Measures, for example, were included to enable the CBHE to continuously monitor the University's progress toward its mission within the statewide system of public higher education.

### *Daring to Excel: A Long-Range Vision and Five-Year Plan (2005-2010)*

Work on the University's third long-range plan began in January 2004. Once again, UPAC was given the task of developing the new plan, entitled *Daring to Excel: A Long-Range Vision and Five-Year Plan (2005-2010)*. The eighteen-month planning process was divided into eight major phases:

- **Phase I**        UPAC evaluates existing plan.
- **Phase II**        Planning task forces develop proposed plans/chapters.
- **Phase III**    UPAC reviews and prioritizes plans/chapters.
- **Phase IV**    Planning task forces revises plans/chapters.
- **Phase V**        UPAC reviews long-range plan and submits it to the Administrative Council.
- **Phase VI**    Administrative Council reviews/approves long-range plan.
- **Phase VII**    Board of Governors reviews/approves long-range plan.
- **Phase VIII**   UPAC publishes and distributes long-range plan.

The President's charges to UPAC included

- Conduct a planning process centering on the University's mission, helping to define vision, values, goals, and strategic priorities for the University.
- Coordinate the planning process with the Higher Learning Commission Self-Study.
- Identify steps to be followed in the planning process to ensure that the University's board, administration, faculty, staff, current students, alumni, and relevant external constituencies participate fully in developing the University's long-range plan.
- Collect evidence to demonstrate that the University has met and continues to meet the goals developed in the long-range plan.
- Facilitate development of a long-range plan that takes into account emerging factors such as technology, demographic shifts, and globalization that will impact SMSU during the next five years.
- Develop measures to monitor the University's history of financial resource development in areas such as faculty development, technology, learning support services, and facilities (new and renovated).
- Develop performance measures specific to the long-range plan that will provide the University with an effective system for collecting, analyzing, and using organizational information to support continuous improvement. The performance measures will reflect the current Higher Learning Commission Criteria and corresponding Core Components.

For the new plan, a number of sections in *Countdown* were retained while other sections were revised or replaced. Major revisions in the plan included the identification of a relatively small number of new academic programs and expansion of sections focusing on distance education, diversity, facilities planning, graduate programs, human resources, information technology, international programs, and research. In addition, the plan adds a sixth theme, "the human dimension" to the University's mission statement.

The planning timeline originally included adoption of *Daring to Excel* by the Board of Governors at its June 2005 meeting. However, because of the new presidency effective July 1, 2005, and the new name effective on August 28, 2005, the decision was made to delay final adoption of the five-year plan until later in 2005.

A few examples from *Daring to Excel* illustrate ways in which planning supports the University mission and is future oriented. The chapter on facilities and support services is future oriented in that it provides not only for current needs but also for projected needs of students, faculty and staff. Plans for the future, for example, include a new facility for health, fitness, and wellness and upgrading for Residence Life Services, as a result of listening to constituents' needs. In addition, as part of the University's Environmental Management System (EMS) (which also has program goals, objectives and targets), the University maintains and adheres to procedures for dealing with campus-wide recycling as well as with hazardous waste management and removal—both considering the long-term well being of constituents.

The changing world environment has influenced the University's curricular planning as well. *Daring to Excel* includes a new emphasis on "global studies," through the following recommendations:

- Incorporate the concept of global citizenship into the public affairs mission by emphasizing global issues and foreign perspectives in all academic disciplines, and by implementing the Comprehensive Global Studies major.
- Focus Missouri State's globalization efforts on regions of the world that offer the best opportunities, including Latin America, Europe and the former Soviet Union, Asia, the Middle East, and Africa, and on select countries in each of these regions.

# Chapter 3: SMSU as a Future-Oriented Organization

## Unit Plans

Academic and non-academic units are conscientious in their attempts to connect their planning efforts to the University long-range planning. This connection is demonstrated in the initial phases of each of the long-range plans, when faculty and staff provide suggestions individually and then comment collectively as units. For example, academic departments propose new programs that may be included in the long-range plans. Faculty and staff representing specific units, as well as students, also serve on the many task forces used to develop the plan. As a result individuals and units have ownership in the University plan.

A short history of the development of the University's first program in China illustrates the role of the University's planning process, the use of environmental scanning, and the institution's awareness of multicultural issues. The University began assessing market opportunities in China in the fall of 1999. Dr. Yongwei Zhang, a faculty member in the Department of Geography, Geology, and Planning, visited a number of universities in China to explore potential partnerships. In his report to the President Keiser, Dr. Zhang indicated that a large number of capable Chinese students are unable to gain admittance into Chinese universities but would be able to afford an American education, were it available to them. He recommended that the University select a Chinese university as a partner and begin establishing an SMSU branch campus. This report led to the Board of Governors approval in April 2000 of a plan to establish a campus in Dalian, People's Republic of China, in partnership with Liaoning Normal University.

A second and more direct connection of academic and non-academic units to the University's mission appears in the development and implementation of unit plans. The responses to the HLC Steering Committee from academic and non-academic units stated that most plans are tied to the University's plans. For example, five colleges use five-year plans that coincide with the University's five-year planning cycle, one college uses a 3-year cycle, and another uses annual planning. A few examples of unit plans, taken from college and committee responses to the HLC Steering Committee's questions, are provided below. Because of the way questions to units were posed, more examples from academic than non-academic units exist.

- The Colleges of Arts and Letters (COAL), Business Administration (COBA), Health and Human Services (CHHS), Natural and Applied Sciences (CNAS), and Continuing Education (CCE) work from five-year planning documents. The goals and objectives of these plans are assessed periodically by the deans, associate deans, and department heads (or appropriate administrators in CCE) to assure the college goals align with the University mission. The College of Humanities and Public Affairs (CHPA) uses a three-year planning cycle, and the College of Education (COE) uses a continuous process.
- Most departments in the various colleges use a one- to three-year planning cycle.
- Deans, associate deans, and department heads usually meet weekly to coordinate college activities, develop and assess priorities, and share relevant information. Periodic retreats are held by most colleges.
- The Master Planning Committee offers a forum where ideas can surface for discussion and be referred for further evaluation to University components and constituencies. An annual output of the Committee is the Campus Master Plan Visioning Guide, in graphic form, to illustrate projected campus growth for the next quarter-century.
- Planning for the future in the Office of Student Affairs involves informing the Board of Governors of needs regarding facilities, funding, and policies, and developing plans for Board approval to address those needs. Topics have included Enrollment Management, Educational and User Fees, Capital Project Plans, Policy, and Programming.

While the connections among the plans of academic and non-academic departments and units and the University's long-range plans may not always be obvious or, in some cases, may not exist, responses to the HLC Self-Study questions reveal considerable congruity.

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# Chapter 3: SMSU as a Future-Oriented Organization

## Being Driven by the Mission

As delineated in the previous section, during the past ten years, the University has included in its planning a clearly stated mission. This mission was also described in this report's opening chapter, "Missouri State: An Evolving, Mission-Focused Organization."  In this section, the report details the ways in which the institution's public affairs mission drives Missouri State as it considers the future. In particular, the report recognizes the numerous sites where the University mission is clearly stated or where units within the institution articulate their missions in ways that enhance the larger, University mission.

The Missouri State mission is clear. This clarity was formalized with the statutory creation of a statewide mission in public affairs, signed into law in 1995. The broader mission of the University is published in all catalogs (Undergraduate-pp. 6 & 7, Graduate-p. 8), in its sequence of long-range plans (*Welcoming the 21$^{st}$ Century*, *Countdown to the Centennial*, and *Daring to Excel*), and in recruitment materials such as the *Admissions Guide* (p 8). The University's numerous Web pages contain clear statements related to the mission. All general education classes must contain a public affairs component ("Aims and Goals of General Education," Undergraduate Catalogue - pp 80-82).

Ongoing public dialogues about the mission have not only allowed for slight revisions but also have assured that the mission has been a part of the planning process and of the University's visions for the future. These dialogues included a series of roundtable discussions prior to the adoption of *Welcoming the 21$^{st}$ Century*, prior to the adoption of *Countdown to the Centennial,* and in 2005 (during the Centennial celebration year, and in preparation of *Daring to Excel)*.

Considerable evidence, existing prior to this Self-Study, demonstrates that the public affairs mission pervades the University. Further documentation exists in the responses from committees, offices, and academic units to three questions posed by the HLC Steering Committee:

- How does the mission of your academic department/committee/office fit with the University mission?
- What policies and procedures are used by the department/committee/ office to improve student learning for the future?
- How is the department/committee/office preparing for the future?

The responses unanimously stated that they are aligned with and support the broader mission of the University. The process of reflecting on the congruency of department and unit missions and the University's mission has been beneficial, as it has raised an area of ambiguity and a challenge that the University community should address. That is, although the responses to the questions above show widespread support for the University mission, other survey instruments have shown that some faculty do not fully understand or do not see how their work supports the University's public affairs mission. In contrast with the responses by departments and colleges to questions posed by the HLC Steering Committee, a recent study, "*Institutional Priorities and Faculty Rewards*" (often referred to as "the Diamond Report") revealed inconsistent perceptions of the University's mission, its application in programs, and its relationship to faculty roles and rewards. The inconsistent perceptions of the University's public affairs mission, revealed in the Diamond report and the HLC unit reports, may have been influenced by such factors as how questions were phrased and who answered them. Nonetheless, the Steering Committee recognizes that some questions about the University's public affairs mission still exist. In particular, some faculty expressed a lack of understanding about the mission's goals, how they should be incorporated into courses, and how the implementation of the mission is recognized in the roles and rewards structure. One challenge the University faces is clarifying these aspects of the mission.

Additional examples of evidence that the University's mission is clearly incorporated as it plans for the future include

- General education goals and assessment emphasize the mission in its broadest sense. Consider especially  IDS/UHC 110 and the Public Affairs Component (HST 121 or 122, PLS 101, GEP 397).
- Citizenship and Service-Learning is a growing program that allows students to improve learning outside the classroom.
- The Academic Advisement Center provides services to students, and its award-winning Master Advisor Program helps faculty improve their advising.
- Student Affairs clearly defines its mission and programs, in keeping with the University's mission.
- The College of Continuing Education and the Extended University's mission to promote lifelong learning is clear.
- Establishing the Academic Development Center in 2002 was a goal of Countdown to the Centennial, in keeping with the University's mission to produce educated persons.

# Chapter 3: SMSU as a Future-Oriented Organization

## Understanding Social and Economic Change

The University's planning strategies regularly consider social and economic change. The University's long-range plans, described above, include key input from constituents regarding enrollment management, development of new undergraduate and graduate programs, service-learning programs, continuing education and life of learning programs, and the on-going training of faculty and staff to better understand and cope with the constantly changing environment in which the University operates. To describe more fully the ways in which the University comes to understand the social and economic changes that will influence the institution's future, this section focuses on two Committees—the  Process Improvement Committee (PIC) and the Executive Enrollment Management Committee (EEMC)—and makes references to the many advisory councils affiliated with educational units on campus and to the University's relationship with the state of Missouri. These entities reflect through their work the University's evaluation of changes in the environment and its implementation of educational programs to anticipate the needs of constituents in an ever-changing society

### *The Process Improvement Committee*

The Process Improvement Committee's mission is to examine, improve, and when appropriate, to eliminate or radically change the University's fundamental processes.

The primary university group that systematically performs environmental scanning related to administrative systems is the Process Improvement Committee (PIC). Appointed by the administration in 1999 to demonstrate its support of change, the PIC's mission is to examine, improve, and, when appropriate, eliminate or radically change the University's fundamental processes in order to meet more effectively the changing needs of its constituent groups, both internal and external. The PIC strives to make process improvement an integral part of the University's culture through an initiative known as Change@Missouri State . The majority of the Change@Missouri State initiatives involve the application of one or more information technologies to transform a University process so it becomes more effective or efficient.

Change@Missouri State, under the auspices of PIC, has an annual budget and is linked to the budget process. The University provides resources to the PIC, which in turn allocates funds to support one or more projects each year. Additionally, the PIC was charged with developing a set of performance measures for the University's long-range plan, *Daring to Excel.*

In 1999, PIC surveyed the entire campus community seeking input as to which University processes needed to be improved. From this master list, projects have been prioritized and selected by the PIC based on their linkage and importance to the University's mission and single purpose. Those projects with the greatest potential to favorably impact the University's ability to meet its mission and purpose are moved to the top of the prioritized list to be analyzed and, if appropriate, changed first.

In August 2003, PIC completed a ten-month environmental scanning exercise and reported its findings to the Administrative Council. During this exercise, the PIC interviewed several individuals to discuss how effective the University is at meeting its mission and serving the state and local community. The discussion included the

- President, Springfield Area Chamber of Commerce
- President, Springfield Remanufacturing Corporation (local business that hires Missouri State graduates)
- Executive Assistant to the President, SMSU
- Superintendent, Springfield Public Schools
- Executive Director, Springfield Convention and Visitors Bureau
- City Manager, City of Springfield
- SMSU Faculty Senate Chair, Chair-Elect, and Secretary
- President and Vice President for Student Development, Ozarks Techn ical Community College
- Professor, Department of Sociology and Anthropology (expert on future demographics and environmental scanning)
- President, St. John's Health Care System

A major emphasis of PIC is collaborative "team development." The Committee has involved more than 60 faculty and staff on process-improvement teams thus far. The team development methodology involves working with the key stakeholders of any process, including the associated University faculty, staff, and student employees, to consider the impact of process changes on

these individuals and to ensure these individuals are intimately involved in the change process. The process-improvement methodology ensures that all stakeholders, both internal and external to the University, are considered and solicited for feedback during each project. For example, the "Positioning" and "Discovery" phases of each project involve the collection and analysis of information regarding stakeholders' needs and expectations. The methodology specifically outlines how this information is to be used by each process improvement team.

The best evidence of PIC's work in planning with consideration of social and economic change is the University's development and adoption of the process improvement methodology itself. Additional evidence of the University's process improvement successes have occurred throughout the institution. As reported on the Change@Missouri State Web site, the following processes have been changed to become more efficient, more effective, or both:

- Direct deposit of employee payroll
- Petty cash reimbursement procedure
- Online registration of cooperative education students
- Web-based registration
- Online admission status check for prospective students
- Web-based Faculty/Advisor Resource Center
- Web-based student My Information system
- Student Employment clearance form request
- Approval process for course fee waivers
- Discontinuation of routine mailings of grade reports
- Document organization and control system
- New facilities/scheduling system
- New financial-aid system
- Streamlined faculty hiring process

The PIC's inclusive methodology forces teams to focus on the University's culture for accepting change, the willingness of the existing workforce to change, and the communication and cooperation necessary to accomplish change as they plan for the University's future. Nonetheless, the Self-Study Steering Committee recommends that the PIC's inclusive work be expanded to incorporate leaders from throughout the state, considering a broader environment as the University fulfills its statewide mission.

### The Executive Enrollment Management Committee

Understanding changing social and economic demographics is a crucial part of the Executive Enrollment Management Committee (EEMC). The charge of the EEMC, which includes the president of the University and other members of the senior leadership, is twofold:

- To develop and periodically revise enrollment objectives for the University that are consistent with the institutional mission, resources, facilities, demographics, legislative mandates, and other factors that influence optimum enrollment levels.
- To coordinate campus-wide efforts to achieve enrollment objectives, with emphasis on recruitment, retention, marketing, program and service offerings, and resource allocation.

An enrollment management plan developed by the EEMC has been included in each of the past two five-year plans. In particular, the Committee plans for the future by identifying target areas of greatest need and focusing energy and attention on those items.

The University has been successful in achieving its primary enrollment objectives. Measures of success include

The EEMC plans for the future by identifying target areas of greatest need and focusing energy and attention on those items.

- Increases in admission requirements for first-year students for eight of the past ten years
- The largest increase in average ACT of first-year students in any public, fou- year institution in the Missouri from 1994 to 2003 (Source: CBHE statistical summary reports)
- Overall stability in enrollment, with growth in many segments during each of the past five years

As noted in "Significant Changes Since 1995," the increasing admissions standards advocated by the EEMC have had an impact on the University. They were employed with thoughtful planning and have been continually monitored. The EEMC also plans and tracks other changes regarding enrollment and retention, considering the overall goals of the University. For the fall 1995 semester, for example, the University began phased implementation of higher admission standards based on a selection index (sum of high school class rank percentile and ACT or SAT percentile) model established by the Missouri CBHE. A selection index of 80 was used for the fall 1995 semester, and the index has subsequently been increased eight times. For the fall 2005 semester, a selection index of 107 is required. Additional noteworthy data includes

- For the fall 1994 semester, SMSU enrolled 2,841 first-time freshmen and those students had an average ACT of 21.9. For the fall 2004 semester, we enrolled 2,689 first-time freshmen and those students had an average ACT of 23.6 (Related Performance Measure 65).
- Total enrollment has grown every year since 1996.
- Enrollment of minority students has increased each of the past nine years, growing from 840 in 1995 to 1,124 in 2004 (Related Performance Measure 37).
- Retention of fall semester first-time freshmen to the following fall has increased from 62.4 percent for the fall 1994 to 73.0 percent for the fall 2003 cohort. Six year graduation rates increased from 43.2 percent for the fall 1996 cohort to 50.8 percent for the fall 1998 cohort (Related Performance Measures 29 and 32).

In spite of these measured successes, the EEMC recognizes that there may be issues or concerns of which it is not aware. In order to better understand changing needs of students, for example, the EEMC in 2001 employed Noel-Levitz, a national enrollment management consulting firm, to survey students regarding their satisfaction with the University. The Student Satisfaction Survey results showed that SMSU students were more satisfied than students nationally on 68 of 73 standard items measured by the survey. A Retention Committee was formed to address areas that were identified as needing the greatest attention. Selected information was shared with the colleges, which responded to the Committee with planned initiatives to improve areas within their colleges.

Other recent and ongoing initiatives include

- **Graduate enrollment—**Graduate enrollment has become an increasingly important component of the total enrollment in recent years. Total enrollment of graduate students increased from 1,733 in 1994 to a high of 3,346 in 2002. Missouri State is now one of the leading providers of graduate education in Missouri. Declines in graduate headcount enrollment over the last two years, while mostly in part-time students (the number of full-time graduate students has actually increased) have resulted in renewed attention to issues related to the recruitment and retention of graduate students. The EEMC met in October 2004 with the chair of the Graduate Task Force, a group charged with developing the graduate component. As an outcome of that meeting, the group established an objective to sustain enrollment of degree-seeking graduate students between 2,500 and 3,000 during the period covered by the next five-year plan. Graduate enrollment under the post-baccalaureate classification would be in addition to the target for degree-seeking students.
- **Enrollment of adult and nontraditional students—**Given its status as a metropolitan university, adult and nontraditional students comprise a significant portion of the University's total enrollment. The number of students in this category has declined in recent years, due in part to increased competition from other institutions and in part from declines in graduate student enrollment in professional areas. In response, the EEMC formed a subcommittee specifically charged with developing a plan for recruitment and retention of adult students. The committee conducted a comprehensive survey of adult and nontraditional students in 2003 and then implemented several new initiatives such as the allocation of marketing funds, the development of a new online newsletter to improve information flow to adult students, the implementation of two new scholarship programs, and changes in the University's Web site to provide a direct link for adult student information. Other proposals are currently being reviewed and evaluated.
- **International student enrollment—**The EEMC has affirmed the University's commitment to increasing on-campus enrollment of international students, thus contributing to diversity. As a result of this commitment, the budget of the Office of International Student Services was increased to provide for additional staff and resources for recruitment travel and publications.
- **Admission policy decisions**—The EEMC annually reviews the admission policy in the context of enrollment trends, demographics, and other factors, with the objective of raising standards while ensuring stability in overall enrollment. Raising the academic profile of first-year students should contribute to a better learning environment for all. For the fall 2005 semester, the admission policy was also adjusted to compensate for grade inflation in high schools.
- **Transfer issues—**Transfer students comprise about one-third of the University's enrollment of undergraduate, degree-seeking students, and the enrollment of new transfer students has grown for each of the past seven years. The University has made a commitment to serve this population in a number of ways (e.g., staffing, advisor training, and scholarships). In addition, the University maintains a good relationship with Ozarks Technical Community College in Springfield, one of the fastest growing community colleges in the country, as well as other two-year institutions throughout the state. A subcommittee of the EEMC is designing a study of transfer student success that will produce information to be shared with officials of the major feeder

community colleges. The goal is to improve student success.

Other activities of the EEMC have included support for the development and promulgation of summer youth programs on campus, and a review of data to assess trends and benchmark enrollment against other Missouri universities and comparable institutions. Both of these reflect a concern for the future. The former grooms young people for potential enrollment in years to come and the latter helps the University to locate opportunities for providing education to state residents and others.

The EEMC has actively provided relevant information and data to the campus community through multiple means: a Web site that includes current and historical enrollment data and summaries of research on the University's students; a series of presentations given to the Board of Governors during the Spring of 2004; and published long-range plans related to enrollment management (Performance Measures 29, 32, 34, 36, 37, 39, 40, 41, 43, 63, 64, and 65). In addition, President Keiser regularly incorporated elements of the enrollment management plan in his State of the University addresses and periodically made reference to enrollment management objectives in his monthly *Focus* newsletter for faculty and staff.

The enrollment management component of *Daring to Excel* incorporates enrollment objectives at the college level. Requiring each college to be responsible for establishing enrollment targets (undergraduate and graduate) should result in even greater involvement of the campus community in the enrollment management effort.

## *The State of Missouri*

As a state-assisted public university, Missouri State considers state as well as local needs when it prepares for the future. The University must be a good steward of public funds as it provides a quality education for its students; indeed, the institution's planning processes, described above, assure this quality.

Chapter 6 includes a discussion of how the University reveals its financial accountability. During the last five years, however, one of the challenging aspects of planning for the future and the University's relationship with the state has been the significant decline in state funding. Although the Consensus Revenue Estimate provided by Missouri's Office of Administration and Senate Appropriations Staff projects a 2.3% growth ($147.8 million) in general revenues for FY2005, Missouri's institutions of higher education continue to suffer financially. For example, state appropriations for higher education in FY 2003 and FY2004 were cut by $140 million, and the FY 2005 budget has restored only $23 million (Keiser 2004, p.2). The Missouri Budget Project reports that there has been an average student-fee increase in FY 2005 of $1,700 among Missouri's four-year institutions, affecting 80,000 Missouri students.

The crisis in funding for Missouri's institutions of higher education, as elsewhere in the country, is not over. One major structural factor in the state's deteriorating financial picture involves changes in Federal tax policies. Because Missouri pegs its own personal income tax, corporate tax, and estate tax to the Federal tax, changes in Federal taxes impact state tax revenues. Specifically, President Bush signed three federal tax cuts in his first term, thus reducing personal income taxes, corporate taxes, and estate taxes. The Missouri Budget Project reports that in FY 2005, changes in the Federal estate tax alone reduced Missouri's tax revenues by $117 million (2004, p5). The Center on Budget and Policy Priorities reports that Federal tax changes between 2002 and 2005 have cost Missouri $320 million, ranking Missouri third among the states adversely affected.(2004, p.1). Obviously, structural changes like these adversely affect state revenues and thus contribute significantly to the imbalance between revenues and spending.

One factor unique to Missouri's financial situation is the "Hancock and Carnahan/Farm Bureau Amendments." The Hancock Amendment, passed in 1980, limits total state revenues by linking them to personal income. The limit is set by multiplying total state personal income by 5.64% (Moody 2003, p.4). If state revenues surpass that limit, some must be refunded to personal and corporate income taxpayers. Hancock was first triggered in 1995. From 1995 to1999, more than $980 million dollars was refunded. In response to these increased state revenues, in the second half of the 1990s legislators enacted 21 new tax credits and 14 new tax cuts. In the first year of their implementation, FY2000, the tax credits cost the state $170 million while the tax cuts cost another $648.1 million. In short, changes to Missouri's tax code resulted in a loss of $818.1 million dollars in FY2000, and they have eroded its tax base by 11% annually. (S*ee Table 3.1 on the following page.*)

State appropriations have dropped for three of the last five years.

In 2000 state funding supplied 42.6% of the University's operating budget; state appropriations in 2004 supplied 37.4%. During the same period, student fees as a percentage of the budget have grown from 28.2% to 36.7%. Despite these increases, required student fees at Missouri State remain slightly below the mean for state universities in Missouri. The Board of Governors has attempted to balance the need to provide a quality education at an affordable price against the costs of carrying out the many facets of the University's mission. In general, they have been successful, but in the short term the results have been delays to capital-improvement projects,

Required student fees at Missouri State remain slightly below the mean for state universities in Missouri.

such as the new science building; a decline in faculty morale, as a result of stagnant salaries; and in certain areas, some difficulties in faculty hiring. Missouri State continues to adjust to the changing economic and political realties in public higher education, but the budget remains one of the most pressing concerns influencing long-range planning.

**Table 3.1: SMSU Revenues (in dollars), Fiscal Years 2000-2004**
*Table appended to end of document.*

One way in which the University's planning process is responding to the shrinking state revenues is by increasing external funding sources. The University's planning process guides the Missouri State Foundation in its activities. The Foundation was responsible for Performance Measures 53, 54 and 55 in *Countdown to the SMSU Centennial*. These measures relate to growth of the annual fund and to growth of the endowment, assuring that both current and future needs of the University are addressed. The mission of the Missouri State Foundation is to develop an environment that promotes giving and therein to seek, receive, manage and distribute resources in a manner appropriate to support the University's programs of teaching, research, and public service. Frequent interactions between faculty, staff and the various donor constituencies encourage responsiveness and engagement. It is evident from the more than 30,000 gifts made annually, that both internal and external constituents value the services of the Missouri State Foundation.

The Foundation employs and supports a variety of resources and activities to engage with its constituencies. Examples include

- The Foundation through the Annual Funds program hires and trains students to phone alumni, parents and friends of the University on behalf of all the academic colleges, the library, The Performance Society, the Marching Band, Ozarks Public Television, and KSMU Public Radio. Department heads interact with the students to prepare them to be effective "askers."

- The Deans and their Directors of Development meet quarterly with campaign counsel, the Director of Development and Alumni Relations, and other staff in the area of University Advancement to assess current and future directions for donor relations, fundraising education, and prospect solicitation.

- Volunteers are involved actively with development activities. In addition to the Board of Directors of the Missouri State Foundation, a volunteer Campaign Steering Committee guides the progress of The Campaign for SMS. Most of the academic colleges, and some departments, have volunteer councils that include development staff. The Auction Benefiting Athletics is staffed by fundraising professionals, athletics staff, and community volunteers with an interest in intercollegiate athletics.

To improve student learning in the future, the Missouri State Foundation manages an endowment of approximately $36 million and proactively seeks additions to the endowment for the benefit of student learning.

Gifts made for the benefit of the university through the Missouri State Foundation often reflect the value and support for effective teaching and effective learning environments. Resources for faculty and for facilities were goal areas of the University's first capital campaign: The Campaign for SMS: Imagine the Possibilities. The goal of this $50 million campaign, which was successfully completed with the aid of the Foundation in June, 2005, was to fund projects and initiatives that will help Missouri State accomplish numerous goals in five targeted areas:

- Supporting the student body through undergraduate scholarships and graduate fellowships – $12 million

- Promoting faculty recruitment, retention, and excellence through endowed positions and support for other faculty activities – $7 million

> 2005 saw the successful completion of the University's first capital campaign. The $50 million Campaign for SMSU: Imagine the Possibilities will help the University accomplish goals in five targeted areas.

- Assuring continued program support for all academic programs and centers of excellence, including Greenwood Laboratory School, Tent Theatre, KSMU Public Radio Station, Ozarks Public Television, the Juanita K. Hammons Hall for the Performing Arts, intercollegiate athletics, the Missouri State Alumni Association, educational partnerships in China, and others – $17.5 million

- Enhancing the learning environment through strategic investments in campus facilities – $12 million

- Capitalizing on various opportunities through unrestricted gifts – $1.5 million.

In addition to continually adjusting to the state's budget and emphasizing the growth of other sources of funding, the University works with other state agencies and private organizations to respond to economic, cultural, and social needs within Missouri. For example, Missouri State collaborates with St. John's Regional Medical Center and the Missouri Department of Health and Senior Services to present *Health Styles* on Ozarks Public Television. Previously presented monthly and starting in the fall of 2005 to be shown weekly, this program reflects the University's awareness of changing demographics in the region. While part of the region has a high percentage of elderly population, another part has seen an influx of younger Hispanics. *Health Styles* is targeted to the needs of such specific populations.

The University's assistance to the Department of Elementary and Secondary Education serves as a second example of considering the state's needs when forming long-range plans. The College of Education routinely works with small school districts such as the Niangua School District and the Wheatland School District and sponsors the College of Education Beginning Educator Assistance, Renewal and Support Program (BEARS). This program provides an extensive system of support mechanisms to Missouri State teacher education graduates for the first three years of their teaching careers. This program is particularly important in helping to meet the State of Missouri's goal of improving its public schools system.

The University considers the social and economic changes of the communities it serves through numerous cooperative agreements with public and private entities. These include the Discovery Science Center of Springfield, the Springfield Business and Economic Development Center, and cooperative agreements between the Center for Applied Science and Engineering and numerous private-sector research and development groups. Other examples include

- The Southwest Missouri Area Health Education Center (SWMO AHEC) is a regional office of the Missouri Area Health Education Centers (MAHEC) statewide system. SWMO AHEC is hosted by Missouri State University, located in Springfield, Missouri, and provides services to a 21-county region.
- The Missouri State Ozarks Public Health Institute addresses public health issues of importance to the Ozarks through collaboration with business, community, education and government organizations by implementing education and training, public service, and research programs.

These are among the numerous collaborative ventures discussed further in Chapter Five, "Missouri State as a Connected Organization."

Advisory Groups

One of the means by which the University considers the futures of its constituents and makes adjustments to its educational programs is through an extensive network of advisory groups consisting of volunteers from throughout the region and the campus. The work of four such groups is described below.

- **Agriculture Advisory Committee—**The Department of Agriculture's formal advisory committee provides insights about funding sources, research needs, public affairs program needs, and the critical needs for graduates.
- **College of Arts and Letters (COAL) Advisory Council—**The COAL Advisory Council meets twice annually to discuss events of the College and to determine ways that the College can better reach out to its alumni and the community. The Council helps to raise funds for such events as the COAL Lecture Series. Currently each of 30 members serves a three-year term.
- **College of Business Administration (COBA) Construction Management Advisory Council —**The Construction Management Advisory Council helps the Department of Industrial Management maintain currency and relevancy on all issues related to curriculum and industry and promotes departmental programs. The Council meets twice yearly in conjunction with another event, such as a career day or roundtable night. At each meeting at least three courses receive a full review, with Council members giving feedback regarding content to the faculty member teaching the course. The Council plays the role of advocate for the department by employing its graduates and supporting its program both financially and with their time.
- **Department of Chemistry Board of Advisors—**Launched in October 2003, the Board of Advisors provides guidance and counsel in relevant matters to the department head, faculty and students, including reviews of the departmental programs. Major fund-raising efforts for the department and motivating students to develop employment opportunities through association with board members are among its goals.

Other advisory groups include

- High School Counselor Advisory Board (Admissions Office)
- Multicultural/Minority Student Recruitment Advisory Committee
- Student Affairs Community Advisory Committee
- Art and Design Department Advisory Council
- Communication Department Advisory Council
- English Department Advisory Council
- Media, Journalism and Film Department Advisory Council
- Modern and Classical Languages Department Advisory Council
- Music Department Advisory Council

- Theatre and Dance Department Advisory Council
- COBA International Business Programs Advisory Council
- COBA Manufacturing Management Advisory Board
- COBA Missouri State Chair of Insurance Advisory Committee
- Early Childhood Advisory Committee
- Elementary Teaching Academy Advisory Committee
- College of Education Faculty Advisory Committee
- College of Education Student Advisory Committee
- College of Education Community Advisory Committee
- Speech-Language Pathology Advisory Committee
- Education of the Deaf/Audiology Advisory Committee
- Dietetics Program Advisory Council
- Physical Therapy Advisory Council
- Radiography Advisory Committee
- Master of Public Health Advisory Council
- Nursing Advisory Council
- PETE Advisory Committee (Health, Physical Education and Recreation)
- Recreation/Leisure Studies Advisory Council
- Hospitality and Restaurant Administration Advisory Board
- Dean's Advisory Council for the College of Humanities and Public Affairs
- Department of Mathematics Advisory Committee
- GGP/Planning Advisory Committee
- Library Advisory Committee
- Missouri State—Mountain Grove Advisory Council

In sum, environmental scanning performed by groups such as the PIC and the EEMC is crucial to enabling the University to consider social and economic changes that impact its constituents as it plans for the future. Consideration of the economic trends within the state as well as the state budget is essential to the University's planning process. Small groups such as advisory councils keep the University apprised of environmental changes that should be incorporated into its academic programs.

# Chapter 3: SMSU as a Future-Oriented Organization

## Focusing on the Futures of Constituents

As the University seeks to understand changing social and economic environments through its numerous advisory councils, the PIC, and the EEMC, it also considers the futures of the constituents it serves. While social and economic changes within the state influence the University's relationships with both external and internal constituents, and the Steering Committee recognizes that the boundaries between these constituents are not always clearly delineated, this section of the report focuses primarily on those constituents within the University: students, faculty and staff. (Chapter Five: "Missouri State as a Connected Organization" also discusses how the University listens and responds to external constituents' needs). The report here especially notes how the University incorporates changes in the social and economic environment (discovered through the processes described previously) into educational processes that serve its constituents. For example, while the University prepares students to live and work in a global, diverse, and technological society, the faculty, staff, and administrators also must continually be educated to understand this changing society.

### *Students*

The University recognizes an educated person as one who "has the skills and motivation to continue to learn after leaving the University, thus being prepared for both lifelong learning and lifelong productivity." The University offers a rich array of programs and services to encourage a life of learning for both traditional and non-traditional learners. Two units considered here that offer educational services to traditional and non-traditional students while also serving the community are the College of Continuing Education and the Extended University (CCE) and the Office of Citizenship and Service-Learning (CASL). In addition, the University offers numerous other support services designed to prepare students for a future of success.

### The College of Continuing Education and the Extended University

One of the best examples of the way in which the educational processes are influenced by the University's constituents appears in the College of Continuing Education and the Extended University (CCE). The College, like other academic units on campus, provides professional development, work force training, and other specialized needs of the community. Unlike the other units, however, the College is involved more explicitly in initiating and facilitating lifelong learning opportunities for the community. The College's charges include serving non-traditional students through the University's metropolitan aspect. To meet its mission, the College offers a wide range of programs, including a large Evening College with more than 450 sections in more than 30 academic disciplines, enrolling more than 9,700 students each semester. The academic departments control the content of these courses. In addition, a special Adult Student Services Office provides preadmission advising, merit scholarships especially for adult students, adult re-entry seminars and orientation programs, and admission/registration options tailored to the needs of working and non-traditional students.

The College also provides support for a wide variety of off-campus outreach programs, high school dual-credit programs, distance learning, and professional development programs tailored to the needs of specific target population groups in the community. In addition, through the Center for Continuing and Professional Education, adult and non-traditional students in the region can take advantage of a wide range of conferences, workshops, and other professional development programs offered on a noncredit basis.

### The Office of Citizenship and Service-Learning

The University established the Office of Citizenship and Service Learning (CASL) in 1996 in part to increase the collaboration between academic programs and the external communities they serve. The goal of service-learning at Missouri State, through linking academics to the community, is to develop the skills, sensitivities, and commitments necessary for effective citizenship in a democracy. Through courses offered by departments, CASL prepares students for the future by immersing them in the community outside the University. Rather than isolating students during their time of classroom learning, the University demonstrates that it considers students' futures by providing programs that assist in their transitions to life after graduation and that prepare them for lives of learning.

The University recognizes an educated person as one who "has the skills and motivation to continue to learn after leaving the University, thus being prepared for both lifelong learning and lifelong productivity.

CASL considers the futures of its constituents through several mechanisms:

- The office administers a needs assessment each year for community partners to assist in planning for service-learning student placements.
- Community partners and faculty have the opportunity to discuss their needs at the annual Faculty and Community Partner Luncheon. Both groups are encouraged to discuss changing needs or new projects throughout the year with CASL staff. Students, faculty, and community partners submit evaluations of their service-learning experiences at the end of each semester. In these evaluations, community partners typically report that they receive important assistance from service-learning students. For example, Kelli Henson of the Regional Girl's Shelter described the work of Stacy Carpenter:

*"Stacy assisted the case manager with duties related to client services, admissions, and discharges. Stacy performed at a level superior to her age and education. Stacy was able to complete tasks with little supervision. Stacy has been offered and accepted a paid position with our agency. We are very pleased to have her."*

Students often report that they plan to continue spending time with their community partners after they have completed their classroom obligation, some are hired by the community partners after their service is completed, and many find that the experience influences their career choices.

- In the spring of 2004, the CASL office conducted a thorough assessment using the nationally tested rubric developed by Dr. Andrew Furco of the University of California—Berkeley. This process consisted of extensive interviews and surveys with faculty, students, administrators, and community partners. Utilizing Dr. Furco's assessment criteria, service-learning on the Missouri State campus is at Stage 3 (the highest state, "Sustained Institutionalized") on three out of the five Dimensions and at Stage 2 (second of three tiers, "Quality Building") on the remaining two Dimensions. The Stage 3 areas included
  - Student support for and involvement in service-learning
  - Community participation and partnerships
  - Institutional support for service-learning.
  - Stage 2 areas that will receive concentrated improvement efforts are
  - Philosophy and mission of service-learning
  - Faculty support for and involvement in service-learning.

CASL includes its constituencies in the planning process by developing and designing placement sites appropriate to learning objectives in each participating department. Additionally, faculty-development workshop topics are chosen based on feedback from faculty. Community partners, faculty, and students are satisfied with their service-learning experiences, as evidenced by the end-of-semester evaluation results and comments.

**Support Services**

Students at Missouri State University are provided with a wide array of support services. The Division of Student Affairs actively works toward enrolling students; providing their essential services; enriching their co-curricular opportunities; and helping them to develop a refined sense of values, integrity, and social awareness that is necessary for future leadership roles. In achieving its mission, the Division of Student Affairs continuously assesses the needs of students, parents, and community members and clients.

One example of civic engagement and service involvement is provided by the Division of Student Affairs' Student Community Action Program (SCAT). This program was created in 1994-95 to provide "expert support" to local agencies. It focuses on building community at the University through community service. During its existence it has had as many as 40 students serving in a given year, and has led to organizational improvement for many agencies.

Publications of Student Affairs are intended to represent the breadth and quality of the University's student-focused activities and support services. The basic philosophy of the University is that the issues of cost, quality, location, safety and comfort, and career opportunities and placement should be evident in its documents—so too should its policies and procedures. Sample publications include *Multicultural Student Services Brochure*, *International Student Publication*, numerous policies and procedures, the *Student Organization Handbook* and the *Counseling Brochure*. Other publications such as the *Undergraduate Catalog*, the *Graduate Catalog*, and financial aid information are also available online.

One year after its inception in 1996, the Master Advisor Training Program receive recognition as an Outstanding Advising Program at the Annual Conference of the National Academic Advising Association.

Another example of the type and quality of service provided to Missouri State students is the work of the Academic Advisement Center (AAC). The mission of the Academic Advisement Center is to assist students with undeclared majors as they develop meaningful educational plans to help them achieve their life goals. The staff of the AAC also conduct regular Master Advisor workshops for faculty and staff. Initiated in the spring semester of 1996, the Master Advisor Training Program received recognition by the National Academic Advising Association (NACADA) in 1997 as an Outstanding Advising Program at the NACADA Annual Conference in Kansas City, Missouri. Over 700 faculty and staff advisors have been awarded the

Master Advisor certificate since the program's inception. Sixty-five percent of Missouri State students are being advised by Master Advisors. As a result of the Center's efforts to better equip faculty to become Master Advisors, many of these faculty have won both

The Career Center provides professional assistance to Missouri State students and alumni through career counseling and internship and fulltime job searches, as well as providing the vocational and educational information needed to make insightful career decisions. Specifically, the Career Center helps individuals to do the following:

- Develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics
- Obtain educational and occupational information to aid career and educational planning and to develop an understanding of the world of work
- Select personally suitable academic programs and experiential opportunities that optimize future educational and employment options
- Take responsibility for developing career decisions, graduate/professional school plans, employment plans, and/or job-search competencies
- Prepare for finding suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and both occupational and job requirements
- Gain experience through student activities, community service, student employment, research projects, cooperative education, internships, and other opportunities
- Link with alumni, employers, professional organizations, and others who will provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities
- Seek a desired employment opportunity or entry into an appropriate educational, graduate, or professional program
- Prepare to manage their careers after graduation

The Career Center staff consider the needs of all Missouri State students when designing programs and delivering services. Since career issues are addressed by different units within the institution, the Career Center provides linkages and/or coordination among career-related programs and services where appropriate.

Missouri State and the Career Center have specific goals for providing services to students, employers, alumni, and other client groups, consistent with the nature of the University. Goals are reviewed and updated annually and communicated, as appropriate, to administrators, faculty, staff, and other relevant institutional constituencies.

### *Faculty*

The College of Continuing Education and the Extended University programs, described previously, also offer a variety of training opportunities not only for enrolled students, but also for the University's faculty and staff.

Another support service provided by the University to assist faculty in preparing for the future and for considering the futures of their constituents is the Academic Development Center. The ADC serves the University purpose of developing educated persons and the Missouri State statewide mission in public affairs by supporting faculty and academic units with projects, seminars, workshops, networking, consultations, materials, and other resources to promote effective teaching and learning. Examples of continuing professional development for faculty are seminars and workshops on course design, testing and grading, use of the case method for encouraging active learning, and effective use of technology for enhancing critical thinking.

In April 2002, the ADC conducted an initial needs assessment as the basis for many of the Center's early activities. More recently, the Ad Hoc Committee on the Professional Development Support of Faculty and Academic Administrators provided an updated assessment of professional development as well as available and new resources. The work of this Committee has been incorporated into the University's newest long-range plan, *Daring to Excel*.

### *Staff*

Much of the support that the University provides staff to help keep them prepared for the future occurs through the Office of Human Resources. The Office recognizes the importance of compensating the University's workforce, providing a quality benefits package, and providing on-going professional training and development opportunities to staff and student workforces. Training available to staff includes

- Leadership Essentials for Administrative Professionals (LEAP) Program

### University Staff Ambassadors (USA) Program

- A+ Certification Program
- Basic Maintenance Certification Program
- Certified Professional Secretary courses
- Computer skills classes
- Financial and retirement planning
- Sexual harassment and rape prevention (SHARP)
- Training to sensitize and build awareness among employees of self-protection measures
- CPR, AED and First Aid training
- Preventing discrimination training
- Professional development training in communication, organizational development skills, conflict management, and leadership

In addition, staff members attend mandatory training programs such as "A Matter of Respect," Preventing Sexual Harassment, Diversity, Inclusive Training in the Classroom, and Accommodating Students with Disabilities. A complete list of support available to staff is available online.

The concerns of University staff are also discussed and acted upon by the Staff Senate. This body, in place since 1988, has made significant strides toward increasing staff involvement on campus and either initiated or assisted in forming/updating many staff benefits.

In spite of these numerous opportunities for professional development, the Steering Committee also recognizes that staff salaries are not at a level that reflects the valuable contributions the staff provides for the University. This economic reality challenges many academic and non-academic units as they attempt to secure and maintain high quality personnel.

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# Chapter 3: SMSU as a Future-Oriented Organization

## Integrating New Technology

### The Information Technology Council

The Information Technology Council (IT Council) was created by the University's Administrative Council to be responsible for planning, coordinating, and reviewing major strategic information technology initiatives for the Missouri State System. The IT Council serves as the University system's "strategic clearinghouse" to ensure information technology initiatives are appropriate, sustainable, and funded in the most effective manner. The organizational structure surrounding the IT Council was developed to give order to the process of IT decision-making. While the IT Council does not coordinate all IT funding, it establishes guidelines for system-wide IT expenditures and prioritizes, controls, and monitors expenditures from a few central budgets. The primary charge to the IT Council is to "ensure information technology initiatives are aligned with the University's mission, the Strategic Information Technology Plan, and approved division plans."

Improving student learning is a consistent emphasis of the IT Council. The Instructional Technology Advisory Committee, which reports to the IT Council, consists of a representative from every academic college, as well as other constituencies. The charge of this committee is to advise the IT Council on ways technology can be used to improve student learning and teaching effectiveness. Missouri State is currently developing new policies and procedures to ensure learning environments (classrooms and labs) are updated on a lifecycle basis to promote student learning. Distributed User Support Specialists have been hired and assigned to specific academic colleges. These technology support positions are designed to provide discipline-specific expertise to the students and faculty within a college. In preparation for their arrival on campus, an Online guide is provided to help students and their families evaluate the University's information technology use and infrastructure.

Additionally, the Student Computer Usage Fee (SCUF) Committee, which also reports to the IT Council, helps ensure that funding is available for student-related information technologies. Paid by all Missouri State students, the amount of the  SCUF fee varies based on the number of hours taken and on which; this fee has funded many projects critical to the academic success of students, such as hardware, software, support staff, and assistive technologies.

In planning for the future, the IT Council coordinates the work of a set of forward-looking advisory committees that both provide input and offer recommendations regarding various information technology issues. Also, the IT Planning Task Force and a number of committees are developing the Information Technology chapter of  *Daring to Excel*. The committees involved in the planning include the Instructional Technology Advisory Committee, Missouri State -West Plains Information Technology Committee, Information Systems Advisory Committee, Network Infrastructure Advisory Committee, Web Advisory Committee, Information Security Advisory Committee, Technology Accessibility Committee, and User Support Advisory Committee. These committees are composed of representatives from three campuses in the Missouri State System.

In planning for the future, the IT Council coordinates the work of a set of forward-looking advisory committees that both provide input and offer recommendations regarding various information technology issues.

### Strategic Information Technology Plan

Technology is the focus of the Strategic Information Technology Plan, as well as the Information Technology chapter in each of the long-range plans. The list of committees working with the Information Technology Planning Task Force, included in the previous paragraph, indicates that attention is being paid to a wide variety of technology-related issues.

### Educational Technology Center

The Educational Technology Center provides assistance and support for instructional technologies in a multi-campus environment, offering training, production, technical support, and consultation. ETC exists to help faculty realize their educational goals through the application of instructional technology and media resources. With services that extend beyond merely handing out equipment or producing media materials, ETC staff assist in determining the most effective use of traditional and/or new technology to support and enhance classroom presentation. For Missouri State students, ETC provides media equipment, multimedia workstations, and

open computer stations to be used for developing and completing educational materials and assignments. Whether it involves software, hardware, strategy, or support, the ETC tries to take an instructional design approach to systematically address the teaching, learning, and research needs of the University.

As a component of the University's mission to develop educated persons, the ETC's mission is to provide, train, and assist with teaching and learning activities across the University on a daily basis. ETC services directly impact instructors in their ability and methodology to teach and therefore to implement the University's mission. For example, ETC:

- Supports the media and presentation technology systems in classrooms
- Coordinates the purchase, installation, and maintenance of classroom technology systems and serves as a contact point for technology standards and for consulting on technology decisions and investments
- Develops, produces, and duplicates media materials that support instructional, research, presentation and promotional applications for faculty and students, including graphics, video, audio, multimedia, and Web-based materials

Obviously, all higher-education institutions must constantly take a broad perspective when planning for, implementing, and maintaining information technologies. Demographic shifts, and the technology-related expectations that accompany them, are constantly monitored by the various information technology support staff who directly serve students, faculty, and staff throughout the year. Members of the Office of Information Technology, Computer Services, and Telecommunication Services host campus technology information/sign-up booths and present informational classes for parents during Student Orientation, Advisement, and Registration (SOAR). These events allow the technology support staff to consistently monitor ever-changing student and parent technology-related expectations of the "next generation" of students (and their parents) before they arrive for classes.

The University's information technology professionals regularly attend national/international conferences, participate within national/international professional organizations, and participate in international online discussion lists. In addition, the University's technologies have been used to link Missouri State's faculty and students with classrooms internationally for the purpose of increasing multicultural awareness.

Missouri State is very supportive of innovation and change. In fact, innovation, change, and information technologies are tightly integrated. To serve the technology needs of its faculty, staff, and students, the University in 2003 received a five-year, $1.8 million federal Title III grant. The major activities funded via this grant include training for faculty, staff, and students. These training initiatives focus on improving use of the online course-management system, Web-based student services, and assistive technologies. Some of these funds were used to upgrade Computer Services' centralized training center for faculty and staff.

# Chapter 3: SMSU as a Future-Oriented Organization

## Strengths, Challenges, and Recommendations

### Strengths:

Missouri State University maintains a continuous and open planning process. As a part of this process

- Goals are created and published through long-range plans. Daring to Excel, the third in a series of plans, should be adopted late in 2005.
- Input from all constituencies is solicited through numerous public forums and a long-range planning Web site used to post information and to receive comment.
- Oversight is provided by the University Planning Advisory Committee, which is broadly representative of the University community.
- Annual performance measures and annual updates are publicly reported and help the institution determine to what extent it is meeting its goals.

Missouri State University is a mission-driven organization. A statewide Public affairs mission, including the broader purpose of developing educated persons, was adopted in 1995. Since then the University has refined but maintained the mission.

Five themes give further focus to Missouri State's mission. These themes reflect both the University's traditional strengths, such as teacher education, as well as the emerging needs of its constituencies, such as health care.

The Process Improvement Committee, established in 1999, considers the future of the institution as it makes administrative processes more efficient and conducts environmental screening.

The Executive Enrollment Management Committee monitors resources, facilities, demographics, and legislative mandates to establish appropriate enrollment goals.

The University continually invests in technology for use by students, faculty, and staff. Performance Measures for the Office of Information Technology indicate the goals and accomplishments in bringing technology to the classroom.

As Missouri State University has planned for continuing social and economic changes, it has established several collaborative ventures to better serve its constituents. These include

- Articulation and transfer agreements with two year colleges
- The Center for Applied Science and Engineering (CASE), the Jordan Valley Innovation Center (JVIC), and diversity events with the City of Springfield
- Programs with public schools
- Centers serving various communities in the region
- Cooperative graduate and undergraduate degree programs
- Business links with international institution
- Internet courses
- International education programs, including those recently established in China.

The University Foundation plays an important role in generating external funding and in managing the University's endowment.

 Many of the University's academic units use Advisory Groups composed of alumni, employers, and other external constituents to incorporate an external perspective in their planning and operations.

### Challenges

Even though the planning process is open, some members of the campus community do not take advantage of the opportunity to participate.

The connections among the plans of academic and non-academic departments and units and the University's long-range plans may not always be obvious if they exist at all.

In contrast with the responses of the departments and colleges to questions posed by the HLC Steering Committee, a 2003 study, *Institutional Priorities and Faculty Rewards* (often referred to as "the Diamond Report") revealed inconsistent perceptions of the University's public affairs mission, its application in programs and courses, and its relationship to faculty roles and rewards. These discrepancies suggest further dialogue regarding the public affairs mission is warranted.

Although there is a fairly large budget allocated to classroom technology, not all departments are equally equipped; and the process of submitting requests, ordering equipment, installing, and repairing technology in classrooms needs to be streamlined.

The salaries of the classified staff are too low to secure and retain highly qualified personnel. Those who have reached the final "step" in their salary progression have been disadvantaged in recent years as the cost of their health insurance, parking, etc. has increased faster than their pay increases.

### *Recommendations*

- There should be further dialogue concerning the University's public affairs mission, especially concerning how it may be interpreted, applied, and implemented by the faculty. The University should seek to further awareness of the public affairs mission and the means through which the mission can be implemented through discussion groups, workshops, and other venues. We recommend individuals and units create their own interpretations of how the mission applies directly to their work. Orientation for new faculty, staff, and students concerning the mission should be continued.

- A University unit or committee should be established to monitor more closely the rapidly changing social and economic conditions of the state and region and to coordinate environmental scanning so that Missouri State may better serve its constituents. President Nietzel has appointed a Futures Committee to focus on these kinds of issues.

- In light of the University's name change and statewide mission, the University's environmental scanning and planning efforts should be expanded to incorporate the perspectives of leaders from throughout the state.

- A more organized and timely process for requesting, ordering, and installing new classroom technology should be implemented. This process may require additional personnel.

- An investigation into the pay structure for the staff (especially the classified staff) should be made to ensure that it is competitive with local and regional levels and that it keeps pace with rising costs. President Nietzel has appointed a Compensation Committee to investigate this as well as other similar issues.

The University has established a disciplined and systematic long-range planning process that involves many constituents. It has demonstrated the ability to modify its plans, thus enabling the University to adapt to a rapidly-changing environment characterized by changing societal and economic trends, changing demographics of the student body and a related change in the needs of students, and an increasingly tight fiscal environment brought on by decreasing state appropriations. The long-range plans have enabled the University to prioritize academic programs, successfully manage enrollment, enhance its information technology infrastructure, and maintain its capital assets at an acceptable level. Generally, planning at diverse levels within the organization is in alignment with the University's long-range planning processes, which enhances the capacity of the University to fulfill its mission.

# Chapter 4: SMSU as a Learning-Focused Organization

Missouri State University's primary purpose is to develop educated persons. To this end, it is a learning-focused organization committed, in all of its programs, to the use of the most effective and regularly evaluated methods of discovering and imparting knowledge, and to the appropriate use of technology in support of these activities. To best express this focus on learning in light of the HLC Criteria and Core Components for reaccreditation and the University's distinctive nature, this chapter proceeds through the following five topics:

- Assessing Student Learning
- Supporting Learning
- Supporting Scholarship
- Creating the Capacity for Lifelong Learning
- Strengthening Organizational Learning.

Within these sections, several subsections appear for ease of reading.

## Overview

To monitor the effectiveness of the undergraduate and graduate curricula, the University assesses student learning**.** Using the expectations of classes and/or programs as a baseline, various techniques at the course, program, and institutional level are used to determine whether the desired learning has been achieved. Faculty and administrators use this information to make adjustments in content, teaching techniques, and support resources.

Implicit in these activities is the realization that learners succeed partly because of the quality of those who create their curricula, teach, and mentor them. Therefore, the recruitment, training, recognition, and retention of highly qualified faculty are essential. Quality faculty members are only part of the University's effort to support learning**,** which is multi-dimensional in approach and target audience. During the past ten years, the University has improved access to and use of learning-related technologies. Facilities such as the expanded and renovated Meyer Library provide supportive learning environments. Guest speakers, recitals, theatre productions, panel discussions, and events such as the 2005 Public Affairs Conference contribute to the learning environment the University offers to all its constituents.

Recognizing that scholarship is the lifeblood of higher learning, the University strongly supports scholarship. Students are encouraged to present their scholarship in many formats, including recitals, exhibits, and an annual Graduate Interdisciplinary Forum. In addition to the Honors Program, many disciplinary and university-wide honor societies recognize the outstanding accomplishments of Missouri State students. Faculty members often serve as research mentors for their undergraduate and graduate students. While student learning receives the highest priority, the University also supports learning initiatives designed for faculty, staff, administrators, and even its off-campus constituents. The efforts of the campus Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Committee provide an obvious link between scholarship and learning. Faculty and staff development activities include new faculty and teaching-assistant orientations, the twice yearly Showcase on Teaching, Funding for Results grants, and support for international travel. Faculty members also are supported in their scholarship activities by the Office of Sponsored Research as well as through reassigned time, sabbatical leaves, laboratory facilities, and support for presentations at conferences. Pure and applied research accomplishments, including various forms of the creative arts as signs of scholarship, are expected for promotion and tenure. They are rewarded and recognized in an annual program of College, University, and Foundation awards.

> Missouri State offers a strong general education program as well as a rich variety of experiential learning options.

Because a capacity for lifelong learning is one of the key characteristics of an educated person, the University strives to craft a curriculum that provides connections to the lives students will live when they leave the protected campus environment and engage more fully in a democratic society. To demonstrate the connection between the life of the mind and the life of work, the University offers a strong general education program as well as a rich variety of experiential learning options, such as internships, cooperative education, mentored research, study abroad, and service-learning. The University's public affairs mission incorporates the expectation that the general education curriculum will prepare students for their lifelong roles as citizen scholars. In part, this curriculum encourages students to realize that educated persons have a responsibility to use their knowledge, abilities, and skills to help solve the many societal dilemmas they will encounter throughout their lives.

Through a combination of long-range planning, including an extensive inventory of performance standards, periodic program reviews, a variety of assessment techniques, and a new initiative emphasizing learning communities, the University seeks to strengthen organizational learning. The overall goal of these efforts is to maintain and strengthen the quality of the University as a whole through continuous study of how it operates. These processes solicit participation from multiple constituencies.

*Please use the navigation bar to access the sections of this chapter*

# Chapter 4: SMSU as a Learning-Focused Organization

## Assessing Student Learning

Assessment of student learning at Missouri State is embedded throughout all levels of the University. In general, curriculum development and review are strengthened through a decentralized but systematic process of program assessment at the department, college, and university levels. Assessing whether existing curriculum is rigorous, responsive to student needs, and meets the expectations of external constituents is carried out in a variety of ways. Representative examples of assessment strategies include

- **University**—Academic Affairs conducts institution-wide program reviews as preparation for each long-range plan. This review covers all graduate and undergraduate programs. As described in Chapter 3, the University also conducts a university-wide long-range planning process every five years (current plan development). This plan becomes a blueprint for the direction taken by the University in a wide array of activities, including the assessment of units across the campus. In addition, the new President has created a Task Force on Missouri State University Futures to "Assess the current status of the University's scholarly and educational strengths, as well as its best opportunities for initiatives with a high potential for excellence; recommend up to 12 areas of contemporary scholarship that should be the priorities for investments of new and reallocated resources, particularly the addition of faculty lines; propose specific options for academic restructuring and reorganization that will promote interdisciplinary innovations, strengthen research and degree programs, increase administrative efficiency, and generate additional savings in administrative costs that can be reallocated to academic priorities."

- **Colleges**—Each college reviews all its departments and programs on a three-year cycle. In some instances colleges review their programs as part of external accreditation processes—the College of Business Administration (AACSB), for example, and all colleges with connections to NCATE undergo these types of assessment. The College of Continuing Education and the Extended University (CCE) and the University College (UC) employ slightly different assessment processes, described subsequently.

- **Departments**—Departments assess the effectiveness of their programs and courses using a variety of strategies, including
  - research requirements such as thesis and seminar papers
  - comprehensive exams
  - portfolios
  - internship and externship experiences and evaluations
  - external advisory committees
  - exit surveys of students
  - alumni surveys
  - student scores on nationally-normed tests and licensure exams.

This section of the report discusses the connections between assessment and long-range planning, the work of the Center for Assessment and Instructional Support (CAIS), the assessment processes of academic units, and the guidance of the Assessment Council (AC). In sum, each university unit collects the information it needs to assess its programs and make decisions about how to improve student learning. The CAIS, through the guidance of the AC and the long-range plans, advises units, collects unit reports, and assists in compiling the university-level Annual Performance Measures that monitor the progress of learning within the University. The method of data collection for the performance measures makes the reported information useful at the level of origination (units) as well as at the administrative levels as they assess student learning and pursue continuous improvement.

### Assessment and Long-Range Planning: A Brief History

Since just prior to the 1995 NCA/HLC Self-Study, the CAIS has been immersed in the University's long-range planning and assessment strategies. The CAIS worked with the Assessment Council, Academic Affairs, and the Administrative Council to design the *Plan for Improved Student Learning and Assessment*, which delineates a decentralized approach. This approach assumes that the academic and non-academic units being evaluated are the most knowledgeable about their disciplines, about how to assess student learning in their disciplines, and about how changes could be implemented to improve their programs. Periodic reporting by units, described in sections that follow, documents the improvement

processes.

The 2000-06 long-range planning process involved the CAIS, which revised the Measuring Progress section of the previous plan and added Chart Q, *Assessing University Outcomes*. The former section describes system effectiveness measures in order to track the implementation of state and institutional goals. In addition to performance measures, annual program outcome measures provide academic review statistics for use in developing longitudinal descriptions of the academic units that are associated with the University's themes. The regular collection of measurement statistics maintains a continuous data set to support a variety of reporting and accountability requirements as well as reviews and decisions. These measures link assessments within academic units to the University as a whole through an ongoing system. Chart Q illustrates a comprehensive system of assessments coordinated by CAIS to provide a pool of outcome data that supports campus decisions.

Since the 1995 Self-Study, departments have received requests for *Assessment Reports on Student Learning Improvement and Validation* periodically from the CAIS. These reports include descriptions of the processes for assessment and program objectives and how they are assessed, changes made as a result of assessments, and results supporting improvements and validating current practices. In response to suggestions expressed in the last NCA Site Team Report, the CAIS designed several worksheets to assist department heads and committees in identifying which of their regular activities provide assessment information and helping them link the outcomes of those activities with program objectives. The worksheets include

- A checklist, which gives a list of options as responses to the following questions:

    - What assessments are used?

    - Who decides what assessments are used?

    - When are the assessments administered?

    - Who assesses outcomes?

    - Who analyzes the information collected?

    - How is the resulting information distributed?

    - Who makes decisions about revisions and how the results will be used?

The University's approach to assessment assumes that the academic and non-academic units being evaluated are the most knowledgeable about their disciplines.

- A program outcome matrix, which provides one way to structure program objectives with related courses and assessments. The matrix also categorizes the objectives as cognitive, behavioral, or affective learning. Units with similar information recorded in other formats for other purposes, such as accreditation, can use the format of their choice.

- A summary assessment chart, which provides assessment options to be selected by units to indicate points in the students' educational careers when the assessments occurred, as well as the types of assessment used. This means of recording multiple measures identifies pre-entry assessments, general assessments, specific assessments, and post hoc/external assessments for undergraduate and graduate programs.

The resulting *Student Learning Improvement and Validation Reports* from units, which were first incorporated into the University's planning ten years ago, provide information to faculty for use in improving classroom techniques and curricular decisions. Administrators and committees use them as an information base in reviews and reports, and as indicators of needed program revisions and resources. Colleges and departments have interpreted data and performed specific evaluations of students' progress through their major programs. The CAIS regularly has summarized information from unit=level plans into tables for each college. The assessment tables indicate the types of assessment and the points in the students' educational career at which the assessments occurred. Unit reports indicate the use of assessment information in discussions and decisions among the faculty, departments, and colleges, and with Academic Affairs.

The embedding of assessment within the University's long-range plans has supported its goal of increasing standards in teaching and learning and its campus-wide emphasis on student-centered and professional obligations of faculty and staff. The 1995 long-range plan (*Welcoming*) included several assessment goals: 1) assign responsibilities for measuring student learning achievement and reviewing the curriculum, 2) adopt a host of measurement and outcomes assessment activities, and 3) establish performance measures to evaluate progress toward accomplishing the plan itself. The plan further stated that "it is imperative that departments and colleges critically examine the curriculum they offer—both individual courses

Embedding assessment within the University's long-range plans has supported Missouri State's goal of increasing standards in teaching and learning

and major programs of study." The plan mandated the "review of offerings in light of providing efficient, effective, learning experiences" for SMSU students. The success of the assessment aspects of the long-range plan are measured by 1) comparing revised offerings with the previous courses and programs, 2) surveying faculty and departments, and 3) surveying employers to assess the value of instructional programs and provide information for annual reporting. Some examples of the results of these processes are included in the description of unit assessment processes that follows.

*Welcoming* also required detailed processes for assessing outcomes of the revised general education program, of the Public affairs

mission, and of distance learning courses. Assessments that continue to be used, but are separate from the academic unit assessment processes, include assessments of General Education, Public Affairs, and Distance Learning.

**Assessment of General Education**

- An ongoing 3-year review of each general education course by the Committee on General Education and Interdisciplinary Programs (CGEIP), an independent Faculty Senate committee, includes a required assessment plan and evidence that the programs' goals are being adequately addressed.

- The Educational Testing Service Academic Profile examination of general education evaluates learning outcomes for students graduating with a bachelor's degree and provides a benchmark of national normative data. Since 1992 every undergraduate student has had to complete this exam prior to qualifying for graduation. The Academic Profile evaluates academic proficiency in four skill areas (college-level writing, college-level reading, critical thinking, and using mathematical data) and three academic areas (humanities, social sciences, and natural sciences). The exam results are summarized and reported to the Coordinating Board for Higher Education (CBHE) of the Missouri Department of Higher Education MDHE (*see Table 4.1.*) The academic departments receive data summarizing general education exam results for students graduating from their department.

**Table 4.1: Baccalaureate Degree Recipient Data Reported to CBHE for FY 04**

| General Education | |
|---|---|
| Number taking nationally recognized test in general education | 2394 |
| Number scoring at/above 50th percentile | 1351 |

**Assessment of Public Affairs**

Public Affairs outcomes are evaluated in part through the UCLA Cooperative Institutional Research Program (CIRP) survey and the Higher Education Research Institute (HERI) College Student Survey of Seniors, locally developed questionnaires, volunteer activities in the community, service-learning coursework, and general education courses. Since implementing the CIRP survey in 1997 and the HERI survey four years later, a considerable amount of trend data has become available to consider when making decisions. A Citizenship and Civic Issues questionnaire accompanies these surveys. Results of the latter are reported in Performance Measure 60, Student Citizenship.

**Assessment of Distance Learning**

An assessment task force reviewed distance-learning courses in 1999-2000 to evaluate and improve the assessment of courses delivered by a variety of media: television, internet, or recordings. The primary purpose was to ensure that distance-learning courses maintain the same level of intellectual rigor and learning outcomes as on-campus courses.

## *Coordinating Assessment: The Center for Assessment and Instructional Support (CAIS)*

Much of the University's assessment coordination occurs through the work of the CAIS, established in 1987. Since its inception, the CAIS has coordinated the collection and reporting of outcome information that is incorporated into system, institutional, and department plans; self-studies, five-year campus reviews; Missouri Department of Higher Education reviews; the Higher Learning Commission Accreditation Self-Study; and other accreditation self-studies. The intent of the reported outcomes is to represent the priorities and commitments of state and institutional goals and to provide evidence that the University is making progress toward its educational and public affairs mission. This information also provides support for decisions designed to improve student learning outcomes.

The CAIS maintains integrity by ensuring the confidentiality of all information. All tests and surveys administered by the CAIS are submitted for review by the Institutional Review Board for the Protection of Human Subjects. All CAIS personnel, including graduate assistants, complete the *Human Participant Protections Education for Research Completion Certificate*. Resource information concerning the required general education exit examination, national and local surveys, and major field tests are provided on the Assessment Web site. Standard procedures for administration of assessments ensure that all participants are treated fairly and consistently. (*See Figure 4.1 on the following page.*)

**Figure 4.1: The CAIS Program**

*The CAIS conducts a comprehensive multidimensional program that:*

- Assesses student learning outcomes

- Coordinates placement testing for new students

- Coordinates assessment in academic majors

- Coordinates assessment of general education

- Conducts surveys of student, alumni, employer, and faculty opinions

- Disseminates the results of CAIS studies to constituents through printed reports, newsletters, and presentations to groups **(4b)**

- Collaborates with faculty in the design and implementation of strategies for academic program improvement

- Provides faculty instructional support

- Coordinates with the Office of Institutional Research to provide longitudinal data for the Annual Program Outcome Measures (Chart R),

- Coordinates assessments for Assessing University Outcomes (Chart Q).

- Provides information for SMSU Performance Measures that include National and Local Student Success Measures, Baccalaureate Graduate Assessment, Baccalaureate Graduates Standardized Assessment, Student Citizenship, and Employer Ratings of Graduates. **(4b)**

- Coordinates unit student learning assessment through periodic collection and review of *Student Learning and Validation Reports.*

Criterion and Core Components supported in this section include: *1e, 4b.*

### The Assessment Council (AC)

Founded in 1987, the Assessment Council acts in an advisory capacity to the CAIS director and as a communication vehicle for Missouri State University colleges and departments. The Council ensures that University performance measures provide a data pool of specific information on learning outcomes in general education, academic majors, employability, lifelong learning and public affairs. This information (collected through Chart Q) has included assessments in public affairs that incorporate items related to diversity, values, citizenship, and participation in society. The Council also supports assessment of student learning outcomes through plan documentation review, information collected and provided to the University community, and resources made available to internal and external constituents. A chronological overview of some of the Council's work follows.

- Initially Council members from each college sought assessment information from a number of resources within their respective colleges to provide an overview of the University's assessment activities. Council members also reviewed and discussed departmental assessment reports that are maintained by the CAIS. This process provided a forum for talking about what is occurring with assessment in their colleges, what the Council can do to help with assessment, and what the Council needs from Academic Affairs and the CAIS. As a result of this process, the Council discovered that assessment practices are more numerous in program areas that are accredited by outside agencies.

- The AC evaluated the CAIS *Plan for Improved Student Learning and Assessment*, actions, and publications. The AC reviewed and made recommendations to the director for CAIS activities at regular Council meetings. The AC also created a plan for formal and systematic review that evaluates the unit reports relative to the guidelines that were given with the request for reports. The review included a format that provides feedback to the academic units.

- In 2003, representatives reviewed the AC structure and responsibilities and decided to maintain representation from each college because of the importance of the representatives' roles in maintaining communication within the academic units.

- As a result of the AC discussions of assessment within colleges in 2004, two recommendations were forwarded to the Faculty Senate Chair and to the Faculty Handbook Revision Committee Chair.

  - The AC recommended that curricular change forms include the question, "Were assessment results used to determine this change and if so, how?"  The purpose was to encourage and document the use of assessment data in making decisions about course changes in academic programs.

  - The AC also recommended that course objectives be required in course syllabi and policy statements; if adopted, this requirement will be included in the revised faculty handbook.

- In 2004, the Faculty Senate and Academic Affairs, in consultation with the Director of CAIS and the AC Chair, reorganized the AC. The number of representatives was reduced, making the Council a more manageable, coherent, and active group. The two representatives from each college were reduced to one. Institutional Research and Continuing Education representatives were removed; however, they will be invited to attend meetings when agenda items address issues related to their areas.

**Placement Testing**

In addition to collecting the *Student Learning Improvement and Validation Reports* from academic units, the CAIS assists in undergraduate assessment through placement testing in the basic areas of writing and mathematics. The placement tests help to ensure that students are placed in learning environments best suited to their abilities.

Until the summer of 2005, the CAIS provided essay writing materials and funding for English Department faculty members to supervise placement essay writing and evaluation. Entering students completed a one-hour essay that was scored on the City University of New York evaluation scale. Placement of entering students is now based on ACT English scores.

The Mathematics Department also has received funding from the CAIS for a faculty member to supervise a locally developed mathematics placement assessment during student orientation sessions. Since the fall of 1997, entering students have been allowed to use their ACT math scores for placement in the appropriate courses. Some students continue to take the one-hour placement test, which consists of fifty questions in three components: basic algebra, advanced algebra, and trigonometry.

### Assessment within Academic Units

Some of Missouri State's colleges and departments choose to use the Major Field Achievement Tests (MFAT) as part of their assessment processes. Since 1992 the CAIS has purchased these exams for departments that have requested them. All of the College of Business Administration's departments and sixteen departments in other colleges now include these standardized examinations in their assessment plans. In 2004 the CAIS reported summary data to the CBHE for 1,098 of 2411 graduating students who took standardized examinations in their major fields. According to national normative data, of those students, 559 scored above the 50th percentile (50.91%) and 193 (17.6%) scored at or above the 80th percentile. Data associated with these scores provide information used to adjust the curriculum and teaching techniques within units and by individual faculty. Some of these changes are mentioned within the following descriptions of the varied assessment processes of Missouri State's academic units.

Table 4.2 lists all departments that administered the MFATS in 2003-04, while Table 4.3 reflects the major field testing results for FY04 Baccalaureate recipients, as reported to the CBHE.

**Table 4.1: MFATS Given by Departments**

Departments Giving MFATS in 2003-04

- Agriculture
- Biology
- Biomedical Science
- Business
- Chemistry
- Computer Science
- English
- Geology
- Mathematics
- Music
- Nursing
- Physics
- Psychology
- Political Science
- Social Work
- Sociology

**Table 4.2:  Baccalaureate Degree Recipient Data for FY 04: Major Field Testing**

| Degree Recipients | |
|---|---|
| Total number of baccalaureate degree recipients | 2411 |
| **Major Field** | |

| | |
|---|---|
| Number who took nationally recognized exit, licensure, or certification exams in a major field | 1138 |
| Number who took a major field assessment with national comparative data | 1098 |
| Number who scored at/above national 50th percentile | 559 |
| Number who scored at/above national 80th percentile | 193 |
| Number who took an institutionally development assessment | 471 |
| Number who took a licensure or certification assessment | 40 |

## Graduate College (GC)

Graduate programs and courses are assessed through a variety of processes. Colleges review departments and programs on a three-year cycle. In several cases external accreditation involves an additional review. Departments structure and evaluate their graduate programs in ways appropriate to their discipline, usually with some combination of

- Performance on nationally-normed tests and licensure exams
- Exit interviews and surveys
- Alumni surveys
- Employer surveys
- Advisory Committee input
- Written (and sometimes oral) comprehensive exams
- Portfolios
- Research requirements such as theses and seminar papers.

*The Graduate Council*

The Graduate Council ensures the rigor and appropriateness of coursework (and other associated graduate experiences) by approving only qualified instructors to teach 600-level courses, direct research, and oversee clinical experiences and other scholarly endeavors. During the past ten years, Graduate Faculty status has been redefined to fall into three categories: Research, Clinical, and Performance. All departments have reviewed their criteria for admission to the Graduate Faculty and submitted these to the Graduate Council for approval. These reviews resulted in higher standards. Each faculty member wishing to have Graduate Faculty status must be recommended by his or her department and approved by the Graduate Council. The quality of faculty is assessed via criteria such as

- Publications in peer-reviewed professional journals
- Presentations at professional meetings
- Grant proposals submitted and grants funded
- Experience in the clinical setting
- Performances at professional venues
- Awards and other recognition from external organizations
- Service on external boards/committees.

The Council also reviews and acts on all proposed new graduate courses, changes in existing graduate classes, and changes in graduate policies. The quality of graduate classes is the foremost consideration in evaluating a new graduate program, or assessing an existing one. Graduate courses numbered 600+ inherently involve more depth of information, require more participation and commitment, and require more extensive collection, synthesis, and analysis of information than do undergraduate courses. Classes with numbers 500 – 599 are open to both graduate and upper-division undergraduate students. They either incorporate higher standards for all class members or have higher standards for the graduate students than for the undergraduates.

*Satisfaction Surveys*

The Graduate Student Council conducts a biennial graduate student satisfaction survey with the results broadly shared, including direct discussion of results with the Graduate Council (results available in the resource room). In addition, each semester the Graduate College surveys graduating students to determine their satisfaction with their experiences, including programs and courses (results available in the resource room).

## College of Education (COE)

*Programs*

All education programs within departments and colleges throughout the University are linked through the Professional Education Unit (PEU) and are assessed in accordance with the PEU governance system and its comprehensive assessment processes. An independent assessment committee evaluates each program on a three-year cycle and provides feedback for consideration in curricular decisions. The data are shared with internal and external constituents through publication on the PEU Web site, internal and external review processes, and the decision making process of the PEU. Assessment plans and results are available for each unit on the COE Web site.

Graduate students in the Master of Arts in Teaching program take the Praxis II as a part of the admissions process… the pass rate students in the current cohort is 98%.

*Students*

Course matrices for certification, Missouri Standards for Teacher Education Program (MoSTEP), and specialty area competencies are maintained on the COE Web site for the National Council for the Accreditation of Teacher Education (NCATE) and are tied directly to course syllabi. The Educational Testing Service Praxis II examination is mandated for all candidates at the initial level prior to student teaching. Graduate students in the Master of Arts in Teaching program take the Praxis II as a part of the graduate admissions process. The Praxis II pass rate for the current cohort is 98%. Candidate data are collected at three points in the graduate and undergraduate programs for use in ongoing candidate advisement and program development and change. A portfolio process has evolved over the past five years. The Conceptual Framework learning outcomes provide the vision for this assessment while individual programs developed specific criteria for portfolio artifacts, available in electronic form. Portfolio requirements adhere to the PEU three point check system and are specific to the individual program assessment plans.

## College of Business Administration (COBA)

The College of Business Administration is involved in a substantial college-wide assessment project. The initial phase targeted the identification and assessment of competencies for every COBA undergraduate. The second phase shifted to departments where competencies for majors and concentrations were revised. The COBA Assessment Task Force is now similarly focusing on the graduate programs. Graduate faculty are identifying competencies, mapping them to core courses, and identifying appropriate assessment measures. In addition, the ETS Major Field Achievement Test for Business has been administered as an overall program evaluation since 1995. To date, more than 6,400 students have been tested. This approach captures more than 90% of the graduating seniors, and the exam results consistently have been above the national average.

Undergraduate and graduate degree programs in business and accounting are accredited by the Association to Advance Collegiate Schools of Business (AACSB) with assessment plans designed to evaluate and improve student learning through those accreditations. Assessment of degree programs offered in the Department of Industrial Management are associated with the accreditation by the National Association of Industrial Technology. The School of Accountancy maintains assessment activities to support quality learning that prepares students for a variety of nationally recognized professional accounting certifications, including Certified Public Accountant, Certified Management Accountant, Certified Internal Auditor, Certified Government Financial Manager, and Certified Fraud Examiner.

## College of Humanities and Public Affairs (CHPA)

CHPA has a three-year cycle of program review that requires each department and program to do a self-study resulting in recommendations for the next three years. The college plan is developed by the dean, in consultation with department heads, to guide efforts in curricular development, program change, and facilities management. The dean hosts an annual retreat with department heads each fall to discuss the college plan and the needs of each department.

Each department in the college has its own assessment program, designed and managed by a Faculty Advisory Committee. Examples of assessment procedures include exit interviews, assessment reports by faculty on student progress, alumni surveys, a college-wide faculty evaluation instrument, post-graduation assessment of degree programs, classroom evaluation of teaching by peers, accreditation reviews, and a survey of graduates every five years to collect information on such things as salary levels and career placement. Each department uses this information for discussion about and creation of curricular changes.

Feedback from graduating students and core faculty has resulted in a number of substantive and procedural changes that streamline and raise assessment standards in targeted areas.

For example, the History Department continuously reexamines its programs in light of the accreditation requirements of the Department of Elementary and Secondary Education (DESE), NCATE and the National Council for the Social Studies (NCSS) to ensure that they are making progress toward program goals and achieving success for its students when they take the MFAT. The program received the rating of "Exceptionally Strong" from the NCSS in its last accreditation review.

Graduate program assessments include a comprehensive examination, mandatory seminar paper or thesis, and exit surveys that track career choices and opportunities and evaluate the program. The Master in Public Administration program bases its evaluation on knowledge-based assessment and performance-based assessment, class research requirements, testing and writing components, internships, exit interviews, and the career paths of graduates.

Based on feedback from graduating students and core faculty, the Master of International Affairs and Administration program introduced a number of substantive and procedural changes that streamline and raise assessment standards in targeted areas. Revisions include a four-track program, a thesis option that prepares students for entry into Ph.D. programs, and comprehensive examination questions that are limited to the required core classes. Students with a GPA of 3.75 or higher are eligible for the thesis option and are also exempt from taking the comprehensive exam.

Recent revisions in the Sociology, Anthropology, and Criminology Department as a result of assessment information include addition of a course to address a deficiency found in understanding the juvenile justice system, elimination of a course because students indicated it was not serving its intended purpose, and revision of the structure of the Senior Seminar.

**College of Health and Human Services (CHHS)**

Examples of the variety of assessment activities used to review and revise relevant course materials and teaching methods in CHHS include the following:

- National Comprehensive Examination results are reviewed to determine how well students perform and where their performances could be improved.
- Graduate follow-up data are used to identify courses that are/are not valuable in the post-graduate work world.
- Graduate follow-up data are used to identify faculty strengths and weaknesses in instructional methods.
- Employer feedback data are used to evaluate courses for relevance.

Examples of assessment activities by specific CHHS departments include

- Social Work recently began gathering data through a Student Self-Assessment of program objectives and follow-up focus groups that are used to aid in modifying curriculum, syllabi, and teaching methods. This program also uses a form for students to evaluate the quality of their meetings with their advisors so the meetings can be improved.
- The Physician Assistant Studies Department considers student evaluations of instructors and courses, the annual graduate survey, and a survey of clinicians who serve as student preceptors prior to making changes in the program. As a result the department has adopted an innovative method of teaching anatomy that uses films, clinical scenarios, and group discussions, initiated through a Funding for Results grant.

**College of Arts and Letters (COAL)**

The COAL five-year plan has goals and objectives that are assessed yearly by the dean, associate dean, and department heads. Specific steps are taken to align student learning outcomes with the college mission. The plan is flexible enough to allow for changing priorities. Departments have either three- or five-year plans that coordinate with the college plan. COAL also has an external advisory committee and departmental advisory committees that give input for continuous improvement in academic and extra-curricular programs to maintain consistency with professional standards.

Departments have assessment plans designed to evaluate program goals and objectives annually. Some departments in COAL hold faculty retreats that incorporate information from assessment in the planning process. Departments consider assessment feedback from courses and exit evaluations in meetings of assessment committees, curriculum committees, and program review activities. The faculty evaluates the success of students in courses and programs to determine appropriate changes in curriculum and teaching approaches in an effort to improve student learning.

 Evaluations include student portfolios reviewed by faculty members and external advisors, exhibitions, and performance evaluations. The recently developed Media, Journalism, and Film program, for example, has clearly specified goals that are evaluated through creative products assessed by internal and external reviewers. Most of the departments publish undergraduate and graduate handbooks for majors that state educational goals and standards for student outcomes. In graduate programs, theses and seminar papers are reviewed by a committee of graduate faculty to ensure that program objectives are met.

The Music Department and Art and Design Department are leaders on campus in conducting assessment programs that evaluated student success at predetermined points along a student's educational career. These programs have explicit learning goals that are evaluated by internal and external experts. Examples from the Music Department include

- Each major must pass a piano proficiency examination by the junior year.
- Each student must meet level-specific requirements in either a major instrument or voice.
- Each student must perform before a jury of faculty members each semester.
- Each student in professional programs must perform a senior recital.

The Music Department and the Art and Design Department were leaders on campus in conducting assessment programs…

- Every three years, an assessment survey is sent to graduates.

Changes as a result of the Music Departmental Assessment Committee's analysis include

- In response to concerns in the alumni survey regarding the length of the Bachelor of Science in Education degree program, the department developed and implemented (2003) a Bachelor of Music Education degree to replace the B.S. in Ed. The result was a decrease of minimum total hours from 163 to 127.
- In response to concerns expressed in the alumni survey, three courses were updated with new materials and a more technology-based curriculum was implemented.

**College of Natural and Applied Sciences (CNAS )**

Each department follows an assessment plan and submits an annual report to the CAIS. The college's programs also seek accreditation when it is available.

- In the Physics, Astronomy, and Materials Science Department, standard measures include homework, tests, and exams to assess progress towards goals that are outlined in each course syllabus. Senior projects assess student knowledge, ability to apply knowledge, analytic thinking, experimental skills, and other important capacities for professional development. Often the results of senior projects are presented at local and national conferences and published in refereed journals. The graduate program includes a general qualifying exam, thesis research, and a final defense. The exam is given to each graduate student one year after admission to evaluate student achievement and preparedness for thesis research. The final defense is assessed in terms of data collected, discoveries made, and the relevance of the project with regard to advancements in science and technology.
- The School of Agriculture student assessments, that include written and oral exams and results, are considered along with employer and alumni feedback. These analyses have contributed to the initiation of a student success class for transfer students in fall 2004. This new class is being evaluated for refinement through periodic questionnaires. Within the School of Agriculture
    - The Department of Agriculture has an external advisory committee that serves as a resource to gain insight about funding sources, research needs, public affairs, and the critical needs for graduates.

      ..a result of a thorough assessment process is the recent revision of IDS 110 "Introduction to University Life.

    - Assessments in the Applied Consumer Sciences Department are based on standardized exams, local exams, portfolio reviews, certification exams, employment placement data, and alumni surveys. For all programs, the goals for student learning are clearly stated in program assessment plans and syllabi to make effective assessment possible.
- Per-course faculty members receive student evaluation summaries, and future contracts relate to these summaries.
- Examples of outcomes resulting from assessments in Biology are the incorporation of more direct discussion of topics drawn from the news media in lectures in the bioethics survey course, the addition of new samples to the lab for vertebrate knowledge, the addition of specific graduate classes and workshops for secondary teachers, and the establishment of an internship in education program.

**University College (UC)**

University College provides the oversight of the General Education program, whose assessment processes have been described previously. In addition to the three-year cyclical review of each course within the program, the CAIS administers an exit exam. One example of a significant curricular change that was made within the General Education program as a result of a thorough assessment process is the recent revision of the "Introduction to University Life" course (IDS 110). Growing concerns voiced in surveys by faculty and students over the structure and effectiveness of IDS 110 led an Advisory Committee in 2003-04 to take a series of steps designed to restructure the course so that it better reflects the General Education goals and public affairs mission of the University. These steps included

- Conducting two faculty surveys prior to the approval and implementation of the revised class; all topics that received more than 60% support were incorporated into the restructuring.
- Conducting three student focus groups; the students' concerns were discussed and implemented in the course revision.
- Presenting the new mission statement and portfolio to the Committee on General Education and Intercollegiate Programs (CGEIP) in September 2003.
- Receiving approval and public recognition by the University's Administrative Council, composed of the President and Vice Presidents, for restructuring the course and for supporting the public affairs mission. The revised course also received unanimous support from the Faculty Senate and a unanimous vote of confidence from the Student Government Association.

Creating and approving an external faculty committee to begin preparing focus groups as part of a separate scholarly study of the revised course.

- As a result of this assessment process, a number of changes were initiated in the IDS 110 course:
- A new mission statement was developed; the course now is designed "to offer a foundation for student success."
- The name of the Advisory Committee and the program was changed to Student Success in order signify the sharpened focus of the course.
- The required informational sessions for all IDS 110 instructors were consolidated from the previous 18-hour training to a clear, concise three-hour professional development discussion.
- A new textbook was adopted that supports the class's new mission statement, goals and objectives. In addition, the Student Success Committee revised portions of the text to address specific concerns at the University. The Committee arranged for the author, John Gardner, who is the founder and director of the Policy Center on the First Year of College, to speak to SMSU in September 2004 on societal and economic trends that will affect future students.

Also within University College, the Honors Program assesses the structure and content of its courses in consultation with its students, instructors, advisory committee, and staff. Faculty selected to teach in the program must first be nominated by departments for their records as scholars and excellent teachers; they must also be committed to the concept of excellence in education. Substitutions of faculty assignments may be made only with the advice and consent of the Dean of the Honors College. To ensure the continuing excellence of faculty teaching Honors College courses, the Dean of the Honors College, in consultation with the appropriate department head and dean, annually reviews all faculty appointments in light of students' evaluations of their courses.

In addition, instructors of each Honors class provide a written evaluation of each student, that is kept on file and is available to the student as a means of tracking strengths and areas where improvement may be necessary throughout his or her participation in the program. Planning for the future is both an ongoing and evolutionary process, with close oversight by the Honors College Dean. In 2006, the Advisory Committee will begin implementing a more systematic assessment of Honors College students and alumni.

**College of Continuing Education and the Extended University (CCE)**

The majority of the for-credit classes offered through the College of Continuing Education and the Extended University (CCE) are monitored and assessed by the specific academic departments who provide faculty for and sponsor the courses. One exception is the Missouri State Online Program; in this case, CCE has a more direct role in acquiring assessment information from online students. Another is the online Master of Science in Administrative Studies (MSAS) degree program. The program director has worked in cooperation with CCE staff to design and administer an assessment tool that is used to evaluate all online classes comprising the MSAS Program. This process has resulted in several program improvements. Departments offering intersession and special credit classes are required to submit a class syllabus that outlines the educational goals of the course, anticipated student learning outcomes, and ways in which this learning will be assessed.

Before a class may be offered in one of these non-traditional formats, the proposal and syllabus must be developed by a faculty member and approved by the academic department head and appropriate dean, and in some instances by the Associate Vice President for Academic Affairs. This procedure helps monitor the quality of these classes.

Through the use of student evaluations separate from those that go to the sponsoring departments, the Center for Continuing and Professional Education assesses all noncredit courses. This unit also utilizes community advisory boards to assist in program assessment and evaluation to make sure the services provided address market demands and needs.

### *Processes for Assessing Student Learning: A Summary*

At Missouri State, program curricula are assessed in the context of student accomplishments. Assessment of the knowledge, skills, and abilities of students within their majors and in general education provide a basis for maintaining and improving curricular components. In sum, the *Plan for Improved Student Learning and Assessment* and the Assessment Council guide the coordination of university assessment activities through the CAIS. The *Plan* emphasizes unit documentation of goals and objectives, associated outcome measures, and the application of the resulting information to improve student learning at the academic and institutional unit levels. CAIS assessment information of all types provides support for improvement in the curriculum, teaching practices, and the university environment as well as support for planning and budgeting decisions. Several processes are used by internal and external groups to assess student learning. These include

- Program Review directed by Academic Affairs

- CBHE Campus Based Program Review
- Self-studies and reviews for [accredited programs](#)
- College program and curriculum evaluation
- Unit program and curriculum evaluation
- Student Learning Improvement and Validation Reports
- Faculty Senate course and program approval process
- Professional Education Unit course and program review process
- Professional Education Committee assessment of programs
- Professional Accreditation assessment processes
- Institutional Review Board processes for research involving human subjects
- Graduate Council
- Five-Year Long-Range Plans
- CGEIP general education assessment process for continual review.

The results of these reviews are used to make administrative decisions concerning the continuance of programs, additions of programs, or reallocation of resources. Results of self-studies assist faculty and administrators in making decisions about student experiences, courses, and programs to enhance programs in the future and to determine needed resources. Knowledge gained from assessments of student characteristics, progress, abilities, and employment assists in identifying areas of excellence in student learning and areas that need improvement. This information contributes to the identification of ways to improve teaching, learning, and the environment for learning. By linking this information with the activities of the Academic Development Center, the University provides instructors opportunities to enhance their teaching effectiveness and curriculum design.

The Self-Study Steering Committee notes the following challenges associated with assessing student learning:

- The University's follow-up with graduates (graduate surveys and tracking of employment offers and graduate/professional school placements), which is a form of assessing student learning, is decentralized and lacks coordination. As a result, the information obtained lacks consistency and is not readily available to all who should have access.
- Some departments do not benefit by considering all assessment data resources that are available when planning for the future of their programs.
- The process in place for curricular development and revision requires departments and programs to go through many layers of approval, such that new courses or degree programs can seldom be added in less than a year's time. This lengthy and cumbersome process can put the University at a disadvantage in relation to other institutions, whose changes are more quickly implemented.

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# Chapter 4: SMSU as a Learning-Focused Organization

## Supporting Learning

As a learning-focused institution, Missouri State is committed to developing educated persons by challenging them academically while nurturing them through the process of personal growth. The University strives to create learning environments supportive of students' diverse learning styles, frequently turning to new technologies to assist in these efforts. As this section discusses learning environments and the ways in which Missouri State supports learning through services, facilities, and faculty, the report illustrates how the University fulfills the Core Components of Criterion Three.

### *Learning Environments*

An educated person is developed in the traditional sense in classrooms and laboratories. Additionally, for Missouri State students, the metropolitan context in which the university is located is a natural setting for additional learning. The community itself is a laboratory wherein the University's five themes are experienced and addressed, especially through programs such as Citizenship and Service-Learning. But an educated person also is developed as a result of the entire university experience—participation in co-curricular activities, service to the university community and the community at-large, membership in campus organizations, and interaction with fellow students, faculty, and staff. These multiple environments contribute to learning at Missouri State.

Residence hall life and fraternities and sororities, for example, add richness to the university environment that contributes to the development of educated persons. The 258 University-recognized student organizations are a powerful example of the great diversity of student interests and the breadth of the co-curricular learning environment at Missouri State. The Centennial Leaders Scholarship Program, funded in part by private donations and initiated for the fall 2005 semester, and the Legislative Internship program, represent two of the many additional learning opportunities overseen by Student Affairs units. Additional examples of co-curricular learning opportunities include Debate, Marching Band, and Tent Theatre. Intercollegiate athletics also provide important educational experiences at Missouri State. Community service projects that incorporate the University's public affairs emphasis, ranging from serving as a tutor in an adult literacy program to building homes through Habitat for Humanity, provide students unique opportunities for personal development while contributing to the community's welfare. Such groups also provide leadership opportunities and a context for conversations that build community as well as develop individuals. These and many other activities teach students to live responsibly and to participate actively in society, both of which are important traits of an educated person. (*See Figure 4.2 on the following page.*)

Each college within the University sponsors various events, lectures, panels, performances, workshops, and tutorials that enhance the University's mission in public affairs and strengthen the learning environment for students, faculty, staff, and constituents. While many of these activities are discipline specific, others are interdisciplinary. Almost all are open to students, faculty, and staff from throughout the campus; most are also open to the surrounding community. For example:

- The COAL Lecture Series was designed to bring to campus recognized scholars in arts and letters so that faculty can stay connected with current practice, theorize in their respective fields, and develop a broader interdisciplinary perspective in their scholarship.

*The University strives to create learning environments supportive of student's diverse learning styles*

- The COAL Odyssey Project is designed to allow faculty to develop interdisciplinary programs to expand their own research and creative activity.
- The biannual Showcase on Teaching serves as a form of faculty development while strengthening the University's mission of providing effective teaching.
- The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) supports innovative classroom practices and increased faculty scholarship.

### Figure 4.2: Development of an Educated Person

This diagram depicts Southwest Missouri State University's philosophy of "developing educated persons." The student is at the center of this effort and general education is the academic foundation, providing the shared knowledge and the intellectual tools with which to explore the disciplines. Public affairs, SMSU's statewide mission, provides the embracing framework for the total institutional effort.

- Numerous events sponsored by Colleges and the Office of Multicultural Student Services foster an awareness of diversity.

- The Missouri Fine Arts Academy and the Public Affairs Academy provide summer residential learning experiences for high school students on the Missouri State campus.
- Several departments in the College of Natural and Applied Science provide professional growth for faculty and students through seminar series. Faculty members meet with seminar speakers to refine research plans and learn new techniques. Two series that meet weekly are sponsored by Chemistry and Biology.
- The College of Business Administration hosts an "Executive in Residence Series" for its faculty and staff.
- The College of Humanities and Public Affairs hosted a bioethics conference with five keynote speakers in 2005.
- The annual College of Natural and Applied Science convocation provides the opportunity to recognize faculty and staff college award winners and to highlight selected faculty activities.
- The College of Health and Human Services Student Research Symposium showcases undergraduate and graduate student research projects mentored by faculty members.
- The Graduate Interdisciplinary Forum has facilitated a campus-wide and community discussion of the scholarly works of graduate students since 1994 as it also promotes an understanding of the research and creative work of graduate students across disciplines. The Forum has grown from 7 participants in 1994 to 160 participants in 2005.

The University seeks to maximize the capacity to build community and develop educated persons through these types of activities. The university accomplishes this, in part, by coordinating the scheduling and promotion of special events, and by making it clear to all constituencies that these activities are both an educational and a social good.

### *Services Supporting Student Learning*

A number of services on campus contribute to effective learning environments through their support of diverse learning styles and needs. As stated by the Division of Student Affairs,  one of the University's goals is to "serve part-time students, full-time students, graduate students, undergraduate students, learning disabled students, minority students and physically challenged individuals," as well as students of all ages and with all interests and experiences.

The Division of Student Affairs manages several student support services, including

- **Disability Services**—Disability Services illustrates that Missouri State is committed to providing an accessible and supportive environment for students with a variety of disabilities. The University ensures that no individual with a disability is excluded, denied services, segregated, or otherwise treated differently from other individuals because of the absence of auxiliary aids or other appropriate services. (Accommodations cannot result, however, in an undue burden to the University or fundamentally alter the requirements essential to a program of instruction.)
  - One example of Missouri State's strong commitment in this area is the fact that it has been selected as a host university for the last three years for the Workforce Recruitment Program (WRP). This honor is given to only approximately 200 universities in the nation. Trained recruiters from federal agencies conduct personal interviews with students with disabilities.
  - The WRP assists students in obtaining summer jobs, internships and permanent jobs throughout the country. The WRP gives students the opportunity to learn how to disclose their disability, interview for jobs, request accommodations and self-advocate. This personal development will aid individuals' academic performances and future careers.
  - Disability Services further enhances student learning through an online faculty/staff orientation that was implemented in fall 2004. This mandatory training for new faculty is also available to all faculty.
- **TRIO**—A program funded by the U. S. Department of Education, TRIO assists low income and first generation college students to attend and succeed in college.
- **Student Academic Support Services –**This office provides a supportive environment where students can feel comfortable asking for help. Tutoring, academic advising, and study skills assistance are only a few of the many services offered. New for 2005 is the Opening of School Information Web page providing answers to the top 50 most commonly asked questions by new students, along with links to a wide variety of resources and services.
- The Office of Academic Affairs and University College manage the following services:
- **The Advisement Center**—The Center offers
  - Presentations on academic advising and general education to each section of the Student Success (IDS 110) course
  - Outreach academic planning presentations to residence hall and fraternity/sorority groups
  - Presentations to International Student Orientation and the Adult Student Welcome

- Assistance to undeclared major students in determining schedules that help fulfill graduation requirements and allow for appropriate study time as well as an appropriate level of challenge
- Assistance to students in making satisfying and appropriate choices of academic programs through both individual student appointments and the annual Majors Fair
- Documented recommendations and observations through Web-based "Advising Notes," to be used by the student and future advisors
- Crisis management with students who are in academic trouble, including support through e-mails and phone calls
- Academic counseling for high-risk alternative admission and re-admission students.

- **Special accommodations by the CAIS—**Those students identifying themselves as having special needs while participating in CAIS assessment are accommodated. Examples include additional time, provision of an assistant, and large print documents. The inauguration of a special assessment session for the general education exit examination gave student teachers the opportunity to take the exam at a time when they were on campus for their orientation program. Freshman placement testing is scheduled with orientation visits to campus.

- **Honors College—**The Honors College "recognizes the diversity of [Missouri State's] learners," by acknowledging the needs of "students of unusually strong academic achievement and motivation." These needs include more than the traditional classroom formats and more rigorous academic opportunities. Additional information about the Honors College and its programs appears in the section below on "lifelong learning."

- **Writing Center—**The Writing Center offers students assistance with their research and writing projects both on site and through Online aids.

- **Distance Learning—**As described in Daring to Excel, Missouri State provides several learning formats for students who are unable or choose not to travel to campus. These include Online, interactive television, and broadcast television programs.

- **Missouri Virtual School (MVS)—**MVS provides computer-based courses to rural school districts in Missouri (see map of school districts participating in MVS). This proximity-based distance education program provides the delivery of content through a variety of technologies while incorporating interaction between teacher and student through regularly scheduled visits. Integrated in the proximity-based education model are interactive television and synchronous full-voice Internet-based interactions, chat forums, electronic mail correspondence, fax, and telephone office hours. Courses are available through either synchronous or asynchronous delivery, depending on the course, the needs of the individual student, and the state of technology at the sponsoring school.

These distance learning services depend on technology; additional ways in which technology supports student learning are described below.

### Technologies Supporting Student Learning

Supporting efforts to improve student learning is a consistent emphasis of the Information Technology (IT) Council. The Instructional Technology Advisory Committee, which reports to the IT Council, consists of a representative from every academic college, as well as other constituencies. The charge of this committee is to advise the IT Council on ways technology can be used to improve student learning and teaching effectiveness. Missouri State has policies and procedures designed to ensure classrooms and labs are updated on a lifecycle basis to promote technologically savvy learning environments. For example, since 1995, Distributed User Support Specialists (DUSS) have been hired to provide discipline-specific expertise to the students and faculty within each college. The ongoing work of the IT Council and the Committee is discussed in more detail in Chapter 3.

Additionally, the Student Computer Usage Fee (SCUF) Committee, which also reports to the IT Council, oversees funds available for student-related information technologies. Paid by all Missouri State students, SCUF funds are used to evaluate, install, and upgrade technologies critical to the academic success of students. Hardware, software, support staff, and assistive technologies are supported by SCUF. A listing of its allocation over several years is found on the University's Web site.

As noted in Daring to Excel, however, equipment for academic and administrative use ranges from obsolete to state-of-the-art. The Self-Study Steering Committee recognizes that a challenge exists in supporting student learning through technology, since the work of the IT Council and the Committee focuses primarily on computers. Many of the technological needs for teaching and learning in programs within the College of Natural and Applied Science, the College of Health and Human Services, and the College of Arts and Letters, for example, are overlooked in the current framework for planning, purchase, and maintenance of computer equipment.

### Facilities Supporting Student Learning

*Daring to Excel* also notes several aspects of Missouri State's facilities that support the University's purpose of developing educated citizens. During the past 10 years, the University received $66.2 million in state appropriations for capital improvements to academic facilities and campus infrastructure. During these same years, University auxiliary units expended $44.0 million to expand or renovate their facilities. Another $9.8 million in grant and gift monies was generated to support the construction of new buildings and facility additions. *( See Table 4.4 on the following page).* New facilities for academic and administrative uses generally include state-of-the-art equipment. An extended discussion of one of these facilities, the Meyer Library, and its technology appears below.

**Table 4.2: Facilities Improvements**

| New Facilities since 1995 | Facilities Renovated since 1995 |
|---|---|
| Park and Ride | Professional Building |
| Wehr Band Hall | Meyer Library |
| Strong Hall | Forsythe Athletics Center |
| Meyer Library Addition | Plaster Student Union |
| Forsythe Athletics Center Addition | Karls Hall |
| Darr Agricultural Center | Morris Center |

In spite of these significant additions to and improvements in University facilities that support student learning, several challenges remain. As noted in *Daring to Excel:*

- The Missouri State system ranks last among Missouri's public, four-year higher education institutions, offering just 157 square feet of academic and administrative space per FTE student, compared to the state average of 240 square feet (fall 2004).

- The backlog in maintenance and repair stands at nearly $72 million.

- Unprecedented growth in program offerings and enrollment has outstripped the University System's ability to provide adequate per capita academic, research, and administrative space to students, faculty, and staff, despite significant capital resources available over the past 10 years.

- The list of planned facility renovations, improvements, and new construction is extensive and will require $45-$63 million per year (see also the Facilities and Support Services chapter of Daring to Excel).

- By January 2006, when the new Intermodal Transfer Facility will open, Missouri State will have 92% of its needed parking spaces. Nevertheless, the demand for parking spaces probably will continue to increase.

**Meyer Library**

*The Building*

The Duane G. Meyer Library is the primary facility in the Missouri State Libraries system. Central library administration and all other library service units of the Springfield campus and its branches are located here. The addition to and renovation of Meyer Library in 2002 at a cost of more than $28 million doubled the space available in the University's main library and addressed one of the concerns of the 1995 Self-Study. The expanded facility includes, in addition to ample traditional stack space and variable seating, twelve Group Study Rooms, nineteen Research Carrels, two classrooms which primarily support the Library Science program, a bibliographic instruction classroom, a Computer Lab, Media Production Labs for both faculty and students, a Faculty Development Classroom, a Curriculum Resource Center with primary emphasis on elementary education, the Academic Development Center, the Assistive Technology Center, and a coffee shop and lounge area. Since 2002 the facility has become a popular gathering place for study, meetings, instruction, and conversing.

Although this increased space meets the needs of many academic disciplines, the holdings for music continue to be housed in the Music Library in Ellis Hall. That facility continues to be severely short on space, so that the collections are now split between Ellis Hall and Meyer Library. A new facility is planned but not funded.

There are also small, specialized libraries located at the branch facilities and campuses of the University. The Greenwood Library Media Center (LMC) is a branch of the Missouri State Library System and is located in the Greenwood Laboratory School on the Springfield campus. Its primary clientele are the kindergarten through senior high school students that attend the Greenwood Laboratory School. The Paul Evans Library of Fruit Science, a branch library of the Missouri State Library system, resides in Faurot Hall on the Missouri State—Mountain Grove campus. The hundred-year-old collection originally belonged to the Missouri State Fruit Experiment Station, established in 1899. The horticultural-based monographs, journals, and state and federal government documents serve as reference materials for research conducted by the Department of Fruit Science and Fruit Experiment Station staff.

*Technologies in the Library*

Technology in the Meyer Library has expanded and developed exponentially since the 1995 Self-Study. Most general library

operations and services are conducted in an online networked environment. In 1999 the SMSU Libraries migrated to the Innovative Interfaces, Inc. (III) integrated library system as part of its participation in MOBIUS, a consortium of 57 academic libraries with a common Library Platform and resource sharing. Through this partnership Missouri State Libraries have access to all available MOBIUS resources and daily (M-F) delivery of materials. Web-based electronic databases provide access to approximately 11,000 full-text journals. More than 110 electronic indices and reference resources are available to faculty, students, and staff. Like other subscription resources, these are evaluated annually for retention and additions. Many are available at reduced costs through the libraries' participation in MOBIUS and the Missouri Research and Education Network (MOREnet), which provides Internet connectivity, access to Internet2, technical support, videoconferencing services and training.

While technological advances have allowed the library to operate more efficiently and have increased access to resources, a static library materials budget of $1.8 million for each of the past 6 years has allowed net book purchases of only 11,000 in 2003-04. This number is down from the net acquired in FY95 of 26,000. Print serials have been cut from 4,750 subscriptions to 3,639 at the end of the 2003-04 year.

*Resources, Services, and Programs*

The Libraries' resources include

- A general Collection of monographs and bound periodicals of more than 835,000 volumes
- More than 900,000 government documents including United States, Missouri, and United Nations collections; Meyer Library is the only full depository for United Nations documents in Missouri.
- A circulating map library with maps and charts numbering more than 177,000 items
- 35,000 audiovisual materials, including a significant number of music CD's
- The Curriculum Resources Collection, which supports preparation of future teachers and school library media specialists, includes books, kits, and other learning materials for pre-K and on.
- The Ozarks Labor Union Archives contains records of over 100 labor unions in the Ozarks and Missouri.
- The Katherine Lederer Photo Collection documents African-American life in the Ozarks.
- The Ozarkiana Collection contains books and manuscript collections dealing with the Missouri Ozarks and Southwest Missouri.
- The William Jack Jones French Literature Collection contains books and other materials by and about the French writers Arthur Rimbaud, Michel Butor, and Stephane Mallarme.

The Libraries' services and programs include

- Support of the Student Success Course (IDS 110) by providing a session for each section on use of library resources. These sessions, conducted by librarians and held in a computer classroom, provide students the opportunity to have hands-on experience using these library resources. Feedback at public service desks indicates that new students are motivated to seek further assistance in making the most effective use of library resources.
- Specialized bibliographic instruction sessions are developed as requested. Numerous positive responses and requests to meet with classes each semester demonstrate the value of these focused sessions.
- The Libraries' Exhibits and Programs Committee develops an extensive array of displays and presentations based on learning opportunities in the collections. One recent series, "Tell Me Another… Tales to Celebrate Our Multicultural Heritage," offered monthly storytelling programs. This series earned the sponsorship of the University's Centennial Committee. An open series of noontime "brown bag" programs features presentations by faculty and staff.

In sum, the expansion and remodeling created a greatly improved learning environment for students using Meyer Library. A variety of study space, large tables, individual tables, group study rooms, comfortable seating, and the lobby lounge encourage students to come and stay at the library. Entrance counts indicate more than a 50% increase in visits to Meyer Library since the addition and renovation were completed in 2002.

Because the Association of College and Research Libraries has modified its basic standards document since 1995, two points of reference help to measure library performance.

 Based on the *Standards for College Libraries* (1995), Missouri State libraries would be rated as follows in five crucial areas:

- Collection – "A" level. This grade is based on adequacy for undergraduate programs. Substantial increases may be necessary to support the new graduate programs or to enhance existing ones.
- Total library employees (Faculty and Support Staff) - "D" level. Meyer needs 13.25 additional members to reach the "B" level.

Support Staff – "D" level. Meyer needs 17.5 additional members to reach the "B" level.

- Faculty- "C" level. Three more positions are needed for "B" level,
- Budget – "D" level. The "C" level standard for library budgets is 4.2% of educational and general expenditures (E & G). The University's E&G budget (2004) was $191,377,505. The Library Services budget was $5.1 million; "C" level funding would require a Library Services budget of $8 million.

The *Standards for Libraries in Higher Education* (2004) provide a number of suggested measures, two of which the Missouri State Libraries has employed for direct inputs: 1) ratio of volumes to total students and to faculty FTE, and 2) ratio of expenditures per student and faculty FTE.

**Table 4.3: Ratios of Library Acquisitions to Total Students and Faculty**

|  | 1995-2000 | 2000-2004 |
| --- | --- | --- |
| **Volumes added per student** | $1.94 | 1.02 |
| **Volumes added per faculty member** | $47.79 | 25.55 |
| **Book expenditures per student** | $31 | $18 |
| **Book expenditures per faculty member** | $819 | $464 |

## *Faculty and Staff Supporting Student Learning*

### Advising

Within diverse learning environments, educated persons at Missouri State are developed through the interaction of capable, motivated students with competent, caring faculty who advise as well as teach.

Missouri State supports student learning, then, through the interaction between knowledgeable faculty and staff academic advisors and their advisees. The university's dedication to excellent academic advising is demonstrated by the nationally recognized "Master Advisor" training program. More than 700 faculty and staff advisors have voluntarily participated in this intensive training program, with several being recognized at both the state and national levels for their advising.

Advising at Missouri State is enhanced by technology. The Computer Services Department and Enrollment Services units, with direction from the Web Advisement and Registration Committee and feedback from the academic community, developed an online Faculty/Advisor Resource Center (FARC) to support the advisement process. Faculty can now easily view transcripts and degree audits for their advisees and also enter notes in an online "Advising Notes" feature. Students have access to their transcripts and degree audits and can view advising notes using the student My Information feature. The FARC has been expanded to include a number of functions to assist academic administrators and faculty in other ways (e.g., advisor assignment, course level management, course permission and prerequisite tracking). To access the FARC, faculty and advisors must go to the Faculty and Staff page, select "Faculty/Advisor Resource Center," and enter a PIN.

### Teaching

The university creates effective learning environments by striving to increase the number of distinguished faculty, by recruiting and hiring faculty who are already distinguished in their professional work, and by developing and encouraging existing faculty to strive for distinction.

The university's learning environments include a distinguished teaching faculty. Among the most exemplary are

- The winner of a prestigious Lila Wallace-Reader's Digest Artist at Giverny Program
- An anthropologist who has received international acclaim for his work locating the Lost City of Ubar
- A leading authority on U.S.-Asian relations
- A Carnegie Foundation for the Advancement of Teaching Missouri Professor of the Year
- One of the top biblical scholars in the world
- A MacArthur Fellow
- The first female faculty member to be named a Fellow of the Missouri Academy of Science

A chemist who is a Henry Dreyfuss teacher-scholar award winner.

The learning-focused organization not only hires and maintains quality faculty, but also supports the continued learning and scholarship of its faculty, staff, and administrators. Missouri State supports excellence among faculty through several means. Programs that enhance faculty learning include University Grants, Faculty Research Grants, and Sabbaticals. Excellence of faculty is also promoted by the high standards used for awarding Graduate Faculty status. The rigor and appropriateness of coursework (and other associated graduate experiences) are ensured by allowing only top-quality instructors to teach these courses as well as to direct the students' research, clinical experiences, and other scholarly endeavors. The tenure and promotion process is also vital to promoting excellence. Five evaluative processes are outlined in the Faculty Handbook. These processes are reviewed annually by academic departments to ensure their tenure and promotion guidelines are in compliance. Although each Department's guidelines are specific to their discipline, the guidelines must adhere to the general requirements outlined in the evaluative processes.

One significant challenge associated with encouraging faculty to achieve distinction emerges from the multiple tasks asked of faculty. As *Daring to Excel* states, "The current standard for teaching—a goal of a nine-hour assignment—is not appropriate; given the complex and varied teaching tasks that different faculty face (e.g., clinical supervision, internship supervision, thesis supervision, studio courses versus large sections), a more accommodating standard is needed. That standard also should recognize that, while it is a goal that all faculty be productive scholars, not all faculty will be for a variety of reasons." Another challenge that has emerged during the last few years is the need for improved mentoring of newly hired faculty. The potential revisions of the Faculty Handbook under consideration at the time this report was written may address such issues as well as the tenure and promotion guidelines.

# Chapter 4: SMSU as a Learning-Focused Organization

## Supporting Scholarship

Missouri State is an institution that supports the scholarship of students and faculty through several venues. As discussed in "Assessing Student Learning," academic units structure and evaluate their programs to provide rigorous experiences that will prepare their graduates for success in the workforce and in lifelong learning. In "Supporting Learning," this report notes a number of co-curricular activities, campus services, facilities and faculty that contribute to the holistic education of students. Although the Steering Committee recognizes that "scholarship" is connected to the work of undergraduates, this section focuses on the University's growing graduate programs and the numerous activities and services that support faculty scholarship.

### *Graduate Programs*

As noted in *Daring to Excel*, since 1995 the number of graduate programs and graduate students has doubled. This growth was planned and responsive to market demand, especially in the areas of teacher education and health care. Because of the growth, Missouri State has become the third- and sometimes fourth-largest provider of graduate education among Missouri public institutions, and the largest outside of the University of Missouri system. The degrees offered include academic master's degrees, professional master's degrees, applied master's degrees, a specialist in education degree, a doctorate in Audiology (introduced in 2002), and a cooperative doctorate in Educational Leadership (Ed.D.) with the University of Missouri—Columbia.

Among the strengths of the Graduate College, as mentioned in *Daring to Excel*, are the special formats used in a number of programs. For example, the M.S. in Administrative Studies is offered entirely online, and the M.S. in Computer Information Systems blends online and on campus teaching. An additional strength of the graduate programs is the international aspect available through the dual-degree Plant Science program involving Missouri State, Liaoning Normal University, and China Agricultural University. Graduate assistantships provide practical experiences as well as financial support to graduate students. While some graduate assistants function in teaching or research roles, others work in administrative or clinical settings.

The primary concern associated with the Graduate College in the 1995 Self-Study focused on staffing new programs in health care, primarily because of the funds that would be required. All seven of the health-related programs listed in the University's 1995-2000 plan—Nursing (MSN) , Nurse Anesthesia (MS),  Physician Assistant (MS), Physical Therapy (MPT),  Social Work (MSW), Health Administration (MS), and Health Promotion and Wellness Management (MS)—have been implemented since the initial concern was expressed, largely through the receipt of mission enhancement funding from the state. In each program the University has been successful in attracting the needed, qualified faculty.

Multiple evidences illustrate the success of these graduate health-care programs and thus Missouri State's support for scholarship among its faculty and graduate students:

Among the strengths of the Graduate College are the special formats used in a number of programs, including one M.S. that is offered entirely online.

- Professional accreditation, required in the first five programs listed above, has been acquired. In each case, the site-visit evaluation reports have been exceedingly positive and complimentary of the program quality.

- Enrollment in a number of these programs has exceeded initial expectations. For example, the MS in Physician Assistant Studies started the first class with the maximum-allowed number, and currently the program receives three times the number of applicants the program can accept. The MSW in Social Work program reached a steady-state enrollment of approximately 100 by its fourth year.

- Performance on licensure exams that are required of the Nurse Anesthesia, Family Nurse Practitioner, Physician Assistant, Physical Therapy, and Audiology program graduates has been outstanding. The graduates of all these programs have exceeded the mean score and passage rate of their respective peer groups. Students from the first three programs have had a 100 percent licensure pass rate. Graduates with a MPT degree have had a 90 percent pass rate on their exam.

- The graduate degree in audiology has become a Doctorate in Audiology. All students in the former masters in audiology program met licensure standards. The doctoral students have not yet been tested.

The support of scholarship through new graduate programs is also illustrated by the M.S. in Material Science. Since its implementation in 1996, the program faculty and students have developed a focus on research in thin-surface materials, such as those utilized in bio-sensors, that has gained national recognition. Considerable external funding has been generated, including

several recent federal appropriations. Missouri State has focused this effort in the Center for Applied Science and Engineering and is currently developing partnerships with industries that will work jointly with Missouri State research efforts in the emerging Jordan Valley Innovation Center (JVIC).

**Figure 4.3: Expansion in Graduate College Positions and Programs**

*The Graduate College Expands to Meet Demands & Support Scholarship*

- Five clerical or professional staff positions have been added in support of new graduate programs.
- Graduate assistant positions have increased from 336 (fall '95) to 506 (fall '04).
- New graduate programs in health-care fields have met the required accreditation standards.
- A Coordinator of Admissions and Recruitment and a new professional staff position were added to the Graduate College.

Virtually all programs in the Graduate Col lege include research components that result in theses (118 in FY04, 144 in FY05) or other scholarly products, reflecting collaboration between faculty and students. In support of this type of scholarship, the University provides research facilities and maintains access to primary literature through the library, and several established centers.

Additional venues illustrating graduate student scholarship include

- Publications in professional journals
- Presentations at professional meetings
- Presentations at the Graduate Interdisciplinary Forum; during 12 years of existence, the Forum has included a total of 920 student presentations from >all colleges.
- Preparation workshops prior to the Interdisciplinary Forum on how to write an abstract and how to create an effective poster or slide presentation
- Grant proposals and thesis funding requests
- Performances.

The Office of Sponsored Research and Programs provides training and programs open to faculty, staff and undergraduate as well as graduate students. These include

- Grant-writing workshops
- Access to up-to-date funding opportunity databases
- Training on compliance with federal regulations related to human subjects protection, animal care and use, bio-safety, and responsible conduct of research.

In spite of the strengths of the Graduate College and its support of scholarship, the Steering Committee recognizes through this Self-Study and the work of the *Daring to Excel* task force on the Graduate College that several challenges still exist:

- Outside competition is significant and includes institutions in and outside of Missouri, assisted by their use of new technologies, distance education, and satellite campuses.
- Rapid growth has occurred in graduate education without matching increases in resources.
- The unique workloads associated with graduate education have not been adequately recognized (e.g. thesis research mentoring is not credited as part of the teaching load).
- Other than graduate assistantships and student loans, little financial support via scholarships or fellowships is available.

**Upholding Ethics in Scholarship**

As the University supports scholarship, it also asks for responsible conduct in all research and scholarly pursuits. These ethical standards are integral to the learning process for students. This is demonstrated by the work of several committees (Human Subjects Institutional Review Board, Biosafety Committee, Institutional Animal Care and Use Committee) that review proposals to ensure compliance with federal regulations.

**Supporting the Scholarship of Teaching**

Performance Measure 15 in *Countdown to the Centennial* states that "SMSU-Springfield will join the Carnegie Foundation Teaching Academy Campus Program in order to further the 'values of the scholarship of teaching and learning and will create an Academic Development Center (ADC) to oversee

all faculty development efforts. After full implementation of the Academic Development Center, at least 30 percent of faculty will participate each year in an ADC-sponsored activity."

As a result, the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) committee and the Academic Development Center (ADC) were created. The ADC serves the University purpose of developing educated persons and the Missouri State statewide mission in public affairs by supporting faculty and academic units with projects, seminars, workshops, networking, consultations, materials, and other resources to promote effective learning, teaching, research, and leadership.

The CASTL committee and the ADC encourage innovative and effective teaching in four ways:

- **The Teaching Fellowship Program (TFP)**—This program has sponsored 16 projects involving approximately 50 faculty and 20 departments to (1) create and implement innovations for improving student learning in a course or program, (2) assess whether and to what extent the implemented innovations improve student learning, (3) design and conduct studies for explaining how innovations influence student learning, and (4) make presentations and prepare publications that contribute to local and disciplinary knowledge for teaching and learning. The ADC during 2003-04 engaged 36 faculty in 11 departments who had eight projects funded by the Teaching Fellowship Program to document the impact of innovative practices at the course level on student learning. An additional eight projects involving 16 faculty in eight departments have been approved for FY2005.
- **New faculty networks/discussion groups**—In the last three years, groups of new faculty have participated in small discussion groups facilitated by senior faculty members. The goal is to encourage new faculty to share best practices, learn about research-based instructional methods, use testing guides, and seek funding opportunities for their research.
- **Annual campus conversations and guest speakers**—During the past five years, the CASTL Committee has brought four prominent scholars of teaching and learning to campus. Committee members also host campus conversations, which usually include two to three sessions on a particular topic, open to faculty and graduate students
- **Revisions to the *Faculty Handbook*—**The Committee has advocated for changes in how research on teaching and learning is counted in tenure and promotion decisions.

The *Annual Report of the Academic Development Center for 2003 - 04* presents and discusses data on faculty and administrator participation in, and outcomes from, ADC-sponsored programs and events. The report includes results of a survey completed by participants during 2003-04. One-half or more of the respondents indicated that Center offerings "helped to inspire and/or renew my professional commitments or practices," "stimulated me to actually implement an idea or practice that I learned," and/or "contributed to improvement in my teaching, department, and/or student learning." Ninety-six percent of the ratings reflected positive outcomes.

**Technology as an Aspect of the Scholarship of Teaching**

Numerous technology classes are offered to the campus community. In 2003, the University received a five-year, $1.8 million federal Title III grant. The major goals of this grant include providing training initiatives for faculty, students, and staff that focus on improving use of the online course-management system, Web-based student services, and assistive technologies. Some of these funds were also used to upgrade Computer Services' centralized training center where faculty and staff are shown how to use computer and network resources effectively. For a discussion of these courses on technology for faculty and staff development, see Performance Measure 9 and the Computer Institute's Web site.

**Additional Examples of Support for the Scholarship of Teaching**

- Support for international travel (University College)
- The Annual University and College Award system recognizes outstanding teaching by honoring faculty with monetary and public awards.
- An Institutional Priorities and Faculty Rewards survey was completed by 239 faculty and 37 academic administrators in October 2003. The results of this survey, located on the ADC Web site, contributed to specific recommendations considered by the Faculty Handbook Revision Committee and the Faculty Salary Committee and led to a series of Public Dialogues for continuing conversation about the meaning and implementation of the University's mission in public affairs. Although the University supports the scholarship of teaching as well as other types of scholarship, according to Daring to Excel, "the present Faculty Roles and Rewards system is a source of considerable dissatisfaction among most faculty. The granting of one-time monetary awards to faculty has, over time, been one of the contributing factors to the decline in average faculty salaries compared to national averages."
- Funding for Results (FFR) - FFR grants provide monetary support (up to $4,000) for faculty members pursuing innovative projects to enhance teaching and learning. Faculty members applying for these awards represent those at Missouri State who

strive to be lifelong learners while they explore ways to improve their teaching and, subsequently, their students' learning. A project evaluation report must be submitted before future FFR proposals will be accepted. Since 1995, nearly $400,000 has been awarded in support of 182 faculty projects.

# Chapter 4: SMSU as a Learning-Focused Organization

## Creating the Capacity for Lifelong Learning

Through the support of scholarship, as described above, Missouri State encourages and supports lifelong learning among its students, faculty, and staff. A learning-focused organization is concerned with connections between the curricula it provides and the lives its students pursue after they graduate. The University's commitment to this ideal is reflected in its mission statement which recognizes that an educated person is, in part, someone who "*has the capacity to continue to learn throughout life*." This section of the report notes the numerous ways in which Missouri State encourages a capacity for lifelong learning for undergraduate students and external constituencies via the general education program, the Citizenship and Service-Learning program, the Honors College programs, Study Away opportunities, internships, and several aspects of graduate education.

Missouri State's mission statement recognizes that an educated person is, in part, someone who "has the capacity to continue to learn throughout life."

### *Students and a Life of Learning*

### The General Education Program

One of the ways in which Missouri State prepares students for a life of learning is through the revised General Education program implemented in 1997. The requirements of this program have been designed to "provide for learning that educated persons will use throughout their lives in their many roles and communities." In addition to a key set of basic skills, these requirements focus on developing an understanding of the broad and historical context of knowledge by focusing on the Natural World, Culture and Society, and Self Understanding. In keeping with the University's public affairs mission, additional courses are required in American History, and Democracy and Citizenship. A capstone course that integrates the students' general education experiences while focusing on important public issues is also required. Together these classes prepare, educate, and encourage students to continue developing as persons and citizens long after they leave the institution.

When the new general education program was approved in 1995, several significant changes were incorporated to help students better prepare for the future (see FAQ list). These changes included  1) a required course in computer literacy; 2) the elimination of an introduction to communications option in favor of a required public speaking class; 3) an attempt to prepare students for writing in their majors via the Writing II requirement; 4) a required lifetime wellness class; and 5) a public affairs capstone course which focuses on current and future issues of significance.

The general education program also includes IDS 110, "Introduction to University Life."  Among other things, this course, administered by the Office of Student Success, is characterized by a mentorship with an instructor, who encourages students to engage in public affairs activities such as voter registration, community participation and civic discourse. It is hoped that, once engaged, students will continue these activities throughout life. UHC 110 is a similar class required of all Honors College members.

A standing Committee on General Education and Interdisciplinary Programs (CGEIP) oversees and evaluates the general education program on an ongoing basis. One of its primary charges is a three-year cycle of continuous review of each general education course (see the CGEIP evaluation template) which ensures that the curriculum is timely and in alignment with the program's goals.

Missouri State's commitment to citizenship and service has been recognized by the Princeton Review by being the only Missouri university named to its list of the "Best Midwestern Colleges" for 2005.

One of the most significant steps taken in direct support of general education and the fulfillment of its goals was the creation of a new administrative position, the Associate Dean of University College, whose primary responsibility is to oversee and administer the general education program. Prior to this action, the Faculty Senate was responsible for approving the curriculum, but the actual implementation and oversight of the program was scattered among those departments with courses included in the program. While the curriculum is still the prerogative of the faculty, the Associate Dean is charged with coordinating all other aspects of the program. This includes monitoring enrollments, handling student appeals, working with transfer students with questions regarding course equivalencies, overseeing articulation agreements with other colleges and universities, and working with CGEIP to ensure that the quality of the program is maintained.

### Service-Learning

As a part of its mission, Missouri State encourages students to participate in civic activities. As a result of

this encouragement, the University has been recognized as a character-building institution by the Templeton Foundation. Missouri State's commitment to citizenship and service has also been recognized by the *Princeton Review* in its list of the "Best Midwestern Colleges" for 2005. Missouri State is one of only 81 institutions in 33 states that the *Princeton Review* commends and features in its forthcoming book, *Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement* (Random House, 2005). Missouri State is the only Missouri university to earn this distinction.

One of most important ways the University encourages its students to develop an appreciation for civic engagement as well as a life of learning is through service-learning. At Missouri State the goal of service-learning is to "develop the skills, sensitivities, and commitments necessary for effective citizenship in a democracy." The office of <u>Citizenship and Service-Learning</u> (CASL) acts as a liaison for long-term, reciprocal relationships between Missouri State and its community partners. CASL serves Missouri State's Springfield campus and the Springfield-Greene County community by supporting common goals of both the community partners and the Missouri State faculty, staff and students. For community partners, the service-learning courses facilitate a stable, long-term reciprocal relationship for the good of the community. For Missouri State faculty, the courses support faculty scholarship, including both teaching and research interests. For students, the courses facilitate the introduction and integration that takes place between traditional classroom work and community service. (*See Table 4.6 on following page.*)

**Table 4.4: Service-learning Growth Report 1997-2005**

| Service-learning component course credit | Fall 1997 | Fall 2000 | Spring 2005 |
|---|---|---|---|
| Community Partner total | 60 | 201 | 406 |
| Students Participating | 48 | 141 | 129 |
| Courses offered | 17 | 79 | 69 |
| Community Partners utilized | 29 | 57 | 71 |
| Departmental Areas offered | 9 | 27 | 22 |
| Faculty | N/A | N/A | 25 |
| **Integrated Service-learning** | | | |
| Students participating | 9 | 101 | 577 |
| Courses offered | 3 | 7 | 30 |
| Community Partners utilized | 0 | 8 | 84 |
| Departmental areas offered | 3 | 4 | 16 |
| Faculty | N/A | N/A | 19 |
| Service-learning component courses credit | 1,781 | 4,879 | 5,785 |
| **Integrated service-learning** | 200 | 1,635 | 18,016 |

\* Includes summer service-learning numbers

- Includes summer service-learning numbers
- Among the salient features of the Missouri State service-learning program are the following:
- Each year over 200 service-learning courses are offered that encompass all six colleges, dozens of faculty, and hundreds of students.
- End-of-semester evaluations provide evidence that community partners, faculty, and students are highly satisfied with the service-learning experiences.
- In 2004 an assessment of the program was done using the nationally tested rubric developed by Dr. Andrew Furco of the University of California-Berkeley. The SMSU program was at Stage 3 (the highest stage) on three of the five dimensions and at stage two on the others.
- In 2004-05, 1225 students devoted 37,360.75 hours to community service. Using the Corporation for National and Community Service hourly rate of $16.54/hour, the monetary value of service students provided to the community was $617,951.

In 2004-05, 1225 students devoted 37,360 hours to community service.

**Internships, Cooperative Education, and Individualized Research**

These opportunities, many offered with help from the Office of Career Services, are additional avenues by which students may expand their opportunities to create a life of learning by applying classroom-learned concepts in a real-world work environment. Independent study, independent research, cooperative education programs, internships, faculty lectures and performances, and numerous other learning activities outside the classroom are available to Missouri State students. Most academic departments offer opportunities for students to participate in individualized research projects, library research on a specialized topic, or creative artistic works.

These works are conducted under the supervision of faculty, and may lead to student presentations, performances, and/or publications. All these activities support learning as a way of a life that may be continued after graduation.

**The Honors College**

The Honors College provides its members with significant academic challenges as it also creates a learning community that stimulates a desire for a life of learning. The mission of the Honors College is to provide a program of enhanced, advanced study and recognition for students of unusually strong academic achievement and motivation. To help all instructors of honors courses create effective learning environments, the "Course Criteria" emphasize the importance of critical thinking. Honors courses, sections, and components should be "reading intensive, including books and journals that reflect recent scholarship … writing intensive, including writing assignments that are evaluated not only on content, but also on grammar and style. Research projects that include critical analysis are also encouraged." "Tests ... should require synthesis and critical evaluation, in written or oral form, of course and library material. In the fine and performing arts this could take the form of an original contribution to the art concerned" (Missouri State Undergraduate Catalog). In addition, the newest residence hall, Scholar's House, has become a home to over 100 honors students where a sense of the power of learning communities has evolved.

**Study Away and Exchange Programs**

Study Away and exchange programs also encourage a life of learning by showing students how interaction with other cultures stimulates curiosity and a better understanding of the world. The Missouri State programs range from escorted short summer field trips to year-long immersion experiences at other institutions and include those that bring international students to the Springfield campus. During the last ten years, the number of students participating in exchange and study away programs has more than doubled, increasing from 125 in 1996 to 258 in 2005.

Two of the most popular study away programs are

- The Missouri London Program, which meets at the Imperial College of London University, located in the South Kensington area of Central London. This cooperative program allows students to select from a number of courses that vary from semester to semester and range from fine arts to business.
- The University's branch campus in China affords opportunities for learning through cultural exchange.

Many students who have participated in Study Away Programs are asked to speak about their experiences in the UHC 110 and IDS 110 classes as a way of promoting the program and encouraging additional students to participate as part of their courses of study.

As noted in *Daring to Excel*, one challenge that exists with these programs is the desire to involve a larger number of students by establishing additional partnerships throughout the world.

**Comprehensive Majors**

Many of the disciplines offer comprehensive majors (e.g. College of Business Administration, Antiquities Program, Chemistry, Teacher Education) that incorporate a diverse set of core course requirements, ensuring breadth of coverage across the discipline. Instead of being narrow specialists, these students have the background needed to see the "big picture" and are prepared to build on that foundation as their futures unfold.

**Graduate Education**

Graduate education at Missouri State certainly supports the goal of lifelong learning. Evidence of some of the most significant ways it does so includes

- Most programs require a thesis as part of the requirements.
- Funding is available to support thesis work.

- Funding is available for graduate student travel and professional development workshops.
- The College of Education has a BEARS program that provides for continued mentoring after graduation to help recent graduates continue to develop and learn in their profession.
- As noted in the HLC report from the Graduate College, 94% of graduate students completing an exit survey were confident they will be able to apply the skills and knowledge gained in graduate study to future employment and their community life.

**Health**

The Taylor Health Center has a very active wellness office serving not only students, but also faculty, staff, and their dependents. The office offers many education and activity-oriented classes and programs that encourage and promote the development of healthier lifestyles throughout life. As part of the general education program, PED 100 Lifetime Wellness promotes adoption of habitual healthy behavior.

**Ethics**

The Academic Integrity Council (AIC) employs proactive efforts to promote a campus culture in which academic integrity flourishes and academic dishonesty is discouraged. The AIC created the *Student Academic Integrity Policies and Procedures* document and has made it available online. In addition, for the past two years, the Council has sponsored "Celebrating Academic Integrity" week during the spring semester. This three-day event, open to all members of the campus community, offers a variety of activities designed to promote academic integrity. Recognized authorities in the area of academic integrity have been invited to campus to participate in workshops and panel discussions.

Future Plans of the AIC include

- Continuing the dissemination of specific information about the academic integrity policy to both faculty and students, using a variety of information-delivery methods
- Expanding the annual "Celebration of Academic Integrity" event and promoting increased faculty and student participation
- Arranging a campus subscription to a plagiarism detection service and disseminating information about how to use the service (the Student Government Association has endorsed this service.)
- Hosting forums for campus conversations about plagiarism, which is the most frequently reported type of academic dishonesty on campus
- Continuing surveys of both students and faculty to gather and assess data on academic integrity
- Developing a Web site for the Council with resources useful to both faculty and students
- Increasing the opportunity for Council members to attend the national conference of the Center for Academic Integrity.

### *Faculty, Administrators, and Staff and a Life of Learning*

**Faculty**

Missouri State encourages and supports the faculty's capacity to continue in lifelong learning. Many of these methods of support are described more fully in the "Supporting Scholarship" section of this chapter.

- Funds are provided for faculty travel to professional meetings.
- Internal grants are available to assist faculty with research projects and innovative teaching efforts.
- The Office of Sponsored Research and Programs encourages and assists faculty in securing external grants.
- Promotion and tenure guidelines require faculty to be up-to-date in their fields and engaged in scholarly and creative activities.
- The Carnegie Academy for the Scholarship of Teaching and Learning Committee seeks to affect cultural changes by valuing the scholarship of teaching and learning at Missouri State.
- The Academic Development Center works with faculty, academic units, and the larger University community to continue professional development, further instructional development and research, and engages in organizational learning activities.
- Annual faculty recognition awards at university and college levels recognize outstanding research, teaching, and service. These awards stimulate and support continuing development of faculty throughout their professional lives. The University catalog lists award recipients for past years.

- [Funding for Results](#) grants encourage and reward new teaching strategies.
- The benefits packages of faculty and staff includes up to 12 credit hours per year for faculty/staff or their dependents.

**Administrators and Staff**

Support for administrators and staff takes multiple forms.

- Funds are available for administrators to travel to professional conferences, workshops, and seminars.
- As faculty members, administrators may participate in the activities of the Academic Development Center; staff may also participate.
- [The Human Resources Department](#) provides and coordinates a number of Professional Development [training programs](#) for employees ranging from those newly hired to those approaching retirement. These programs cover a wide range of topics, including computer skills, financial information, first-aid, dealing with disabilities, sexual harassment, and communication.
- Credit and noncredit course fee waivers are available for all employees.
- Departmental and unit budgets contain funds for supporting the professional and educational needs of employees.

### *The External Community and a Life of Learning*

The University also takes a leadership role in encouraging and providing for lifelong learning for the external community as well as for non-traditional students.

- The [College of Continuing Education and the Extended University](#) (CCEEU) has a stated purpose and special mission to serve adult and nontraditional students. In the Evening College there are more than 450 sections from more than 30 disciplines enrolling more than 9,700 students each semester.
- The [Adult Student Services Office](#) provides advising, scholarships, re-entry seminars, and orientation programs for those adults continuing their education later in life.
- Nondegree-seeking adults and professionals can take advantage of a wide range of conferences, workshops, and development programs offered on a noncredit basis.
- The College of Business operates the Center for Business and Economic Development, composed of three entities:
  - The [Management Development Institute](#) provides dozens of noncredit courses, seminars, and workshops for regional businesses and organizations. Professionals may earn CEU credit. More than 75,000 people have been served by MDI since its inception in 1979.
  - The [Small Business Development Center](#) provides small businesses with analysis, consultation, and training.
  - The [Worldwide Innovation Network](#) (WIN) program assists inventors and innovators with analysis and information designed to help them to become more knowledgeable about how to carry their innovations forward.
- The University also provides the capacity for lifelong learning and growth for the community and its citizens through the following:
- Numerous concerts, plays, speakers, and forums are presented every year that are publicized and open to the public (see, for example, the [Department of Music](#), and the [Department of Theatre and Dance](#)).
- The Convocation Series, open to all, hosts nationally-known figures, who discuss a variety of topics. Part of its purpose is to create thought and dialogue among students, faculty, staff, and the larger community.
- The College of Business hosts a series of "Breakfast with Champions" that brings in nationally renowned business leaders to talk with students, faculty, and area business people.
- The first annual National Public Affairs Conference(2005) featured 36 presenters discussing various topics. The theme of "Celebrating the Intellect" provided a marketplace of ideas in which the panelists, through their lives and expertise, exemplified their commitment to making a difference in the world. The conference was well-attended by students, faculty, staff, and the public.
- **Ozarks Public Television ([OPTV](#))** began broadcasting from SMSU in 2001. Previously housed at Drury University, OPTV provides PBS programming and instructional television services to 454,000 households in Southwest Missouri and the adjoining three-state area. OPTV broadcasts 128 hours of programming per week with a supporting membership of about 8,300 members and over 100 corporate and institutional underwriters.

- **KSMU** seeks to inform, to entertain and "to encourage the exploration of ideas and their application to citizenship" through National Public Radio News, local news coverage, and classical music. KSMU fulfills that vision by serving approximately 40,000 listeners with national and community oriented programming each day. When it moved to Strong Hall in 1998, KSMU developed a simple yet paradoxically complex vision "to be the best University licensed public radio station in the country." Since 1995, KSMU has received such honors as the 2002 National Edward R. Murrow Award from the RTNDA for News Series and the 2001 Regional Edward R. Murrow Award from the RTNDA for Feature Reporting, and the Missouri Broadcasters Association Excellence Award in Documentary Public Affairs in 2002 and 2000.
- **The Ozarks Celebration Festival**, sponsored by the Ozark Studies Institute, annually brings regional artisans to campus for two days of such activities as storytelling, clogging, contra dancing, fiddling, metal working, basket weaving, and quilting. With no admission charge, the festival encourages the campus and regional communities to understand and preserve the region's heritage.

# Chapter 4: SMSU as a Learning-Focused Organization

## Strengthening Organizational Learning

A learning-focused institution strengthens its own capacity to learn, not only through services supporting scholarship and creating learning environments, but also through organizational learning, or processes that educate constituents about how an organization works. Thus, organizational learning at Missouri State involves individuals and groups in developing their knowledge, skills, and values with regard to understanding how the University functions and ways in which the University can be improved. Organizational learning processes at Missouri State also encourage the implementation of new practices for continuing improvement and provide evidence of the results of improvement when changes are implemented.

This focus on organizational learning applies not only to Missouri State students but also to faculty, staff, administrators, board members, and constituencies beyond the university. Human resources, the most important asset of any institution, require renewal just as facilities and equipment do. The University must continue to develop personal, interpersonal, and organizational capacities to maintain the vitality of the institution. The institution must continue to develop and change in order to meet current and future challenges.

With reductions in state funding over the last several years, the creation of new relationships within the University and with its external constituencies has become imperative. Learning with and from one another at Missouri State is a significant means for making good use of limited resources. In this context, learning involves understanding and endorsement of shared values and goals from across diverse academic and non-academic units. It also includes learning how to accomplish those shared goals. Missouri State has enacted several processes that illustrate ways that it is strengthening organizational learning. The following examples are connected to HLC Criteria One, Two and Five.

### *Organizational Learning and Institutional Mission*

Organizational learning across the University is anchored in the qualities of educated persons as defined in the University's public affairs mission and its five themes. These qualities, embedded in general education course goals, in turn provide assessment information that helps fuel the learning of faculty and administrators who are part of the Committee on General Education and Interdisciplinary Programs (CGEIP).

Learning about the organization's purpose and mission is a continuing emphasis for students, staff, faculty, and administrators. To help students, the Student Success (IDS110 and UHC 110) and capstone courses (GEP 397) in General Education focus on the ideas of developing educated persons and contemporary issues in public affairs, respectively. Catalog and admissions material also include information about the mission.

During 2004-05, a series of Public Affairs Dialogues broadened and deepened understanding and commitment to the University's purpose and mission.

During 2004-05, a series of Public Affairs Dialogues with faculty, administrators, and staff broadened and deepened understanding and commitment to the University's purpose and mission. Faculty and administrator learning associated with translating the University's purpose and mission into practice also occurs throughout the year in challenges and issues addressed by university-wide governance groups such as the Faculty Senate, Graduate Council, CGEIP, and the Professional Education Unit. The revision of the *Faculty Handbook* in process includes a section on the University purpose and mission, which is aligned with discussion of faculty roles, responsibilities, and evaluation of performance.

### *Organizational Learning and Evidence of Institutional Effectiveness*

Learning throughout the University about the University also is facilitated by the performance measures in the long range plans. These measures reflect accomplishments linked to goals associated with the University's purpose and mission. From an institutional perspective, annual updates of the performance measures provide directional information for targeting learning activities as well as evidence of the impact of learning on organizational goals. Integrity, the wholeness of the University, is illustrated by the annual updates on performance measures and the public availability of the results. In addition to the performance measures, many ongoing evaluation and assessment processes provide evidence of institutional effectiveness and informed choice and implementation of strategies for continuous improvement. Some of these processes, described earlier in this chapter, include

- Program review and department assessments that use "rubrics" and related evidence for focusing inquiry

- Regular administration, reporting and discussion (such as with the monthly meeting of the Academic Administrators Assembly and the periodic meeting of the Council of Department Heads) of evidence from standardized instruments such as the first-year-student, graduating-senior, and faculty surveys from the Higher Education Research Institute; the Academic Profile from ETS; alumni surveys; and employer surveys
- Use of student feedback for course and instructor improvement
- Research-based designs for assessing the impact of student learning from projects supported through the Teaching Fellowship Program in the Academic Development Center.

### *Organizational Learning and the Future of Missouri State as a Learning Community*

While Missouri State recognizes the value of "organizational learning" as a concept, the institution also recognizes that not all of the University's challenges and opportunities can be approached solely through such organizational means as planning, management, and assessment. Therefore, to complement learning activities undertaken from the perspective of the institution as an "organization," the University also is initiating activities that emphasize the institution as a community. The general umbrella for these new initiatives is "learning communities."

On April 28, 2005, a group of participants representing the entire University and its three campuses met for the event "Collaboration, Learning Communities, and Campus Transformation." The 65 students (undergraduate and graduate), staff, faculty, administrators, and Board members spent a morning together in dialogue to explore the current and potential value of learning communities throughout the University. As a result of this event, the working paper, "A Rationale, Vision, and Strategy for Learning Communities at MSU," has been drafted and is being reviewed and critiqued for implementation. Some of the ideas incorporated in this paper are included here.

First, a learning community is "a relatively small group that may include students, teachers, administrators, and others who have a clear sense of membership, common goals, and the opportunity for extensive face-to-face interaction. The definition includes groups such as classrooms, laboratories, committees, advisory groups, interdisciplinary teaching teams, participatory action research teams, schools, residential colleges, and academic departments. These groups are not necessarily learning communities, but all have the potential (with varying degrees of development) to become learning communities."[1] Additionally, within a learning community, the focus is on learning; membership is voluntary; every person counts and is respected as both learner and teacher; diversity of membership and perspectives is valued; and leadership is shared. There is no single best way for learning communities to function; even online learning communities may be feasible.

Based on these descriptions, the University's declaration of community principles (including its existence as a "community of scholars"), and its other community principles, the Steering Committee recognizes some formative "learning communities" already exist at Missouri State. The Public Affairs Conference, the Graduate Interdisciplinary Forum, the Showcase on Teaching, the Showcase on Research, the Teaching Fellowship Program, and the Faculty Interest Groups on case studies and the use of technology for teaching and learning, for example, represent these types of communities.

Building on the declaration of Missouri State as a "community of scholars," organizational learning at Missouri State may be strengthened more in the future through the development of learning communities on campus and by conceiving of the University as a learning community. The University's visions include creating a campus climate and environment that nurtures intellectual curiosity, critical thinking, and careful analysis and articulation of various worldviews. Units such as Residence Life and Services, Student Activities, and Food Services work cooperatively with faculty to create opportunities for this broadly defined learning community to develop.

# Chapter 4: SMSU as a Learning-Focused Organization

## Strengths, Challenges, and Recommendations

### *Strengths*

- A revised general education program was implemented in 1997. The educational goals of this new program are comprehensive and consistent with the University's mission. The program also includes a continuous review of each general education course using a three-year sequence. The accompanying administrative and committee structures that were created have facilitated the program.

- The Faculty/Advisor Resource Center on the Web provides easy access to student records and advisement data for authorized users. This electronic resource facilitates registration and advising actions involving faculty, students, and administrators.

- Current learning-related computer systems and projection units are available in many classrooms, and from the Educational Technology Center. Faculty have access to software such as Blackboard and course Web pages for teaching. The Information Technology Council provides continuous review of these teaching technologies to ensure that they are updated and included in university planning and mission development and are supported by the Student Computer Usage Fee.

- Numerous faculty development opportunities assist faculty in enhancing their knowledge and skills to meet changing educational trends. These include
  - The Showcase on Teaching
  - Master Advisor Workshops and related advising "refresher" courses
  - The Teaching Fellowship Program
  - Workshops and programs sponsored by the ADC and the Carnegie Academy for the Scholarship of Teaching and Learning
  - Funding for Results grants
  - International travel grants
  - Sabbatical leaves
  - Informational Technology courses.

- As part of the assessment process, many academic units undergo regular external review. As a result, most eligible academic programs are accredited or certified by their respective national or state agencies.

- A decentralized system of assessment is coordinated through a network of activities embedded throughout all levels of the university. Processes and results are open for review by internal and external groups and are facilitated by the Assessment Council. The Council serves as a communication vehicle for colleges and departments and acts in an advisory capacity to the Director of the Center for Assessment and Instructional Support. Multiple assessment results are available for faculty and departments to use in planning and initiating program improvements.

- Faculty drive curricular development, often as a result of assessment processes. Although the Board of Governors must approve new programs, curricular matters originate with the faculty. Faculty-comprised College Councils, the Graduate Council, and CGEIP act on course and program proposals before forwarding them to the Faculty Senate for approval.

- Quality faculty contribute to high quality research and teaching, thus contributing to the development of educated persons.

- Missouri State provides various services to help students of all backgrounds succeed. These services include
  - Advisement centers for undecided majors, as well as for Business and Professional Education majors
  - TRIO
  - The Honors College
  - Career Services
  - Disability Services
  - Multi-cultural Student Services
  - Citizenship and Service-Learning Office

- "Diversity in the Classroom: Inclusive Teaching in a Multicultural Environment," a faculty seminar offered by the ADC.

- Missouri State promotes life-long learning for faculty, students, and the community through such resources as
  - College of Continuing Education and the Extended University
  - Graduate programs
  - Faculty research that incorporates or involves students
  - Grants
  - Outreach programs such as the Management Development Institute, Small Business Development Center, and the Worldwide Innovation Network
  - Distance learning via Ozarks Public Television and KSMU Public Radio.

- Graduate programs accommodate student needs:
  - Missouri State is the largest provider of graduate education among all the Missouri public institutions that are not a part of the University of Missouri system.
  - Since 1995 the number of graduate programs and graduate students has doubled. This growth was planned and responsive to market demand (e.g. teacher education and health care).
  - Graduate degrees include academic master's degrees, professional master's degrees, specialist in education, and applied master's degrees. In addition, a doctorate in Audiology was introduced in 2002.
  - Special formats are used in a number of programs—for example, the online MS in Administrative Studies and the online/on-campus blended MS in Computer Information Systems.
  - The number of accelerated master's programs and specialized graduate certificate programs has expanded over the past decade.
  - Globalization of graduate programs is evident; for example, a dual-degree Plant Science program has been established with collaboration of Missouri State, China Agricultural University, and Liaoning Normal University.
  - Graduate assistantships provide practical experiences as well as financial support for graduate students. Some graduate assistants function in teaching roles or research, while others work in administrative or clinical settings.
  - Research is strongly encouraged as is evidenced by the annual Graduate Interdisciplinary Forum in which graduate students from all colleges across campus present oral and poster presentations.

### Challenges

- Faculty members do not always take advantage of the numerous opportunities for professional development, such as programs made available by the ADC and internal grants.
- Once significant challenge associated with encouraging faculty to achieve distinction emerges from the multiple tasks asked of faculty. As Daring to Excel states: "The current standard for teaching—a  goal of a nine-hour assignment—is not appropriate given the complex and varied teaching tasks that different faculty face (e.g., clinical supervision, internship supervision, thesis supervision, studio courses versus large sections). A more accommodating standard is needed. That standard should recognize that, while it is a goal that all faculty be productive scholars, not all faculty will be for a variety of reasons."
- The mentoring of newly hired faculty needs improvement.
- While the University offers a series of faculty and staff workshops on using tools and techniques for instructional technology, more attention needs to be given to using technology for enhancing teaching and learning.
-  Some centers that are ineligible for Student Computer Usage Fee support do not have a budget for technology.
- For some colleges and departments, facilities need expansion or renovation.
- While technological advances have allowed the library to operate more efficiently and have increased access to resources via systems such as SWAN and MOBIUS, a static library materials budget for the past six years has drastically reduced the number of book purchases and journal subscriptions. Furthermore, staffing in the library is below the standards of the Association of College and Research Libraries.
- The steadily decreasing level of state funding for higher education has created immense challenges.  Maintaining the status quo is difficult; trying to improve and expand educational initiatives while avoiding prohibitive tuition increases requires substantial increases in external funding and improved efficiencies.
- Given budget constraints, increasing admission standards, and some aspects of regional demographics, the University remains challenged in meeting its goals to increase the enrollment of ethnic minorities.

- Budget limitations make it difficult to recruit and retain high quality faculty. These limitations especially impact the University's efforts to increase faculty diversity.
- Alumni data gathered by departments, colleges and Career Services is not always shared and compiled in a summary report. This makes it difficult for the University to assess the degree of success achieved by graduates, especially in terms of certification, licensure, and professional exams.
- Some instructors and academic units inadequately apply the results of their assessment strategies when making course and programmatic changes.
- The curricular approval process is too cumbersome and slow.  As a result, it is difficult to respond to changing conditions and the need to make course and program improvements in a timely manner.
- Graduate College challenges include
  - Outside competition is increasing and includes new technology and distance education from institutions in and outside of Missouri, plus satellite campuses from other institutions.
  - Rapid growth has occurred in graduate education.  As a result, the Graduate College, faculty, and facility resources have been stretched.
  - The unique workloads associated with graduate education have not been recognized adequately (e.g., thesis research mentoring is not credited as part of the teaching load).
  - Other than graduate assistantships, little financial support (e.g., scholarships and fellowships) other than student loans is available.
- Steps need to be taken to incorporate the concept of globalization into the University's public affairs mission.

## Recommendations

- Achieve more widespread and effective use of professional development opportunities such as those of the ADC, perhaps by providing a system for recognizing and rewarding participation.
- In accordance with the recommendations of *Daring to Excel*, "Given the integrated, complementary nature of teaching, scholarship, and service, a new standard for productivity should be developed in the Faculty Handbook.  A new reward system is called for, and should be addressed over the next year."
- The faculty mentoring system should be strengthened.  In addition to departmental mentors, the University should offer newer faculty a coordinated program of dialogues, workshops, and other similar activities designed to help the faculty become acclimated to the University and its culture.
- In working with other offices and academic units, the Academic Development Center should create expanded opportunities for faculty and staff to research, develop, and apply technology that provides evidence of enhanced student learning.
- Alternative funding sources (i.e., increased operating funds) need to be identified for centers not benefiting from Student Computer Usage Fee support.
- Improve the learning environment by upgrading facilities.  As noted in *Daring to Excel*, the University should continue to seek funding to complete the items designated for renovation and/or construction in the University's Master Plan with continued annual assessment.
- Enhance budget allocations for the Library in order to address inadequate acquisitions and staffing.
- Increased external funding in the form of grants, fellowships, contracts and fundraising is needed to offset the steadily decreasing level of state funding.
- Diversity in student recruitment and faculty hiring needs to be given a higher priority, including allocation of additional funds to make the attempts more successful.
- As a part of the assessment process, the University should develop and implement a comprehensive, coordinated plan to survey and track graduates, at both the undergraduate and graduate level.  This information should be compiled and published in an annual report.
- Evaluate the curricular review and approval process with the goal of streamlining and speeding up the process while maintaining quality assurance.
- Continue to improve graduate programs through the following:
  - Remain competitive through the quality of programs, as well as such means as increased flexibility of course delivery, scheduling, fee structure, and cooperative programs.
  - Increase resources for graduate students, graduate faculty, graduate programs, and the Graduate College.

- Recognize the differences in workload associated with graduate programs so that uncompensated overload is not the expectation for faculty mentoring graduate student research or supervising clinical settings and teaching environments.
- Increase resources for graduate fellowships and scholarships.
- Improve international programs with an emphasis on globalization.
- Enhance participation in international awareness for students, faculty, administrators, and interested community members by participation in study abroad programs (semester, summer), study tours (short term), experiential programs, and sponsored global issue events on campus and in the community.

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# Chapter 5: SMSU as a Connected Organization

As a multi-campus system operating under a single Board of Governors, Missouri State University is necessarily "a connected organization": the main campus in Springfield is connected to the West Plains campus, to the small fruit research program at Mountain Grove, and to a much larger region through the Missouri State virtual campus, which coordinates telecommunication-based delivery of distance education among and by the three campuses. Effective administration of this multi-campus system requires coordination and is the responsibility of the Missouri State System Coordinating Council. The Council, composed of representatives from each campus, is responsible for developing business and support systems necessary to ensure that that campuses operate cooperatively, efficiently, economically, and without duplication.

The linking of these campuses through the Coordinating Council provides only one example of how Missouri State is a connected organization. The University's numerous connections may be seen as a complex web, linking the individuals and units of the Springfield campus with people and institutions throughout the world—not only to the relatively close West Plains and Mountain Grove, but also to the distant Dalian, China. The Missouri State Branch Campus at Dalian is an educational cooperation project between Liaoning Teachers University (LTU) and the Missouri State University System, which offers students a three-year curriculum that may be used toward an Associate of Arts in General Studies with an emphasis in Business through Missouri State—West Plains. In the fall 2004 semester, SMSU-Springfield began offering the courses leading to a Bachelor of Science degree in Business for graduates of the West Plains AA program. The first cohort of students is expected to graduate in 2006.

Administrators, faculty, staff, and students also are connected to others elsewhere through participation in national and international organizations, such as the Council on Public Higher Education, the American Association of State Colleges and Universities, the Council of Colleges of Arts and Sciences, the National Council of Teachers of English, and the Golden Key International Honor Society. Because this part of the web of connections—through official organizations—is similar to that of other institutions of higher learning, this chapter recognizes connections that may be more unique to Missouri State. In keeping with its public affairs mission, these connections illustrate services the University provides for the common good of humanity.

Prior to discussing the theme of serving the common good, however, this chapter continues a topic discussed near the end of Chapter 4 in "Creating the Capacity for Lifelong Learning." Missouri State creates a culture of service through many programs such as Citizenship and Service-Learning and through volunteer work conducted by faculty and staff. These numerous activities help instill in students a sense of what it means to be active citizens concerned about the public good. The result is more than learning; it is also creating lifelong habits, or learning for life.

Through the process of creating a culture of service, Missouri State also serves constituents. That is, the processes of serving are not just considered, envisioned, and established in the classroom and in policies and planning documents; the processes of serving constituents are enacted in ways that are monitored, evaluated, and revised to meet constituent's changing needs.

 In addition to elaborating on how Missouri State serves constituents as it creates a culture of service, this chapter also discusses several of the collaborative efforts in which the University participates. Missouri State has built bridges among its programs and secondary schools, community colleges, graduate schools elsewhere, and potential employers. Recent collaboration also has involved non-educational entities, such as the city of Springfield, communities in the region, and businesses in China.

None of Missouri State's collaborations with external constituents would be possible without healthy internal communication. The University has several formal means of communicating its plans and ongoing works, including council, committee, and departmental meetings; publications; and online newsletters. Most recently this Self-Study and the new long-range plan, *Daring to Excel*, have identified the University's internal communication strengths, as well as some challenges. While reviewing both the University's intricate web of internal communication connections and its many collaborations that serve constituents, promote the common good, and create a culture of service, the Steering Committee discovered more examples than can be included in this report. Therefore, what follows is only a partial list.

*Please use the navigation bar to access the sections of this chapter*

# Chapter 5: SMSU as a Connected Organization

## Creating a Culture of Service

As described in the Chapter 4 section, "Creating the Capacity for Lifelong Learning," Missouri State provides tools enabling each student and faculty or staff member to make service a part of his or her life. For example, the Greek community and many other student organizations provide a system of involvement and encourage service activities among their members. The Campus Volunteer Center coordinates many volunteer activities. The Citizenship and Service-Learning (CASL) program integrates service activities with learning in the classroom.

The University understands that its public affairs mission includes tools and activities in addition to those officially sponsored by CASL and other campus groups. Faculty encourage students to engage in a life of service not only with assigned coursework through CASL modules but also by modeling the behavior of service in their professional lives and by making connections between the subject content of their courses and the needs of society as a whole. Data on student, faculty and staff volunteer hours is published on the Missouri State Web site.

Within the community, Missouri State creates a culture of service by modeling through numerous activities and organizations. These include

- **The Ozarks Celebration Festival** – As described in Chapter 4, this festival sponsored by the Ozark Studies Institute brings regional artisans to campus for two days of activities. The festival also allows numerous members of the campus community the opportunity to serve as volunteers.

- **Ozarks Public Television—**As described in Chapter 4, Ozarks Public Television (OPTV) provides PBS programming and instructional television services to 454,000 households in southwest Missouri and the adjoining three states. Strong local community commitment, support, and involvement provides a volunteer staff of more than 1,000, augmenting station operations in a variety of tasks. Volunteers provide support in production, administrative, and fundraising tasks, including operation of two televised auctions which raise more than $200,000.

- **KSMU—**As described in Chapter 4, KSMU seeks to inform, to entertain, and "to encourage the exploration of ideas and their application to citizenship." KSMU fulfills that vision by serving approximately 40,000 listeners with national and community oriented programming each day.

- **Major Philanthropic Events**—The Board of Governors has sanctioned four major philanthropic events promoted on campus each year among faculty, staff, and students:

  - A United Way fund drive

  - Regular blood drives for the Community Blood Center of the Ozarks and the American Red Cross

  - Relay for Life (a Student Government Association fundraiser for the American Cancer Society)

  - Denim Days (sponsored by the Staff Senate)

> Not only the University as a whole, but also units within the University have mission statements and planning documents that illustrate a commitment to service.

- **Campus Volunteer Center (CVC)**—The CVC, housed in the Student Employment Services Office, is "a clearinghouse of volunteer opportunities to assist Missouri State students, faculty, and staff as well as community members in becoming active participants in the Springfield community." One of the programs administered by the CVC is the Student Community Action Team (SCAT), a program promoting civic responsibility among college students through service that addresses priorities of the community.

- **Student Organizations**—Many of the University's nearly 300 student organizations engage in a variety of service activities. In addition to the organizations that are specifically designated as "service" organizations, many of the other organizations sponsor one or more service activities each year. The service activities of the Greek organizations are summarized annually. For example, recently these organizations provided over 9,600 hours of community service and donated more than $88,000 to charities (from 2003-04 Greek Life Year-End Report).

- **The Office of Citizenship and Service-Learning (CASL)—**One of the systems by which the University encourages students to develop a life of learning is service-learning. CASL acts as a liaison for long-term, reciprocal relationships between Missouri State and its community partners. CASL supports engagement with constituencies and communities in

> Greek organizations provided over 9600 hours of community service and donated more than $88,000 to

many activities including                                                                                    charities.

- Hosting over 250 partnerships with not-for-profit, government, or public benefit organizations
- Administering a needs assessment each year for community partners in planning for service-learning student placements
- Sponsoring an annual Faculty and Community Partner Luncheon to support engagement with the community
- Co-sponsoring the annual Community Action Volunteer Fair with the Campus Volunteer Center and Kentwood Hall, the University's public affairs residence hall
- Recognizing faculty, students and community partners twice yearly at the CASL Recognition and Celebration Ceremony
- Initiating the Service-Learning Faculty Fellowship Program, which was established in order to integrate service-learning more intentionally and thoughtfully into the Missouri State academic environment
- Sponsoring the CASL Research Stipend, intended to support research that will advance the knowledge of service-learning and/or be of direct service to the community
- Funding faculty through the CASL Travel Stipend, to support projects pertaining to service-learning.

- The University's annual report on Performance Measures provides data relating to the number of service courses being offered; the number of participating faculty, students, and community partners; and the number of hours being volunteered by faculty, staff, and students to community projects.

- The University also sponsors events and publications that reach beyond the campus community. In April of 2005, for example, the First Annual Public Affairs Conference brought numerous scholars and artists to campus to celebrate and discuss the theme "Celebrating the Intellect." Sessions were open to the public, and co-sponsor the Springfield News-Leader reported positively on the event and its outcomes.

- Sponsored by the University, the annually published *Journal of Public Affairs* has explored a variety of issues that are related to responsible citizenship and America's democracy. The *Journal*'s target audience consists of scholars, public officials, and anyone interested in concerted engagement in society's well-being.

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# Chapter 5: SMSU as a Connected Organization

## Serving the Common Good

As described in Chapter Three, "Missouri State as a Future-Oriented Organization," the University is driven by a clear mission. Part of the University's mission, as a metropolitan university, is to serve the community of Springfield, the Ozarks region, the state of Missouri, the nation, and the world. The goal of developing educated persons serves the greater society by providing educated citizens. The University's themes of business and economic development, science and the environment, professional education, health, and creative arts, as well as the public affairs mission help the institution to focus on specific facets of society. Missouri State identifies constituents in each of these areas, knowing that, as the University serves them and defines future directions, it also serves society as a whole. Some of the ways in which Missouri State serves the common good were described in the previous section; additional ways are described in the sections that follow, along with references to ways in which the concept of serving the common good is incorporated into the University's planning and mission.

Not only the University as a whole but also units within the University have mission statements and planning documents that illustrate a commitment to service. (See, for example, the mission statements of the Music Department and the Multicultural Resource Center.) These documents also illustrate that specific units recognize the diversity of their constituents and the society served. Departments within the College of Health and Human Services (CHHS), for example, run a number of clinics addressing various health needs of those in the community, while the College of Education (COE) prepares teachers to serve primary and secondary schools in urban and rural areas and with diverse ethnic composition. The University also supports several Centers, some auxiliary to academic units, designed to serve various and diverse community needs. The examples below illustrate a few of the ways colleges and their respective departments and centers serve the common good.

**College of Health and Human Services (CHHS)** – Seven of the nine academic units in the CHHS offer a total of 26 service-learning courses in support of the University's public affairs mission. In these courses, students are involved directly with serving the community as they learn about the health professions. In addition, the College supports several centers that involve students as they serve the community. The CHHS Center for Research and Services (CRS), for example, provides survey and program evaluation services to community groups through contracts and pro-bono work. The CRS has provided evaluation services for

The Center for Multidisciplinary Health Education, Research, and Services sponsors an annual Multidisciplinary Forum focusing on a specific health issue of the campus and the community.

- The Missouri Training Project, a program to improve the training and effectiveness of rural child welfare workers
- Partnering for Success, a program for middle school students and their parents that addresses risk and protective factors and includes activities intended to reduce drug use and strengthen families
- The Methamphetamine Awareness Project, designed to increase public awareness of methamphetamine through an advertising campaign and classes on the signs of methamphetamine use and production
- The Springfield Police Department, assessing residents' attitudes toward their work
- The Underage Drinking Project, designed to increase public awareness of the legal consequences of allowing minors to drink alcohol
- Caring Communities, a neighborhood-based, school-linked program which strives to strengthen families, increase student performance in school, and connect families with social services
- The Mayor's Commission for Children, evaluating aggression among kindergarteners in Greene County
- The Springfield/Greene County Library, on reinforcing their community information Web site, "Community Matters"

  Center for Multidisciplinary Health Education, Research and Services (CMHERS), established in 2002. The Center sponsors an annual Multidisciplinary Forum focusing on a significant health issue of the campus and community. Topics have included diabetes, dementia, Down syndrome, spinal cord injury, stroke, and the effects of a lightning strike. The purpose of each forum is 1) to promote the concept of interdisciplinary collaboration; and 2) to provide an opportunity for faculty, staff, students, and interested community members to experience the multifaceted aspects of the health and human services professions, and how they can work together to maximize health care.

**College of Education (COE)**—The College of Education serves the common good most obviously by preparing teachers. More specifically, it supports programs such as those of the Regional Professional Development Center (RPDC), a subunit within the

[Institute for School Improvement](#) operated by the COE. RPDC collaborates with the Missouri Department of Elementary and Secondary Education to provide professional development assistance in reading, special education, and the Missouri Assessment Program to over 90 school districts in southwest Missouri. Other technical assistance is provided to certain priority-needs schools. On average, 35 of the districts served by the RPDC also pay into the center for services beyond the state-funded grant program. RPDC expertise comes from the professional staff of the center, graduate students, and faculty of the college.

**College of Business Administration ([COBA](#))—**The College of Business Administration sponsors the [Public Service Tax Clinic](#), consisting of the *Low Income Tax Clinic* (LITC), *Volunteers for Individual Income Tax Assistance* (VITA), and *Tax Counseling for the Elderly* (TCE) programs, is jointly funded by Missouri State, the Internal Revenue Service, the Community Foundation for the Ozarks, and the Southwest Missouri Office of Aging. The Clinic merges education with service to the community and region. At no cost to those served, Master of Accountancy graduate students and faculty train volunteers and work to provide direct assistance to low-income citizens, older adults, and individuals for whom English is a second language by preparing tax returns and assisting with the resolution of tax controversies. The *Clinic* serves the common good by giving students "real world" experience as they meet important societal needs. In 2004 more than 17,000 citizens in southwest Missouri were assisted. These included 3,300 taxpayers who were assisted with e-filing, 97 with IRS controversies, more than 5,000 with Missouri Property Tax credits and paper returns, and 29 workshops and other outreaches conducted in various locations in the region to help more than 500 non-native speakers of English.

**Graduate College ([GC](#))—**Students in master's programs conduct investigations that result in well over 100 theses annually, many of which are concerned with the common good. Perhaps most obviously, theses in the sciences address issues of public concern, often including attempts to solve environmental problems. For example, many biology projects have studied native plants and animals and chemistry projects have analyzed water and soil composition, reflecting environmental concerns in southwest Missouri. Additionally, chemistry and materials-science research serves the common good through product development in the areas of optics, thin-film technology, and surface and structural characterization. Similarly, in [Defense and Strategic Studies](#), students analyze and provide perspectives on global politics and national security. The results of these projects are disseminated locally and nationally.

Many of the theses written by students in master's programs address issues of public concern.

**College of Natural and Applied Science ([CNAS](#))—**With leadership from the College of Natural and Applied Science, Missouri State hosts an annual, regional Science Olympiad competition and science fair, events that bring hundreds of middle school and high school students to campus. In addition, the [Center for Resource Planning and Management](#), which provides the administration and leadership for the [Southwest Missouri Council of Governments](#), is integral to the College's service. Likewise, the Ozarks Environmental and Water Quality Institute serves the common good as it focuses on the increasingly complex issues of water quality and quantity in the Ozarks. Further, faculty of CNAS lead the University each year in the number of [grant-funded research and service projects](#). Often these projects have funding from, or carry out the work in direct cooperation with, state and local agencies to seek solutions to regional environmental concerns. Two examples include

- **Dr. Ryan Giedd,** Director of the Center for Applied Science and Engineering and his research team and corporate partners were awarded $5,850,000 from the Office of Naval Research to continue their efforts to develop micro-electromechanical systems for the detection of biological agents. This is the second award for this program.
- **Dr. Paul Durham**, Assistant Professor of Biology, was awarded a research grant in the amount of $209,400 from the National Institutes of Health to study the cellular mechanisms involved in the generation of temporomandibular joint (TMJ) pain, an affliction effecting over 11 percent of the U.S. population.

**College of Arts and Letters ([COAL](#)_ --**Each summer the College of Arts and Letters sponsors the [Missouri Fine Arts Academy](#), which brings gifted high school students to campus for a residential program that includes several weeks of intensive classes and related activities. Additionally, the College sponsors numerous events throughout the year for the campus and the community at large: dance and music concerts, theatrical events, poetry readings, film series, public speaking competitions, and programs for secondary teachers. The Odyssey Project is an annual, themed series of public events sponsored by the College.

The Missouri Fine Arts Academy, sponsored by COAL, brings gifted high school students to campus each summer for a residential program that includes several weeks of intensive classes and activities.

**College of Continuing Education and the Extended University ([CCE](#))—**The College of Continuing Education and the Extended University exemplifies service through its delivery of both credit and continuing education ("noncredit") programs to numerous constituencies, ranging from high school students "dually enrolled" to evening students employed full time during the day. The programs also include noncredit conferences, workshops, professional development programs, and a senior citizen fee waiver program. Continuing Education plays a lead role in fulfilling [the University's objective](#) of expanding the number of off-campus students it serves.

**College of Humanities and Public Affairs ([CHPA](#))—**The College of Humanities and Public Affairs faculty participate in service-learning (providing later internship opportunities in businesses, non-profit organizations, and government), function as consultants to local agencies (from non-profit organizations to city government), and participate actively as speakers, volunteers, and community

leaders. In 2003-04, CHPA faculty and staff engaged in public affairs by contributing a significant portion of the 67,914 hours of volunteer work in the community or around the state provided by university faculty and staff. In addition, the College sponsors several events and programs for secondary school students:

- An annual Model UN  that trains young people in important international issues.
- An American History Education Enhancement Program that partners with local school districts to provide online, master's level instruction to a cohort of public school teachers (AHEEP).
- An annual History Day involving poster displays and dramatized historical presentations by secondary students.
- History Bowl, with scholarships for the two top secondary students.
- The Public Affairs Academy that draws students from throughout the state of Missouri to campus in the summer.
- The Bureau of Economic Research provides invaluable community service and an interface between the work of the Economics Department and local economic constituencies in southwest Missouri with the publication of four quarterly reports and the annual Southwest Missouri Economic Review.
- The mission statement for the Center for Social Sciences and Public Policy Research (CSSPPR) reflects its contributions to the community as a professional resource for those agencies wishing to do public surveys.
- The Center for Archaeological Research (CAR) conducts archaeological field work and other cultural resource management projects on a contractual basis. It primarily serves municipal, state, and federal government agencies. CAR also offers hands-on experience for students interested in careers in archaeology and is active in local archaeological and preservation societies.

**University College (UC)--**The University College serves the common good most obviously through its administration of the General Education program, which is fully aligned with the University's mission. In addition, the College supports the University's mission by helping students succeed at becoming educated persons through several specific areas of assistance:

- By providing advising for students with undeclared majors through the Academic Advisement Center
- By challenging top academic students through courses in the Honors program, thus bolstering the academic performance of the University as a whole
- By broadening students' understandings of a global community through the Office of Study Away and its International Education programs.

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# Chapter 5: SMSU as a Connected Organization

## Serving Constituents

As the University models lives of service through official programs and volunteer services not sponsored officially by the University, Missouri State serves its external constituents in numerous ways. As the previous section noted, goals to serve external constituents exist in mission statements and long-range plans. One of the more important aspects of the fulfillment of these goals and plans occurs as a result of listening to these constituents and responding to their needs. The numerous centers described previously, for example, were not created merely at the whim of the institution, but instead because of needs recognized within the communities each serves.

One example from the past ten years that illustrates how external constituents' feedback causes the University to analyze and to change its plans occurred with the University's physical expansion. As residents and property owners to the south of campus complained about the encroachment of University buildings and parking lots upon their neighborhood, SMSU made a critical decision to curb expansion in that direction. Instead, the University has expanded to the north and west, revitalizing existing structures, such as the Professional Building, and building new ones, such as the Cherry Street Park and Ride facility and the Physical Therapy Building. (The University's visioning guide provides an overview.) Most significant during this expansion process has been the development of the Downtown Campus, created by the purchase, lease, and renovation of buildings in downtown Springfield. The Alumni Center, the Art and Design Gallery, the Jim D. Morris Center for Continuing Education, the Theatre Department Support Center, the Park Central Office Building, the Holland Building, and the Levy-Wolf Building are linked to the central campus by shuttle service. Collectively, these facilities and the shuttles do more than simply bring students into downtown Springfield. The presence of Missouri State in the area contributes to the city's efforts to revive downtown Springfield, reinvigorating the center city with vibrancy and commercial viability.

Such responses to constituents occur through diverse means of effective communication: formal advisory committees, employer surveys, and Web sites that encourage feedback (such as the University Advancement feedback site, and the Residence Life and Services feedback site). This communication often takes the University out of an isolated comfort zone and into areas of service not previously envisioned.

The Downtown Campus has contributed to Springfield's efforts to reinvigorate the center city with vibrancy and commercial viability.

Additional examples of Missouri State's dynamic engagement with its external constituents include

- **The Center for Social Science and Public Policy Research (CSSPPR)—**Over the past decade, the CSSPPR, housed in the College of Humanities and Public Affairs, has served a wide range of external constituents. Among its activities, for example, was a poll conducted for the Missouri Catholic Conference on Missouri residents' opinions on the death penalty. Other completed projects by the Center also serve constituents.

- **Two-Year Institutions—**Missouri State has worked proactively with community colleges in Missouri and surrounding states to facilitate transfer students' moves. In collaboration with these institutions, the University has created "articulation agreements" that assist in the transfer of credits from one institution to the other. Information about transferring credit is available to incoming students and to advisors via the Transfer Equivalency page and the Transfer Credit pages of the Missouri State Web site. Evidence of the University's work with community colleges and success in enrolling transfer students can be found in the performance measures. In some cases, such as with education and business majors at West Plains and general agriculture majors at Crowder College in Neosho, Missouri (80 miles from Springfield), the collaboration has resulted in the development of specific "2+2" types of programs. These programs allow students in the service regions of two-year institutions to complete a Missouri State degree on the campus of the two-year institution.

Additionally, a number of departments are working together to provide a seamless transition for students moving from Ozarks Technical Community College (OTC), the University's primary "feeder school," to Missouri State. For example, chemistry students from OTC visit as a class field trip to meet the Chemistry faculty and tour the department. This visit helps students with the transition to the much larger Missouri State campus.

- **Process Improvement Committee (PIC)—**As described in Chapter 3, the PIC Committee exists "to examine, improve, and, when appropriate, eliminate or radically change the University's fundamental processes." In 2001 the Committee initiated a "horizon scanning" effort to obtain feedback from local business and education leaders regarding their perceptions of the University and the opportunities and challenges that the future holds.

**TRIO/Upward Bound program—**The Division of Student Affairs administers an Upward Bound grant that serves 50 local high school students by assisting them "in developing the skills and motivation necessary for participants to complete their secondary education and to enroll in and complete a program of postsecondary study."

- **K-12 partnerships**—A number of K-12 partnerships exist through the College of Education. Additionally, because secondary education at Missouri State is based within all other colleges and discipline-specific departments, many other partnerships exist between Missouri State and secondary schools. For example, The Center for Scientific Research and Education, within the College of Natural and Applied Science, houses the Missouri Virtual School. This "school" teaches online science, mathematics, French, and Spanish classes to high schools in Missouri who do not have certified teachers in these areas or enough enrollment to justify on-site classes. In addition, some service-learning students in CNAS use their talents in area middle schools by helping with science clubs and preparing labs for teachers.

- **The Child Development Center (CDC)**—Located on the Springfield campus, the CDC serves the community, faculty, staff, and students by providing high quality child-care services for children from 6 weeks to 5 years of age. The center is open year round, with full-day programs. In addition to child-care programs, the CDC is a practicum site for many students in the Early Childhood Education and Child and Family Development programs.

- **Advisory Committees**—Many units have advisory committees whose purposes include reviewing curriculum, fundraising, administering scholarships, setting up internships, and providing feedback on ways the unit can better serve their constituents.

- **Employer surveys**—The Center for Assessment and Instructional Support conducts a survey of employers every five years in fulfillment of one of the published Performance Measures. The Career Center also surveys employers regarding their needs and uses feedback from an employer advisory board to enhance its information and service to both students and employers.

- **Chamber of Commerce—**Since 1995 the University has continued to develop a strong relationship with the Springfield Chamber of Commerce. Fostered in part by an alumnus, who is the Chamber's CEO, and the University's Vice President for Research and Development, who is also a Chamber Board Member, the collaboration has appeared most recently in the development of the Downtown Campus and in the University's China program.

- **Distance Learning—**Missouri State serves constituents and collaborates with them through several formats of "distance learning":

  - Ozarks Public Television reaches a 57-county area with digital and analog signals.

  - KSMU provides National Public Radio access to the Springfield area.

  - BEARNET, an interactive television network, provides access to most of Southwest Missouri.

  - The Missouri Pathways Partnership is a collaborative effort between Missouri State, Missouri State—West Plains, and Crowder College. These institutions have formed a higher- education cluster to offer a Bachelor of Applied Science in Agriculture Degree. Courses are delivered online as well as through ITV and video.

  - The Viticulture and Enology Science and Technology Alliance (VESTA) is a partnership between Missouri State University, Missouri State-West Plains, Northeast Iowa Community College, Shawnee Community College in Illinois, the Mid-America Viticulture & Enology Center, state agricultural agencies, vineyards, and wineries to promote research and education in grape growing and winemaking.

  - The Missouri Virtual School provides distance education courses in partnership with K-12 schools across the state. Courses range from regular middle/high school courses to pre-Advanced Placement and Advanced Placement courses or dual-credit university courses offered in cooperation with Continuing Education.

  - The BEARS (Beginning Educator Assistance Renewal and Support) Program, sponsored by the College of Education, provides professional development for beginning educators. The program offers free seminars monthly on the Springfield campus and to off-campus sites in Joplin, Mountain Grove, and West Plains through interactive television. Topics vary but include time management, classroom management, technology, and subject areas such as mathematics, science, and reading. Sessions are free.

# Chapter 5: SMSU as a Connected Organization

## Collaborating

The University has found creative ways to collaborate with a number of external entities, providing "seamless learning pathways" between high schools and the University, between the University and graduate programs, between the University and employers, and between the University and the business community.

Examples include

- **Career Center—**The mission of the Career Center is to provide professional assistance and intervention to Missouri State students and alumni through the use of career counseling, internship and fulltime job searches, and vocational and educational information, so they may make insightful career decisions. A description of services and constituents for this center can be found on its FAQs page.

- **CASE—**The Center for Applied Science and Engineering (CASE) is an interdisciplinary, applied-science development-research center that combines the expertise of faculty and students from Missouri State with the expertise of research and development scientists from leading advanced technology corporations. The primary focus of CASE is to facilitate research that moves from high-risk research and development to product development. Recently, CASE received $8 million in federal Defense Department grants to help fund the activities of this research center. The Center policies include an innovative, industry-friendly intellectual property arrangement. CASE currently has 12 corporate partners and provides research space, state-of-the art equipment, and the intellectual environment for CASE-associated faculty, students, and corporate-partner scientists to work together. In collaboration with the City of Springfield, CASE is developing the Jordan Valley Innovation Center, a dedicated facility that will co-locate the research of several corporate partners with the research of CASE associate faculty and their students. The renovation is to be completed in early 2007.

  > Recently, CASE, received $8 million in federal Defense Department grants to help fund their work as an interdisciplinary, applied-science development-research center.

- **Nurse Anesthesia—**By collaborating with The Southwest School of Anesthesia at St. John's hospital, Missouri State has developed the M.S. in Nurse Anesthesia, wherein clinical instruction is integral to the program. Approximately one-half of the courses are taught with on-the-job clinical experiences for the students.

- **Clinical Instruction**—A dozen master's programs and many undergraduate programs have health-related aspects. These programs require clinical education experiences, such as internships, externships, and clinical rotations. During the last three years, for example, the M.S. in Physician Assistant Studies developed agreements and placed students in more than 200 clinical practice sites in 93 communities and 19 states. More than 50 of these sites are recurrent clinical-practice placement sites for Missouri State students.

- **Joplin-Based MAT—**The Master of Arts in Teaching is an innovative program that provides individuals with a subject-based bachelor's degree with the required pedagogy competencies for secondary teacher certification while obtaining a master's degree. Considerable program work is in secondary school settings. Missouri State regularly offers this program from the Springfield campus. However, in an effort to extend resources and meet regional needs, Missouri State and Missouri Southern State University have collaborated to provide students a jointly taught, Joplin-based MAT program involving faculty from both institutions, with both institutions acknowledged on the diploma.

- **Cooperative Doctorate—**In 1997, the University joined with the University of Missouri-Columbia to offer an Ed.D. in Educational Leadership. After several years, SMSU added Joplin as an additional access site for the program. For this statewide effort, the curriculum and operations of the program have been guided by the faculty of the collaborating institutions. The Ed.D. course work is part of the Missouri State offerings with faculty in the Missouri State Department of Educational Administration teaching and mentoring student research, but the degree is conferred by the University of Missouri—Columbia. Every two years approximately 20 students enter the Missouri State component of the program.

  > In 1997, the University joined with the University of Missouri to offer an Ed.D in Educational Leadership.

- **Service Grants**—The University collaborates with community groups, county and city governments, and state agencies on many grant-funded programs. Examples include
  - Work with county and city governments by the Center for Resource Planning and Management

- Collaboration between Greene County and the Ozarks Environmental and Water Quality Institute
- Joint grants with the Community Foundation of the Ozarks
- Projects with the Missouri Department of Elementary and Secondary Education
- Missouri Local Government Program projects.

- **Southwest Regional Professional Development Center**—The College of Education engages in a number of initiatives with K-12 schools that are community based and focused on meeting the needs of those most directly dependent on higher education for support. These projects include supporting area schools at risk of losing state accreditation, regional outreach projects for meeting the needs of children with disabilities, working with Hispanic children and their families, and working in schools and communities with high poverty rates. Additional examples include the Ozarks Partnership Teachers Enhancement Initiative (OPTEI) program, a "Teacher Quality Enhancement" project funded by the United States Department of Education, as well as the Niangua Assistance Project.

- **The BASE Program—**Developed by the Springfield Public School system for "at-risk" high school students, this program has helped lower the dropout rate for the school district. Since 1998, the Educational Technology Center (ETC) has partnered with the BASE program by having more than 15 BASE students work for the equipment delivery area of the ETC. All of these students have had a very positive impact on the ETC, and the social and work skills they have gained through the partnership have been invaluable to their subsequent successes.

- **Accreditations and Certifications**—The University has regularly sought and achieved professional accreditation for those undergraduate and graduate programs that have specialized accrediting organizations. Among Missouri State's numerous undergraduate programs, only six of those that could be accredited are not. For the graduate programs, sixteen organizations provide discipline-specific accreditation for more than half of the University's 43 graduate degree programs (Graduate Catalog, p. 49). Only two relatively new master's programs (M. Health Administration and M. Public Health), among those graduate programs where such accreditation exists, have not yet sought this distinction.

- **Departmental activities for high school students -** Almost every college and department sponsors activities that bring secondary school students and teachers to campus. While these events are recruitment tools for the University, they also serve constituents by introducing students to campus facilities, by giving them a taste of academic life at the university level, and by providing faculty with input from teachers on how the departments might better serve their needs.

  The English Language Institute provides courses in language and culture … encourages curiosity and community building … helps students make a transition into their graduate program of choice.

- **International student programs -** Missouri State houses several programs that assist international students in making a transition into American academic life, both at the undergraduate and graduate level:

  - The English Language Institute provides courses in language and culture for students whose TOEFL scores are below those required for admission to the Graduate College. Housed within the College of Continuing Education, these courses are offered at five levels; students are placed in course levels according to their abilities. The relatively small course size fosters collegiality and encourages curiosity and community building, thus helping students make a transition into their graduate programs of choice.

    - The English Department provides sections of Writing I, a required component of the General Education program, for non-native speakers of English.

    - The College of Business began a collaboration in 2000 with the International School for Management Studies (ISMS), a division of the Madras School of Social Work in Chennai (Madras) India. The two institutions have a joint agreement facilitating entrance into Missouri State's MBA program by students from India. Twenty-four credit hours of MBA Foundation courses may be completed at the International School for Management Studies, and the subsequent 33 credit hours of the MBA program are completed on the Missouri State campus. The MBA is granted by Missouri State.

    - In 2000, the University system also established an educational cooperative project with Liaoning Normal University (LNU) in Dalian, China, known as the Missouri State—LNU Branch Campus in China. As a result of an institutional change approved by the Higher Learning Commission, the West Plains campus began awarding Branch Campus students the AA degree, and two classes have now graduated from that program. In 2004, SMSU sought and obtained HLC approval to offer through the College of Business Administration a B.S. in General Business at the University's campus in Dalian. Classes are open to Branch Campus students who have completed the Missouri State-West Plains A.A. degree as well as to advanced-standing students from LNU and elsewhere. Missouri State's Business program offered at Dalian in collaboration with LNU has been officially approved by the State Council of the Chinese government in Beijing.

      In 2000 the University system established an educational cooperative project with Liaoning Normal University in Dalian, China.

These numerous examples demonstrate that Missouri State has been willing to engage in partnerships and collaborations that challenge its autonomy.

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## Engaging in Healthy Internal Communication

Missouri State values the input from external constituencies, as described in the previous section. However, good communication within the institution as well is vital to supporting service to the common good and the institution's external constituents. Since 1995, for example, the University has developed three long-range plans. The preparation of each of these, as noted in Chapter 3, has engaged numerous people from throughout the campus. Also since 1995, significant changes have been made in the electronic culture, contributing to changes in internal communication. Most of these changes have been extremely helpful, fostering the sharing of documents in the drafting phase and publishing information previously kept private or available only in limited paper copies. For example, the University has utilized the World Wide Web effectively to communicate both with internal and external constituents. The Director of Web Services and Web Advisory Committee have encouraged the use of resources to maximize use of the Web for a number of purposes.

Missouri State demonstrates healthy internal communication in a number of additional areas:

- **University centers—**Missouri State centers bring in a large percentage of external grant funds and must be discussed as part of the planning and budgeting process. Approximately 20% of external funds (FY 2003-04) were in the area classified as "service" projects. Although the percentage of grant monies labeled "service" had diminished from previous years because of an increase in total grant funds to more than $15 million, $2.9 million of the external funds officially were dedicated to "service." In addition, service was a significant aspect of numerous grants that were not classified as "service" oriented.

- **Committees**—Missouri State maintains more than 70 standing committees at the university level and several hundred additional ones at the college and department levels. The committees generally are composed of members representing all areas of campus or the respective unit, in order to facilitate communication about the committees' concerns.

- **Curricular Changes**—The faculty governance system for curricular changes ensures that internal communication occurs as proposed changes proceed through multiple layers of consideration. After being drafted at the program level within a specific department, a curricular change must next be approved by at least one College Council prior to being forwarded to the Faculty Senate and, if a 500- or 600-level course, to the Graduate Council. Finally, the changes must be approved by the Vice President for Academic Affairs. Approval or the lack thereof is recorded in the appropriate Committee, Council, and Senate minutes. Forms for curricular changes designate some of the process. The process is also described in the By-laws of the Faculty, Article VI, Section B3 (1-4).While this process ensures internal communication, it also presents a challenge and could be streamlined, as discussed in Chapter 4.

- **Promotion and Tenure Guidelines—**Conversations about promotion and tenure requirements have led to formalized documents regarding the promotion and tenure process. As a result, these documents are more consistent University-wide. The Faculty Handbook, for example, clarifies the process and policies. Nonetheless, there are some who believe the guidelines are still too vague, and the Faculty Handbook is undergoing revision.

- **The Teaching Fellowship Program (TFP)** - Sponsored by the Academic Development Center (ADC), the TFP program offers financial assistance and ongoing support for projects designed to (a) improve student learning in a course or program of study and (b) contribute to local and disciplinary knowledge for teaching and learning. Through this program, faculty and departments are finding ways to integrate teaching and research for the enrichment of both. Many times, sponsored projects are initiated by faculty from different departments who then combine their areas of expertise to research special topics. This program provides interdisciplinary seminars, collegial dialogue, and technical support for research on and the improvement of motivation, learning, and teaching.

- **Showcase on Teaching—**Initiated in 1999, the Showcase on Teaching brings together numerous faculty and administrators campus wide twice a year to share teaching-related insights and innovations. This event, sponsored by the Academic Development Center and the Office of Academic Affairs, is designed to highlight the best practices in teaching and faculty development initiatives, and consists of a variety of demonstrations and workshops conducted by faculty.

- **Showcase on Research—**The Faculty Showcase on Research is a twice-yearly event, sponsored by the Academic Development Center and the Office of Academic Affairs, designed to highlight faculty accomplishments in research. Each semester one or more of the University Research Award winners makes a presentation about his or her research.

- **The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL)—**The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) is a major initiative coordinated by the Carnegie Foundation and the American

Association for Higher Education (AAHE). The program seeks to encourage campuses to support the development of a scholarship of teaching and learning as elaborated on by Ernest Boyer and others. The University has participated in all phases of this multi-year project. One of the intended outcomes is to bring to faculty members' work as teachers the recognition and reward afforded to other forms of scholarly work in higher education. The campus conversations are guided by a task force composed of selected representatives from the six colleges.

- **CASTL New-Faculty Network—**A voluntary program, the interdisciplinary new-faculty network offers support and information to first and second-year faculty. Groups comprised of one experienced faculty member, serving as a facilitator, and three to five new faculty members meet regularly throughout the academic year.

- **Learning Communities Workshops—**in April, 2005, the ADC and the Office of Student Affairs co-sponsored the first of a planned series of conversations on the power of learning communities to transform campus environments. The mixture of attendees was unique as students, faculty, staff, administrators, and members of the Board of Governors came together to

    - Identify and articulate needs that exist today for learning communities

    - Form a vision that embodies the positive qualities of learning communities

    - Create strategies for the development, implementation, and support of learning communities in action.

- Participants were introduced to examples of the University's existing learning communities and to resources and support services available to assist with the establishment of new communities. The conversations will be offered each semester to give participants an opportunity to meet, share experiences, and plan for the future.

- **Faculty Interest Groups—**Faculty have formed special interest groups designed to keep alive conversations begun during sessions and workshops. Following David Jonassens's August workshop on "computers and mind tools," a group of faculty began meeting to explore applications of technology for enhancing problem-solving and critical thinking. The ADC has hosted these gatherings, which, combined with the interest that arose from a technology session at the Showcase on Teaching, focus on how technology can be used effectively in course design and implementation to enhance learning. In addition, faculty participating in "case method" sessions at the August 2004 and January 2005 Showcases on Teaching continue to meet to share experiences and strategies for using cases in courses offered across the curriculum (see more in the ADC Newsletter).

- **Biennial Faculty Morale Survey**—The current survey, and results of surveys from previous years, are available on the Faculty Senate home page.

- **Campus-wide survey—**In  November, 2003, faculty and academic administrators participated in the Survey on Institutional Priorities and Faculty Reward System. The survey was followed with workshops led by nationally known educator Robert M. Diamond. Discussions with participants at the workshops targeted clear areas for future development leading to institutional improvement. Key sections of the *Faculty Handbook* identified by participants in the survey and workshops have since undergone revision to help clarify the faculty rewards system and its alignment with the University mission.

- **Public-Affairs Dialogues—**The Institutional Priorities survey and Robert Diamond workshops also revealed a clear need for the University community to engage in conversations that broaden and deepen understanding of the University's public-affairs mission. To address this issue, faculty and academic administrators were invited to participate in a series of Public Dialogues hosted by the Department of Communication, in cooperation with the ADC and the Office of the President. Designed to encourage individuals both to understand others' perceptions and to express their own, the Public Dialogue process was an opportunity for participants, in groups of six to eight, to discuss the issues with the help of trained facilitators. The purpose of the Dialogues was not to produce consensus or to make decisions, but rather to promote the constructive exchange of ideas and perspectives, and to be a springboard for continuing conversation and action.

- **Academic Council meetings** regularly invite conversations among all deans and ensure University-wide communication at an administrative level.

- *Focus*, President Keiser's monthly newsletter, communicated issues he believed of significance to the campus community. President Nietzel's weekly e-newsletter *Friday Focus* raises issues of significance in higher education across the nation as well as those important to the institution.

- **Publications**, such as the University's E-bulletin, the student e-mail bulletin, student newspaper, the alumni newsletter, and publications of offices such as the Office of Multicultural Student Services inform the campus community of events and issues.

- In spite of the exemplary systems and activities fostering service and collaboration, the Steering Committee notes several challenges related to the University's internal communication. These include

- Budget decisions and priorities – Many faculty and department heads, until recently, have expressed a lack of understanding of and involvement in certain budget decisions.

- Information transfer – Although much information about the University is readily available, it does not get to everyone. The success of information transfer depends on how people in all levels of the network (Academic Affairs, the President's Office, faculty, staff, and students) choose to participate in information transfer.

- Curricular changes – Although curricular changes are published in College Council minutes, advisors across campus do not

always know when changes affecting their students have been made, if they do not avail themselves of the information.

- Interdisciplinary courses and degrees – Within the current administrative structure, the creation and implementation of interdisciplinary studies programs and courses are difficult.
- Interdisciplinary research – These projects often occur successfully when no funding is sought. When funding is sought, however, the number of signatures and comments required for these kinds of projects increases. Furthermore, because the application preparation process is lengthened, faculty often do not allow for the extra time and express frustration with the system. Some choose not to pursue funding because of their frustration.
- Academic and physical plant communication – Academic administrators and faculty express frustration regarding implementation of minor changes in facilities, such as replacing light bulbs and ceiling tiles, and of major changes such as the installation of motion sensor lights in chemistry labs, that have an adverse effect on lab usage. The problems seem to be due in part to poor communication.
- External Constituent responses – Although external constituents express thanks and positive responses to the University's work, these responses are not made public in a way that could strengthen the University's image and faculty morale.
- International programs communication —Programs and initiatives are housed in different locations, thus causing some duplication of efforts.

# Chapter 5: Missouri State University as a Connected Organization

## Strengths, Challenges, and Recommendations

### *Strengths*

- The public-affairs focus, which includes an emphasis upon service, is clearly articulated in the University's mission statements, including those at the unit levels.
- Many students, faculty, and staff participate in service activities, often on a volunteer basis.
- Missouri State University has a well-established service-learning program.
- The acquisition of Ozarks Public Television station, KOZK, joining National Public Radio station, KSMU, provides additional opportunities for Missouri State to connect with and to serve its constituents.
- The University collaborates with external constituents, including other educational institutions. This collaboration often conserves resources and eases the transfer process.
- Internal constituents have many opportunities to voice their ideas about the University and its programs.
- External constituents respond positively to the University's work.

### *Challenges*

- Faculty and department heads have expressed a lack of understanding of and involvement in certain budget decisions. This situation, however, has already begun to be improved during the current budget cycle under President Nietzel's leadership.
- All persons at the University (from the administration to the faculty, staff, and students) need to make additional efforts to ensure that the entire university community is better informed about and better understands decisions and policies. The success of information transfer (not only up and down between levels, but laterally among levels, as well) depends on how people in all positions of the network choose to participate in information transfer.
- Within the current administrative structure, the creation and implementation of interdisciplinary studies programs, courses, and research can be difficult.

### *Recommendations*

Using existing systems, the University needs to improve communication at all levels.

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# Chapter 6: SMSU as a Distinctive Organization

Missouri State University is distinctive in a number of verifiable ways. Even though it began as a normal school and evolved through a common sequence from teachers college, to state college, and then to state university, the unique character has been present throughout the institution's 100-year history. During the past decade, this distinctiveness has taken form through the University's statewide mission in public affairs. In his "State of the University" address in January, 2005, President Keiser noted, "The public affairs mission has been the central focus at SMS since it was adopted by the legislature and signed off by the governor as the University's statewide mandate in 1995. It has been at the heart of two widely discussed and universally adopted long-range plans, 1995 and 2000, and has recently been reaffirmed by UPAC in *Daring to Excel*." Indicating the intent of the University to carry this distinctive mission into the future, Keiser pointed out that, "The first line of the ad for a new president read, 'The University seeks an exceptional leader committed to the fundamental principles of its public affairs mission.'"

President Keiser also acknowledged that the name change to Missouri State University would reflect the "distinctive contents" of the University, noting that "significant change has occurred in response to regional growth and demand since the mid-1990s, and . . . those distinctive developments require continued adjustments by all constituencies. . . . Those adjustments involve increased emphasis on the statewide mission in public affairs, on the metropolitan University System, on educational productivity and quality, and on a continuing University conversation resulting in explicit, regularly reviewed plans to excel in the challenging and competitive atmosphere of the 21st century."

As stated in Keiser's address, the University's formal mission continues to exist as outlined in *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006).* He reiterated this distinctive characteristic of the University: 'The first words of our mission make it clear that "Southwest Missouri State University is a multi-campus metropolitan university system. . .' That means its metropolitan region extends from Springfield, through Mountain Grove, to West Plains, and, to fulfill the System's purpose of developing educated persons throughout life, it contains a non-duplicative set of educational enterprises from a unique K-12 lab school, Greenwood; to an open-admissions institution emphasizing associate degrees, West Plains; to a research campus stressing the business-agriculture focus of the region, Mountain Grove; to a baccalaureate through doctoral institution in the third-largest city of the fastest-growing region of Missouri, Springfield. There are no other Systems like that —there should be. Since the United States and the world are made up of metropolitan regions, understanding and emphasizing what it means to be a metropolitan university is essential to every department and unit in the SMS System in the 21st century. The SMS System's metropolitan university identity is truly distinctive, and that distinction must be recognized, emphasized, and implemented."

As evidenced in Keiser's challenge in his 2005 address and in others over the years, the University and its system are committed, in all of its programs, both undergraduate and graduate, to the use of the most effective and regularly evaluated methods of discovering and imparting knowledge, and to the appropriate use of technology in support of these activities. Furthermore, the University understands that it has an obligation to draw from the insights generated in this quest for knowledge in order to provide service to the community that supports it.

This ongoing understanding of the University's mission and its service to the public was made apparent by the newly-appointed President Michael T. Nietzel, first as a candidate for the position, and later in his first newsletter to the campus community. His five goals for the University, in order to serve the State of Missouri, are

- Democratize society; higher education will be increasingly crucial to individuals being full participants in 21st century society.
- Incubate new ideas; universities will continue to be where most new discoveries and ideas are generated.
- Imagine Missouri's Future; Missouri State's campus should be a place where we educate one another about the future's choices, priorities, and values.
- Help make that future; we must prepare Missouri State graduates to be well-informed, confident, and conscientious leaders.
- Be an institution known not just for the quality of its outcomes, but also the constant integrity of how it does its work.

Starting with these published statements of mission and purpose, this chapter documents that the University is a distinctive organization and fulfills the Criteria and Core Components related to this cross-cutting theme. While the second and third sections, "Appreciating Diversity" and "Being Accountable" present information only briefly mentioned elsewhere in this report, the other sections in this chapter repeat ideas discussed earlier. Thus, "Having an Unambiguous Mission," "Being Self-Reflective," and "Being Committed to Improvement" serve as summaries to the report.

*Please use the navigation bar to access the sections of this chapter*

# Chapter 6: SMSU as a Distinctive Organization

## Having an Unambiguous Mission

As presented in Chapter 3, the University's mission is clear. The mission is published in all catalogs, in its sequence of long-range plans, and in recruitment materials such as the Admissions Guide. The University's numerous Web pages also contain clear statements related to the mission. The considerable evidence that the mission is pervasive also suggests that it is unambiguous.

Public dialogues about the mission during the past ten years have included a series of roundtable discussions in the early 1990's before _Welcoming the 21st Century_ was adopted. In the late 1990s, as _Countdown to the Centennial_ was being drafted, public dialogue refined the University mission. The latter resulted in the addition of "science and the environment" as a fifth theme, complementing education, business and economic development, the arts, and health. Additionally, this dialogue led to the arts being changed to the "creative arts" and education to "professional education." In 2005, during the Centennial celebration year and in preparation for writing the long-range plan, _Daring to Excel_, another series of public dialogues was held. Consistent with the latest campus-wide discussions, a sixth theme, "the human dimension," is in the process of being added to the mission statement.

As noted in Chapter 3, additional examples of evidence that the University's mission is unambiguous include

The goals, structure, and courses of the University's general education program emphasize the mission in its broadest sense.

- General education goals, structure, and courses emphasize the mission in its broadest sense:

    - IDS 110 and UHC 110

    - Public Affairs Curricular Components: HST 121 or 122, PLS 101, & GEP 397.

- Citizenship and Service-Learning is a viable and growing program, directly linked to the public affairs mission, which also allows students to apply their classroom learning while assisting community organizations.

- The Academic Advisement Center serves students with its award-winning Master Advisor Program, which trains and updates faculty, thereby improving student advisement.

- Student Affairs' mission clearly supports the University's mission to develop educated people. To achieve this goal, the Division actively works toward enrolling students, providing essential student services, enriching the co-curricular opportunities available to students, and helping students develop a refined sense of the values, integrity, and social awareness which is necessary for future leadership roles. These activities of Student Affairs provide evidence that Missouri State is a distinctive organization.

- The College of Continuing Education and the Extended University's mission is to provide leadership in coordinating university, community, and global resources to promote lifelong learning. The services of the Extended University are designed to facilitate a major outreach commitment in response to the changing needs of citizens throughout southwest Missouri and beyond. To accomplish this outreach mission, a wide range of traditional and technology-based delivery systems is used to provide coursework that would otherwise be unavailable.

- While faculty development opportunities have been available for many years, the creation of the Academic Development Center in 2002 shows the University's commitment to continuous improvement in learning.

- As Missouri State continues to evolve, external funding of research and curricular activities will become increasingly important and will contribute to its distinctiveness. The Office of Sponsored Research monitors projects, trains and assists faculty to write grants, and serves as a clearing house on external funding opportunities.

Through this Self-Study, the Steering Committee has noted the congruency of department and other unit missions with the University's mission, as stated in their reports to the Steering Committee; these reports certainly reflect the mission's unambiguous nature. At the same time, the Steering Committee recognizes some questions about the University's mission still exist. The survey conducted by Robert Diamond indicates some faculty members do not understand or do not embrace some aspects of the mission. These aspects include the mission's goals and application, especially in relationship to faculty roles and rewards. One challenge the University faces is clarifying the mission's relationship to roles and rewards.

# Chapter 6: SMSU as a Distinctive Organization

## Appreciating Diversity

The recognition of and appreciation for the importance of diversity is found at every level within the University system, and the University continues to revise its understanding of the term. For example, in 2002, the Board of Governors approved the following as the University's official statement regarding diversity:

Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict nondiscrimination policy regarding the treatment of individual faculty, staff, and students. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, or veteran status in employment or in any program or activity offered or sponsored by the University. In addition, the University does not discriminate on any basis not related to the applicable educational requirements for students or the applicable job requirements for employees.

*Daring to Excel*, however, incorporates broader views of the term, as suggested by the HLC's diversity statement:

Diversity is comprised of the multiplicity of people, cultures, and ideas that contribute to the richness and variety of life. It broadly encompasses a mixture of similarities and differences along a multitude of dimensions including, but not limited to, values, cultures, concepts, learning styles, and perceptions that individuals possess.

> Diversity is comprised of the multiplicity of people, cultures, and ideas that contribute to the richness and variety of life.

According to the Higher Learning Commission of the North Central Association of Colleges and Schools, diversity "is represented in many forms, such as differences in ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, and ethnicity of those who attend and work in the organization."

*Daring to Excel* also explains the importance of diversity and the values associated with it on the University campus:

Diversity is central to providing and retaining a quality educational environment. As a public affairs institution, Missouri State University is deeply committed to developing educated persons equipped to contribute to the interdependent world in which we now live. The ability to adapt easily to rapid economic, social, and cultural changes is imperative. Skills and competencies to deal with diverse cultures and societies have not only become necessary to function in today's workplace, but they also enrich one's life and work.

*Daring to Excel* summarizes:

As a result of these values, Missouri State is committed to creating physically and psychologically safe environments where students, faculty, and staff will be valued for both their similarities and differences. Differences should be viewed as valued resources for academic, cultural, and personal development. A challenging atmosphere which fosters the exploration of issues from multiple perspectives will enhance intellectual exploration as well as personal, professional, and institutional growth.

Positive evidence of the appreciation of diversity appears in much more than these official statements. It exists also in the development of curricula and in the on- and off-campus experiences in which students, faculty, and staff engage. One measure of the University's diversity can be found in the 258 student organizations recognized by the university. These groups range from the Bisexual Gay & Lesbian Alliance to the Young Americans for Freedom. In keeping with its core mission to create educated persons, Missouri State is strongly supportive of the free and open expression and examination of ideas, viewpoints, values, and

> Differences should be viewed as valued resources for academic, cultural, and personal development

beliefs. Another example of intellectual diversity at Missouri State is found in the 150 major areas of study and 43 graduate programs. Throughout these programs and activities, Missouri State practices and policies demonstrate that faculty, students, and staff respect all individuals. Diversity initiatives, planning, and activities are found in every college and department on the campus.

Missouri State is located in southwest Missouri, a region that until recently has been fairly homogenous. However, during the past two decades the area has experienced an increased influx of new residents representing ethnic and cultural diversity – especially those of Hispanic background. These demographic realities have influenced the types of students enrolled at Missouri State, yet they have not prevented the institution from working to increase ethnic and cultural diversity on campus. The University has made significant strides in planning for the enrollment and retention of minority students. As a result, enrollment of minority students has

increased 33.8% over the past nine years, growing from 840 in 1995 to 1,124 in 2004, an improvement of 284 students since 1995, reflecting an overall percentage increase from 5.1 to 5.9 percent. The Minority Student Recruitment Team and the Office of Multicultural Student Services contribute to this recruitment and retention by engaging prospective students, sponsoring events that focus on minority students, and supporting the needs of minority students (Performance Measure 37). The Graduate College also has a strong outreach to diverse students. The graduate student profile for fall 2004 consisted of 6.5% international students from 56 countries and 93.5% U.S. students from 47 states, 82% from Missouri representing 102 counties, and 5.1% minorities.

Missouri State also enrolls many first-generation college students who contribute to the diverse student body. The TRIO Program provides financial assistance to some of these students. The fall 2004 semester enrollment included 683 students who were veterans of the U.S. Armed Forces. Of those, 404 received veterans' benefits through the Veterans Administration (VA). According to the VA regional office, Missouri State has more students receiving veterans' benefits than any other institution in the state. The fall 2004 semester enrollment included 4,233 students who were 25 years of age or older. These students represented 21.9 percent of the University's total enrollment.

Reflecting another aspect of appreciation for diversity, the University during the past ten years has seen a steady increase in the number of employees with disabilities. Approximately 2% of the full-time University workforce identify themselves as persons with disabilities and receive appropriate employment accommodations. Further, in an effort to improve the campus climate for persons with disabilities, the University through the Office of Equal Opportunity has received grants providing training to faculty on working with persons with disabilities, and a Title III grant, which includes a section on Assistive Technology for persons with disabilities. The Disability Services Office supports these efforts.

In addition to the number and types of students enrolled and the faculty and staff hired, several initiatives show that Missouri State appreciates and supports diversity. This evidence is presented below in five major areas: curriculum, events, services, hiring goals, and faculty environment. In the process, these materials respond to the 1995 NCA Self Study and 1995 NCA Site Team reports. The Self-Study and the Site Team reports included two concerns regarding diversity—one about faculty and administrators, and the other about students and curriculum. The Site Team also made several suggestions regarding diversity.

Regarding students and curriculum, the 1995 Site Team report stated as a concern, *"The lack of a required curricular component that promotes knowledge and understanding of multicultural environments is inconsistent with the university mission statement in the 1995-96 Catalogs."*

Following up on this concern, the Site Team suggested

1. *The University should add a multicultural curricular component to the General Education to provide common knowledge and understandings for students.*
2. *Given that the University produces more teachers in Missouri than any other institution and that the classrooms of the future will be highly diverse, the College of Education should consider adding a component to the professional education curriculum that specifically addresses multicultural, gender fairness, and disability sensitive needs in the classroom.*
3. *University programming should invite more minority cultural performing groups and speakers of note.*

In keeping with the mission, and in response to these concerns and suggestions, the Self-Study Steering Committee finds that the University now actively "promotes knowledge and understanding of multicultural environments" through several aspects of University life. The revised General Education curriculum, requirements within specific program areas, such as Education and Business, activities on campus, and numerous support services demonstrate that knowledge of multiculturalism and diversity are promoted at Missouri State, not only among students, but also among faculty and staff.

### *Curriculum*

The curriculum includes a wide variety of diversity issues:

- The general education program that existed in 1995 was changed dramatically and implemented in 1997. Rather than requiring a single multicultural component that all students must take, the new program includes several specific category goals in keeping with the public affairs mission ("Goals for Learning in General Education," *Undergraduate Catalog*, pp 80-81.) One of these goals, for example, states that "all graduates will … understand the sources and expression of diverse values throughout the world including ethical, religious, political, and economic values as well as social and cultural priorities."

- Through the three areas of inquiry in the General Education Program (Natural World, Culture and Society, and Self-Understanding), each of which includes multiple course options, students are exposed to many areas of diversity.

- Additionally, all students, except those who transfer with more than 24 credit hours, must take IDS 110 (or UHC 110), Introduction to University Life. This course has been redesigned to include a multicultural component and a diversity goal. All students, including transfers, must take GEP 397, Public Affairs Issues for the 21$^{st}$ Century, and many sections of this variable topic course contain multicultural emphases.

- The College of Education and the Professional Education Unit have incorporated diversity learning into the education curriculum through both requirements and options. The 2005 NCATE self-study annual report, as well as the unit's continuous accreditation since 1995, responds to NCATE's diversity requirements in several ways:
    - With course syllabi indicating multicultural component for courses in the PEU
    - With a new diversity requirement to be reflected in the fall 2005 catalog, through general education, program specific, or elective hours
    - With many education students placed in field experiences (part of the introductory methods course [SEC 302] for middle school and secondary education) at Central High School in Springfield and at Monett, Missouri, two schools with ethnically diverse (Hispanic) student populations. Candidates in all the sections have orientations on Hispanic culture, supervised by an Hispanic American.
    - Through meaningful discussions with African-American leaders from the St. Louis area regarding the University's sponsorship of a charter school. Strategies discussed include the hiring of an    African-American faculty member to coordinate the effort, scholarships for minority students to attend the University's teacher education program, and the establishment of endowed chairs supported by third parties.
- The College of Business Administration has implemented the Association to Advance Collegiate Schools of Business (AACSB) Globalization requirement. In their official manual, the AACSB states that

"Present day curricula will prepare graduates to operate in a business environment that is global in scope. Graduates should be prepared to interact with persons from other cultures and to manage in circumstances where business practices and social conventions are different than the graduate's native country."

The Assurance of Learning section specifies for both undergraduate and graduate education that one of the critical components is multicultural and diversity understanding. Each school incorporates this requirement into their curriculum in the manner they feel best suits them. At Missouri State, the globalization requirement is incorporated as a component of many classes rather than having specific mandatory courses designed to meet the requirement. At the undergraduate level, eleven courses have been identified as including an international component. The majority of these courses are requirements for business students in all areas and departments. At the graduate level, twelve courses were so identified, and six of those are required for all MBA students. Also, students who want to emphasize international business may select from several courses that have this focus, available to both undergraduate and graduate students, in the areas of management, marketing, finance, and accounting..

Additionally, approximately 30% of the MBA population is composed of international students. During the past five years, international students have enrolled from dozens of different countries. Thus, students going through the program are exposed to and interact with a variety of different cultures through small group discussions and team projects. Some of the courses such as Organizational Behavior use structured exercises to utilize the international resources of the students.

- The area-studies programs, which have increased in number since 1995, support continuing knowledge of diversity content. These interdisciplinary programs include African-American Studies and Gender Studies, which were present in 1995, as well as the more recently created Native-American Studies, Latin-American Studies, Middle Eastern Studies, and Asian Studies. Each of these area studies programs provides opportunities for students to engage in concentrated studies in the history, culture, art, language, and religions of different cultures. One sign of the growth in this aspect of the University's curriculum is the hiring of an African-American Studies faculty member, who teaches three additional sections of AAS 100, Introduction to African-American Studies, each semester; currently, the four sections offered each semester are filled, enrolling 250.
- Colleges and academic departments also focus on diversity issues. Accreditation reports including diversity requirements from many departments can be found at the online Accreditation Library.

### Events

In addition to aspects of curriculum that support increased knowledge and appreciation of diversity, a number of events on campus encourage an understanding of diversity among students, faculty, and staff, as well as among the larger community. These events illustrate how the University since 1995 has worked to "promote knowledge and understanding of multicultural environments" among students while also improving the quality of life for minorities within the community. Minority performers and speakers of note have been and continue to be brought to campus, with the community invited to most events. The annual New Student Convocation Address, for example, listed below, usually meets the University's mission as it simultaneously exposes students to multicultural environments and addresses public affairs. Other events have included

- "Good Community Fairs" in 1996 and 1997
- New Student Convocation Addresses:
  - Alan Page, Associate Justice, Minnesota Supreme court, August 25, 1996
  - Wilma Mankiller, Former Principal Chief, Cherokee Nation, August 24, 1997
  - Author Elie Wiesel, August 22, 1999
- Public Affairs events involving diversity:
  - Address to the Coalition for Change in Springfield, Marc Rusa, Immediate Past President, Kansas City Harmony, August 21, 1996
  - November 21, 1997, Community/Campus Address, Ada Deer, Former Undersecretary, Bureau of Indian Affairs March 10, 1998
  - Senator Bill Bradley, Feb. 21-22, 1998
  - Emerson Niou Lecture, April 15, 1998
  - F.W. de Klerk Lecture, March 9, 1999
  - Fred Soto Lecture and Workshop on Diversity, October 4, 2000
  - Dr. Jocelyn Elders lecture, October 28, 2000
  - "The 1921 Tulsa Race Riots & Call for Reparations" film viewing & panel discussion, November 14, 2000
  - John Two-Hawks, lecture and performance, November 10, 2001
  - Trail of Tears Exhibit, January 28-March 26, 2002
  - Nikki Giovanni, lecture and poetry reading, "Diversity as Art: Art as diversity,"  February 2002
  - Geri Jewell, disability performance, April 30, 2002
  - Erland Satybehov and Eskandar Firuz, lectures on Islam, April 2004
  - "We are One" Exhibit, art by Fang Chen and Luba Lukova, February 27 2004-March 19, 2004
  - Shannon Lanier and Jane Feldman lecture, "Jefferson's children: The Story of One American Family," March 4, 2004
  - Native American 2nd Annual Powwow, November 20-21, 2004
  - The first Public Affairs Conference will be held in April, 2005. Several sessions provided opportunities for students, staff, faculty, and the public to discuss topics such as diversity and tolerance, religious extremism, China and Chinese culture, and differences in rural and urban beliefs.
- Women's History Month
- Hispanic Culture Month
- International Student Services Events:
  - International Student Festival & Awards
  - International Education Week, Nov. 13-19, 2004. Highlights included international films, student discussion of world travel, diversity dialogue on War, Religion, and Nationalism, and the sale of handicrafts from developing countries through the Ten Thousand Villages organization, which provides vital, fair income to Third World people by marketing their handicrafts and telling their stories in North America. International Education Week is a joint initiative of the U.S. Department of State and the U.S. Department of Education and is part of an effort to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States.
- Activities of the Multicultural Resource Center and Minority Student Services, regularly reported in the Center's newsletter, *The Source*
- Diversity Dialogue Series
- Disability Awareness Week.

### *Services*

The University also provides numerous services for students to assist them in their academic, leadership and psychological well-being. These services promote the retention and success of students with diverse

needs and interests. The personnel providing these services recognize the needs and diversity of backgrounds of the students they serve.

**Services provided by the Division of Student Affairs**

- Office of Multicultural Student Services provides continual focus on the importance of a multicultural educational experience and an appreciation for cultural diversity throughout the university community. The staff and the programs of this office are committed to the promotion of equality and respect for differences. Among their efforts have been a "Diversity Dialogue Series" and diversity presentations in IDS 110, "Introduction to University Life."
- International Student Services assists students in areas such as immigration, advisement, and passport and tax issues.
- The Minority Student Recruitment Team assists the recruitment and retention of minority students.
- Disabled Students Advisory Committee advises the Disability Services Office on any area of campus accessibility.
- Veterans Services assists veterans in receiving and maintaining benefits and succeeding in university life.

**Services provided by the Office of Academic Affairs and**

**University College**

- Academic Advisement for Undeclared Majors
- Developmental Reading and Study Skills (IDS 118)
- Introduction to University Life (IDS 110 or UHC 110)
- Study Away Programs
- Individualized Majors
- Honors College courses
- The Learning Diagnostic Center
- Adult Student Services

In addition to these services for students, the University offers several scholarships for minority students. These include

- Martin Luther King Memorial Scholarship
- Tolerance Advocacy Scholarship
- Jim Ferguson Scholarship
- International Students Activities Scholarship
- Fran and Cliff Whipple Scholarship
- Hutchison SGA Centennial Leadership Scholarship

*Hiring Goals*

The second area of concern regarding diversity in the 1995 Self-Study and 1995 Site Team report stated, *"The University does not exhibit a sense of real commitment to diversity as evidenced by the absence of an articulated plan. The absence of women and minorities in administrative roles and minorities in faculty was cited as a concern in 1985 and remains a concern."*

Since 1995 the University has made significant strides in its efforts to increase diversity through the hiring of women and minorities in faculty and administrative roles. As Table 6.1 shows, from 1995 to 2005, the number of women in faculty and administrative positions increased from 211 to 313**.** Female administrators in the EEOC category of "Executive/Administrator" increased during the same period from 17 to 26, while the number of males at that level decreased from 43 to 41. From 1993 to 2004, minority employees more than doubled in number, increasing from 123 to 254. Among these minority employees, faculty increased from 54 to 56 (Performance Measure 1).

While the Steering Committee acknowledges that the University has not yet met its goals in hiring of minority faculty members, plans for increased diversity continue to be developed and implemented.

Plans for improving diversity through hiring have included

- The long-range plan, Countdown to the Centennial, stated, "The Office of Equal Opportunity will continue to monitor all

selection activities as outlined in the University Affirmative Action Plan. It is recommended that the University increase minority recruitment activities for all levels of employment. Further, the University must continue to work with the campus community and the public sector to improve the environment for minorities in the Springfield Area."

- Affirmative-action hiring goals for each unit and the University as a whole have been and continue to be created each year. The Equal Opportunity Officer meets with Deans and Vice Presidents to review hiring plans.

**Table 6.1: Minority Employment – 1995 - 2004**

| 1995 EEOC Categories | Total Minority | Total Female | Total Male | Total Employees | Minority % of Total | Female % of Total |
|---|---|---|---|---|---|---|
| Executive/Admin | 2 | 17 | 43 | 60 | 3.3 | 28.3 |
| Faculty | 54 | 194 | 463 | 657 | 8.2 | 29.5 |
| Professional | 24 | 201 | 183 | 384 | 6.3 | 52.3 |
| **Total** | 80 | 412 | 689 | 1101 | 7.3 | 37.4 |

| 1998 EEOC Categories | Total Minority | Total Female | Total Male | Total Employees | Minority % of Total | Female % of Total |
|---|---|---|---|---|---|---|
| Executive/Admin | 1 | 23 | 43 | 66 | 1.5 | 35.9 |
| Faculty | 59 | 241 | 453 | 694 | 8.5 | 34.7 |
| Professional | 21 | 218 | 175 | 393 | 5.3 | 55.5 |
| **Total** | 81 | 482 | 671 | 1153 | 7.0 | 41.8 |

| 2001 EEOC Categories | Total Minority | Total Female | Total Male | Total Employees | Minority % of Total | Female % of Total |
|---|---|---|---|---|---|---|
| Executive/Admin | 3 | 24 | 43 | 67 | 4.5 | 35.8 |
| Faculty | 56 | 266 | 453 | 719 | 73.8 | 37.0 |
| Professional | 28 | 276 | 199 | 475 | 5.9 | 58.1 |
| **Total** | 87 | 566 | 695 | 1261 | 6.9 | 44.9 |

| 2004 EEOC Categories | Total Minority | Total Female | Total Male | Total Employees | Minority % of Total | Female % of Total |
|---|---|---|---|---|---|---|
| Executive/Admin | 3 | 26 | 41 | 67 | 4.9 | 35.8 |
| Faculty | 56 | 287 | 439 | 726 | 7.7 | 39.5 |
| Professional | 26 | 275 | 210 | 485 | 5.9 | 56.7 |
| **Total** | 85 | 588 | 690 | 1278 | 6.7 | 46.0 |

The University adheres to hiring procedures that involve the Office of Equal Opportunity. Since the 1995 HLC visit, the hiring guidelines have been completely revamped.

These procedures have included approval of notices of vacancy, assurance of representation on search committees, and review of candidate pool prior to campus interviews and offering of contracts. Three years ago, the Office of Equal Opportunity, in collaboration with the Office of Academic Affairs, developed and implemented new search guidelines (Faculty Hiring Guidelines; and Academic Administrator Hiring Guidelines ). The new guidelines are very aggressive and include such elements as detailed recruitment plans, targeted recruitment strategies specifically for underrepresented groups, and details on recruitment at conferences and in other professional venues. All department heads and deans were required to attend a 3-part training program on the new guidelines and on conducting searches. All hiring administrators and search chairs continue to be required to attend a class on conducting searches. As a result of such practices as placing ads in higher education publications targeting minorities and women, for example, the Office of Equal Opportunity has seen an increase in the number of applications from these groups for faculty, academic, administrative, and professional staff positions.

From 1995 to 2005, the number of women in faculty and administrative positions increased from 211 to 313.

- The long-range plan, *Daring to Excel*, includes a diversity chapter.
- Recently, a "President's Council on Diversity" was appointed. The council is drafting a diversity plan that should move the University beyond a compliance mode.

*Faculty Environment*

The 1995 NCA Site Team report included three suggestions for improving the environment for diversity among faculty on campus, and the University has implemented each of these. The report suggested

- The University should take a leadership role in initiating activities with the City of Springfield and other major area employers to create a more welcoming climate for minorities.
- The Office of Affirmative Action should report to the President.
- Faculty, staff, and administrative searches should be stopped and reopened when there is not evidence of representative applicant pools.
- Missouri State works closely with the city and with the Springfield Area Chamber of Commerce in a variety of ways to improve the quality of life for all current and future residents:
- Good Community and other activities listed above, sponsored by the University and sometimes in conjunction with other organizations, often foreground issues of diversity.
- Faculty serve on community boards and commissions, including the City Council and the Chamber of Commerce.
- Since 1995 the Office of Equal Opportunity has collaborated with the community in several activities designed to foster a supportive environment for minority employees:
  - In 1997, in partnership with the Coalition for Change in Springfield, the Office administered a community climate survey, with the purpose of identifying potential areas for improvement.
  - In 1997, the Office served as a group facilitator for the College of Education Community Diversity Conference.
  - Annually on Martin Luther King Day, in conjunction with the City of Springfield, the Office sponsors the Multicultural Opportunity Festival. Elementary and Secondary public school teachers participate as a part of their in-service training.
  - Frequently in collaboration with the Mayor's Commission for Human Rights, the Missouri Commission for Human Rights, the Equal Employment Opportunity Commission, and the American Association for Affirmative Action, the Office provides training for institutions on appropriate hiring and employee environment.
  - Frequently the Office discusses diversity as a guest at Chamber of Commerce events in the West Plains and Mountain Grove areas.
  - The Office co-sponsors the "Diversity Dialogues" series, bringing the University and Springfield communities together.
  - Beginning in fall 2005, in cooperation with the Small Business Development Center, a three-part online training program on the prevention of harassment and discrimination will be available to small businesses in Southwest Missouri.

The University also sponsors numerous activities that increase the awareness and understanding of diversity among faculty and staff, ultimately fostering a welcoming climate on campus. For example:

- The Office of Equal Opportunity, with support from the Academic Development Center and the Office of Human Resources, provides workshops that focus on affirmative action, equity and diversity-related issues for all members of the university community. Three workshops, required of all new faculty, focus on diversity and are designed to enhance teaching. All faculty and staff must attend "Bear Basics:  A Matter of Respect." The staff workshop emphasizes issues of prevention of sexual harassment, respecting diversity and team communication. The faculty components of this workshop focus on prevention of sexual harassment, diversity in the classroom, and accommodating students with disabilities.
- Realizing that both students and faculty benefit directly from study away and exchange programs with universities in other countries, Missouri State has an ongoing commitment to encourage international student and faculty exchange programs.
- Funds are provided for faculty to attend international conferences or study-abroad short-term programs, including one- to two-week intensive studies to help stimulate campus involvement toward internationalization.
- The China programs allow faculty and students both on the Springfield campus and campuses in China to study together and to travel.
- Faculty members are encouraged to apply for the Fulbright Scholar Program, which allows for international travel and study.

Also in response to the 1995 Site Team's suggestion, the University's Equal Opportunity Officer, since 2002, has reported directly to the President. In addition, the Officer provides annual reports to the Administrative Council and the Board of Governors. Beginning in the fall of 2005, these reports will be available in electronic format to the public.

During the last five years, the Office of Equal Opportunity has expanded its program and presence throughout the entire University system by more than tripling its staff and by assuming additional administrative responsibilities for the areas of immigration services and assistive technology.

The hiring plans and procedures that have been implemented by the University and monitored through the Office of Equal Opportunity since 1995 assure that searches will not occur without evidence of representative applicant pools.

Through all of the initiatives described in this section, Missouri State reflects its support and appreciation of diversity. Because progress in increasing ethnic diversity among employees has not yet reached the desired level, increasing diversity continues to be a part of the University's planning. The Steering Committee notes, however, that studies of hiring across the nation have shown that competitive salaries are as significant as environmental factors in attracting employees. Until Missouri State offers competitive salaries to minority candidates, it is unlikely that it will be able to achieve the desired level of ethnic diversity.

# Chapter 6: Missouri State University as a Distinctive Organization

## Being Accountable

A distinctive organization finds ways to document how it achieves the goals embedded in its mission. This documentation must be understandable and credible to internal and external constituents. This reporting to constituents is one form of accountability that also reflects the institution's integrity. Within this section the report illustrates how Missouri State ensures fulfillment of its mission first by providing clearly stated goals for student learning; second, by providing assessment methods that are effective; and third, by documenting the assessment. Through structures and processes that involve the board, administration, faculty, staff, students, and external constituencies, the University documents for the public how the institution meets its goals. These methods of assessing and reporting institutional performance also ensure that the University operates with integrity.

As described earlier in this chapter's section, "Having an Unambiguous Mission," and in Chapter Three, "Missouri State as a Future-Oriented Organization," the University's mission has been clearly articulated through various venues, both inside and outside the campus community. The mission has appeared during the last ten years, for example, in the University's long-range plans, as well as in unit plans, and in documents such as catalogs and admissions materials. The University makes its mission documents available to the public, particularly to prospective and enrolled students, and presents itself accurately and honestly.

Missouri State assesses its effectiveness at meeting its clearly stated goals through several means. At an institutional level, each long-range plan includes performances measures. Published each year in hard copy and on the University's Web site, performance measures document the effectiveness of Missouri State in implementing its long-range plan. Each report is intended to allow university stakeholders to determine if sufficient progress is being made. The performance measures meet both the short-term needs of quality and accountability and the long-term needs for planning, priority setting, and budgeting. Section I of each annual report documents progress being made by the university in implementing elements of the long-range plan not covered by specific performance measures. Section II of each annual report documents numerous performance measures identified by number that are tracked on an annual basis.

Many performance measures, for example, monitor implementation of the public affairs mission. Performance Measure 59 documents the number of courses offering service-learning components, the number of students selecting service-learning opportunities, and the number of hours of community service volunteered by students. Performance Measures 60 and 61 monitor the relationship between specific university courses and student citizenship; and, Performance Measure 62 documents the number of attendees of programs sponsored by the Public Affairs Convocation Program.

At the level of academic programs, the University is accountable through systematic review and revision of undergraduate and graduate programs, as described in Chapter 4, "Assessing Student Learning." Formal assessment processes help to ensure academic program accountability and quality (Chart Q, p. 79 and Chart R, pp. 84-86). Academic departments, the Honors College, the Committee on General Education and Interdisciplinary Programs, the Professional Education Committee, the Faculty Senate, and the Academic Program Review Committee are among the internal constituents involved in this aspect of the University's accountability.

In addition, Missouri State is accountable to the public through assessment of the quality of academic programs via accreditations from the Higher Learning Commission and 23 other professional accrediting organizations.

The University documents the results of the various assessment processes and utilizes these results to revise its programs and processes. As noted in Chapter Three, the results of the performance measures as well as environmental scanning efforts of groups such as the Process Improvement Committee have led to revisions of the University's mission and changes in some fundamental processes. Another example, Performance Measure 37, documents the linkage between planning and resources focused on increasing minority enrollment at the Missouri State-Springfield campus. Another example of the University documenting and reacting to the ways in which external constituencies value the services the University provides appears in the records of the Citizenship and Service-Learning Program. Students, faculty, and community partners submit evaluations of their service-learning experiences at the end of each semester. In the evaluation forms filled out by community partners, they report that they receive important assistance from service-learning students. For example, Philip Masaoay of Legal Services of Southern Missouri described the work of Lyndsey Dougherty:

*"Lyndsey initially assisted us at our Family Violence Center office. However, when domestic violence is, thankfully, experiencing a lull—there is not a lot of activity in that office. Lyndsey then took on the painstaking task of researching, compiling, and collating the*

*requisite information on family law cases for four counties … We are glad she chose Legal Services of Southern Missouri."*

One example of changes in programs as a result of external review and internal documentation appears in the University's intercollegiate athletic programs. The University is accountable to external organizations such as the National Collegiate Athletic Association (NCAA) that accredit individual programs. For example, the University's intercollegiate athletic programs have been certified as meeting standards set by the NCAA, including compliance with Title IX (*Self-Study Report for Certification by the National Collegiate Athletic Association*).

The NCAA certification marks a change from the concern of the 1995 NCA Site Team report, which stated the following:

   *"While the university is developing its plans to achieve gender equity in intercollegiate athletic programs, it nonetheless is not in compliance as defined by Title IX, a federal mandate."*

   Gender equity goals and a gender equity management plan were adopted by the University in 1996 as a result of the 1994-1995 NCAA athletics certification self-study. New gender equity goals were established as a part of a second self-study completed in 2002. As a result of these goals and plans, the Equal Opportunity Officer now serves as the Title IX Compliance Officer for the institution, and the Office of Equal Opportunity engages in period audits of Title IX compliance in athletics. More specifically, the University has established additional opportunities for female student-athletes. These include two additional sports teams; an increase in the number of scholarships awarded to female student-athletes parallel to the increased participation rate; an increased operations budget for female sports teams in proportion to the number of participants; locker and shower facilities for student-athletes in sports programs that did not have these facilities previously; an academic support center for all student-athletes; and improved marketing and promotional efforts for non-revenue sports programs, including volleyball, softball, and women's soccer. Based on a survey of full-time students, the Office of Equal Opportunity has determined that the selection of sports and levels of competition effectively accommodate the interest and abilities of male and female athletes.

Actions to address this concern continue to be implemented, as *Countdown to the Centennial* forecast, "The University will continue to strive to meet goals developed in [the NCAA self-study] plan and will present an annual progress report to the SMSU Board of Governors." The Department of Intercollegiate Athletics reports annually to the Board of Governors at meetings open and announced to the public. Reports include progress in meeting goals in such areas as academic success of athletes, coaches' salaries, operating budgets for men's and women's athletic teams, gender equity, and diversity. (See Intercollegiate Athletics Committee Report and the Missouri State Compliance Web page.) At the time of writing this report, the Office of Equal Opportunity was working with an outside consulting firm to complete a comprehensive audit of the University's Title IX compliance with all thirteen program components.

**Snapshot of actions taken in Intercollegiate Athletics to ensure Title IX Compliance:**

- Based on an unduplicated count of student-athletes, in FY1995 there were 121 (34%) female and 235 (66%) male student-athletes on University sports teams. In FY2004 there were 189 (44%) female and 242 (56%) male student-athletes. The Missouri State full-time, baccalaureate, degree-seeking undergraduate student body is 55% female and 45% male.

- Since the conclusion of the first Self-Study in 1995, two sports programs (soccer in 1997 and swimming in 1999) were added for female student-athletes, bringing the total to 11. Ten sports programs are provided for male student athletes.

  Since 1995, two sports programs were added for female student-athletes, bringing the total to eleven. Ten sports programs are provided for male student-athletes.

- In FY 2004, female student-athletes were awarded 98.5 (45%) scholarships while male student-athletes were awarded 122.6 (55%) scholarships. Thus, the number of scholarships was proportional to the participation rate. Although only 98.5 scholarships were awarded to female student-athletes in FY2004, the University provided funding for the maximum permissible NCAA scholarship limit (109) for the 11 sports teams.

- Operational dollars for female sports teams have increased steadily since FY1995 and has been in proportion to the participation rate. In FY2004, total operating expenses were $3,703,413 (41%) for female and $5,393,685 (59%) for male sports teams. Athletic administrators and the Intercollegiate Athletics Committee continue to monitor transportation, meals, and motel accommodations among sports to ensure equitable treatment.

- With the remodeling of the first floor of the Forsythe Athletics Center in 2003, new locker and shower facilities were provided for women's tennis, women's soccer, field hockey, women's track and field, and women's cross-country teams. All student-athletes now have shower and locker facilities.

- In 1996, the academic support programs for female and male sports teams were combined into a single Academic Athletics Assistance Program. Following renovation of the second floor of the Forsythe Athletics Center in 1998, The Achievement Center for Intercollegiate Athletics was relocated into new and expanded quarters.

- An additional graduate assistant was employed in Athletics Development/Marketing in FY2003 to specifically focus on the promotion and marketing of non-revenue sports including women's volleyball, softball, and women's soccer.

- Additional facility improvements presently underway include the renovation and construction of locker room facilities for

women's softball and volleyball teams as well as the addition of lights to the softball field.

### *Being Accountable with Financial Resources*

To ensure constituencies value services the University provides, the institution must use its financial resources effectively and be accountable for their management.

Missouri State's financial goals are clarified through the operating budget and other budget documents and presentations prepared by the Budget Office. These budgeting goals often include anticipated external funding. With regard to these types of grants and contracts, Financial Services is responsible for ensuring that funds received from external sponsors are spent in compliance with funding agency regulations as well as University policies.

Assessment of performance in meeting these financial goals occurs through the Office of Internal Audit, which assists in responsible management of the University by furnishing independent appraisals, evaluations, and recommendations concerning University activities and operations. The Internal Auditor reports directly to the Board of Governors and indirectly to the President.

The results of these fiscal performances are documented and made public through financial reports and monthly financial statements readily available to all constituencies. Grants and Contract Accounting is the University's official preparer of financial reports for externally funded sponsored research and programs.

Throughout these processes, the University maintains ethical standards. The University's Fiscal Responsibility Policy is available online.

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# Chapter 6: SMSU as a Distinctive Organization

## Being Self-Reflective

Missouri State University is a self-reflective institution engaged in continuous planning. As discussed in Chapter 3, "Missouri State as a Future-Oriented Organization," the institution regularly and systematically evaluates the appropriateness of its mission to produce educated persons relative to the needs of its consistencies and its effectiveness in actual performance. Self-evaluation is an overlapping process carried out at multiple points using a variety of criteria—ranging from student evaluation of individual faculty and courses to University and community wide input in the creation of the long-range plans, such as *Daring to Excel*.

Systematic and continuous self-reflection at Missouri State provides an institutional capacity for evaluation and change. Revision of the mission, for example, is built into the planning process. The proposed addition, via *Daring to Excel*, of a sixth theme, "The Human Dimension," reflects the wide-ranging and ongoing philosophical discussions regarding the general direction of the University and the built in capacity for change in the planning process.

The curricular process also is specifically designed to promote the coherence of programs. As part of the multi-layered approval process, changes to existing programs or proposals for new programs must be justified by both need and adherence to the university mission. Systematic review and revision of undergraduate and graduate programs takes place within departments, the Honors College, the General Education Program, the Professional Education Committee, and the Graduate Council, as well as through Faculty Senate. The Academic Program Review Committee conducts periodic reviews of undergraduate and graduate programs. Special planning committees study the future of graduate education, distance learning, international programs, diversity, facilities planning, and research at Missouri State.

The creation of new programs and the allocation of resources to existing programs are directly linked to the mission and five themes. New programs such as the Doctorate in Audiology, which began admitting students in the Fall 2002 term, and the Physical Therapy program, including its proposed doctorate, reflect the growing importance of the Springfield area as one of the major medical centers in the state. Two of the five largest hospital systems in Missouri are headquartered in Springfield, which enables these and other health-care programs to utilize the resources of these faculties.

In addition to setting the University's course, long-range plans serve as evaluation tools as they regularly measure progress toward the institution's goals.

- As described in Chapter 3, "Missouri State as a Future-Oriented Organization," the University Planning and Advisory Council (UPAC), a broadly representative body made up of faulty, staff, students, and administrators, coordinates the planning process. While drafting *Daring to Excel*, the UPAC Committee sought substantial input:
  - Internally, from 18 committees and units, most of which take a wide view of University operations. The Student Government Association and the Professional Education Committee are two examples.
  - Externally, from 57 committees/Advisory Boards, ranging from the Agricultural Advisory Committee to the Theatre and Dance Department Advisory Council and the Multicultural/Minority Student Recruitment Advisory Committee.
  - Publicly, from open forums for all consistencies and through the UPAC Web site. The Chair of the Committee frequently repeated his willingness to meet formally or informally with internal and external constituencies. Although the forums were well publicized and faculty, staff, students, and other constituents were encouraged to attend, attendance at the largest drew approximately 40 people.

***Enabled by self-reflection, Missouri State instills a clear understanding of mission and values***

As described in "Being Driven by the Mission" within Chapter 3 and in "Having an Unambiguous Mission" within this chapter, Missouri State has been enabled by the self-reflective processes described above to create and refine its institutional mission. Only with such self-reflection is the institution able to instill that mission and its accompanying values within its constituencies.

- The University mission and statement of values are both prominently linked from the University Web page, and literature that explains both is given to incoming freshmen and their parents during freshmen orientation and registration (SOAR) programs.
- All sections of IDS 110 (Introduction to University Life) use a standard policy statement exhibiting the same mission, goals, and objectives. Goal 1 of the Student Success program states, "Students will learn the University's mission of Public Affairs." The required portion of the core curriculum also incorporates the public affairs mission. To assist instructors, a public affairs tutorial has been added to the Student Success Web site.

- To maintain awareness of the mission and ensure that it remains part of the campus identity, the University offers Public Affairs Grants and hosts special events such as the recent Public Affairs Conference.
- The recent presidential search was collaborative, as transparent as the law allows, and mission driven. The Search Committee represented the interests of a variety of constituencies, and a proven record of commitment to the values that define the University's mission was among the attributes required of candidates.
- Soon after his selection, Dr. Nietzel, the new president, asked each department to prepare a summary of the condition of the department, its place within the mission, and plans for the future.
- Nearly all departments hold annual retreats that provide the opportunity to evaluate past performance and plan for the coming academic year. All have annual performance reviews of faculty, staff, and administrators.

*Missouri State, as a self-reflective institution, creates systems to facilitate the discovery, transmission, and application of useful knowledge*

The institution's mission begins with students, and Missouri State continuously monitors programs at a variety of levels to ensure that they continue to meet the needs of students and the broader society served by graduates. As described within the section "Assessing Student Learning" of Chapter 4, departments regularly evaluate the content and execution of courses and programs.

College Councils, Department Heads, and Deans provide faculty and administrator oversight and coordination. Among colleges, units such as University College regularly evaluate the General Education Program to ensure students receive the broad knowledge and basic skills fundamental to their success in major areas of study and vital to an enhanced capacity to be life-long learners. Units such as Faculty Senate provide additional coordination between programs while the Office of the President and the Board of Governors, with substantial input from affected constituencies, guide the long-term planning process. Systems to facilitate and evaluate student learning through effective teaching include

- Units on campus, particularly the Greenwood Laboratory School and the Fruit Experiment Station, focus on applied research.
- The Office of Sponsored Research provides assistance to faculty and students seeking outside funding for research.
- Despite budget cuts, Missouri State has maintained a high level of sabbatical and internal grant funding.
- College and University Awards recognize and promote exemplary teaching, service, and research among faculty.
- In part as a result of concerns raised during previous HLC visits, the University spent nearly two years debating and designing a new General Education Program that focuses more clearly and self-consciously on the mission.
- Syllabi for all courses in the General Education Program clearly state how each course relates to the General Education goals.
- Clear, concise, self-reflective mission statements exist for many programs and departments.
- The Center for Assessment and Instructional Support provides assistance to departments in developing methods for authentic assessment and learning improvement.
- Missouri State and its programs are accredited by 25 nationally recognized organizations, including the HLC. All focus in one way or another on student learning. These outside bodies contribute to a self-reflective approach essential to evaluating and improving teaching and student learning.
- Missouri State has clearly defined and periodically revisited policies and procedures for investigating and resolving disputes over course grades and academic integrity.
- Missouri State sponsors regular professional development opportunities for faculty and staff.
- Missouri State supports external professional development activities such as international seminars offered by the Council for International Educational Exchange.
- The University supports travel to professional conferences and related events.
- Through events such as the Showcase on Teaching, Missouri State demonstrates an openness to and support of innovative practices that enhance learning.
- Tenure and promotion guidelines require a thoughtful self-analysis of the extent to which faculty actively participate in the intellectual life of the disciplines in which they teach.
- The Academic Development Center provides interdisciplinary support for effective teaching through sponsorship of a variety of events.
- The University's participation in the Carnegie Initiative in the Scholarship of Teaching and Learning is an attempt to make both faculty and students more reflective practitioners in the process of life-long learning.
- Student research is demonstrated through the Graduate Interdisciplinary Forum and the College of Health and Human

Services Research Symposium.

***As a self-reflective institution, Missouri State is fully engaged with its environment and provides valuable services to its various constituencies.***

As described in Chapter 5, "Missouri State as a Connected Organization," the University serves its internal and external constituencies in a variety of ways. It discovers services they need by listening to them and then implementing those services.

- The University's greatest service comes from the continued fulfillment of its mission to produce educated persons.
  - Missouri State currently has more than 150 major areas of study and 43 graduate programs. Every year several thousand individuals graduate, well equipped to contribute to society in a wide variety of ways.
  - Missouri State provides more than job training. The general education program focuses on developing the breadth of knowledge and analytical skills necessary to promote life-long learning and flexibility in a rapidly changing world.
  - The public affairs mission encourages students to become informed about and engaged with the responsibilities of citizenship in the modern world.
- The College of Continuing Education and the Extended University provides a wide array of training and professional development opportunities for individuals and businesses in a variety of formats. The college quickly responds to the shifting needs of its various constituents with curricular changes.
- The Small Business Development Center provides information and advice to business owners and prospective entrepreneurs throughout the region.
- The Center for Conflict Resolution provides services and training to institutions and families.
- The University has several additional centers, ranging from archaeological research to policy planning, all of which provide expert advice and specialized resources to a variety of clients.
- Departments host a variety of community outreach activities such as History Day, History Bowl, Science Olympiad, Tent Theater, various athletic camps, model United Nations, Future Farmers of America events, music competitions, and speech and debate contests.
- In 1999, SMSU was recognized by the Templeton Foundation for its efforts to promote character development.

***Missouri State's self-reflection makes apparent the institution's challenges and develops plans to mitigate these challenges.***

This Self-Study report exemplifies the types of activities that make apparent the institution's challenges. In each of the previous three chapters, the Steering Committee has delineated these challenges and recommended ways of mitigating them. Some examples follow:

- During the last five years the most troublesome aspect of planning for the future has been declining state funding. The has had significant impact on
  - Students, in the form of rising fees. Student fees at Missouri State remain slightly below the mean for state universities in Missouri.
  - Faculty morale, which has suffered as a result of stagnating salaries and delays in capital improvements such as a new science building. This decline also has led to difficulties in hiring faculty in certain areas and the departure of some junior faculty who can obtain higher salaries elsewhere.
- The Process Improvement Committee initiated a "coordinated effort to examine, improve, and when appropriate, eliminate or radically change the university's fundamental processes." The committee has been responsible for significant improvement in a variety of areas, ranging from student advising to employee payroll procedures
- Since 1997 the University has saved $7.3 million through an intensive effort to improve energy management. This change was driven partly by environmental concerns arising from the public affairs mission as well as out of necessity.
- Funding for the library and library resources remains well below desirable levels for a metropolitan university of this size.
- Some outreach activities, such as History Day and Science Olympiad, occur as a result of individual interest and effort rather than because of a department's coherent plan or concern about consistency with the mission.

# Chapter 6: SMSU as a Distinctive Organization

## Being Committed to Improvement

Any organization desirous of maintaining its own distinctiveness, according to HLC guidelines, must be committed to improvement. Each chapter of this report illustrates that Missouri State is committed to improvement; thus, the report also illustrates that the institution strives to maintain its distinctiveness.

In particular, the self-reflective processes summarized in the section above illuminate the institution's ability to recognize its strengths as well as its challenges. Each of the three long-range plans considered in this report set specific goals. Performance measures were designed to measure progress in reaching those goals. In fact, continuous planning, annual assessments of meeting goals, and publicizing the results help make Missouri State a distinctive organization. Also important in maintaining this distinctiveness is the use of the results for institutional improvement.

Because examples verifying that Missouri State is committed to improvement are found throughout this report, only a few are given below.

- The Center for Assessment and Instructional Support provides services that help departments establish assessment procedures and use these and other assessments to improve student learning.

- The Academic Development Center provides assistance to faculty in the form of seminars, workshops, showcases, individual consultations, and library resources to improve teaching and learning. A variety of assessment measures are used to determine improvement of student learning and teaching practices.

- The Educational Technology Center provides equipment and facilities planning, equipment installation, and technical assistance.

- The Staff Development Center provides professional development opportunities for staff.

- The Committee for General Education and Interdisciplinary Programs monitors the general education program for the University. This includes recommendations for program changes, reviews of general education course proposals, and periodic assessments of general education courses.

- The Graduate Council and the Graduate College monitor all graduate courses and programs. Curricular changes must receive review and action by both the Council and the College. In addition, application for inclusion to the Graduate Faculty requires Graduate Council action.

- As first outlined in Welcoming the 21st Century, Missouri State continues to move toward "selective enrollment" (Performance Measure 65). The assumption that retention and graduation rates would improve with more selective admission requirements seems to have been valid (Performance Measures 29 and 32).

- Processes for continuous improvement have been established by the Office of Student Affairs in a variety of ways, as outlined in its response to the question concerning evaluation and improvement. In addition to asking staff to set goals and objectives for 2004-05 and to assess all programs they offer, each unit has been asked to collect data that could be used to evaluate productivity as an expectation of meeting goals and objectives in 2004-05. A listing of assessment activities by office can be provided if requested. Consistent with other units at Missouri State, the Office of Student Affairs participates in the performance measure process. Each year they assess activities toward published performance measures. For example, the current measures state

  - Retention rates of first-time, full-time freshmen at Missouri State-Springfield will be 78% in the following fall, 70% in the following spring semester.

  - Graduation rates by 2006 for first-time full-time freshmen will be 65 percent or higher.

  - The number of transfer students from Missouri two-year institutions to Missouri State-Springfield will increase to 600 by FY06.

  - All first-time, full-time freshmen who have completed 23 college credits or less and have graduated from a Missouri high school will have completed the general education curriculum.

  - Seven percent of the Missouri State—Springfield campus enrollment will be minority students.

  - Institutional grants, scholarships and waivers will increase at the same percentage rate as required student fees.

- The number of Missouri State students with 30 credits or more who are registered with Career Services will increase from 40% to 65%.
- The average ACT composite of first-time, full-time freshmen at Missouri State-Springfield will be 24.0.
- Ninety percent of first-time, full-time freshmen will have a selection index of 120.
- In any year where the state appropriation equals the average per capita appropriations for comparable Missouri non land-grant institutions, the tuition and fee increase in the following year will not exceed the CPI. In those years following years where it does not, it will not exceed 5%.
- By FY06, 18 percent of Missouri State enrollment (Springfield Campus plus Extended Campus) will be graduate students (Performance Measure 64).

- The Master Plan Committee offers a forum where ideas surface for discussion and further evaluation by University components and constituencies. After considering the proposals suggested by various campus constituencies, the Committee offers input to administrators regarding suitable sites for new/renovated campus facilities needed to support the learning environment. An annual output of the Committee is the Campus Master Plan Visioning Guide developed in graphic form to illustrate campus growth for the next quarter-century. Copies are available to anyone at the master planning display adjacent to the Bursar's Office in Carrington Hall and are also available online.
- The Office of Sponsored Research advances the University's mission to develop educated persons by providing students the opportunity to address real-world problems and develop critical thinking skills through participation in research, education, and service projects funded by grants and contracts.
- The University has a 25-year heritage of institutional research activities, and the Office of Institutional Research plays an influential role in many aspects of the University administration. Duties and responsibilities of the Office of Institutional Research include designing, analyzing, and presenting data and institutional research for the purposes of institutional planning, policy decisions, institutional marketing, and student and program assessment. The Office of Institutional Research is also responsible for reporting institutional data to various state and federal agencies.

# Chapter 6: Missouri State University as a Distinctive Organization

## Strengths, Challenges, and Recommendations

Through the self-reflective processes described above and because of Missouri State's commitment to institutional improvement, the HLC Steering Committee notes the following strengths and challenges. The Steering Committee also recommends several actions that might help to remove or mitigate some of the institution's challenges.

### *Strengths*

- Missouri State is distinctive by its statewide mission in public affairs. No other state-supported Missouri institution and few institutions nationally have an explicitly stated public affairs mission.

- Missouri State encourages and promotes diversity, in its broadest sense.

- Since 1995 the University has made significant strides in increasing diversity through articulated plans, the hiring of women and minorities in administrative roles, and minorities in faculty positions. While the Steering Committee acknowledges the University has not yet met its goals in hiring, it is convinced that the University will continue to plan for increased diversity and to work toward those goals.

- In keeping with our mission, the University "promotes knowledge and understanding of multicultural environments" through several aspects of University life. Academic programs provide students numerous opportunities to learn about diversity through course materials. The revised general education curriculum, area studies majors and minors, requirements within specific disciplines, such as Education and Business, and various activities on campus demonstrate how knowledge of multiculturalism and diversity are promoted.

- Missouri State provides programs to reach a large cross section of the faculty in promoting and encouraging diversity.

- Missouri State is accountable to many internal and external constituencies. For example, through long-range plans and accompanying performance measures, the University reports to all constituents; the Internal Audit office reports to the Board of Governors; academic programs report to the Coordinating Board for Higher Education and other accrediting agencies.

- Missouri State is self-reflective through several systematic self-evaluations. Examples include long-range planning, Faculty Senate meetings, departmental meetings, program reviews, program accreditations, and program assessments.

- Missouri State supports a strong system of faculty governance that includes the Faculty Senate, the Graduate Council, College Councils, Committee on General Education and Interdisciplinary Programs, and the Professional Education Committee.

- External Advisory committees are used by many departments and units.

- The Teaching Fellowship Program and the University's performance measures are two examples of sustained efforts to connect assessment with the improvement of educational programs.

### *Challenges*

- Although the institution is compliant in EOAA issues and has made continuing progress toward an appreciation of diversity, one of the challenges it faces as Missouri State University is elevating its role as a leader in diversity issues in the region and state. For example, some students do not take advantage of the numerous opportunities available on campus for learning about diversity, and there is no system at present for the institution to assess the degree to which students apply the knowledge they gain about diversity as they live and participate in communities with diverse members, either on or off campus.

- Due in part to budget limitations, the University continues to have difficulty hiring and maintaining quality faculty members, especially those representing minority groups, and minority students. Studies of hiring across the nation have shown that equitable salaries are as significant as environmental factors in attracting employees. Until Missouri State is able to offer competitive salaries to minority candidates, it is unlikely that the institution will be able to achieve a significantly higher level of ethnic diversity.

### *Recommendations*

- In order to become a leader in diversity issues, the University should elevate equal opportunity and affirmative action to go beyond compliance to a greater appreciation of diversity. To this end, the institution should increase the opportunities for and student participation in the number of active learning experiences with international students and other diverse populations in order to make theoretical knowledge of diversity more meaningful. Likewise, it should assess these experiences through alumni surveys and other instruments.

- The University should continue to give high priority to diversity in student recruitment and faculty hiring.

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# Summary

The interrelated nature of the HLC's recently adopted Criteria for accreditation provided the opportunity for the University to use the four Cross-Cutting Themes as the context for evaluation and as the format for the Self-Study Report. The Steering Committee, early in the process, considered the thematic approach the most appropriate; this approach emphasizes the interrelatedness of the Criteria and Core Components and is a better fit for the characteristic strengths of Missouri State University.

Even though the Self-Study was organized around the Cross-Cutting Themes, the Steering Committee realized that evidence must be presented that the University meets all Criteria for accreditation and Core Components. This evidence was documented by preparing a matrix cross classifying committee reports with Criteria and Core Components; indicating with the report's margins the Criteria and Core Components covered in each major section; and summarizing the evidence in the following review.

The summary includes a page-indexed chart of Criteria and Core Components and a narrative summary of strengths (*Table 7.1)*, as well as a chart of major challenges and recommendations for improvement in response to those challenges (*Table 7.2)*. As this summary demonstrates, Missouri State University has embraced the interrelatedness of the Core Components listed under the five Criteria; the evidence of the University's connection to the Core Components appears throughout all the thematic chapters of the Report.

**Table 7.1: Page-Indexed Chart of Criteria and Core Components**

| Criterion 1 | Page Numbers |
|---|---|
| a | 29, 36, 144, 166, 168, 174, 177, 186, 192, 202 |
| b | 42, 52, 55, 61, 144, 166, 168, 179, 174, 181, 186, 192, 202 |
| c | 29, 32, 34, 36, 168, 174, 177, 186 |
| d | 27, 29, 32, 26, 34, 42, 55, 154, 166, 179, 159, 154, 147, 179, 184, 186, 192 |
| e | 78, 123, 128, 166, 186, 191 |
| **Criterion 2** | |
| a | 27,29, 32, 42, 52, 61, 62, 150, 154, 168, 179, 174, 184, 192, 1110, 202 |
| b | 26, 26, 34, 42, 55, 61, 62, 128, 141, 159, 168, 174, 177, 179, 191, 1110, 199 |
| c | 29, 32, 34, 42, 62, 72, 93, 110, 150, 154, 168, 174, 177, 186, 192, 198, 199, 202 |
| d | 34, 36, 74, 181, 184, 192 |
| **Criterion 3** | |
| a | 36,  55, 81, 168, 174, 179, 184, 195 |
| b | 46, 62, 70, 81, 98, 108, 110, 114, 116, 168, 174, 195, 202 |
| c | 46, 55, 61, 62, 70, 81, 93, 108, 110, 116, 121, 128, 144, 168, 174, 179 |
| d | 32, 42, 55, 62, 116, 144, 154, 168, 174, 179, 202 |
| **Criterion 4** | |
| a | 42, 46, 55, 61, 70, 81, 95, 98, 101, 108, 110, 116, 119, 123, 124, 126, 141, 154, 159, 168, 174, 179, 184, 195 |
| b | 55, 61, 62, 70, 78, 81, 110, 119, 159, 168, 174, 179, 184, 159, 195, 199 |
| c | 55, 61, 72, 74, 81, 93, 122, 154, 168, 174, 179 |
| d | 32, 55, 61, 62, 70, 110, 114, 168, 154, 174, 179, 184 |
| **Criterion 5** | |
| a | 42, 52, 55, 61, 74, 81, 93, 98, 116, 150, 154, 168, 177, 184, 186, 197, 199, 202 |
| b | 42, 52, 55, 61, 110, 126, 141, 144, 150, 154, 168, 177, 184, 186, 197, 202 |

| | |
|---|---|
| **c** | 42, 52, 61, 62, 81, 110, 126, 141, 144, 150, 154, 168, 177, 179, 181, 184, 186, 197, 199, 202 |
| **d** | 42, 52, 61, 62, 98, 101, 110, 119,126, 141, 144, 154, 168, 186, 197, 202 |

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# Summary

## Narrative Summary of Strengths

**Planning—**Missouri State is accountable through the annual performance measures adopted in each of its five-year plans, demonstrating that the institution is future-oriented and self-reflective.

**Mission—**Missouri State's distinctive, statewide mission in public affairs is the engine that drives institutional goals and themes, academic program development (undergraduate and graduate), outreach efforts, dealings with internal and external constituents, and the desire to promote a life of learning.

**Faculty, Staff, and Students—**Quality faculty and staff participate in the governance of Missouri State through the curricular process, the Faculty and Staff Senates, and the committee structure.  A quality student body participates through the Student Government Association, representation on the Board of Governors, advisory committees, and assessment activities.

**Improvements in Student Learning—**Improvement in student learning is facilitated by faculty control of multiple forms of assessment, the General Education program, the Master Advisor program, the Citizenship and Service-Learning program, Study Away programs, and the Honors College.

**Support of Improvement—**Evidence of the institution's commitment to support improvements in student learning is found in its investment in instructional technology, the Faculty/Advisor Web site and online registration system, technical support, and faculty/staff development opportunities sponsored by Continuing Education and the Academic Development Center, the Office of Student Success, the co-curricular programs managed by the Office of Student Affairs, and the community outreach/student learning synthesis created by the Office of Citizenship and Service-Learning.

**Appreciation of Diversity**—Several of the University's goals, as expressed in its long-range plans, are to promote diversity and global awareness within curricular and extracurricular student learning and among faculty and staff. Integral to these goals are the efforts of the Study Away Office, the Office of Multicultural Student Services, Disability Services, the Office of Equal Opportunity, and the Admissions Office.

**Service to Constituents—**The University's faculty, staff, and students have chosen to serve its constituents and community in a variety of ways, including the campus volunteer system, health-screening programs, and assistance given to local school districts. As a result, these services have increased the value of Missouri State to its constituents as well as raising interest in the University.

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# Summary

## Summary of Major Challenges and Recommendations

The Self-Study recognizes a number of challenges that merit institutional focus and action. These challenges have been clustered in the chart below according to five topics:

- **Budget—**understanding of and participation in planning and allocating financial resources
- **Diversity—**valuing human differences in race, ethnicity, religion, learning styles, etc.
- **Environment**—creating conditions for all University members to excel
- **Alignment—**perceptions of synergy or compatibility among mission, priorities, structures, activities, resources, and rewards
- **Assessment for Improving Learning—** evaluations of activities and programs for improvement and accountability.

Challenges are followed by brief recommendations made earlier in the report. While many challenges might fit in more than one of the five major topics, each challenge and recommendation emphasized in the Self-Study is located below in only one topical category. The challenges and recommendations are not listed in order of priority.

### *Budget*

| Challenges | Recommendations |
|---|---|
| Technology budget (beyond Student Computer-Usage Fee) | Increase budget for technologies beyond student computer-usage fee |
| Increased external funding to offset decreasing state funding | Increase emphasis on fundraising from external sources, including grant-proposal writing |
| Graduate-program funding | Continue to enhance graduate-program funding |
| Uneven understanding of and involvement in strategic budget decisions by faculty and department heads | Implement more inclusive and informative budget process |
| Inadequate Faculty and Staff Salaries | <ul><li>Develop and implement new faculty productivity standards and reward systems</li><li>Review current compensation status for classified staff</li></ul> |

### *Diversity*

| Challenges | Recommendations |
|---|---|
| Within budget constraints, increase enrollment of ethnic minorities and recruit and retain high-quality faculty | Continue to give high priority to diversity in student recruitment and faculty hiring |
| Elevate the role of Missouri State University as a leader in state and regional diversity  issues | <ul><li>Elevate equal-opportunity and affirmative-action compliance to a greater appreciation of diversity by increasing the visibility of positive experiences that diversity brings</li><li>Increase students' active learning experiences with international students and other diverse populations to make theoretical knowledge about diversity more meaningful</li><li>Continue to improve services and programs for non-traditional students and students from diverse backgrounds</li></ul> |

### *Environment*

| Challenges | Recommendations |
|---|---|
| Greater participation by members of university community in planning process | Encourage greater direct participation in the opportunities that already exist |
| Greater faculty participation in professional development | Achieve more widespread and effective use of professional development opportunities |
| Evaluating appropriate use of Instructional Technology training | Increase appropriate use of Instructional Technology |
| Facilities renovation and/or expansion | Upgrade facilities and streamline work-order process for physical plant changes to improve learning environment |
| Mentoring of new faculty | Continue to expand the mentoring program |
| Communication channels (laterally and vertically) are not always used properly to inform university community about decisions and processes | Improve communication at all levels, including more widespread discussion of policy changes and implementation of new programs and initiatives |
| Diffuse administration of international programs and relatively low percentage of students participating | Improve international programs and emphasis on globalization, in part by establishing international-affairs group to assist in communication and coordination of goals, strategies, and programs |
| Difficulty of creating and implementing interdisciplinary studies programs and research projects | Review and improve procedures for interdisciplinary studies and research |
| Current environmental scanning is limited in scope and is diffuse. | Improve coordination and broaden use of systematic environmental scanning to monitor changing social and economic conditions of state/region in order to better serve constituents |
| Cumbersome curricular change and approval process | Evaluate curriculum change and approval process to streamline while retaining quality assurance |

## *Alignment*

| Challenges | Recommendations |
|---|---|
| Inconsistent perceptions of the University's public affairs mission and its implementation | <ul><li>Continue dialogues regarding the University's public affairs mission, including orientation of new members to the mission, and implementation of mission by individuals and units</li><li>Develop and implement new faculty standards and reward systems related to the mission</li></ul> |
| Inequity across departments in new classroom technology and streamlining of requests | Provide equity and more organized and timely process for requesting, ordering, and installing new classroom technology |
| Inequity within and across departments for work with graduate studies | Develop graduate program workload recognition |

## *Assessment for Improved Learning*

| Challenges | Recommendations |
|---|---|
| Lack of formal campus-wide academic review policy that supports long-range plan measures and incorporates data-based decisions | Implement a campus-wide academic review policy that supports long-range plan measures and incorporates data-based decisions |
| Inefficient sharing of alumni data across offices to assess the success of graduates | Continue work started to survey and track graduates through a centrally-maintained database available for query |
| Inconsistent use of available information to assess and improve student learning | Request academic units to take more responsibility for using assessment results to improve curriculum and student learning experiences |
| Current environmental scanning is limited in scope and is diffuse | Improve coordination and broaden use of systematic environmental scanning to monitor changing social and economic conditions of state/region in order to better serve constituents |

# Summary

## Conclusion

In summary, the Steering Committee views the preparation of the long-range plan, *Daring to Excel*, as part of the 2005 Self-Study. Another part of the Self-Study evaluated the degree to which Southwest Missouri State University, now Missouri State University, meets the HLC Criteria and Core Components.  The preparation of *Daring to Excel* and the Self-Study Report was a collaborative effort involving both internal and external constituents. The two processes complemented one another by providing a comprehensive portrait and guide for the future.  The results not only provide convincing documentation that Missouri State University meets all the Criteria for Accreditation but also benefit the University as it continues to plan, implement, and evaluate changes designed to increase services needed by its many constituencies.

During the past decade the University has maximized the use of its resources, made significant changes in its curriculum, increased the number of graduate programs, adjusted services to community requisites, and striven to be both student centered and future oriented.  The Self-Study Report demonstrates that the University operates at a level of excellence that merits continuing accreditation by the Higher Learning Commission.

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## Table 3.1: Revenues (in dollars), Fiscal Years 2000-2004

| | FY2000 | FY2001 | FY2002* | FY2003* | FY2004 |
|---|---|---|---|---|---|
| **Operating Revenues** | | | | | |
| **Student Fees** | 54,987,913 | 58,883,096 | 43,138,165 | 49,225,879 | 54,901,269 |
| **Sales & Services of Educ. Activities** | 6,626,124 | 7,166,762 | 10,310,658 | 10,873,447 | 10,904,146 |
| **Federal Grants and Contracts** | 13,896,628 | 14,033,525 | 17,338,151 | 18,117,546 | 20,387,772 |
| **State Grants and Contracts** | 4,627,411 | 5,351,865 | 5,959,910 | 4,793,144 | 4,838,503 |
| **Private Grants and Contracts** | 3,584,999 | 4,667,880 | 3,448,086 | 4,120,592 | 4,445,874 |
| **Sales & Services of Aux. Enterprises** | 22,337,948 | 23,105,777 | 24,472,559 | 25,774,958 | 27,421,720 |
| **Other Sources** | 5,852,834 | 7,931,589 | 6,118,540 | 2,769,818 | 2,717,964 |
| | | | | | |
| **Total Operating Revenues** | **111,913,857** | **121,140,494** | **110,786,069** | **115,675,384** | **125,617,248** |
| **Non-Operating Revenues** | | | | | |
| **State Appropriations and Payments** | 83,034,719 | 84,714,466 | 73,949,654 | 75,228,005 | 75,441,324 |
| **Gifts** | ¾ | ¾ | 2,330,843 | 2,245,431 | 2,655,775 |
| **Investment Income** | ¾ | ¾ | 1,706,334 | 1,036,038 | 630,935 |
| **Interest on Capital Asset-Related Debt** | ¾ | ¾ | -2,941,323 | -2,820,473 | -2,565,871 |
| **Other Non-Operating Rev. & Exp.** | ¾ | ¾ | 139,941 | 5,658 | ¾ |
| **Gains on Disposal of Fixed Assets** | ¾ | ¾ | -34,644 | 32,918 | -79,895 |
| | | | | | |
| **Total Non-Operating Revenues** | **83,034,719** | **84,714,466** | **75,150,805** | **75,727,577** | **76,082,268** |
| | | | | | |
| **Total of All Revenues** | 194,948,576 | 205,854,960 | 185,936,874 | 191,402,961 | 201,699,516 |

*The University used the new required GASB rules of accounting set out in GASB Bulletin #35.*
*Source: SMSU Financial Reports (Baird, Kurtz, & Dobson)*

**Return to section.**

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