

Development of the Self-Study

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About HLC Accreditation

For an overview of this accreditation process, please review the [2005 Self-Study and Site Visit presentation](#) given by Bill Cheek, chair of the Higher Learning Commission Steering Committee. *You will need [PowerPoint plug-in](#) to view this presentation.*

- ▶ Higher Learning Commission Mission Statement:
"Serving the common good by assuring and advancing the quality of higher learning."
- ▶ [Higher Learning Commission \(HLC\)](#)
 - ▶ A voluntary, non-governmental, regional accrediting organization founded in 1895
 - ▶ Over 1,000 member institutions in 19 states
 - ▶ Formerly known as the North Central Association (NCA)
 - ▶ Changed to the Higher Learning Commission (HLC) in 2001
- ▶ Higher Learning Commission accredits the institution not individual programs
- ▶ Missouri State University—by various names—has been continuously accredited by the NCA/HLC since 1915
- ▶ The [Self-Study](#) and 2005 site visit must address:
 - ▶ Five Criteria
 - ▶ Twenty-one Core Components
 - ▶ Four Categories of Operational Indicators (annual reporting)
- ▶ [Five Criteria](#)
 - ▶ Mission and Integrity
 - ▶ Preparing for the Future
 - ▶ Student Learning and Effective Teaching
 - ▶ Acquisition, Discovery, and Application of Knowledge
 - ▶ Engagement and Service
- ▶ HLC "Position Statements" must be addressed in Self-Study
 - ▶ [Commission Statement on Diversity](#)
 - ▶ [Commission Statement on General Education](#)
 - ▶ [Commission Statement on Assessment of Student Learning](#)
- ▶ [New Criteria](#)
 - ▶ Missouri State University be among the first institutions to be evaluated using recently revised and adopted criteria
 - ▶ Much different from previous criteria
- ▶ Fundamental Shifts from Old Criteria and Previous Self-Studies
 - ▶ From inputs and resources to *results*
 - ▶ From teaching to *teaching and learning*
 - ▶ From a look backward to a *future focus*
 - ▶ From autonomy to *connection and collaboration*
 - ▶ From uniformity/stratification to *distinctiveness, flexibility, and differentiation*
- ▶ Previous self-studies were snapshots of the past ten years; the 2005 self-study will show that Missouri State University is poised for the future
 - ▶ Must demonstrate that Missouri State University is future-oriented, learning-focused, connected, and distinctive
 - ▶ [New Criteria](#) reflect what is happening at Missouri State University
- ▶ How do we write a self-study that assures peer institutions of our distinctive quality and advances the work and purposes of Missouri State University?
 - ▶ [Use existing committees](#) to fullest extent possible
 - ▶ Minimize duplication in 2005 self-study and the next long-range plan [Daring to Excel](#)
 - ▶ [Daring to Excel](#) will be submitted as Part One of self-study; Part Two will be the summary evaluation

Criteria for Accreditation

The [Higher Learning Commission](#) recently reorganized its criteria for accreditation under five major headings, which define necessary attributes Missouri State University must have to be accredited by the Commission. Below are the criteria statements and the associated core components:

Criterion One: Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

- 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.
- 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- 1c. Understanding of and support for the mission pervade the organization.
- 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- 1e. The organization upholds and protects its integrity.

Criterion Two: Preparing for the Future. The organization'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.

- 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.
- 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Criterion Three: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

- 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- 3b. The organization values and supports effective teaching.
- 3c. The organization creates effective learning environments.
- 3d. The organization's learning resources support student learning and effective teaching.

Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

- 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply

knowledge responsibly.

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.




5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

5d. Internal and external constituencies value the services the organization provides.

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Resources

Many resources will be used during the self-study process:

-  [Previous long-range plans](#)
-  [Annual Report of Performance Measures](#)
-  [Public Affairs mission](#)

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Self-Study Design

*Higher Learning Commission, Self-Study and 2005 Site Visit
Missouri State University, Springfield, Missouri*

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Preface

Missouri State University (Missouri State University) has been continuously accredited by the North Central Association since 1915. During the 90 year relationship, both the University and the Association have experienced many changes. Missouri State University has evolved from a small district normal school to a comprehensive university serving the state of Missouri, the nation, and beyond. Now the second largest university in the state, Missouri State University offers approximately 150 undergraduate and more than 40 masters level programs. The University also offers one cooperative doctorate in addition to a stand-alone professional doctorate. As an institution that plans for the future, Missouri State University embraces the recently adopted [Criteria for Accreditation](#) and looks forward to using these in preparing the 2005 Self-Study and the resulting evaluation.

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Self-Study Goal and Objectives

(approved 11/14/03 by [HLC Steering Committee](#))

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.

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 University is mission focused and guided by a long-range vision.

Four objectives will guide the self-study process. These are:

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.

*Missouri State University-West Plains is an open-enrollment, two-year institution separately accredited by the Higher Learning Commission and is not included in this self-study.

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Self-Study Process

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 Missouri State University President John Keiser was to monitor the progress made by Missouri State in addressing concerns enumerated in the 1995 Site Team Report. The NCA/HLC Review Committee reported annually to the Administrative Council. Additionally, the NCA Review Committee was asked to monitor changes in Commission policy, statements, and, more recently, criteria for accreditation and to report any changes to the University community. To this end, at least one representative from Missouri State 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 attendance at meetings and monitoring policy changes. It should be noted that representatives from Missouri State University have conducted two workshops and presented three papers at the annual meetings since 1996 ([Appendix 1](#)).

The [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. The Steering Committee met monthly during 2003, increasing to twice monthly in 2004. Beginning in June 2004, the Steering Committee will meet weekly.

Developing a feature of the 1995 self-study, the Steering Committee chose to link the 2005 self-study and the University's continuing long-range planning process. This linkage has been endorsed by President Keiser and the Administrative Council. As can be seen from the self-study timeline, both the self-study and the next long-range plan, [Daring to Excel](#), officially began in January 2004. The Criteria for Accreditation were made a part of the planning process and will be distributed to the campus community as work progresses on both efforts <https://www.missouristate.edu/daringtoexcel/> and <https://accreditation.missouristate.edu>. Preparation for both the long-range plan and the 2005 Self-Study will use existing committees to the fullest extent and with as little duplication of effort as possible. A set of "core questions" will be used as both processes proceed. The Steering Committee intends that [Daring to Excel](#) will be Part I of the 2005 Self-Study. Part II will evaluate the degree to which Missouri State University meets the HLC Criteria and Core Components as well as evaluate the University's ongoing planning efforts. The result should not only provide convincing documentation that Missouri State University meets all [Criteria for Accreditation](#), but also prove beneficial to the University as it continues to plan, implement, and evaluate changes to better meet the needs of its many constituencies.

See the [timeline for the 2005 self-study and the next long-range vision and five-year plan](#). You need [Adobe Acrobat Reader](#) to view and print this document.

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Proposed Structure of Committees

The HLC Steering Committee will direct the self-study process. The membership of the Steering Committee is listed below:

Higher Learning Commission Steering Committee 2005 Self-Study and Site Visit

- ▶ Dr. Jim Baker, Executive Assistant to the President
- ▶ Dr. Barbara Bushman, Associate Professor of Health, Physical Education and Recreation; Associate Dean, Graduate College
- ▶ Dr. John Catau, Professor of Geography, Geology and Planning; Associate Dean, University College
- ▶ Dr. Tom Dicke, Associate Professor of History
- ▶ Dr. Frank Einhellig, Professor of Biology; Associate Vice President for Academic Affairs and Dean of the Graduate College*
- ▶ Dr. Sue George, Professor and Director, Early Childhood and Family Development
- ▶ Dr. Tammy Jahnke, Professor and Head, Chemistry*
- ▶ Dr. Martha Kirker, Director, Center for Assessment and Instructional Support*
- ▶ Dr. Etta Madden, Associate Professor of English
- ▶ Dr. Pete Richardson, Professor of Management
- ▶ Dr. Roger Sell, Professor of Educational Administration; Director, Academic Development Center
- ▶ Dr. Lois Shufeldt, Professor of Marketing; Chair of Faculty Senate*
- ▶ Mr. Don Simpson, Assistant Vice President for Enrollment Services
- ▶ Dr. Bill Cheek, Chair of Steering Committee, Professor of Geography, Geology and Planning; Associate Dean, Natural and Applied Sciences*

*Members of 1995 North Central Association Steering Committee

HLC Review Committee (1997-present) and Executive Committee, 2005 Self-Study Steering Committee: Jim Baker, Frank Einhellig, Martha Kirker, Lois Shufeldt, Bill Cheek, Chair

Serving on both HLC Steering Committee and University Planning Advisory Committee: Jim Baker, Roger Sell, Lois Shufeldt, and Bill Cheek.

Existing University committees will be used where possible to prepare the Self-Study report. With 627 faculty and staff serving on 92 committees, there should be little trouble finding appropriate committees to address the [Criteria and Core Components](#). There are additional student committees established by the Student Government Association. It is the intent of the Steering Committee that task forces formed exclusively for completion of the Self-Study will be held to a minimum. A listing of all University standing committees as well as membership on these committees may be found in the [2003/2004 Committee Handbook](#).

In 2003 the Steering Committee became familiar with the recently adopted Criteria for Accreditation and corresponding Core Components; identified existing University committees most appropriate to address various core components and located many data sources ([Appendix 2](#)). In addition, in order to increase access to documents and sources of data, the Committee began establishing a permanent electronic resources room. This work began during preparation for the 2003 NCATE site visit. Since then, leaders in the NCATE effort as well as those coordinating AACSB, HLC, and the University's long-range planning efforts have formed a task force with the University's Information Services to assure the electronic resources room becomes operational. The intent is for the electronic resources room to be accessible for all program, college-wide, and institutional accreditation efforts.

A set of [Annual Performance Measures](#) were used to assess progress in meeting the stated goals of both [Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan \(1995-2000\)](#) and [Countdown to the Missouri State University Centennial: A Long-Range Vision and Six-Year Plan \(2000-2006\)](#). Many of the existing annual performance measures used to evaluate progress in meeting goals outlined in [Countdown to the Centennial](#) can be used to document that Missouri State University meets the Criteria for Accreditation. An interactive index of the Criteria/Core Components and the annual performance measures is found in [Appendix 3](#).

Following are examples of charges that will be provided to specific standing university committees. Also included are listings of current committee membership. Two standing committees (the Committee on General Education and Interdisciplinary Programs

and the Assessment Council), one elected body ([Faculty Senate](#)), and one committee appointed by the Missouri State University President (University Planning Advisory Committee) were chosen as examples for inclusion in this Self-Study Design.

- ▶ [Example 1: Committee on General Education and Interdisciplinary Programs \(CGEIP\)](#)
- ▶ [Example 2: Assessment Council](#)
- ▶ [Example 3: Faculty Senate and Faculty Senate Committees](#)
- ▶ [Example 4: University Planning Advisory Council](#)

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Example 1: Committee on General Education and Interdisciplinary Programs (CGEIP)

Purpose

This committee shall act upon all curricular proposals affecting the General Education Program as well as courses and programs offered collaboratively by Academic Departments/Schools in two or more colleges (i.e., Intercollegiate programs not routed to Professional Education Committee or Graduate Council).

This committee is empowered to approve curricular proposals, reject and return proposals to the College Council(s) that submitted it/them, or amend and approve the proposals.

2003-2004 Membership

College of Arts and Letters

Tom Dickson, Communication and Mass Media
Larry George, Modern and Classical Languages

College of Business Administration

Duane Moses, Computer Information Systems
Vinay Garg, Management

College of Education

Betty Evans, Library Science
Charlotte Dugan, Library Science

College of Health and Human Services

Barbara Turpin, Psychology
David Oatman, Hospitality and Restaurant Administration

College of Humanities and Public Affairs

Joe Bell, Economics
Ahmed Ibrahim, History

College of Natural and Applied Sciences

William Corcoran, Chair, Geography, Geology and Planning
Ed Matthews, Computer Science

Steering Committee Charges to the Committee for General Education and Intercollegiate Programs (CGEIP)

1. Show how the University's general education program is designed in alignment with the University's mission.
2. What steps are taken by CGEIP to ensure that the general education program successfully contributes to the accomplishment of the University's mission?
3. What steps are taken by CGEIP and the participating departments to ensure that the classes comprising the general education program contribute to student learning?
4. What features of the University's general education program and its oversight by CGEIP could be improved? How can this be accomplished?

Example 2: Assessment Council

Purpose

(1) To consult with and advise the Director of the Center for Assessment and Instructional Support; (2) to report to the Faculty Senate the purpose, nature, scope and author of mandated University assessment activities and to recommend tools and methods for compliance with such; (3) to assist the academic departments and other units, as requested, in the development and execution of assessment strategies; and (4) to provide advice and counsel to the Faculty Senate and to Academic Affairs in matters of instructional support at Missouri State University.

2003-04 Membership

College of Arts and Letters

Dianne Strickland, Art and Design

Sam Dyer, Communication

College of Business Administration

Peter Richardson, Management

Walt Nelson, Finance and General Business

College of Education

Beth Hurst, Teacher Education

Pat Van Velsor, Counseling

College of Health and Human Services

Donald Fisher, Psychology

Ralph Rice, Physicians Assistant

College of Humanities and Public Affairs

Dennis Hickey, Political Science

Marvin Prosono, Sociology

College of Natural and Applied Sciences

Tom Moeglin, Geography, Geology and Planning

Lynda Plymate, Mathematics

Academic Administration

Roger Sell, Academic Development Center

John Catau, University College

Other Voting Members

Martha Kirker, Assessment and Instructional Support

Susan Cohen, Continuing Education

Paul Langston, Institutional Research

James Baker, Assistant to the President

Steering Committee Charges to the Assessment Council

1. Describe how the Assessment Council's activities support the University mission.
2. Provide an overall evaluation of the unit assessment plans across the University and how those plans are reviewed by the Council.
3. Describe the long-term plan for "Improved Learning and Assessment" and how that plan was developed.

Example 3: Faculty Senate and Faculty Senate Committees

Membership

The Missouri State University Faculty Senate is comprised of one representative for each department, one for each faculty rank, and the executive committee for 53 voting plus 9 non-voting members. The 2004-2005 roster may be found at <https://www.missouristate.edu/acadaff/fsenate/>

Example Steering Committee Charges to Faculty Senate

1. How does the Faculty Senate ensure integrity in academic programs?
Assignment: Academic Relations Committee
2. How do faculty help assure competent faculty are hired, reappointed, promoted, and granted tenure?
Assignment: Faculty Concerns Committee
3. How do the faculty link shared governance with curriculum development, assessment, and strategic planning?
Assignment: Executive Committee

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Example 4: University Planning Advisory Council

Membership

*Jim Baker, Assistant to the President, Chair
John Keiser, Missouri State University President
Don Aripoli, Vice President, Student Affairs
John Black, Missouri State University General Counsel
Greg Burris, Vice President, Administration and Finance
Kent Kay, Chief Financial Officer
Paul Kincaid, Associate Vice President, University Advancement
John McAlear, Director, Internal Audit
Greg Onstot, Vice President, University Advancement
Kathy Pulley, Associate Vice President, Academic Affairs
Bruno Schmidt, Vice President, Academic Affairs
John Strong, Assistant to the President
Kent Thomas, Chancellor, Missouri State University-West Plains
Jim Giglio, Chair, Faculty Senate
*Lois Shufeldt, Chair-Elect, Faculty Senate
Rhonda Ridinger, Chair, Faculty Senate Budget and Priorities Committee
Tom Tomasi, Chair, Graduate Council
Ron Fairbairn, Representative of the Deans
Phil Nichols, Chair, Staff Senate
Diana Garland, Chair-Elect, Staff Senate
Lisa McEowen-LeVangie, Chair, Staff Senate Budget and Priorities Committee
Rafiel Warfield, President, Student Government Association
Andrea Smith, Vice President, Student Government Association
*Bill Cheek, Higher Learning Commission (HLC) Steering Committee
*Roger Sell, Director, Academic Development Center

*Member HLC Steering Committee

Steering Committee Charges to UPAC

1. UPAC will conduct a coordinated planning process centering on the university's mission and that mission will help define vision, values, goals and strategic priorities for the university. The planning process will be coordinated with the Higher Learning Commission Self-Study.
2. UPAC will 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.
3. UPAC will collect evidence to demonstrate that the university has met continues to meet the goals developed in its long-range plan.
4. UPAC will develop a long-range plan that takes into account emerging factors such as technology, demographic shifts and globalization that will impact Missouri State University during the next five years.
5. UPAC will 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/or renovated).
6. UPAC will develop performance measures specific to the long-range plan which 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.

Report Outline

The Steering Committee proposes two major parts to the 2005 Self-Study report. Part One will be the new long-range plan, *[Daring to Excel](#)*. Part Two will be divided into two major sections. The first section will be an evaluation of the University's planning processes as defined by the Self-Study's overarching goal, "...the overriding goal of the self-study is to show that Missouri State University is mission focused and guided by a long-range vision."

The other major section of Part 2 will be documentation and accompanying evaluation demonstrating that Missouri State University fulfills all [Criteria for Accreditation](#) and is deserving of continuing accreditation by the Higher Learning Commission. Because of the interrelated nature of the Criteria, Part 2 of the Self-Study Report will be organized around the Four Cross-Cutting Themes.

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Summary

Additional information and updates about the self-study 2005 site visit may be found on the [HLC Self-Study Web](#).

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Papers Presented at NCA/HLC Annual Meetings by Missouri State University Faculty and Staff 1996-2003

William H. Cheek. "Writing the Self-Study Report," Workshop for North Central Association Self-Study Coordinators, Annual Meeting, North Central Association, Chicago, March 23, 1996.

*William H. Cheek. "There is One Year to Go: Now What?," Mentor Group for Continuing Coordinators, Workshop for North Central Association Self-Study Coordinators, Annual Meeting, North Central Association, Chicago, April 19, 1997.

*William H. Cheek and James E. Baker. "Plan Implementation by Continuous and Very Public Performance Evaluation," Annual Meeting, North Central Association of Colleges and Schools, Chicago, April 4, 2000.

*William H. Cheek, James E. Baker, and Dennis Lancaster. "Maintaining Institutional Integrity While Operating an International Branch Campus: Linking Institutional Mission, Values, and Accountability," Annual Meeting, Higher Learning Commission (North Central Association), Chicago, April 1, 2002.

*John C. Catau, William H. Cheek, and James E. Baker. "Creating and Implementing a More Focused and Effective General Education Program," Annual Meeting, Higher Learning Commission, Chicago, April 15, 2003.

*Papers included in *A Collection of Papers on Self-Study and Institutional Improvement* 1997, 2000, 2002, and 2003.

This document is included as Appendix 1 in the [Self-Study Design](#).

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Possible Data Sources and Committee Assignments (includes examples of evidence)

Included within each of the following criterion are the associated core components, examples of evidence and possible data sources. Also included are possible committee assignments—for the most up-to-date information, please access the [actual University unit/committee assignments](#).

[Criterion One: Mission and Integrity](#)

[Criterion Two: Preparing for the Future](#)

[Criterion Three: Student Learning and Effective Teaching](#)

[Criterion Four: Acquisition, Discovery, and Application of Knowledge](#)

[Criterion Five: Engagement and Service](#)

This document is included as Appendix 2 in the [Self-Study Design](#).

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Criterion One: Mission and Integrity

Criterion Statement: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

Examples of Evidence

- ▶ The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define the organization's mission. *Board minutes will reveal when; Performance Measures, Statewide Mission in Public Affairs; Welcoming the 21st Century; Countdown to the Centennial;*
- ▶ The mission, vision, values, and goals documents define the varied internal and external constituencies the organization intends to serve. *In broad terms. We are a public, metropolitan university with a statewide public affairs mission that also serves SW Missouri whose purpose is to develop educated persons; Performance Measures; Assessments of various kinds; trend toward allied health programs requiring advanced level such as AuD; emphasis on high qualifications for students taking licensure exams;*
- ▶ The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning. *Selective admissions, Honors College, program accreditations, improved retention, increasing number of graduate programs and proportion of graduate enrollment; Assessments;*
- ▶ The mission documents state goals for the learning to be achieved by its students. *Yes, when "Annual Performance Measures" is included as a mission document; Assessment Plan; Program assessments;*
- ▶ The organization regularly evaluates and, when appropriate, revises the mission documents. *After evaluation of "Welcoming...", the mission was revised to a "Public Affairs Mission" with five themes in "Countdown..."; progress report of Welcoming found in Countdown; progress report of Countdown will be part of Daring to Excel; feedback from previous long-range plans will guide Daring; also roundtables and discussion with constituencies;*
- ▶ The organization makes the mission documents available to the public, particularly to prospective and enrolled students. *Online and in paper format, desk placards, catalog, etc.*

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Examples of Evidence

- ▶ In its mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission. *Goal of 7% minority student enrollment; Diversity in teacher education; part of a "global society"; Multicultural Resources Center (newsletter "The Source"); International Student Services; Public metropolitan university; State of the University addresses; Minority Student Recruitment Plan; Affirmative Action Employment Plan;*
- ▶ The mission documents present the organization's function in a multicultural society.
- ▶ The mission documents affirm the organization's commitment to honor the dignity and worth of individuals. *Statement of Community Values; Public Affairs Mission; Definition of an "educated person"; Academic Freedom; Grants that have emphasized economic diversity; TRIO grants and offices; Upward Bound; Free Speech Policy;*
- ▶ The organization's required codes of belief or expected behavior are congruent with its mission. *See above; Faculty Handbook; Staff Handbook; Statement of Community Values;*
- ▶ The mission documents provide a basis for the organization's basic strategies to address diversity. *Affirmative Action;*

"Countdown . . ."; *Annual Performance Measures; Program Accreditation Reports;*

Core Component 1c: Understanding of and support for the mission pervade the organization

Examples of Evidence

- ▶ The board, administration, faculty, staff, and students understand and support the organization's mission. *Might bring in Purpose to develop educated persons;*
- ▶ The organization's strategic decisions are mission-driven. *Review of "Welcoming..."; Annual Performance Measures; budgets;*
- ▶ The organization's planning and budgeting priorities flow from and support the mission. *Review of "Welcoming..."; "Countdown..." and Annual Performance Measures; annual budget and 3-year budget process; What about use of assessment results;*
- ▶ The goals of the administrative and academic sub-units of the organization are congruent with the organization's mission. *College, VP units, department plans, center plans; Performance Measures; Use of assessment results;*
- ▶ The organization's internal constituencies articulate the mission in a consistent manner. *See above; recruitment materials; webpages;*

Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Examples of Evidence

- ▶ Board policies and practices document that the board's focus is on the organization's mission. *Board minutes; Board approved documents (plans, budgets, etc.);*
- ▶ The board enables the organization's chief administrative personnel to exercise effective leadership. *Board minutes; Delegation of authority; organizational charts; Other?*
- ▶ The distribution of responsibilities as defined in governance structures, processes, and activities, is understood and is implemented through delegated authority. *Administrative Council; Academic Council, College department heads meetings; Annual Performance Measures; Organizational charts; Faculty Handbook; Planning documents;*
- ▶ People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities. *Best way to address this?*
- ▶ Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes. *Faculty Senate; Graduate Council; College Councils; Faculty Handbook; Curriculum is under faculty control;*
- ▶ Effective communication facilitates governance processes and activities. *e-Essentials; Focus; Missouri State Magazine; Administrative Council; Academic Council; State of University Addresses;*
- ▶ The organization evaluates its structures and processes regularly and strengthens them as needed. *"Welcoming..."; "Countdown..."; Annual Performance Measures; Periodic realignment (IDM to COBA; CFS to CNAS; establishing School of Agriculture);*

Core Component 1e: The organization upholds and protects its integrity.

Examples of Evidence

- ▶ The activities of the organization are congruent with its mission.
- ▶ The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty. *Board bylaws; Board minutes; Legal Counsel;*

- ▶ The organization understands and abides by local, state, and federal laws and regulations applicable to it (or by laws and regulations established by federally-recognized sovereign entities.) *Missouri Revised Statutes; Missouri State Legal Counsel; open meetings laws and observance; Web Site;*
- ▶ The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies. *Board minutes; Affirmative Action Office and statements; Statement of Community Values; grievance procedures; hiring guidelines; Student and Staff Grievance policies;*
- ▶ The organization's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities. *Affirmative Action; Integrity Council; Missouri State Legal Counsel; Board Approved Policies;*
- ▶ The organization deals fairly with its external constituents. *Business contracts of various kinds; contract procedures; Purchasing policies; Internal Audit reports to the Board;*
- ▶ The organization presents itself accurately and honestly to the public. *Websites; news releases; press review; legislative hearings;*
- ▶ The organization documents timely response to complaints and grievances, particularly those of students. *Records of proceedings (as allowed by privacy regulations);*

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Criterion Two: Preparing for the Future

Criterion Statement: The organization'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.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Examples of Evidence

- ▶ The organization's planning documents reflect a sound understanding of the organization's current capacity. *"Welcoming" and "Countdown"; annual budget and 3-year budgeting process; Annual Performance Measures; Assessment reports;*
- ▶ The organization's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization. *Enrollment Management Plan; international campuses; International Student Services; Graduate College; Technology Plan*
- ▶ The organization's planning documents show careful attention to the organization's function in a multicultural society. *Long range plans; Annual Performance Measures; Multicultural Student Services; programmatic "globalization" requirements;*
- ▶ The organization's planning processes include effective environmental scanning. *If this means "do we check things", yes.*
- ▶ The organizational environment is supportive of innovation and change. *For public institutions, yes; Specific examples? IDM to COBA? CFS to CNAS? CASE? OEWR? OPHI? Establishing branch campuses in China?*
- ▶ The organization incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue. *Ozarks Studies Center; Ozarks Watch; Centennial Celebration;*
- ▶ The organization clearly identifies authority for decision making about organizational goals. *Board; Administrative Council; Faculty Senate; Academic Council; VP Units;*

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Examples of Evidence

- ▶ The organization's resources are adequate for achievement of the educational quality it claims to provide. *Annual budgets over past X number of years; budget specific to Academic Affairs; Long-range plans; Annual Performance Measures; Reports from CAIS; graduate programs (number, growth, and type); perhaps faculty salaries compared to peer institutions;*
- ▶ Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education it provides. *Annual budgets over past X number of years; budget specific to Academic Affairs; Long-range plans; Annual Performance Measures; Reports from CAIS; graduate programs (number, growth, and type); perhaps faculty salaries compared to peer institutions;*
- ▶ The organization uses its human resources effectively. *Faculty numbers, terminal degrees, retention, salaries, ratios; some staff measure;*
- ▶ The organization intentionally develops its human resources to meet future changes. *Faculty and staff development activities and budget; technology; Department and College hiring plans; Affirmative Action Plans and Office;*
- ▶ The organization's history of financial resource development and investment documents a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new and renovated facilities). *Above plus capital improvement plans; Land use visioning;*
- ▶ The organization's planning processes are flexible enough to respond to unanticipated needs for program reallocation,

downsizing, or growth. *Budgets; state allocations; long range plans; Annual Performance Measures; Periodic reorganization;*

- ▶ The organization has a history of achieving its planning goals. *"Welcoming..."; review of "Welcoming..." and development of "Countdown..."; Annual Performance Measures;*

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement. This component seems to concern institutional assessment more than academic assessment

Examples of Evidence

- ▶ The organization demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness. *Annual Performance Measures;*
- ▶ The organization maintains effective systems for collecting, analyzing, and using organizational information. *Annual Performance Measures;*
- ▶ Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement. *Annual Performance Measure; Performance Measures; Periodic reviews; Budgets;*
- ▶ Periodic reviews of academic and administrative sub-units contribute to improvement of the organization. *CBHE five-year reviews; internal program reviews (completed Spring 2004); Annual Performance Measures;*
- ▶ The organization provides adequate support for its evaluation and assessment processes. *Annual Performance Measures; Reports and budget of CAIS; Charts Q and R;*

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Examples of Evidence

- ▶ Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the organization. *Long range planning efforts; Annual Performance Measures; budgets;*
- ▶ Planning processes link with budgeting processes. *See above;*
- ▶ Implementation of the organization's planning is evident in its operations. *Review of "Welcoming..."; Annual Performance Measures;*
- ▶ Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments. *See above;*
- ▶ Planning documents give evidence of the organization's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist. *Long range planning efforts; reports of CAIS; budgets; Charts Q and R;*
- ▶ The planning processes involve internal constituents and, where appropriate, external constituents. *See above;*

Criterion Three: Student Learning and Effective Teaching

Criterion Statement: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its education mission. (*Need to tie responses to "educational mission," need to document improvement ("Conceptual Framework" from ADC FIPSE Grant, Assessment Reporting Matrix from CAIS)*)

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each education program and make effective assessment possible.

Examples of Evidence

- ▶ The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each. *Contained in Assessment Reports (CAIS), latest request sent out 2/14/03; graduate courses (600 above) differentiated from undergraduate (100-400), Graduate Council requirements for differentiation between undergraduate and graduate classes;*
- ▶ Assessment of student learning provides evidence at multiple levels: course, program, and institutional. *COBA (AACSB), CED (NCATE & DESE), General Education Report Matrix (CIGEP). Performance Measures for institutional assessment, (See "Assessment Report Matrix"—Martha Kirker)*
- ▶ Assessment of student learning includes multiple direct and indirect measures of student learning. *Several CAIS Reports (employer, etc.); student evaluation of instruction (most departments and faculty); clinical, intern, and coop experiences; service learning classes*
- ▶ Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves. *Assessment Reports (CAIS), Chart Q, Chart R, Program Reviews; available to all who are interested;*
- ▶ The organization integrates into its processes for assessment of student learning and uses the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams; placement rates; transfer rates). *Performance Measures, individual departments, Program Reviews, CBHE Reports (from variety of sources), Programmatic Accreditation Reports*
- ▶ The organization's assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs. *Continuing Education? Need to check to determine kinds of assessment for noncredit programs; licensure exams in certain programs (teacher certification, nursing, PT, PA, NA, EAD, CPA, AICP); PRAXIS exam.*
- ▶ Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved. *Assessment Plan for each department, faculty ownership; CIGEP; CASL; course syllabi, student evaluation of instruction.*
- ▶ Faculty and administrators routinely review the effectiveness of the organization's program to assess student learning. *Assessment Council, periodic program review, Performance Measures; thesis database (Graduate College); growth in graduate programs since 1995 (in long-range plans).*

(This pattern of evidence could be identified as a current weakness and needs to be done.)

Core Component 3b: The organization values and supports effective teaching.

Examples of Evidence

- ▶ Qualified faculty determine curricular content and strategies for instruction. Part of faculty governance (College Councils, Faculty Senate, Graduate Council); Graduate Faculty status
- ▶ The organization supports professional development designed to facilitate teaching suited to varied learning environments. Academic Development Center, workshops, CASTL, Showcases, Departmental mentoring programs, CASL

- ▶ The organization evaluates teaching, recognizes effective teaching, and provides services to support improved pedagogies. Student evaluation of instruction, annual university and college awards, ADC, individual departments and colleges
- ▶ The organization demonstrates openness to innovative practices that enhance learning. Academic Development Center, Data from various sources, FFR Grants, CASTL, CASL, Instructional Technology, Showcase on Teaching, Showcase on Research; Sabbaticals; formal training for graduate assistants; University Grants, Faculty Research Grants; Graduate Student Forum
- ▶ The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction. Academic Development Center, Showcase on Teaching, CASTL, CASL, Individual Departments and Colleges
- ▶ Faculty members actively participate in professional organizations relevant to the disciplines they teach. survey of departments (annual reviews of faculty by department heads); Faculty Activity Survey;

Core Component 3c: The organization creates effective learning environments.

Examples of Evidence

- ▶ Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services. CAIS, Graduate Council, CEGIP, LDC, DLIT
- ▶ The organization provides an environment that supports all learners and respects the diversity they bring. Academic freedom statements, "Community of scholars", Graduate Student Interdisciplinary Forum; Public Affairs Mission, (differing learning styles)
- ▶ Advising systems focus on student learning, including the mastery of skills required for academic success. Academic, COBA, CED, other advisement centers, Master Advisor Program, Advisors Forum, continuing education requirements to remain Master Advisor; advising and mentoring of graduate students
- ▶ Student development programs support learning throughout the student's experience regardless of the location of the students. IDS Courses, IDS Training, Career Services, Counseling Center, Diagnostic Learning Center, Writing Center, Satellite campuses, Distance Learning; Graduate Student Interdisciplinary Forum
- ▶ The organization employs, when appropriate, new technologies that enhance effective learning environments for students. ADC, IMS, DLIT, Departments and Colleges, limited number of "Smart Rooms"
- ▶ The organization's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning. Performance Measures, Chart Q, Assessment Council, Administrative Council, Board of Governors

Core Component 3d: The organization's learning resources support student learning and effective teaching.

Examples of Evidence

- ▶ The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching. Provide summary, Writing Center, ADC, See items listed above
- ▶ The organization evaluates the use of its learning resources to enhance student learning and effective teaching. Advisory Committees, Resources for Teaching (list), Resources for Learning (list), (tracking may be a weakness)
- ▶ The organization regularly assesses the effectiveness of its learning resources to support learning and teaching. Advisory Committees; formalized assessment of online programs
- ▶ The organization supports students, staff, and faculty in using technology effectively. ITMS under Academic Affairs; Gateway Lab, DLIT, availability and required use of online instructional designer for online course development; Computer Services Help Desk; SCUF computer allocation and reallocation; What is available in Colleges and Departments, Online Syllabi
- ▶

The organization provides effective staffing and support for its learning resources. ADC, Writing Center, CASL; collaborative endeavors for graduate programs; see also items listed above

- ▶ The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness. Cooperative education and internships, CASL, Clinicals, Student Teaching,
- ▶ Budgeting priorities reflect that improvements in teaching and learning is a core value of the organization. Awards, Promotion and Tenure, ADC, Showcases, FFR Grants; Office of Sponsored Research (grants writer); Grants Management System; Academic Integrity Council; Programmatic Accreditation

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Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criterion Statement: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission. (*Criterion Four includes General Education*)

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning. *Not same as "life-long learning"*

Examples of Evidence

- ▶ The board has approved and disseminated statements supporting freedom of inquiry for the organization's students, faculty, and staff, and honors those statements in its practices. *Cite "academic freedom statement" in catalogs (Graduate – p 238; Undergrad – p 11; Faculty Handbook – pp 23-24)*
- ▶ The organization's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff. *Cite annual budget allocations; Performance Measures; Academic Budgets; Student Affairs budgets;*
- ▶ The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff. *Cite New Faculty Orientation; Graduate Assistant Orientation; development workshops, Academic Development Center, past activities of Faculty Development Coordination Committee*
- ▶ The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge. *Foundation, University, and College awards for excellence in Teaching, Research, and Service; departmental and college "outstanding student" awards; Student Affairs student achievement awards*
- ▶ The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research. *Listings from departments and colleges; Interdisciplinary Forum; Missouri Academy of Science, etc.; recently prepared scholarly activities report to Academic Affairs;*
- ▶ The organization and its units use scholarship and research to stimulate organizational and educational improvements. *See above and document*

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs. *Includes General Education*

Examples of Evidence

- ▶ The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society. *General Education Goals and structure; CGEIP assessment reports; Service Learning; Cooperative Education; Internships*
- ▶ The organization regularly reviews the relationship between its mission and values and the effectiveness of its general education. *CGEIP assessment reports; department documentation for individual general education courses; Assessment;*
- ▶ The organization assesses how effectively its graduate programs establish a knowledge base on which students develop depth of expertise. *Department assessment of graduate programs; Interdisciplinary Forum; Graduate Council reports; Graduate College; Program improvements based on assessment results;*
- ▶ The organization demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility. *Service Learning, Cooperative Education, and internships; Student Affairs-sponsored service activities; Campus Ministers Association reports; Greek organization activities*



Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry. *Program assessment; surveys of graduates, employers, and other surveys; CGEIP review and assessment; general education assessments conducted by departments; national surveys with comparisons to Missouri State students;*

- ▶ Learning outcomes demonstrate effective preparation for continued learning. *Assessment activities*

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Examples of Evidence

- ▶ Regular academic program reviews include attention to currency and relevance of courses and programs. *Cite periodic CBHE program reviews; Faculty Senate-Academic Affairs program reviews; annual departmental assessment reports; CGEIP;*
- ▶ In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce. *Program accreditation; license; employer and graduate surveys;*
- ▶ Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies. *General education goals; National surveys (UCLA); general education exit exam; employer surveys; Globalization requirements by programs (COBA);*
- ▶ Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained. *Graduate surveys; alumni surveys; department and college advisory committees;*
- ▶ The organization supports creation and use of scholarship by students in keeping with its mission. *Department and college awards to students; lists of undergraduate and graduate presentations and publication; Interdisciplinary Forum; professional service by students and student organizations;*
- ▶ Faculty expects students to master the knowledge and skills necessary for independent learning in programs of applied practice. *Program accreditation; license; certification; Placement rates and activities;*
- ▶ The organization provides curricular and co-curricular opportunities that promote social responsibility. *Service Learning; service activities; "hours devoted to service" reports; Public Affairs convocations and support;*

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Examples of Evidence

- ▶ The organization's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge. *Ask for report by departments? Some Service Learning courses;*
- ▶ The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities. *Federal reporting; Human Subjects Committee; Biosafety Committee; environmental hazards officer; Academic Integrity Committee; Institutional Animal Care and Use Committee;*
- ▶ The organization encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility. *Service Learning; Report by departments;*
- ▶ The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students. *Federal Reporting; Human Subjects Committee; Biosafety Committee; Institutional Animal Care and Use Committee;*
- ▶ The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights. *Intellectual Property Policy, Appendix A of Faculty Handbook, pp 102-110;*

Criterion Five: Engagement and Service

Criterion Statement: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component: 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. *Partial list of advisory committees attached*

Examples of Evidence

- ▶ The organization's commitments are shaped by its mission and its capacity to support those commitments. *Plans; budgets; Performance Measures;*
- ▶ The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities. *Process Improvement Committee reports; planning process;*
- ▶ The organization demonstrates attention to the diversity of the constituencies it serves. *Long-range plans and planning process; Noel-Levitts Report; Transfer articulation agreements; Process Improvement Committee (PIC);*
- ▶ The organization's outreach programs respond to identified community needs. *Service Learning, Office of Student Volunteers, Credit and noncredit Continuing Education programs, Collaboration with OTC, Missouri State-WP; Crowder, Springfield R-12, Chamber of Commerce, Arts groups, Center for Resource Planning and Management, Missouri Virtual School, COE work with schools (language), Student groups, Outreach from individual departments and units; Learning Connections (COE); Annual report of faculty-staff-students service to community;*
- ▶ In responding to external constituencies, the organization is well-served by programs such as continuing education, outreach, customized training, and extension services. *Not a Land Grant institution but very strong continuing education program, There is limited "custom training" programs (Computer Institute, Small Business Institute, Missouri Virtual School, Ozarks Public Television; KSMU;*

Core Component: 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Examples of Evidence

- ▶ The organization's structures and processes enable effective connections with its communities. *Public Affairs Mission and Five Themes; Planning process;*
- ▶ The organization's co-curricular activities engage students, staff, administrators, and faculty with external communities. *Arts, Athletics, Hammons Center for the Performing Arts, MVEC; CASE; OEWR; Model U.N.; History Bowl; Science and Engineering Fair; Fine Arts Academy; Public Affairs Scholars; Sports and Band Camps; Camp Bear;*
- ▶ The organization's educational programs connect students with external communities. *CASL; Cooperative Education Program; Internships; Student Teaching;*
- ▶ The organization's resources—physical, financial, and human—support effective programs of engagement and service. *Budget, KSMU; Ozark Public Television;*
- ▶ Planning processes project ongoing engagement and service. *Welcoming the 21st Century, Countdown to the Centennial, Annual Performance Measures,*

Core Component: 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Examples of Evidence

- ▶ Collaborative ventures exist with higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs.) *Work with OTC, Missouri State-WP, Crowder,*
- ▶ The organization's transfer policies and practices create an environment supportive of the mobility of learners. *Missouri State and community college program to program articulation, agreement to state general education transfer, proposed professional education agreements, BAS as well as traditional BA/BS, Transfer adviser, Director of Transfer Admissions,*
- ▶ Community leaders testify to the usefulness of the organization's programs of engagement. *Advisory Boards; Foundation Support; CASL Assessment;*

The organization's programs of engagement give evidence of building effective bridges among diverse communities. *Work with Chamber of Commerce; Participation in JRBP; WCO; UWRBF; MVEC; CASE; Educational Groups; MVS; Service Learning;*

- ▶ The organization participates in partnerships focused on shared educations, economic, and social goals. *Work with community colleges, R-12; MVS;*
- ▶ The organization's partnerships and contractual arrangements uphold the organization's integrity. *Board approved agreements; China; R-12; Missouri State-WP, Crowder, OTC, JRBP, UWRBF, WCO, MAVEC;*

Core Component: 5d. Internal and external constituencies value the services the organization provides.

Examples of Evidence

- ▶ The organization's evaluation of services involves the constituencies served. *Alumni Surveys, Employer Surveys, CASL Assessment,*
- ▶ Service programs and student, faculty, and staff volunteer activities are well-received by the communities served. *Annual survey of faculty/staff/student volunteerism, United Way and Community Blood Center, various other agencies served by campus community,*
- ▶ The organization's economic and workforce development activities are sought after and valued by civic and business leaders. *Center for Resource Planning and Management, Small Business Institute, Southwest Education Development; CASE, MAVEC,*
- ▶ External constituents participate in the organization's activities and co-curricular programs open to the public. *Advisory boards, participation on civic boards by faculty/staff, Attendance figures for sports, music, drama,*
- ▶ The organization's facilities are available to and used by the community. *PSU use, Hammons Student Center, Performing Arts Center, Ozarks Celebration Festival,*
- ▶ The organization provides programs to meet the continuing education needs of licensed professionals in its community. *Continuing Education offices, Departmental development activities; Certification;*

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Cross index of performance measures to criteria for accreditation

The following performance measures were included within *[Countdown to the Missouri State University Centennial: A Long-Range Vision and Six-Year Plan \(2000-2006\)](#)*:

1. [Minority Employees-Springfield](#): 1b
2. ~~[Minority Employees-WP](#)~~: NA
3. [Faculty Salary-Springfield](#): 5b, 5d
4. ~~[Faculty Salary-WP](#)~~: NA
5. [Unclassified Staff Salaries-Springfield](#): 5b, 5d
6. ~~[Unclassified Staff Salaries-WP](#)~~: NA
7. [Classified Salaries-Springfield](#): 5b, 5d
8. ~~[Classified Salaries-WP](#)~~: NA
9. [Employee Professional Development](#): 2b, 2d, 3d, 4a, 4d
10. [Student Success Measures](#): 2b, 3a, 3c, 4b, 4c
11. [Baccalaureate Graduates Assessment](#): 2b, 3a, 3c, 4b, 4c
12. [Baccalaureate Graduates Normed Assessment](#): 2b, 3a, 3c, 4c
13. [Employer Ratings of Graduates](#): 2b, 3a, 3c, 4b, 4c, 5a, 5c, 5d
14. ~~[GAAP Scores-WP](#)~~: NA
15. [Academic Development Center](#): 2b, 2d, 3b, 3c, 3d, 5c
16. ~~[Faculty Development-WP](#)~~: NA
17. ~~[Nursing Graduates-WP](#)~~: NA
18. ~~[Employer Satisfaction-WP](#)~~: NA
19. [Program and Course Rating-Mtn. Grove](#): 3a, 3c, 4c (WP classes thus NA?)
20. [Laboratory Equipment Expenditures](#): 2a, 2b, 2d, 3c, 3d
21. [Missouri State University Springfield and Mtn. Grove Libraries](#): 2b, 2d, 3c, 3d
22. ~~[Missouri State University-WP Libraries](#)~~: NA
23. [Teaching Certificates/Selected Disciplines](#): 4c
24. [Teacher Retention Rate](#): 4c, 5a, 5d
25. [Achievement Tests-Teacher Education Graduates](#): 2b, 3a, 3b, 3c, 4c
26. [Baccalaureate Degree Credit Hours Required](#): 1d, 1e
27. [Academic Program Review](#): 1c, 2b, 3b, 3c, 3d, 4c
28. [Online Course Assessment](#): 2b, 3a, 3b, 3c, 4c, 5a, 5b
29. [Missouri State University-Springfield Retention Rate](#): 1a, 3a, 4c
30. ~~[Missouri State University-WP Retention Rate](#)~~: NA

31. Missouri State University-WP Completion Rate: NA
32. Missouri State University-Springfield Graduation Rate: 2b, 3a, 3c, 4c
33. Missouri State University-WP Graduation Rate: NA
34. Transfer Students: 3a, 5a, 5b, 5c, 5d
35. Missouri State University-WP Transfer Students: NA
36. High School Core Curriculum: 1a
37. Missouri State University-Springfield Minority Enrollment: 1b, 5a, 5b
38. Missouri State University-WP Minority Enrollment: NA
39. Missouri State University-Springfield Grants, Scholarships, Waivers: 1a, 5a, 5b, 5c, 5d
40. Missouri State University-Springfield Need-Based Aid: 1a, 5c
41. Missouri State University-Springfield Priority Aid Applicants: 1a, 5c
42. Missouri State University-Springfield Percentage Students Registered Career Services: 3a, 4c, 5b
43. Missouri State University-Springfield Average ACT: 3a
44. Annual M&R Expenditures: 1c, 2b, 2d, 3d
45. Facilities Condition Index: 1c, 2b, 3b, 3d
46. Academic and Administrative Space Per FTE Student: 2b, 2d, 3d
47. Technology Equipped Classrooms: 1c, 2b, 3b, 3d
48. Administrative Systems Update: 2d
49. Missouri State University System Network Infrastructure: 2b, 2d, 3d
50. KSMU Over-the-Air Coverage Area: 5a, 5b, 5c, 5d
51. Missouri State University-Springfield External Funding: 4a, 4c, 4d, 5a, 5b, 5c, 5d
52. Missouri State University-Mtn. Grove External Funding: 4a, 4c
53. Missouri State University-Springfield Dollar Amount of Annual Gifts: 5b, 5d
54. Missouri State University-Springfield Number of Annual Gifts: 5b, 5d
55. Missouri State University Foundation Endowment: 5b, 5d
56. Missouri State University-WP Annual Gifts: NA
57. Missouri State University-WP Academic Endowment: NA
58. Missouri State University System Per Credit Hour Fees:
59. Service-Learning Courses: 4a, 4b, 4c, 5a, 5b, 5c, 5d
60. Student Citizenship: 1c, 4a, 4b, 4c, 5a, 5b, 5c, 5d
61. Capstone Courses: 3a, 4b, 4c
62. Public Affairs Program: 1c, 4b, 4c, 5a, 5b, 5c, 5d
63. Missouri State University-Springfield Completion Rate: 2b, 4c, 5a
64. Graduate Enrollment: 5b,
65. Missouri State University-Springfield Selective Admissions Index: 1a, 2b, 3a, 5a

Higher Learning Commission Self-Study Steering Committee

Name	Committee Role
Jim Baker*	Assistant to the President
Barbara Bushman	Graduate College
John Catau	University College
Tom Dicke	History
Frank Einhellig	Graduate College
Tammy Jahnke	Chemistry
Martha Kirker	Assessment
Etta Madden	English
Victor Matthews	College of Humanities and Public Affairs
Pete Richardson	Management
Lois Shufeldt*	Marketing

**Also serving on University Planning Advisory Council*

HLC Review Committee (1997-Present) and Executive Committee

Name	Committee Role
Jim Baker	Assistant to the President
Martha Kirker	Assessment
Lois Shufeldt	Marketing

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Timeline

2003	Develop Goal
January 2004- March 2004	Plan
April 2004- April 2005	Committee Work
February 2005- June 2005	Self-Study Report
May 2005- October 2005	Request for public comment about continuing accreditation
July 2005- September 2005	Campus comment on self-study report
September 2005- October 2005	Preparation for site visit
November 7-9	Site Visit
March/April 2006	Decision by HLC Board of Trustees

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University Unit and Committee Charges/Reports

When responding, University units and committees followed the [Guidelines for Responding to Charge](#) and reviewed the suggested [examples of evidence](#).

For more information about a committee (such as the membership), please see the [University Committees Handbook](#).

Charges and responses are available for the following University units and committees:

Academic Advisement Center	Charge	Report
Academic Development Center/Academic Development Advisory Committee	Charge	Report
Academic Integrity Council	Charge	Report
Academic Program Review Committee	Charge	Report
Admissions Office	Charge	Report
African American Studies Committee	Charge	Report
Agriculture Department	Charge	Report
All Academic Colleges		
All Academic Departments		
Antiquities Committee	Charge	Report
Applied Consumer Science	Charge	Report
Art & Design Department	Charge	Report
Asian Studies Committee	Charge	Report
Assessment Council and Center for Assessment & Instructional Support	Charge	Report
Biology Department	Charge	Report
Biomedical Science Department	Charge	Report
Board of Governors/President's Office	Charge	Report
Broadcast Services	Charge	Report
Budget and Priorities Committee	Charge	Report
Career Services	Charge	Report
Carnegie Academy for the Science of Teaching and Learning	Charge	Report
Centennial Celebration Steering Committee	Charge	Report
Chemistry Department	Charge	Report
China Management Group	Charge	Report
Citizenship and Service Learning/CASL Oversight Committee	Charge	Report
College of Arts and Letters	Charge	Report
College of Business Administration	Charge	Report
College of Continuing Education and Extended University	Charge	Report
College of Education	Charge	Report

College of Health & Human Services	Charge	Report
College of Humanities and Public Affairs	Charge	Report
College of Natural and Applied Sciences	Charge	Report
Committee on General Education and Interdisciplinary Programs	Charge	Report
Communication Department	Charge	Report
Computer Information Systems Department	Charge	Report
Computer Science Department	Charge	Report
Department of Communication Sciences and Disorders	Charge	Report
Department of Counseling	Charge	Report
Department of Defense & Strategic Studies	Charge	Report
Department of Educational Administration	Charge	Report
Department of Geography, Geology & Planning	Charge	Report
Department of Industrial Management	Charge	Report
Department of Physical Therapy	Charge	Report
Department of Psychology	Charge	Report
Disability Student Services Advisory Committee	Charge	Report
Distance Learning/Internet Policies Committee	Charge	
Early Childhood and Family Development Program	Charge	Report
Economics Department	Charge	Report
Educational Technology Center/Advisory Committee	Charge	Report
English Department	Charge	Report
Environmental Focus Committee	Charge	Report
Executive Committee for Enrollment Management	Charge	Report
Faculty Concerns Committee		Report
Faculty Grants Committee	Charge	Report
Faculty Leave Committee	Charge	
Faculty Senate	Charge	Report
Finance & General Business Department	Charge	Report
Financial Aid Office	Charge	Report
Fringe Benefits Committee	Charge	Report
Funding For Results Committee	Charge	Report
Gender Studies Committee	Charge	Report
Graduate College/Graduate Council	Charge	Report
Greenwood Laboratory School	Charge	Report
Health, Physical Education and Recreation Department	Charge	Report
History Department	Charge	Report
Honors Committee	Charge	Report

Human Resources/Training and Development	Charge	Report
IDS Advisory Committee	Charge	Report
Information Technology Council	Charge	Report
Institute for School Improvement	Charge	Report
Institutional Animal Care and Use Committee	Charge	Report
Institutional Biosafety Committee	Charge	Report
Intercollegiate Athletics Committee	Charge	Report
International Education Committee	Charge	Report
International Student Services	Charge	Report
IRB for Protection of Human Participants	Charge	
Latin American Studies Committee	Charge	Report
Learning Diagnostic Center	Charge	Report
Library	Charge	Report
Library Science Department	Charge	Report
Management Department	Charge	Report
Marketing Department	Charge	Report
Master Planning Committee	Charge	Report
Mathematics Department	Charge	Report
Media, Journalism & Film Department	Charge	Report
Middle Eastern Studies Committee	Charge	Report
Midwest Viticulture and Enology Center	Charge	
Military Science Department	Charge	Report
Modern & Classical Languages Department	Charge	Report
Multicultural Student Services	Charge	Report
Music Department	Charge	Report
Native American Studies Committee	Charge	Report
Nursing Department	Charge	Report
Office of Student Volunteers	Charge	
Philosophy Department	Charge	Report
Physician Assistant Studies Program	Charge	Report
Physics, Astronomy, & Material Sciences Department	Charge	Report
Political Science Department	Charge	Report
Process Improvement Committee (PIC)	Charge	Report
Professional Education Committee	Charge	Report
Public Affairs Committee	Charge	Report
Public Affairs Convocation Committee	Charge	Report
Public Affairs Grant Committee	Charge	Report

Records and Registration, Office of	Charge	Report
Religious Studies Department	Charge	Report
Scholarship Committee	Charge	Report
School of Social Work	Charge	Report
School of Teacher Education	Charge	Report
SMSU Foundation	Charge	Report
Sociology & Anthropology Department	Charge	Report
Southwest Regional Professional Development Center	Charge	
Sponsored Programs and Intellectual Property Advisory Committee	Charge	Report
Sports Medicine & Athletic Training Department	Charge	Report
Staff Senate	Charge	Report
Staff Senate Budget and Priorities	Charge	Report
Student Affairs	Charge	Report
Student Government Association	Charge	Report
System Coordination Council	Charge	Report
Theatre and Dance Department	Charge	Report
University College	Charge	Report
University Planning Advisory Council	Charge	Report

Last Modified: September 08, 2005

Charge for Academic Advisement Center

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE ACADEMIC ADVISEMENT CENTER'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Academic Advisement Center fit with the University mission? What policies and procedures are used by the Academic Advisement Center to improve student learning for the future? How is the Academic Advisement Center planning for the future? ([Criteria 1-5](#))
2. Show how the Academic Advisement Center's activities encourage and support the creation of effective learning environments. ([Criterion 3.C](#))
3. What collaborative activities does the Academic Advisement Center have with constituents? What is the response of constituents to these activities? What types of partnerships have been or could be forged on shared goals? How supportive is the Academic Advisement Center to the mobility of learners (i.e., articulation agreements, transfer policies, etc.)? ([Criterion 5.C](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Academic Advisement Center

December 16, 2004

Committee: Kathy Davis and the staff of the Academic Advisement Center

1a. How does the mission of the Academic Advisement Center fit with the University mission?

The mission of academic advising at Southwest Missouri State University is to assist students as they develop meaningful educational plans to help them achieve their career and life goals. The Academic Advisement Center is directly responsible for advising SMSU undergraduates who are in the process of selecting majors. Advisors support students as they control their own educational choices and make well-informed decisions. To contribute to the overall success of academic advising on campus, the Academic Advisement Center provides services, programs and publications to assist academic departments in providing quality advising to all SMSU students.

The Academic Advisement Center strives to be a full participant in accomplishing the SMSU mission of developing educated persons. Excellent academic advising develops educated persons by challenging students to choose academically rigorous courses and programs of study as they pursue their intellectual curiosities. Advising also develops educated persons by providing students with the individual attention needed to nurture personal growth and by encouraging students to take full advantage of the university experience by participating in co-curricular activities. Advising has a strong impact on student learning and retention by providing each student with a caring role model.

The advising relationship provides a unique forum for discussions about the benefits of higher education, the purpose of general education, public affairs and the responsibilities of citizenship, and individual student goals. Effective advising relationships significantly contribute to a learning environment that fosters each student's opportunity to become an educated person.

1b. What policies and procedures are used by the Academic Advisement Center to improve student learning for the future?

Advisors encourage each student to use University resources while accepting responsibility for his or her own education. The advisors work individually with each undecided major to help the student interpret University policies and procedures. The advisors help students understand and fulfill the requirements of the General Education Program. Advisors encourage students to talk with their professors to get the most benefit from their courses. The staff of the Academic Advisement Center encourages students to make and keep regular advising appointments so that the students can improve their learning techniques by discussing study strategies and time management. Advisors use proactive advising methods including contacting students with poor mid-term grades and those who do not register during the scheduled pre-registration period.

1c. How is the Academic Advisement Center planning for the future?

The Academic Advisement Center is committed to improving services to students and to the campus community. The staff keeps detailed records of student contacts to determine appropriate staffing levels. Each student who declares a major is asked to complete an evaluation which is used to improve advisor and office performance. Each workshop the Center offers includes an evaluation; that feedback is used to enhance future workshops.

The Academic Advisement Center sets goals for continuing improvement. Current goals include: better tracking and follow-up with readmission students, increasing the time spent at SOAR (Student Orientation Advisement and Registration) on academic planning issues, and getting more detailed information on the SMSU web site for transfer students interested in specific SMSU academic programs.

As policies and programs change, the Center works to keep up-to-date on information and to help disseminate new information to faculty and staff advisors across campus.

2. Show how the Academic Advisement Center's activities encourage and support the creation of effective learning environments.

Advisement Center programs and activities which encourage effective learning environments include:

- 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 and presentations to International Student Orientation and Adult Student Welcome.
- Assisting students in determining schedules that allow for appropriate study time as well as the appropriate level of challenge.
- Assisting students in making satisfying and appropriate choices of academic programs through individual student appointments and through the annual Majors Fair.
- Documenting recommendations through utilization of web-based "Advising Notes" which can also 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.

3a. What collaborative activities does the Academic Advisement Center have with constituents?

The Academic Advisement Center collaborates with several constituencies. All academic departments and some support offices are invited to participate in the annual Majors Fair. Faculty and staff advisors from across campus are invited to participate in the Advising Basics Workshops, Master Advisor Workshops, Advising Refresher Workshops, and in the ongoing SMSU Academic Advisor Forum sessions. Departmental secretaries, who are responsible for coordinating advisor assignment and answering students' questions about advising, are invited to participate in annual Advising Support Workshops. All students, faculty and staff are welcome to nominate advisors for the annual "Excellence in Advising" awards. The transfer advisor has made presentations to designated groups of advisors in every degree-granting college. When the web-based Faculty/Advisor Resource Center including the Advising Notes system was implemented, the director and advisors made presentations to all interested departments.

Academic Advisement Center professionals have been active with their professional colleagues in state, regional, and national roles. The Advisement Center staff includes two past presidents of the Missouri Academic Advising Association and a past Regional Coordinator for the National Academic Advising Association.

3b. What is the response of constituents to these activities?

More than 800 individuals have voluntarily participated in an intensive twelve-hour Master Advisor Workshop. Most of those advisors remain active in the program by participating in SMSU Academic Advisor Forum sessions or in Advisor Refresher Workshops. Over 90% of participants have said they would recommend the Master Advisor Workshop to experienced advisors and 99% would recommend it to new advisors.

The Master Advisor Program was chosen by the National Academic Advising Association as an "Outstanding Institutional Advising Program" in 1997 and was one of seven advisor training workshops chosen for inclusion in the 2003 NACADA publication *Advisor Training: Exemplary Practices in the Development of Advisor Skills*. Since 1998, SMSU advisors have been honored with eight state and ten national advising awards. SMSU was the first institution to receive awards in the faculty, staff and administrator categories from NACADA.

3c. What types of partnerships have been or could be forged on shared goals?

Advisors from the Academic Advisement Center assist with SOAR (Student Orientation Advisement and Registration) by advising undecided students, introducing academic topics such as the General Education Program to groups of students and family members, training advisors and student leaders, and assisting with selection of student leaders and SOAR advisors. SOAR advisors must be certified Master Advisors.

An advisor affiliates with each section of the Student Success (IDS 110) course and gives a 50 minute advising presentation to over 100 sections each fall and approximately 10 sections each spring.

Because the Academic Advisement Center specializes in advising undecided students, the staff works closely with the Career Center and meets annually with their staff.

Advisors from the West Plains campus are invited to Master Advisor events and the staff of the Academic Advisement Center visits the West Plains campus on occasion to enhance communication.

Academic department heads are invited to staff meetings on a rotating schedule to improve communication and allow advisors to give students accurate information.

3d. How supportive is the Academic Advisement Center to the mobility of learners i.e. articulation agreements, transfer policies, etc.)?

The Academic Advisement Center works diligently with the articulation officer and the Admissions staff to make the transfer process as seamless as possible. The Transfer Advisor, a position added in 2000, visits community colleges in Missouri and surrounding states to advise students who are considering transfer to SMSU. She counsels students on planning the best time to transfer to SMSU by explaining the 42 hour block, the Associate of Arts option for general education, and other pertinent transfer policies. She also provides training for designated transfer advisors from the academic departments and advises all incoming undecided students who are transferring 24 or more hours.

The Associate Dean of University College created GEP codes so that students can receive general education transfer credit for courses that meet the spirit of our general education requirements without being exact equivalents. This has been one of our most "transfer friendly" policies. The advisors in the Academic Advisement Center explain the GEP codes to students and to advisors through our training sessions. Advisors also provide information to students about the procedure for requesting course re-evaluations.

The Transfer Advisor maintains a web site for transfer students with a variety of useful links at <http://www.missouristate.edu/transfer/>.

Advisors from across campus who need consultation regarding transfer advising often contact an advisor in the Academic Advisement Center for assistance.

Last Modified: September 08, 2005

Charge for Academic Development Center/Academic Development Advisory Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE ACADEMIC DEVELOPMENT CENTER/ACADEMIC DEVELOPMENT ADVISORY COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Academic Development Center and the Academic Development Advisory Committee fit with the University mission? What policies and procedures are used by the ADC to improve student learning for the future? How is the ADC planning for the future? ([Criteria 1-5](#))
2. Upon review of all reports and other documentation, how pervasive in the ADC and ADAC is the understanding and support for the SMSU mission in its broadest sense ([Criterion 1.C](#))
3. Has SMS provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? ([Criterion 2.B](#))
4. Show or describe how the activities of the ADC are in alignment with the University's mission. What features of the ADC and its oversight could be improved? How can this be accomplished? ([Criterion 3.A, 3.D](#))
5. How does assessment information support and contribute to effective teaching and curriculum design? How is assessment information linked to improving the learning environment on campus? ([Criterion 3.B, 3.C](#))
6. Show how the ADC's activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support the creation of effective learning environments. ([Criterion 3.B, 3.D](#))
7. How do the activities provided on campus under the review of the ADC allow faculty and staff to pursue a life of learning? ([Criterion 4.A](#))
8. What professional development opportunities are presented to faculty and students through the Academic Development Center? How are these assessed? ([Criterion 4.A, 4.B](#))
9. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the ADC's constituents? How is this information analyzed and utilized? How are commitments made by the ADC to its constituents shaped by the University mission. How are your outreach programs responding to community needs? ([Criterion 5.A](#))
10. What resources does the ADC have to engage with constituencies and communities? How does the ADC support engagement with constituencies? What types of activities provided by the ADC are available that engage students, staff, administrators, and faculty with constituencies and communities? How does ADC planning processes engage constituencies? Is the ADC involved with the University's planning processes? In what ways? ([Criterion 5.B](#))
11. What has or should the ADC evaluate the services provided to constituents? How inclusive are the ADC's services to its constituents and communities? How is or should the ADC interfacing with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Report from Academic Development Center/Academic Development Advisory Committee

Committee: The entire Academic Development Advisory Committee contributed to and approved the following responses to questions from the Higher Learning Commission Steering Committee.

1. How does the mission of the Academic Development Center (ADC) and the Academic Development Advisory Committee (ADAC) fit with the University mission? What policies and procedures are used by the ADC to improve student learning for the future? How is the ADC planning for the future? (Criteria 1-5)

- "The ADC serves the University purpose of developing educated persons and the SMSU 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." [Source: ADC Website at <http://adc.missouristate.edu>]
- Except for graduate students who have a teaching responsibility and/or are interested in a teaching career and participate in Center offerings, the ADC reaches students indirectly by working with faculty, academic units, and the larger University community on three main fronts: continuing professional development, instructional development and research, and organization development activities.
 - Examples of **continuing professional development** are seminars and workshops on topics such as course design, testing and grading, use of the case method for encouraging active learning, and effective use of technology for enhancing critical thinking.
 - Examples of **instructional development and research** are the sixteen projects undertaken by participants in the Teaching Fellowship Program, which has involved over 52 faculty in 17 academic departments during its first two years of operation (2002-04).
 - Examples of **organizational development** are the Institutional Priorities and Faculty Rewards survey and workshops conducted in fall 2003 and the Public Dialogues held with faculty and academic administrators in fall 2004 for promoting the fuller understanding and implementation of the University's mission in Public Affairs. All of these activities focus on continuing to develop a culture that values and supports effective learning for all University members—students, faculty, staff, and administrators. The University community improves learning by inquiring into current practices for the purpose of identifying strengths and areas for improvement, including changes that when systematically developed, implemented, and evaluated have the potential for improving learning.
- The ADAC meets monthly and works closely with the director of the ADC to guide the Center's activities, including review of the annual report and consultation on priorities and activities for the upcoming year. The ADC collaborates with groups such as the Carnegie Academy for the Scholarship of Teaching and Learning Committee, the Center for Assessment and Instructional Support, the Citizenship and Service Learning Program, the Educational Technology Center, and the General Educational Program.

2. Upon review of all reports and other documentation, how pervasive in the ADC and ADAC is the understanding and support for the SMSU mission in its broadest sense? (Criterion 1.C)

- The ADC is designed to support faculty and academic units to fulfill the University's purpose of developing educated persons.
- The ADC works closely with the Office of Academic Affairs as well as academic units in studies, workshops, and dialogues aimed at the understanding and implementation of the University's Public Affairs mission.

3. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? (Criterion 2.B)

- The original plan was to hire two additional professional-level staff to assist the director with Center operations. State budget reductions have forced the Center to operate with only the director and an administrative secretary. The Center needs full-time professional staff or equivalent time for faculty associates in professional development instructional

roles.

- The Center has relied upon the volunteer efforts of the ADAC.
- The Center director's primary efforts have focused on developing and promoting the "human services" aspect of the ADC. With additional resources, however, attention can be given to technology services.
- The total expenditures of the Center in FY2004 were approximately \$220,000 (equivalent to \$1.38 per day for each full-time faculty member and academic administrator employed at SMSU in 2003-04). All of the academic units and over 40% of the full-time faculty engaged in one or more significant professional development activities sponsored by the ADC.

4. Show or describe how the activities of the ADC are in alignment with the University's mission. What features of the ADC and its oversight could be improved? How can this be accomplished? (Criterion 3.A, 3.D)

- Addressed in (1) and (2) above.
- The ADAC has worked very effectively with the Center director to make the best use of available resources. The membership of ADAC might be strengthened if all of the major academic units (colleges) had faculty on the Committee. With a larger Committee meeting approximately twice each semester during the academic year, an executive committee could do business between ADAC meetings.

5. How does assessment information support and contribute to effective teaching and curriculum design? How is assessment information linked to improving the learning environment on campus? (Criterion 3.B, 3.C)

- The Teaching Fellowship Program sponsors projects designed for (a) developing and implementing innovative practices for the improvement of student learning and (b) studying, documenting, and disseminating the effects of innovative practices on student learning outcomes.
- The Teaching Fellowship Program has brought faculty together to work as a support group and as consultants to one another.
- The 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 Website, 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.

6. Show how the ADC's activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support the creation of effective learning environments. (Criterion 3.B, 3.D)

- Addressed in (1) above.

7. How do the activities provided on campus under the review of the ADC allow faculty and staff to pursue a life of learning? (Criterion 4.A)

- The Center provides a range of engaging opportunities for large-group, small-group, and individual involvement in continuing professional development and has reached a large cross-section of the faculty and almost all of the academic administrators in its two years of operation. These professional development activities promote shared values in the pursuit of a life of learning for themselves, their colleagues, and their students.
- During fall 2004, the Center director chaired an ad hoc committee that was part of the Training and Development Task Force associated with the long-range vision and five-year plan for 2005-2010. This committee focused on creating a vision and multi-year plan (with resource requirements) for the continuing professional development of all faculty and academic administrators.

8. What professional development opportunities are presented to faculty and students through the Academic Development Center? How are these assessed? (Criterion 4.A, 4.B)

- The ADC offers individual and small group consultations, seminars, workshops, conferences, and projects and maintains an updated library of newsletters, journals, books, and other periodicals (both print and electronic) related to learning, teaching, technology, assessment, and the scholarship of teaching and learning.
- Assessment of these activities follows the model of Donald Kirkpatrick in *Evaluating Training Programs: The Four Levels* (San Francisco: Berrett-Koehler, 1994), the Academic Development Center using the following four perspectives:
 - **Participant reactions**—self-reported reactions to participation in a professional development activity
 - **Participant learning**—knowledge and/or skills obtained by participants in a professional development activity
 - **Transfer of learning**—knowledge and/or skills used in practice by participants in a professional development activity
 - **Impact**—results obtained from the use of knowledge and/or skills acquired by participants in a professional development activity

9. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the ADC's constituents? How is this information analyzed and utilized? How are commitments made by the ADC to its constituents shaped by the University mission? How are your outreach programs responding to community needs? (Criterion 5.A)

- An initial needs assessment completed in April 2002 served as the basis for many of the Center's early activities and is found on the Center's Website.
- The more recent Ad Hoc Committee on the Professional Development Support of Faculty and Academic Administrators provides an updated assessment of professional development as well as available and new resources. The work of this Committee was part of the University's long-range vision and five-year plan *Daring to Excel*.
- Both sets of "needs assessments" were undertaken in the context of the University's purpose and mission.

10. What resources does the ADC have to engage with constituencies and communities? How does the ADC support engagement with constituencies? What types of activities provided by the ADC are available that engage students, staff, administrators, and faculty with constituencies and communities? How does ADC planning processes engage constituencies? Is the ADC involved with the University's planning processes? In what ways? (Criterion 5.B)

- Addressed in responses to prior questions.

11. How has/should the ADC evaluate the services provided to constituents? How inclusive are ADC's services to its constituents and communities? How does or should the ADC interface with professionals in the community? (Criterion 5.D)

- The questions on how the ADC evaluates the services provided to constituents and the inclusiveness of those services have been addressed in responses to prior questions. While not directly addressed, the second question also implies sensitivity to individual differences and other diversity issues. The annual report of the Center describes participants with regard to discipline, type of position, and sex. Also, the Center sponsors a series of "Matters of Respect" seminars that are required for all new faculty. These seminars include the topics of sexual harassment, serving students with disabilities, and responding to student diversity in the classroom. Diversity in this broader sense includes cultural diversity (racial/ethnic, religion, gender, etc.) as well as differences across students in characteristics such as learning styles, academic background, and aspirations.

Charge for Academic Integrity Council

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE ACADEMIC INTEGRITY COUNCIL'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Academic Integrity Council fit with the University mission? What policies and procedures are used by the Academic Integrity Council to improve student learning for the future? How is the Academic Integrity Council planning for the future? ([Criteria 1-5](#))
2. How are policies disseminated to students, faculty, and staff? ([Criterion 1.A](#)).
3. What procedures were used to establish policies related to academic integrity? ([Criterion 1.E](#))
4. Show how your council's activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support the creation of effective learning environments. ([Criterion 3.B](#), [3.C](#), [3.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Academic Integrity Council

1. How does the mission of the Academic Integrity Council fit with the University mission?

The first shared principle of SMSU's community of scholars, as articulated in the Declaration of University Community Principles, is practicing personal and academic integrity. As a logical extension of that fundamental principle, SMSU implemented a modified honor code effective Fall 2000. An increased emphasis on academic integrity is consistent with the University's public affairs mission and its single purpose of developing educated persons. To be successful global citizens, our graduates must understand the importance of personal integrity and honesty. The university's policy on academic integrity provides realistic preparation for this.

What policies and procedures are used by AIC to improve student learning for the future? How is the AIC planning for the future?

The AIC will continue its proactive efforts to promote a campus culture in which academic integrity will flourish and academic dishonesty will be discouraged. Specifically, the Council plans:

- To continue the dissemination of specific information about the academic integrity policy to both faculty and students, using a variety of information-delivery methods
- To expand the annual "celebration of academic integrity" event and also to promote increased faculty and student participation in this campus-wide event
- To arrange a campus subscription (on a one-year trial basis) to a plagiarism detection service and disseminate information about the service. It is important to note that providing faculty with plagiarism detection software is a move that has been endorsed by the Student Government Association.
- To host forums for campus conversations about plagiarism, which is the most frequently-reported type of academic dishonesty on campus
- To continue to conduct surveys of both students and faculty to gather and assess data on academic integrity
- To develop a web site for the Council with resources useful to both faculty and students
- To increase the opportunity for Council members to attend the national conference of the Center for Academic Integrity.

2. How is the academic integrity policy disseminated to students, faculty, and staff?

The *Student Academic Integrity Policies and Procedures* document is available online at <http://www.missouristate.edu/acadaff/AcademicIntegrity.html>. The document is also available in the Office of Academic Affairs and at the Reserves Desk, Meyer Library. The entire policy in booklet form was distributed to all faculty members when it was first adopted in Fall 2000 and once again distributed in booklet form to all faculty after modifications to the policy were adopted in Spring 2004.

A summary of the policy, for instructors, is available at the Academic Affairs web site, <http://www.missouristate.edu/acadaff>. The summary is also available in the Office of Academic Affairs. In addition, this summary has been distributed in hard copy form to all faculty.

A brief summary of the policy appears in the SMSU *Undergraduate Catalog* and *Graduate Catalog*. Also, a summary of the policy, for students, is included in the IDS 110 textbook *Student Success*, and is also available in the Office of Academic Affairs.

As stated in the *Faculty Handbook*, SMSU faculty are required to include a statement on academic integrity in their course syllabi. That statement must be consistent with the honor code policy. Most SMSU faculty provide students with a link to the policy web site in their course syllabi so that students will have access to the entire policy.

3. What procedures were used to establish policies related to academic integrity?

An ad hoc committee was appointed by the Faculty Senate in 1997 to address the question of promoting academic integrity on the SMSU campus. This committee, made up of faculty, students, and academic administrators, met numerous times over the next

three years. The committee considered the implementation of a modified honor code, consulting regularly with faculty and student representatives. In addition, the committee reviewed the honor codes of several universities and the research on the effectiveness of honor codes at large publicly funded universities.

A key element in the success of SMSU's honor code has been the active participation, from the beginning, of students and faculty. The SMSU policy on academic integrity was approved by the Faculty Senate and the Student Government Association, and adopted by the SMSU Board of Governors February 18, 2000; the policy became effective Fall 2000. Modifications to the policy were approved by the Faculty Senate, Student Government Association, and Board of Governors in Spring 2004.

4. Describe how activities of the AIC encourage and support the creation of effective learning environments.

Academic integrity is fundamental to the learning process. The Academic Integrity Council has actively promoted academic integrity on the SMSU campus since the academic integrity policy's implementation.

For the past two years, the Council has sponsored "Celebrating Academic Integrity" week, held during the Spring semester. This three-day event, designed for both students and faculty, offers a variety of activities that promote academic integrity. Recognized authorities in the area of academic integrity have been invited to campus to participate in workshops and panel discussions, along with SMSU students and faculty, including members of the Academic Integrity Council. The activities are open to all members of the campus community.

A workshop on cyber-plagiarism has been included in the university's bi-annual Showcase on Teaching. Members of the Academic Integrity Council have also presented a Showcase on Teaching session focusing specifically on the honor code and the work of the Council.

A student organization, Society of Academic Integrity Leaders (SAIL), has been formed whose goal is the promotion of academic integrity.

A subcommittee of the Academic Integrity Council, made up of student members, has created an informational program on the academic integrity policy designed for presentation to department heads and faculty members. The goal of this program is to demonstrate how academic integrity misunderstandings can be prevented from occurring in the classroom.

In accordance with the academic integrity policy, the AIC holds proceedings to adjudicate appeals from students/faculty in cases of alleged academic dishonesty. If deemed necessary, the AIC will also pursue additional sanctions in cases where no single faculty is in a position to do so. These actions reinforce the SMSU commitment to academic integrity in a visible way, and therefore serve as a deterrent to future acts of academic dishonesty.

Last Modified: September 08, 2005

Charge for Academic Program Review Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE ACADEMIC PROGRAM REVIEW COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Academic Program Review Committee fit with the University mission? What policies and procedures were used by your committee to improve student learning for the future? How did the Academic Program Review Committee help the university plan for the future? ([Criteria 1-5](#))
2. What resources did your committee have to engage with constituencies and communities? How did your committee support engagement with constituencies and communities? How did your committee's planning process engage constituencies and communities? Was your committee involved with the University's planning process? If so, how? ([Criterion 5.B](#))
3. 3. What steps were taken to review our academic programs and how does this process contribute to the University's mission, student learning and effective teaching? ([Criterion 3.B, 3.C](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Academic Program Review Committee

1. How does the mission of the Academic Program Review Committee fit with the University mission? What policies and procedures are used by the Academic Program Review Committee to improve student learning for the future? How did the Academic Program Review Committee help the university plan for the future?

The role of the Academic Program Review Committee is central to the mission of SMSU (or any university). All academic programs (degrees) should be reviewed regularly to remain current and relevant to the students. While departments do this on an ongoing basis, university-wide review should also be done to provide an "outside" review and additional perspective. In addition, this periodic review of all programs is described in our long-range plans. This review process ensures that we offer the best possible academic programs for our students (i.e., student learning) for the future

Based on these reviews, academic programs were grouped into categories to "Maintain" (n=85), "Monitor" for a variety of concerns; n=34), "Eliminate (n=9), or "Consolidate" (n=1). [[see attached Final Report from the committee](#)] These recommendations can/should serve as a blue print for curricular development, resource allocation, and academic policy for the future (until the next academic review).

2. What resources did your committee have to engage constituencies and communities? How did your committee support engagement with constituencies and communities? How did your committee's planning process engage constituencies and communities? Was your committee involved with the University's planning process? If so, how?

There was no direct engagement of student constituencies or the community in this review process. Indirectly, we received and valued comments/scores from alumni and employer satisfaction surveys, which were supplied by Department Heads (when available) in response to one of our questions on our survey to them.

3. What steps were taken to review our academic programs, and how does this process contribute to the University mission, student learning, and effective teaching?

Reviewing over 120 programs in a year is a daunting task for any committee. While there might be a multitude of way this could be done, our committee first developed a set of criteria for evaluation as follows:

- How does the program support the Public Affairs/Themes mission?
- How does the program support the University's foundational curriculum?
- Does the program demonstrate excellence, and to what degree?
- What is the level of demand for this program?
- Is the program run efficiently, in terms of resources used and supplied?

From these, we wrote outcomes and specific performance measure for each of these. We then developed a survey (25 questions) and asked Department Heads to address the questions for each program in that department. [see attached "Heads list of needs"] Heads were allowed to combine similar programs at their discretion (such as a BA & BS in the same major). The responses to these surveys, in combination with quantitative data from the Office of Institutional Research, was the material examined by the committee in its review of each program. Finally, each Dean was asked to provide responses to a short questionnaire about the programs in his/her College. Minors, certificate programs and accelerated programs were not reviewed, nor were Academic Support units.

Four subcommittees of three people were constituted within the Academic Program Review Committee, and each was given ~25% of the programs to review in detail and then report to the whole committee. The assignment of programs was done by Paul Langston, such that the subcommittee members were all from colleges other than the programs being reviewed.

Each program was then presented to the entire committee by the subcommittee reviewing it. Perceived strengths and weaknesses were included in this presentation. After discussion/modification, these reviews were approved by the committee. After all programs were approved in this way, and final discussions occurred, each was placed in one of the four categories: Maintain, Monitor, Eliminate, Consolidate.

This process contributes to student learning and teaching by providing feedback to departments/programs concerning the strengths

and weaknesses of their academic programs. The regular nature of these reviews also serve as an incentive/deterrent to programs for maintaining the best possible program which can be delivered to the students (constituents).

Last Modified: September 08, 2005

Charge for Admissions Office

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE OFFICE OF ADMISSIONS' CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Admissions Office fit with the University mission? What policies and procedures are used by the Admissions Office to improve student learning for the future? How is the Admissions Office planning for the future? ([Criteria 1-5](#))
2. Where appropriate to the Admissions Office's area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples. ([Criterion 1.A](#))
3. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the Admissions Office's constituents? How is this information analyzed and utilized? How are commitments made by the Admissions Office to its constituents shaped by the University mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Admissions Office

How does the mission of the Admissions Office fit within the University mission?

A primary function of the [Office of Admissions](#) is to coordinate recruitment and facilitate enrollment of new undergraduate students (freshmen and transfers) in support of the University's enrollment management plan. It is essential that we enroll an optimum number of qualified students who will benefit from the mission of the institution. This has been especially challenging over the past 10 years as the University has significantly increased standards for entering first-time students. Despite higher standards, we have succeeded in maintaining stability in our enrollment of new students while increasing total enrollment. Enrollment data are available at www.missouristate.edu/enrollmentmanagement.

In our recruitment effort, our staff promotes the mission of the University through the marketing message developed by the Executive Enrollment Management Committee. The marketing message is woven throughout our publications, letters, websites, and presentations. We place a special emphasis on promoting academic programs and the quality of the academic experience. For example, a review of the 2005-06 Admissions Guide (also known as the viewbook) will reveal a strong focus on our academic programs and how campus organizations, activities, services, and facilities support the academic mission. Promotion of the marketing message and our academic programs is also evident on our website, including our "About SMSU" website for prospective students (www.missouristate.edu/aboutsmsu). In addition, we emphasize the promotion of individual academic programs through the recruitment effort and support mailings of thousands of letters each year from department heads and deans to prospective students with an interest in their academic areas.

We do find it difficult at times to effectively communicate the public affairs component of the mission to students for two reasons. The first is that there are different interpretations of the public affairs mission even among our faculty and staff. The second is that students tend to be focused on preparation for their careers and as a result, many find it hard to understand how the mission will apply to or benefit them. We do, however, incorporate the public affairs mission into all of our publications and presentations. We will continue to consider ways in which we can articulate the public affairs mission more effectively.

In the Higher Learning Commission criteria for accreditation, mission and integrity are linked. The Office of Admissions plays an important role in upholding the integrity of the University. For example, it is essential that we accurately portray the University's programs and services to prospective students. In some cases, this means that we can best assist students by suggesting that other institutions may be a better fit for them. We also must effectively and consistently administer key university policies (e.g., admission, transfer credit, and residence policy for fee purposes). Additionally, we practice professional integrity by supporting and following the National Association for College Admission Counseling's **Statement of Principles of Good Practice** (www.nacac.com/downloads/policy_spgp.pdf). *You may need to obtain [Acrobat Reader](#) to open this file.*

One of the enrollment objectives of the university is to increase diversity. To this end, we work with the Office of Multicultural Student Services and others on campus to focus recruitment efforts on minority students. For example, we purchase lists of minority students from testing companies for use in our recruitment program. We also visit high schools in the state that have a high percentage of minority students. In addition, we have recently begun to work with other offices on campus that are seeking to provide services to the growing population of immigrant Hispanic farm workers in southwest Missouri.

What policies and procedures are used by the Admissions Office to improve student learning for the future?

While our staff are not directly involved in delivery of classes (with the exception of those who teach courses in addition to their regular workload), we are involved with setting the stage for students to achieve academically. For example, a key element of our work involves making sure that prospective students understand our admission policy (i.e., the high school core curriculum requirement and the selection index requirement). Students who meet our higher standards have greater potential for success. To promote understanding and acceptance of our policy, we have worked with high school counselors and asked for their support. In turn, we must support them by administering the policy in a consistent manner and reinforcing the message that they are giving to their students that what they do in high school is important in preparing for academic success at the college level.

As evidence of the importance they attribute to helping students prepare for academic success, eight of the nine members of our professional staff in Admissions have voluntarily participated in (or have arranged to participate in) the Master Advisor program offered by our Academic Advisement Center. Additionally, four of our staff members have taught our freshman orientation course. We also have staff members that serve as advisors to student organizations.

Consistent with our efforts to promote academic programs, we know from our research that many entering freshmen are already

making plans to pursue an advanced degree. To that end, we also promote our graduate programs through the Admissions Office. For example, students may even request information on graduate programs on our standard request for information card for prospective freshmen.

We believe that we play a role in the educational experience of some of our students in other important ways. The first is through student employment. We employ a large number of students to work in the Office of Admissions, and we seek to provide them with the opportunity to learn and grow through their employment with us. We believe that, by providing quality service to all students, we help to shape the attitudes and perceptions of our students as they prepare for lives of service. Additionally, our office sponsors one of the premier student organizations on campus, the University Ambassadors, and we strive to provide students in that organization with opportunities to develop their organizational, leadership, and public speaking skills.

How is the Admissions Office planning for the future?

Five areas come to mind in response to this question. The first has to do with improving our service to our constituents. We do so by seeking feedback and input from those constituents (primarily students and counselors). For example, we have a group of high school counselors (referred to as our high school counselor advisory board) who have volunteered to meet with us regularly to share information and ideas.

We also conduct a biannual survey of counselors throughout the state. Through these efforts, we have improved our service to and enhanced our relationship with this important group of education professionals.

We also conduct surveys of students on a regular basis. Groups that we survey include freshmen and transfer students who enroll as well as admitted freshmen and transfers who do not enroll. In addition, we have a group of high school students that we meet with throughout the year to obtain feedback on publications and other aspects of our recruitment effort. Summaries of selected research activities conducted by our office are available at www.missouristate.edu/enrollmentmanagement/secure/research.htm. The information that we obtain from all of these sources is used to evaluate and enhance our programs, services, and activities.

The second area is technology. In recent years, we have moved several of our services for prospective students to the web, including our application for admission, a "check my admission status" feature, transfer credit equivalencies for courses at other institutions, and a calculator that students can use to determine their eligibility for admission. We are also in the process of reviewing available technologies to enhance productivity and efficiency in recruitment and admission processing. We regularly use email in our communication with applied and admitted students.

The third is assessment. In addition to the feedback we receive from surveys and advisory groups mentioned above, we also regularly assess our various activities and services. Examples include routinely surveying students who participate in campus tours and surveying students who attend major recruiting events.

A fourth has to do with our efforts to serve prospective transfer students. For a number of reasons, an increasing number of Missouri students are choosing to begin their education at a community college and we expect the number of transfer students to continue to grow. It is critical, therefore, that we provide them with the opportunity to transfer to SMSU with minimal to no difficulty or loss of credit. We are also seeking to improve our services for transfer students in other ways (for example, through development of an online transfer orientation program). Because of the importance of this segment of our enrollment, it has been included as one of the performance measures in each of our last two long range plans, and we have experienced significant growth in our enrollment of community college transfers in recent years. Additional information is available at: www.missouristate.edu/presasst/performanceasures/PerformanceMeasure34.htm

The fifth is our effort to remain current with issues and trends in higher education through membership and participation in professional organizations at the state and national level, as well as through communication with our peers at SMSU and other universities. As one example, we monitor key issues and seek feedback when needed through list servers such as the one sponsored by NACAC.

Where appropriate to the Admissions Office's area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples.

We believe that the answer to this question is yes. We have cited examples above, and we invite review of our Admissions Guide, other publications, and our website.

What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the Admissions Office's constituents? How is this information analyzed and utilized?

Please see the third question for a summary of our efforts to obtain feedback from students and counselors. In addition to serving students, parents, counselors, and others outside of the University, we also have constituents on campus (i.e., academic and administrative departments with which we cooperate in our effort to recruit and enroll new students). We also seek feedback from them on ways in which we can be more effective. For example, we meet regularly with the University's Recruitment and Marketing Committee, which includes a representative of each of the seven undergraduate colleges, the Graduate College, the College of Continuing Education and the Extended University, the Office of Multicultural Student Services, and the Office of Publications. We also attempt annually to arrange for the professional staff in Admissions to meet with the academic deans and their department heads to obtain updated information on their programs.

How are commitments made by the Admissions Office to its constituents shaped by the University mission?

As noted above, our commitment to constituents is based largely on our promulgation of the marketing message that was developed by the Executive Enrollment Management Committee and connects to the mission of the university.

How are your outreach programs responding to community needs?

Our primary outreach is through visits by our professional staff to high schools in Missouri and portions of contiguous states. Our recruitment plan calls for us to visit all high schools in the 24-county region of southwest Missouri, as well as other Missouri high schools from which we enrolled two or more freshmen the preceding fall or four or more students during the preceding three fall semesters combined. Through this effort, we are able to serve the students and counselors of the high schools from which most of our students enroll. We also regularly visit our major feeder community colleges.

Another example of our outreach is programs that we sponsor for high school counselors. Each fall, we collaborate with ACT to host a joint workshop during which we both provide updates on our programs and services to meet the needs of counselors. We also provide facilities and support for an annual meeting of the Southwest Missouri School Counselor's Association. Additionally, we cooperate with the Office of Student Financial Aid to conduct a series of financial aid nights for students and families in our region.

Last Modified: September 08, 2005

Charge for African American Studies Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE AFRICAN AMERICAN STUDIES COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the African American Studies program fit with the University mission? ([Criterion 1](#))
2. How is the African American Studies Committee planning for the future? ([Criterion 2](#))
3. Describe the way your committee and program contribute to the institution's function in a multicultural society? ([Criteria 1 & 2](#))
4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning? ([Criterion 3](#))
5. How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement? ([Criterion 5](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from African American Studies Committee

The Associate Dean of the College of Humanities and Public Affairs at Southwest Missouri State University administers six Area Studies minors:

- [Asian Studies](#)
- [Gender Studies](#)
- [Latin American Studies](#)
- [Middle Eastern Studies](#)
- [Native American Studies](#)

African American Studies

1. How does the mission of the African American Studies Program fit with the University mission?

The [African American Studies program](#) is an antitoxin to the racial tension that Springfield and the surrounding community suffered at the turn of the previous century. In the early 1990s, SMSU established its AAS program, offering a minor focusing on the African American experience. Such a program allows students to acquire knowledge about the cultural contributions, achievements, problems and aspirations of the African American people. This academic unit fits in well with SMSU's Public Affairs mission with its emphasis on producing educated persons. To this end, as we enter the 21st Century, the AAS program is playing a major role in preparing students to face the larger society that is achieving greater ethnic diversity. Thus, the AAS program assists SMSU in obtaining a deeper understanding of ethnic issues, and in promoting ethnic diversity in Southwest Missouri and beyond.

2. How is the African American Studies Committee planning for the future?

The AAS Advisory Committee meets on a regular basis. It serves as the gate-keeper for the program's curriculum and assessment process. The AAS program committee regularly welcomes new courses into the program as they are created, and they also invite interested colleagues not currently teaching in the program to offer courses. The AAS committee plans to establish greater ties with the Professional Education Unit (PEU) to assist in preparing aspiring teachers to meet the challenges of diversity in the future. Similar ties will be strengthened with the College of Business and with the Multicultural Resources Center.

3. How does your committee and program contribute to the institution's function in a multicultural society?

In addition to shaping the curriculum of the AAS program, the advisory committee each year schedules programming as part of the African American Heritage celebration in February. In addition, workshops, an African American "History Bowl," performances and panels comprised of faculty and local business and political leaders have been arranged and promoted by the committee in order to increase awareness of diversity issues. In order to generate greater interest in the program, recruiting efforts are made at the annual Majors Fair and an evening event has recently been offered by AAS faculty to answer questions by students who may wish to Minor in AAS.

4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning?

During fall 2004, the AAS program committee held a reception for the students currently enrolled in AAS-specific courses. The purpose of the reception was to inform the students about the intellectual rewards associated with the courses in the program and to inform them about job opportunities for AAS minors. Questions raised by students at this reception, along with those expressed on the AAS assessment instrument (given to every AAS 100 student each semester) will be used to help shape the focus of the program in the future and meet student needs.

5. How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement?

The work of the committee is facilitated by support from of the office of the Dean of the College of Humanities and Public Affairs and by the Multicultural Resource Center. Participation of some committee members on the annual African American Heritage Month

committee allows for a pooling of resources and ideas and makes it possible to reach a larger cross section of internal and external constituencies and communities on the SMSU campus and within the Springfield region.

Last Modified: September 08, 2005

Charge for All Academic Departments

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

YOUR DEPARTMENT'S CHARGE IS TO RESPOND TO THE FOLLOWING FOUR QUESTIONS SHOWN IN BOLDED TYPE. TO HELP FOCUS AND CLARIFY EACH QUESTION, SEVERAL SUB-QUESTIONS ARE PROVIDED. PLEASE GIVE EXAMPLES WHERE POSSIBLE TO SUPPORT YOUR RESPONSES.

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? ([Criterion 2](#))

- To what extent is implementation of the University's mission evident in University operations?
- To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?
- How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?
- How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?
- How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

How do your department's mission, activities, and reward system align with the University's mission? ([Criteria 1-5](#))

- How does the mission of your department fit with the University's mission?
- How the activities of your department support the University's mission?
- How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?
- **Briefly summarize** the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?
- What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?
- What mission-related reward structures are in place for students in courses and programs offered by your department?

What department activities are undertaken to collect and use program assessment information? ([Criteria 3 & 4](#))

- What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?
- What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?
- How are the results of your assessment activities used by department faculty for program improvement?

What department activities are undertaken for development and improvement? ([Criterion 3](#))

- How does your department plan and prepare for the future?
- What activities of your department encourage collaborative efforts with other departments at the University?
- What policies and procedures are used by your department to improve student learning?
- How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?
- What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

Thank you in advance for your cooperation.

Report from Agriculture Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

- The Department has an appreciation of the university's mission in public affairs is to develop educated persons.
- Budgets appear to be linked with the long range plans as evidence in technology for faculty and students, graduate programming, and public affairs programs.
- The Student Success program, Service Learning, SOFAC funding, etc. indicates that we are a student centered university.
- The various "study away" programs for students and support of international travel for faculty are indicators of our awareness that we are in a global environment.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

- The Department not only embraces this mission of the university but has a lengthy history of emphasizing it. The Department's mission statement has reflected this historically by preparing students for meaningful careers in the food, fiber and natural resources industry and for fulfilling lives in an ever changing environment.
- The Department's reward systems reflect that we are student centered, responsive to the public needs through our research and public service activities.
- [The Department of Agriculture](#) undergoes annual goal setting sessions (with numerous reminders of the goals) and annual reviews that include faculty members, mentors, and the department head.
- The Department has established many opportunities for mission-related rewards for students. These include leadership development through an organized class, development of 15 activity clubs, hosting public affairs programs, and annually hosting a scholarship and awards banquet that recognized 70 students and over \$40,000 in scholarships.
- Note: The Department is appreciative of the programs at the university that provide recognition, materials, and support for achieving the goals established by the faculty and department.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

- A formal annual student assessment is made that includes written and oral portions. The assessment program lists dozens of changes that have been made based upon the findings.
- With individual advisement and many informal activities with the fifteen clubs, the Council of Club Presidents' monthly meeting, and numerous departmental picnics, mixers, student club sponsored trips, etc., constant feedback is obtained which are discussed among faculty on a regular basis.
- A student success class for transfer students (a population of students who contribute an increasing larger share of the population in agriculture) was initiated in the fall of 2004. Data that are attached indicates that it should be continued.
- The active involvement of the graduate students with all aspects of the department's programs provide a unique prospective for meaningful input. The results are reviewed, considered and acted upon during faculty meetings.
- A formal study of alumni and employers complement the present student assessment program. These results also are used in considering changes in curriculum.
- Dozens of guest speakers and per course faculty, who are professionals in their field, are included annually in our lectures. This input is invaluable to impart reality into the classroom and to keep faculty abreast of the practical applications.
- The support of an active internship program provides priceless information to the students but also to the supervising faculty. Faculty stay abreast with the various business and government agency issues and developments.
- The Department of Agriculture has a formal advisory committee that serves as a resource to gain insights about funding sources, research needs, public affairs program needs, and the critical needs for graduates.

What department activities are undertaken for development and improvement? (Criterion 3)

- The Darr Agricultural Center development is to be an example of an outdoor laboratory for bridging the traditional agricultural endeavors with our metropolitan society and requires cooperation of state, federal, and private groups to make it a reality. Phase I of the project is completed with Phase II having the funding in place. Plans for Phase III have been made and funding sources identified.
- While every effort is made to obtain outside grants, private donations, and through the normal internal budget channels, additional financial support in each of these areas must be obtained to meet the basic needs for recruiting, preparing, and placing students as well as to support faculty and staff with operations funds, equipment, facilities, and salaries that are necessary. The students and faculty deserve no less than this extreme effort.

**Student Evaluation for AGR 399
(Transfer Orientation Class for Agriculture Majors)
Fall 2004**

Transfer students are faced with the challenge of taking classes with students who have friendships already developed, are very familiar with the campus, computer systems, etc. This change has often been observed to place transfer students at a disadvantage and may jeopardize them from being fully prepared for graduation and the pursuit of a career. This course was an attempt to assist transfer students integrate into the programs and activities of the Agriculture Department at SMSU. In the effort to improve the course to better help transfer students in the future, please answer the following questions:

Please answer with the following options:

- a. Strongly Agree
- b. Agree
- c. No Opinion
- d. Disagree
- e. Strongly Disagree

Evaluation Questions	Opt A + B
1. The course should be held at a different time of day (8 a.m.).	50
2. Becoming familiar with the computer systems was helpful	87
3. Becoming familiar with study/test taking skills was helpful	56
4. Knowing how to use the Career Services Department was helpful.	93
5. Becoming familiar with the Library was important.	81
6. Being reminded of Learning/Teaching styles was important	56
7. Developing a 2-year plan of courses to take was meaningful.	93
8. Developing a resume was important.	100
9. Getting admitted into a degree program was important	100
10. Getting transfer courses evaluated correctly was important	93

11. Would have preferred to have learned the things taught in this class via an appointment with my advisor or the Department Head	25
12. Being enrolled in this class helped me become acquainted with other Agricultural students and club activities at SMSU	50
13. Obtaining information about internships was important	68
14. The course should be continued	93

	A	B	C	D	A+B
1	31.25%	18.75%	43.75%	6.25%	50.00%
2	37.50%	50.00%	12.50%	0.00%	87.50%
3	12.50%	43.75%	37.50%	6.25%	56.25%
4	37.50%	56.25%	6.25%	0.00%	93.75%
5	37.50%	43.75%	18.75%	0.00%	81.25%
6	18.75%	37.50%	43.75%	0.00%	56.25%
7	56.25%	37.50%	0.00%	6.25%	93.75%
8	62.50%	37.50%	0.00%	0.00%	100.00%
9	68.75%	31.25%	0.00%	0.00%	100.00%
10	68.75%	25.00%	6.25%	0.00%	93.75%
11	6.25%	18.75%	43.75%	31.25%	25.00%
12	18.75%	31.25%	31.25%	18.75%	50.00%
13	25.00%	43.75%	25.00%	6.25%	68.75%
14	68.75%	25.00%	0.00%	6.25%	93.75%

Survey n=16 Class of 23 Note: On date of survey, several had excused absence.

Last Modified: September 08, 2005

Charge for Antiquities Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE ANTIQUITIES COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Antiquities program fit with the University mission? ([Criterion 1](#))
2. How is the Antiquities Committee planning for the future? ([Criterion 2](#))
3. Describe the way your committee and program contribute to the institution's function in a multicultural society? ([Criteria 1 & 2](#))
4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning? ([Criterion 3](#))
5. How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement? ([Criterion 5](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Antiquities Committee

How does the mission of the Antiquities program fit with the University mission? (Criterion 1)

- The purpose of the [Antiquities Program](#) is to provide students with a multi-disciplinary, multi-departmental perspective on the history, culture, and languages of antiquity in the Near East, the Classical Mediterranean World and the New World (the Americas).
- The synthesis of disciplines relating to ancient studies (Classical Languages, Religious Studies, History, Anthropology) as well as the providing of tools (languages, ethnologies, research methodologies, and fieldwork techniques and procedures) affords Antiquities majors a unique opportunity to develop and exercise their critical thinking skills.
- The concepts of applied citizenship and common values underlying SMSU's statewide Public Affairs Mission are themselves based on the European governmental, philosophical, and religious systems. At the same time, our life as Americans has been shaped by its physical surroundings and the American cultures which existed before ours. The Antiquities Program thus contributes a unique diversity to the University mission.
- Consistent with the Public Affairs Mission, Antiquities faculty members have developed new sections of the GEP 397 Capstone Course, and teach it on a regular basis.

How is the Antiquities Committee planning for the future? (Criterion 2)

- The Antiquities Program's move from the College of Humanities and Public Affairs into the College of Arts and Letters was made in response to a recommendation by the SMSU Program Review Committee.
- The impending retirements of some Antiquities faculty may necessitate minor changes in the Antiquities curriculum, as the Antiquities Program may or may not be a major factor in an individual department's hiring process.
- The SMSU Program Review Committee's recommendation to delete the Latin major and minor may necessitate the addition of a separate "Ancient Languages" track to the Antiquities major.

Describe the way your committee and program contribute to the institution's function in a multicultural society? (Criteria 1 & 2)

- No part of a college education is untouched by the ideals and accomplishments of the ancients - in fields such as medicine, politics, urban planning, theater, science, vocabulary, sports, astronomy, and art. The diversity demonstrated by ancient cultures in these fields provides an excellent analogue to modern cultural diversity.
- From a historical standpoint, ancient cultures afford a wealth of examples, both positive and negative, of what can happen when two cultures come into contact. The founders of the nation studied these examples carefully, and so do Antiquities majors.
- The New World tracks in particular shed light upon an unfortunately neglected part of our own American culture and its contributions to modern society.

What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning? (Criterion 3)

- Antiquities majors complete a *statement of purpose* within 30 days of declaring a major and a second one by the end of their last semester.
- Antiquities faculty submit *assessment forms* on Antiquities majors' performance in all courses the major takes with him or her. This has proven helpful in preparing letters of reference for students and in helping them discern career goals.
- Antiquities majors compile a *portfolio* made up of representative work produced during Antiquities courses. The portfolio is especially helpful in evaluating the Antiquities major's prospects for postgraduate study.
- Antiquities majors may also complete the formal assessment course in the department most closely related to their major track.
- Graduating Antiquities majors have a 30 minute exit interview with the Program Coordinator by the end of their last semester. Topics for discussion include the student's statements of purpose, portfolio, and personal impressions of his or her experiences as an Antiquities major at SMSU.

How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement? (Criterion 5)

- The Antiquities faculty takes justifiable pride in its track record for excellence in teaching, as reflected in the numerous awards its members received at the College, University, and State levels.
- The Antiquities faculty has also acquired a reputation for outstanding scholarship in its constituent disciplines. Faculty members have presented scholarly work at state, regional, national, and international venues; they have published numerous scholarly articles and books, and they have served in leadership roles in various state, regional, and national scholarly organizations.
- The Antiquities faculty are also good citizens of the University, serving on a wide range of important University committees and providing the University with one dean (University College/Arts and Letters), one associate dean (Humanities and Public Affairs), one Presidential Assistant, three present or past department heads (Religious Studies, History, and Modern and Classical Languages), and the Chair-Elect of the Faculty Senate.
- The annual Antiquities Colloquium provides an opportunity for faculty and students to interact in an enjoyable and edifying manner, and serves as a recruiting tool for future Antiquities majors.
- The Antiquities Program has no budget and a small library fund. Historically, the Coordinator has received three hours of released time each year, but the other Antiquities faculty receive no additional considerations for their extra work.

Last Modified: September 08, 2005

Report from Applied Consumer Science

Mission:

The [Department of Applied Consumer Sciences](#) (ACS) in the School of Agriculture promotes the application of knowledge and skills through classroom, distance, and experiential learning in the programs of Clothing, Textiles, and Merchandising (CTM); Hospitality and Restaurant Administration (HRA); Housing and Interior Design (HID); and Vocational Family and Consumer Sciences Education (FCSEd). The primary mission of the ACS department is to develop educated persons who are life long learners, engaged citizens, and visionary career professionals to advance the fulfillment of consumer desires through industry and community based programs that anticipate future human resource needs in the global marketplace.

1. To what extent is implementation of the University's mission evident in University operations?

1.1 To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- University operates with careful allocation of resources based on a priority expenditures plan.
- A mission focused on public affairs and developing educated persons that is implemented through the university's "Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan" and that document's continuation through the strategic plan "Count Down to the Centennial: A Long Range Vision and Six-Year Plan (2000-2006)."
- The "Welcoming the 21st Century" and "Count Down" documents link the university-wide planning process to budgeting at all levels including the ACS department.
- Funding for ACS long-rang plans and current programs will come from several sources, which includes: state appropriations (on-going programs, institutional performance support, and new program activities), student fees, internal reallocations, sponsored research, and private donations. Historically, these sources have funded the majority of the ACS E&G budget.

1.2 How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- Through the SMSU-Extended campus, the ACS department provides anytime, anyplace learning opportunities through internet-based instruction, internships, international studies, and intersession courses (the 5 I-s). The ACS department university is also involved in international educational opportunities such as: Study Away programs to France and China, transfer programs for undergraduate and graduate students with colleges abroad (e.g., London College of Fashion and American Intercontinental University, the branch campus located in Dalian, China, and the China exchange program in Qingdao, China).
- Through its shared governance structure, SMSU has developed the principles of an educated person. Thus the university is committed to the search for knowledge. The characteristics identified by SMSU to be that of an educated person are supported by the ACS department and are as follows:
 - someone who is literate in the broadest sense.
 - a person who has an appreciation of the responsibility of lifelong citizenship and awareness of global issues.
 - individuals who seek solutions to problems by means of a broad use of knowledge as well as an in-depth mastery of at least one specific academic discipline.
 - a person with skills and motivation to continue to learn after leaving the university, thus being prepared for both lifelong learning and lifelong productivity.

1.3 How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- SMSU prides itself on being a collaborative campus community of learners with substantial involvement from faculty, staff, students, and administrators, as well as input from the university's various constituencies (e.g., alumni, advisory boards, area residents, state officials, etc.).

- The SMSU governance and organizational structure are premised on a clear mission, long-range vision, and a comprehensive plan on how to achieve the agreed-upon goals. The long range plan of the university, "Countdown to the SMSU Centennial: A Long-range Vision and Six-Year plan (2000-2006) resulted from a review, reevaluation, and revision of the five year plan "Welcoming the 21st century: A Long-Range Vision and Five-Year Plan (1995-2000), which seeks input and collaboration from internals and external constituencies.
- The " Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006) is the culmination of nearly 18 months of campus discussions

1.4 How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- The university has a priority-based budget, which allows the university to engage in programs and renovations on campus based on the priority ranking of the project.
- The objectives of the university's plan is to make the best use of program offerings and facilities which promotes the efficiency through the best use of space, exercise good stewardship by using existing space instead of creating new space, and accomplish renovations in a timely manner. Recently, the ACS department was supported by CNAS in adding a classroom in the lobby space of the Park Central Office Building, the location of 3 of the 4 ACS programs. The classroom addition will help accommodate the growing number of majors in these programs.
- This re-prioritization of space makes good fiscal sense, promotes organizational cohesiveness, and will greatly enhance the university's public affairs mission by updating several buildings with a long history of deferred maintenance issues.

2. How does the mission of your department fit with the University's mission?

SMSU 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. The primary mission of the ACS department is "to develop educated persons who are life long learners, engaged citizens, and visionary career professionals. . ." The department focuses on three of the five themes: professional education, business and economic development, and creative arts. Within the ACS department, the public affairs theme at SMSU is understood as the integrating principle for the entire curriculum. The presumption is that every discipline/program carries implications for the collective life of the community. In consumer sciences, business principles and practices have profound social consequences. The discussion of and reflection on public issues is a central component of learning in ACS. The mission of the ACS department also recognizes that the learning environment is not limited to either the classroom or theory. Distance and experiential learning courses offered through ACS programs allow for application of knowledge and the development of skills. Finally, in recognizing that trends in industry and community based programs impact future human resource needs in the global marketplace, the mission of ACS fits with the University's view of world community.

2.1 How do the activities of your department support the university mission?

- The ACS department has a mission and planning process which is based on component parts that support the university mission and planning process
- The ACS departmental faculty is a group of scholars committed to developing educated persons. ACS faculty believe that educated persons will accept responsibility to act in accordance with the following principles:
 - Practicing personal and academic integrity.
 - Being a full participant in the educational process and respecting the rights of all who contribute to the "marketplace of ideas."
 - Treating all persons with civility, while understanding that tolerating an idea is not the same as supporting it.
 - Being a steward of shared resources of the community of scholars.
 - Choosing to accept these principles suggests that each participant of the ACS programs refrains and discourages behavior that threatens the freedom and respect each member deserves.
 - ACS faculty are directly and indirectly involved in traditional and non-traditional means of delivering educational opportunities to the university's diverse population. On-line courses (e.g., CTM 283 and 480), student teaching, field experiences, internships, and intersession courses are offered by the ACS department to provide distance and nontraditional learning opportunities.
 - Public affairs activities are conducted in all ACS programs, in line with the University mission, as evidenced in the attached matrix.

2.2 How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- For this process, the ACS department understands its task of developing educated persons to include adding to the store of human understanding through effective teaching, research, scholarship and creative endeavors, and providing supportive service to the community and the university. The departmental RTP process ensures that a high level of productivity is attained by faculty members through periodic faculty reviews.
- ACS clearly articulates the department's expectations for faculty appointment, tenure, and promotion through the departmental Reappointment, Tenure, and Promotion (RTP) plan that supports the three- part focus of scholarship of teaching, service and juried scholarly activity such as creative projects, products, and/or research publications. The ACS RTP plan is reviewed regularly by the departmental faculty and revised as needed to coincide with changes in the Faculty Handbook and departmental growth. Awarding of reappointment, tenure and promotion for ACS faculty is based on the RTP plan.
- Faculty are encouraged to maintain professional currency through the requirements specified in the RTP plan and through funding for professional development travel provided by the department.
- Individual, interdisciplinary, and mentoring activities of graduate and undergraduate students are viewed as opportunities for partnership in scholarship.
- In line with its diversity of programs, the ACS department recognizes a wide range of activities and indicators for achieving productivity in teaching, service, and scholarship, as defined by E. Boyer and supported by the University.

2.3 Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions.

- The new faculty member is mentored and evaluated annually to find the most effective allocation of time for teaching, scholarly productivity (to include juried creative products and/or research publications), and service.
- The ACS department emphasizes the value of having a balanced approach to developing a faculty member's portfolio in teaching, scholarship, and service.
- In collaboration with the department head, faculty construct annual goals and are evaluated on their progress toward meeting these goals. Goal planning reflects objectives in the RTP plan.
- For tenure and promotion decisions, a committee of tenured colleagues reviews the applicant's materials (at the conclusion of the first, third, and fifth years of employment for the tenure track candidate) and makes a recommendation based on performance as directed in the RTP plan.

2.4 What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- At the University, ACS faculty are encouraged to participate in the available mentoring program, and in university professional development opportunities, such as Showcase on Teaching.
- Outside of the University, ACS faculty are provided with financial support to participate in state, regional, and national professional development. Funding for travel related to professional development activities is available to all full-time ACS faculty. In 2003-04, 80 percent of the faculty used this funding.
- ACS faculty are encouraged to participate in University workshops that teach technologies to enhance student learning, improve efficiency, and expand accessibility of courses and programs to surrounding communities through various delivery systems such as on-line courses, dual credit offerings, continuing and professional education, and professional certification courses.
- Faculty computer systems (hardware and software) are updated on a planned rotation.
- New tenure-track faculty are allocated a start-up fund by CNAS to enable them to purchase equipment, resources, etc., for teaching and scholarly productivity.
- There is a roles and rewards program at both College and University levels to financially acknowledge those faculty who excel in teaching, research/scholarship, and service, such as Outstanding Teaching and Service Awards and the Master Advisor Award.

2.5 What mission-related reward structures are in place for students in courses and programs offered by your department?

- In light of the focused themes of the university, change in student needs, and the ever- present responsibility to

supporting constituencies, the programs within the department update curriculums to meet the needs and expectations of those being served.

- Academic credit for service learning components is offered in a number of ACS courses.
- In a number of programs, students are recognized for academic achievement in the major and as a cumulative grade point average. Most often, students receive scholarships and/or other awards for these distinctions.

3. What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible? (Criteria 3-4)

- ACS ensures that data and records are in place for managing student assessment, advisement and accountability of the use of public resources.
- ACS assessments are designed to be supportive of the 67 measures identified in the "Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006).
- ACS conducts regular reviews of its programs to assure continuous improvement.
- Assessments are carried out with data from surveys such as: General Education Survey, CIRP Student Information Survey, English Placement Exam, Math Placement Exam, and IDS 110 Survey of Freshmen. Other assessments carried out at the ACS departmental level are based on: standardized exams, local exams, portfolio review, certification exams, employment placement data, and alumni surveys.
- Particular emphasis is placed on tracking the implementation of program goals that have been identified in the CBHE "Critical Choice" document.
- A new general education plan for SMSU was implemented in 1997. Consistent with the SMSU mission in public affairs, the overriding aim of this program is to develop educated persons capable of making thoughtful choices that lead to creative and productive lives and to be responsible participants in society. All ACS programs reflect the emphasis of the general education plan.
- The desire to increase standards and the quality of teaching and learning led to the adoption of the selective admission standard, the move to enrollment management in policy and tactics, the adoption of a host of measurement and outcomes assessment activities, and the emphasis in all ACS programs on student-centered and professional obligations of faculty and staff.

3.1 What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- The ACS department is offering graduate studies through the MNAS. The department recognizes the increased emphasis on and the increased enrollment in graduate education and the corresponding demands for additional faculty, equipment, staff support, and teaching and operating supplies.
- Department activities that are undertaken to collect program information for use of assessment include the following accreditation processes and activities for programs:
 - National Council for Accreditation of Teacher Education (NCATE)
 - Department of Elementary and Secondary Education (DESE)
 - Council on Hotel, Restaurant, and Institutional Education (CHRIE)
 - American Hotel and Lodging Association (AH&LA)
 - Accreditation Commission for Programs in Hospitality Administration (ACPHA)
 - Serve Safe Certification
 - Juried student competitions
 - Professional portfolios
 - Internship employers
 - Teaching practicums and student teaching
 - Advisory boards
 - Graduate follow-up surveys

3.2 How are the results of your assessment activities used by department faculty for program improvement?

The department head meets with faculty annually to discuss impact of assessment outcomes on programs; to facilitate improvement

in teaching, scholarship, and service; to improve student learning and placement of graduates; and to meet program, department, College, and University goals.

4. How does your department plan and prepare for the future?

- The effectiveness of ACS programs is substantiated through descriptive evidence that its programs are serving their constituents in an effective way by providing meaningful educational services, fulfilling the university's state-wide mission of public affairs, and carrying out its business in an efficient manner.
- Each faculty member collaborates with the department head to develop a list of individual goals for the academic year. The college dean then reviews goal plans. Goal achievement is assessed annually by the department head.
- A 5-year plan for the ACS department is constructed by departmental faculty in line with the CNAS 5-year plan.

4.1 What activities of your department encourage collaborative efforts with other departments at the University?

- Development of dual credit offerings with K-12 schools, and articulation agreements with other colleges (e.g., Ozarks Technical College and Johnson County Community College), colleges within the University (e.g., MNAS), and university units (e.g., Academic Outreach and Study Away Office) to meet recruitment and retention goals.
- Expansion of advising and orientation programs (e.g., SOAR and Master Advisors).
- Provision of other academic support services needed to ensure student success and retention, such as comprehensive job fairs, career day participation, fashion shows, industry tours, study away tours, and professional guest lecturers.
- Monitoring of the quality of students' educational experiences and placements of graduates in professional positions.
- Fostering of competence and responsibility in the common vocation of citizenship.

4.2 What policies and procedures are used by your department to improve student learning?

For all ACS programs, the goals for student learning outcomes are clearly stated in program assessment plans and syllabi in order to make effective assessment possible. Several of the ACS programs have established policies and procedures relating to class attendance and participation, assignment expectations, timeliness of assignment submissions, portfolio development, grading structure, etc., that are consistent throughout the program's course offerings. Additionally, the ACS department publishes in syllabi the University policies on academic integrity, disability services, grade dispute process, etc.

4.3 How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- The ACS departmental values and supports effective teaching. Summaries of student evaluations of teaching are reviewed by the department head and faculty member after each semester. Faculty who have teaching areas that require improvement are given the opportunity to work with a colleague who has demonstrated success in these areas, either as a mentor or team-teacher.
- Per course faculty also receive student evaluation summaries; future contracts relate to these summaries. A brochure was developed to communicate to per course faculty ACS department policies and procedures, University requirements, and University policies. Per course faculty receive course materials from the department; revisions made by per course instructors must be reviewed and approved by the full-time faculty in the program.
- The department's graduate and undergraduate program activities are committed to imparting knowledge and to the appropriate and innovative use of technology in support of these activities. In 2004-2005, CTM and HID faculty participated in software training for the new U4ia program, part of a \$1.7 million grant. This software program will be available in the department's computer laboratory and will be introduced through a new course in spring of 2005.
- ACS encourages innovative teaching formats, alternative delivery systems, and thematic topics, which enhance all department programs. Funding to provide release time for the development of two on-line courses was secured from Academic Outreach.

4.4 What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- The ACS departmental resources support student learning and effective teaching through the university's multi-campus system structured to compliment one another and to address the needs of a metropolitan and rural areas they jointly serve.
- Recently, Hospitality and Restaurant Administration was awarded renewed ACPHA accreditation. Housing and Interior

Design is positioning to apply for FIDER accreditation. Clothing, Textiles, and Merchandising faculty are currently working with the International Textile and Apparel Association to develop an accreditation process for their discipline. Vocational Family and Consumer Sciences is accredited through NCATE, DESE, and the Professional Education Unit of SMSU.

Department of Applied Consumer Sciences

Student Organizations

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Names & Philanthropic Activities	Association of Clothing, Textiles & Merchandising (ACTM) *Clothing Drive *Quilts for Aids Babies	Hospitality Leaders of Tomorrow (HLOT) *Thanksgiving Dinner for Violence Center Empty bowls/Ozark Food Harvest Eta Sigma Delta *Relay for Life *Make a Wish	American Society of Interior Design/student chapter *Painted regional girls' shelter	American Association of Family and Consumer Sciences (AAFCS) *Toys for Tots *MS Walk *Relay for Life *Ozark Food Harvest *Adopt a Family
Number of students in organization	80	55/45	25-35/yr	10-15
Percent of majors involved	38%	20%/15%	18%	50%

Accreditation Body and Plan

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Date	None Available	Accreditation Commission for Programs in Hospitality	Working on Foundation for Interior Design Education and	SMSU Professional Education Unit 2004 NCATE 2004

		Administration (ACPHA) 2004	Research (FIDER)	Department of Elementary and Secondary Education (DESE) 2004
Next Accreditation		2014	2010	

Graduate Programs

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Number of Students	2 (Masters of Natural and Applied Sciences)			MSED - 6 students MAT 2 students
Assessment Plan	Yes (CNAS)			Yes
Comprehensive Exams	Yes			Yes
Major Paper of thesis	Yes			Yes
Follow-up surveys, etc.				

Scholarships

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Internal - Number of students for current year. List names of scholarships	Edna Bell - 1 in 2003 Floy T. Burgess Memorial - 2 in 2004	Earl Moulder Hotel - 1 in 2002, 1 in 2003	Floy T. Burgess Memorial - 1 in 2004	Jo Anne Booher Memorial - 1 per year Joyce Waldron - 1 per year
External Number of	American Association of Family and Consumer Sciences (AAFCS)	Nine other different external scholarships from associations and	Springfield Design Association 2 each	Missouri Educators of FCS 2 in 2004 1 in 2001

students for current year. List names of scholarships	1 in 2003	companies	year	Missouri AAFCS
	Fashion Group International Inc.	5 in 2002	Home Builders Association	1 student in 2000
	Kansas City - 3 in 2004, 3 in 2003, 2 in 2002	9 in 2003	2 each year	MO Rural Educators
	Dallas - 1 in 2004	3 in 2004		3 students in 2004

Internships or Student Teaching

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Paid	Yes	Yes	60% paid	No
Unpaid	Yes	No	40% unpaid	Yes (student teaching)
Number of Students	55-70 annually	408 students (02-04)	40-50 annually	4 (04)
Names of companies/key placements (list a few especially out of the area)	New York, Vera Wang, Glamour, Ralph Lauren, Showroom Seven, Mark Shale, Tommy Hilfiger. St. Louis - May Merchandising	Marriott, Hyatt, John Q Hammons, Red Lobster, Drury Inns, Walt Disney World, Grand Casinos, Sheraton, Houlihan's	St. Louis - Cray Designs, Diane Breckinridge	Schools throughout the state

Student Juried Shows

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Products, Presentations	Original Garments Product Develo. Boards Spring Fashion Show			
Names of	Fashion Group International (FGI)			

shows, presentations	Kansas City Career Day Dallas Career Day			
Number of percentage of students	20 students participate in these events per year			

Students Attending Conferences

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Locations	Kansas City Career Day Chicago Career Day Dallas Career Day	American Hotel & Lodging Assoc. NY National Restaurant Assoc. Chicago	NEOCON Chicago ASID Kansas City	FCCLA National Cluster Dallas MOEFACS and FCCLA state meeting
Number of students attending		NY - 20 NY - 20	Chicago - 10 Kansas City - 18	Dallas - 2 Missouri - 3 (04), 7 (03)

Faculty Information

Faculty Awards

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Number and Type				
Internal	1		1	
External				
Teaching	1			
Research				
Service			1	

Faculty Refereed Presentations

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Number	9 (00-04)	1	1	3 (03-04)
Type (State, Regional, National)	San Diego, CA Kansas City, KS San Antonio, TX New York, NY Portland, OR Washington, DC Nashville, TN	Lookout Point, MO	Osage Beach, MO	San Diego Indianapolis St. Louis

Faculty Juried Shows

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Number	0	0	0	0
Type	N/A	N/A	N/A	N/A

Faculty Refereed Publications

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Number	8		1	3
Type (Textbook, journal, article)	2 Textbooks, Trade Publications		Textbook (in progress)	Journal articles

Faculty Leadership/Service Roles

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.

Number	18	41	5	27
Type Committee member vs. Officer/chair	15 vs. 3	32 vs. 9	4 vs. 1	19 vs. 8

Assessment Plan for Program

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
Follow-up surveys	Yes, alumni survey	Survey of internship employers	No	Yes
Exit exams	No	No	No	Praxis required for student teaching
Licensing	No	No	No	Teacher certification
Job interviews	On-campus interviews with companies such as May Merchandising and Wal-Mart	On-campus interview during Recruiters Fair held each semester	No	No

Grants

	Clothing Textiles & Merchandising	Hospitality & Restaurant Administration	Housing & Interior Design	Vocational Family & Consumer Sciences Ed.
External	U4ia software valued at 1.7 million dollars 02-04 wgsn.edu On-line subscriptions for students	Big Cedar Lodge \$7,000 (02) Big Cedar Lodge \$15,000 (01)		
Internal	2 grants to develop in-line courses 1 Faculty Development Grant for training on U4ia			

Report from Art & Design Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- 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.
- This mission permeates university functions. In particular, the [art and design department](#) is strongly focused on creative arts and public affairs.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- The university carefully develops 5 year plans and faculty input is encouraged. Priorities set within 5 years plans are to receive priority funding. However, for many reasons (state economy for one), not all identified priorities (such as a new art and design building) are funded.
- Many departmental needs are identified annually and prioritized for the college and above; these needs usually are not addressed and department operation budgets remain stagnant even when student major growth in a department is realized.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- Student learning is our primary task and given highest priority. Technology is increasingly emphasized in all learning aspects. Art and Design department incorporates technology whenever possible, but is especially important in our Design, animation, and interdisciplinary electronic arts programs.
- SMSU has increased the number of minors that focus on cultures and global regions (e.g., Asia, Middle Eastern, Latin America, African American, Native American and Gender studies).
- Our art history major is designed to emphasize global art studies. Also, the art and design faculty has 7 non-USA born members and we emphasize and respect diversity.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- Everyone is encouraged to attend various all-campus 5 year planning meetings which focus on specific themes (sub-committees are charged with various theme responsibilities).
- Faculty are expected to participate in planning primarily within the department. As is the typical structure, department goals are brought by the Head to the Dean who then represents the college within the upper administration composition. How decisions are made in the upper administrative format is not always clearly understood or explained.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- If new needs are identified but not included in the 5 year plan it is difficult to re-prioritize. The major obstacle is budget allocations are committed and new funds are extremely tight; unless top administrators decide new directions are

needed and they reallocate.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- "The Art and Design Department is the largest and one of the most varied publicly funded departments of art and design in Missouri. The Department is dedicated to providing appropriate curricular and extra-curricular experiences to prepare individuals for professional careers in art and design, to prepare art teachers and to enhance understanding of, and engagement with, the visual dimension of culture for the university and the broader community. The Art and Design Department supports Southwest Missouri State's over-arching mission of producing 'educated persons,' through a statewide mission in public affairs and a particular focus of the creative arts as central to that overall mission." (*Art and Design Faculty Handbook*)

How do the activities of your department support the University's mission?

- The primary focus of the SMSU's mission is "to develop educated persons while focusing on five themes: professional education, health, business and economic development, creative arts, science and the environment." We believe that our first responsibility is the teaching we do in and out of the classroom.
- We participate directly in the themes of professional education (BSEd in Art), business and economic development (BFA in Design, BS in Electronic Arts) and the creative arts (BFA in Art and BA in Art).
- The Department of Art & Design is one of the few departments on this campus whose primary purpose is to educate students visually. The world in which we now live is a world where information is increasingly communicated in a visual format. The department takes its responsibility for preparing students to understand visual communication very seriously.
- Not only do we educate students who will teach others through our Art Education program, we also educate those who will design and produce these images in our BFA programs.
- We also offer classes in art history and art appreciation which help those students not directly involved in art learn how visual communication can be, and is, used in our and other societies.
- Faculty are involved in Service Learning both in a formal and informal manner. Art History classes have partnered with local cultural institutions.
- Students working on a BFA in Design produce design work for non-profit agencies as part of their final required class.
- Students also see our faculty who willingly give their time and expertise to support community activities as important role models.
- Our gallery is one of the few in Springfield that focuses on exhibiting contemporary work by artists from outside the Midwest. Our program has necessarily been limited by the lack of a full-time curator until this year. We believe that with the addition of this position, the gallery and its programs will become an important part of the University's outreach to the community. We also use the gallery as a way of reaching out to the public schools in this area, offering workshops for area art teachers in conjunction with a number of our exhibitions.
- "The University understands its task of developing educated persons to include adding to the store of human understanding through research, and drawing from that store of understanding to provide service to the community which supports it." (University Mission Statement) The faculty of the Art & Design Department is engaged in research that has been recognized through the inclusion of their work in exhibitions (national and international) and in publications. The awards won by our outstanding faculty are too numerous to mention. We showcase the talent of our faculty in a biennial faculty exhibition at the Art & Design Gallery, through their participation in other local exhibitions and through workshops and presentations.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency? What other reward structures and/or

processes are in place in your department for faculty promote a life a learning within the University's mission?

- In order to be promoted, tenured, or reappointed every year, junior faculty must reach expected or above expected levels of achievement in their creative or scholarly research, their teaching and their service to the department, the University and the community.
- The high quality teaching required by the department supports the University's mission of developing educated persons. The criteria used in evaluating teaching are, among other things, student outcomes, student evaluations and organization and communication skills in the classroom as demonstrated by the teaching materials used.
- The service requirements support the University's focus on public affairs.
- The Art and Design Department guidelines require faculty to remain current and active as scholars and creative artists in order to be reappointed and tenured. The criteria used in evaluating research include publication or presentation of original work, fellowships, grants awarded, residencies and other honors. For promotions, the record of creative activity must be sustained.

A brief summary of the procedures Art and Design uses to evaluate and recognize faculty performance in its reappointment, tenure and promotion decisions.

- Every faculty member applying for promotion, tenure, or annual appointment must submit the materials specified in the College of Arts and Letters Guidelines for Annual Appointment, Tenure and Promotion as well as materials to document teaching effectiveness, scholarly significance and service contributions.
- For annual appointment, the faculty member must have demonstrated effectiveness in teaching and research/creative activity at the "expected" level.
- For tenure, the faculty member must have demonstrated effectiveness in both teaching and service at an "above expected" level and research/creative activity at the "expected" level.
- For promotion to Associate Professor, the applicant must demonstrate effectiveness at the "above expected" level in all three areas.
- For promotion to Professor, the applicant must demonstrate performance in two of the three areas of teaching, research and scholarly/creative activity at the "excellent" level, and in the third area at the "above expected" level.
- The Art and Design Department Evaluation Committee consist of all tenured faculty at or above the rank for which the faculty member is applying. The applicant makes all submitted materials available to the members of the Evaluation Committee. Each member of the Committee is required to review the applicant's materials. The Committee holds a series of meetings for discussion of the materials and for preparing a Departmental Assessment

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University mission?

- The Art & Design Department guidelines clearly promote professional currency and activity, as well as high quality teaching and involvement in service activities in junior faculty. However, once tenure or final promotion is achieved, the department does not have any mechanism for encouraging, promoting or requiring faculty to maintain any level of involvement beyond what is specified in the SMS faculty handbook.
- We also feel that it is important to note that neither the department (having no resources) nor the university provide space or equipment or reassigned time to support the creative work of the Art & Design faculty, yet demand research requirements for reappointment, tenure and promotion. There are no funds to support the expenses of maintaining a studio outside the university, to purchase supplies for creating works of art, to defray the cost of entrance into competitive exhibitions, to ship works to those exhibitions or to defray the cost of dues to professional associations. All studio faculty who do not have administrative appointments, are in the classroom 18 hours per week, which is the equivalent of a 4 course load for lecture classes. No faculty receive reassigned time for creative work as faculty do in almost every other department on campus.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Each fall we have an exhibition of the best work done by our freshmen students at the Student Exhibition Center to honor these students.
- The department offers a number of scholarships, primarily through the SMSU Foundations, to honor and reward our best students.
- In a year or two, as our new Art History degree develops, we will be instituting a program of student presentations from all undergrad art history programs in Missouri to honor our best students.

What department activities are undertaken to collect and use program assessment information (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- Annual review of course syllabi by faculty and administration.
- Foundation examination for all students in Art & Design.
- Slide records (Foundations Slide Library) of each foundations show used in Foundation Program Reviews and teaching foundation courses.
- Bachelor of Fine Art review with BFA Committee Review Forms. Forms on file.
- Senior Exhibition: student presentation, thesis statement, and faculty evaluation guide the student in program exit examination.
- Senior Exhibition Committee Review Forms on file and periodic review guides assessment practices within each program.
- Design Exhibition: final examination conducted by faculty and the professional community.
- College Basic Academic Subjects Examination (CBASE) for entry into the Art Education program.
- Praxis II national teacher examination: one of the final exit examinations in the Art Education program, which is required prior to student teaching.
- Department of Elementary and Secondary Education (DESE) professional portfolio review for State of Missouri licensure: one of the final exit examinations in the Art Education program required prior to licensure.
- Course Assessment Reviews required for the General Education program.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- Review of syllabi which are updated as needed.
- Foundation examination is administered to all students in the foundation course, ART 100.
- Bachelor of Fine Art review: departmental review by faculty committee. Forms on file.
- Senior Exhibition: student presentation, thesis statement, and faculty evaluation guide the student in program exit examination.
- Design Exhibition: final examination conducted by faculty and the professional community.
- College Basic Academic Subjects Examination (CBASE) for entry into the Art Education program.
- Praxis II national teacher examination is one of the final exit examinations in the Art Education program, which is required prior to student teaching.
- Department of Elementary and Secondary Education professional portfolio review for the State of Missouri licensure is one of the final exit examinations in the Art Education program.
- Semester student evaluations of faculty instruction.

- Technology used in instruction include: DVD, video, slide, computer stations, PowerPoint Presentations, and the ePortfolio.
- Visiting artists/scholars enhance instruction and course content across programs.
- Community & Service Learning is incorporated into many programs.
- Student Exhibition Center, the home of the Foundations Exhibitions and the BFA Senior Exhibitions provides an opportunity for rigorous critiques and class interaction.
- 333 Gallery hosts professional exhibitions to enhance program content in addition to direct student interaction with the artist(s) and faculty.
- Student trips, which enhance course content include: the Design program's visits to Chicago, and student's interaction with various local institutions such as The College of The Ozarks in addition to student and faculty membership in organizations such as SNAG, INSECA, NAEA, and MAEA.
- Obtaining grants related to pedagogy include Funding For Results, University Research Grants, and sabbatical.
- College and University awards recognizing teaching excellence.
- Engaging in the scholarship of teaching, such as the dissemination of new teaching methodologies include publications, presentations, visiting scholars, and exchange of student exhibitions.
- Major restructuring of existing courses and programs and the development of new programs by Curriculum Committee is evidenced by the Bachelor in Art History, and collaboration in the Native American Studies, African American, Latin American, Asian, and Gender studies minors.
- Faculty teaching evaluation procedures are directed by the department document for appointment, tenure and promotion.
- External consultants review existing programs, such as the Art Education program.
- Faculty attend workshops through Academic Development Center and Master Advisor workshops.

How are the results of your assessment activities used by department faculty for program improvement?

- Departmental meeting minutes reflect assessment activities.
- Committee review is found within the Assessment Committee, Advisory Committee, Curriculum Committee, and Ad Hoc committees.
- Successful external reviews have recently been conducted in the Art Education program by NCATE and DESE visitation.
- Submission of the plan for M.F.A. in Graphic Design is concluded and should be added to the University's Five-Year Plan.
- A new digital lab facility in Art Annex addresses needs within the department.
- Senior B.F.A. Shows and Senior Review Committees address individual and group faculty reassessment of teaching and course content
- Faculty respond to student evaluations and course modification resulting in: submission of student work via website (ART 399), and increased use of digital images for teaching (ART 387).
- Student requests and market demand led to creation of new Art History major.

What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- Departmental meetings.
- Review of courses and programs by committee.

- Annual faculty report.
- Annual faculty retreat: 2004 - faculty retreat on curriculum assessment.
- Ad Hoc BFA Committee.
- Updating departmental equipment and library acquisitions.
- New courses added to the program include the Art of India and Web Design.
- Department Head's annual one-on-one discussions with faculty review.
- Regular updating of five-year plan by the Department Head (with input from faculty).
- Special Topics Courses are used by faculty when considering new curricular innovations or program additions.
- Faculty Ad Hoc committees discuss new initiatives.
- NOTE: With five different heads in the past ten years (only one of which came from the ranks of our faculty), it has been difficult to establish any comprehensive procedures for planning. We have, of course, participated in all the planning activities of the university. Chief among those activities was the planning for a new building, which at one time was the first priority on a now expiring Five Year Plan. We understand that we are now likely to be the 8th priority in the 10 year plan currently being devised. Many faculty members who have been here for 20+ years remember being told when hired that we would soon have a new building. Most of us have participated in the designing of three different new structures (complete with preliminary architectural plans) and none of these buildings have been built and few of us believe that one will be built. This is an exceedingly demotivating situation as we try to teach students in inadequate (and sometimes dangerous) facilities. These facilities have too little space, space not designed for the activities in which we engage, and these spaces are now located in six different buildings, one of which is several miles from the main campus. For a department which is the flagship department in the visual arts in publicly supported institutions in Missouri with a reputation that stretches well beyond the borders of our state, it is difficult for us to understand our place in the planning process of this university. (For an indication of the reputation of our department, please see the article in *Print Magazine*, 2002, where our BFA in Design is characterized as "what may be one of design education's best-kept secrets.")

What activities of your department encourage collaborative efforts with other departments at the University?

- We participate in teaching a capstone course (team taught by an art historian and a music faculty member) and faculty have taught IDS and UHC in the past. Faculty also give presentations to classes in other departments at the request of faculty from those other departments.
- College of Education: Art Education Program.
- Offer courses in Native American, African American, Latin American, Asian, and Gender studies minors.
- Collaboration with The City of Springfield, Springfield Public Schools, and Founder's Park initiative.
- GEP capstone courses taught collaboratively.
- Lectures by faculty from other departments in program classes.
- Odyssey Project collaborations with other COAL faculty.
- Service contributions by faculty, which include a broad range of professional interaction in the community.

What policies and procedures are used by your department to improve student learning?

- Review of syllabi, BFA review, Senior Exhibition, Design Exhibition, CBASE examination, Praxis II examination, and DESE portfolio review.
- Sophomore and Senior Reviews, Senior Exhibitions, and Design Exhibitions represent a catalyst for initiating discussion within the Departmental committee structure relative to strengthening policies and procedures for improved student learning within programs.

The Foundation Exhibition which is mounted in the Student Exhibition Center in the fall and in Ellis Hall and the Art Annex in the spring allows the faculty members of the department and the Coordinator of the Foundations Program to assess the success of that program. Additionally, all faculty administer a common final to the Art 100 sections allowing us to track learning in this very important initial course for our majors and to make changes to improve the curriculum where necessary.

- Internship experiences are not required, but highly recommended for students in our Design program.
- The Department Head plays a role mentoring the faculty (annual review) relative to teaching.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- FFR grants, Research grants, Sabbatical leaves, professional conferences, and professional travel
- Out of class learning experiences - project/assignments include: Springfield Art Museum, Historical Society, Drury African Art collections, archeological digs, observations in K-12 classrooms, and CASL courses.
- Student trips to conferences, from groups such as metals, design, clay, and Art Education.
- Involvement in original research enhances teaching through publications, presentations, and conference sessions.
- Faculty sponsors of out of class student clubs such as: Clayworks, Metals, Photography, Art club, and NAEA.
- Faculty awards in teaching service and research at both the college and university levels.
- The Art and Design faculty are highly involved within the Roles and Rewards system and have brought important recognition to the department, college, and University through their proven level of excellence as teachers, scholars, and contributors to the university and community.
- The faculty have clearly demonstrated their commitment to excellence which creates a departmental culture that fosters creativity and student involvement in learning. The Department Head keeps the faculty aware of all development programs available for support of innovative teaching and research activities.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- Although the Art Education Program does not have an external accrediting body, the recent NCATE and DESE (2004) visitations indicate a level of excellence found within program review documentation. Additionally, students' one-hundred percent success on the Praxis II national teaching examination and the DESE professional portfolio review verifies student capabilities.
- No other program is externally accredited. The only other accrediting agency for Art & Design programs is NASAD. NASAD was originally established to accredit institutions (like the Kansas City Art Institute, Chicago Art Institute) that could not be accredited by what was then (in this region) North Central because of the lack of balance in the curriculum. When the department last considered seeking accreditation (1987-88), it was concluded that NASAD was inappropriate for this institution at that time.
- In the past we have brought in individuals knowledgeable in certain fields to survey particular curricula in the department. This spring we will host Dr. Cathy Caldwell, an expert in the field of Art Education, who will assess our undergraduate and graduate programs in Art Education. We will use the information that we gain from this experience to adjust the curriculum as is appropriate for our students.

Charge for Asian Studies Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE ASIAN STUDIES COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Asian Studies Program fit with the University mission? ([Criterion 1](#))
2. How is the Asian Studies Committee planning for the future? ([Criterion 2](#))
3. Describe the way your committee and program contribute to the institution's function in a multicultural society? ([Criteria 1 & 2](#))
4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning? ([Criterion 3](#))
5. How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement? ([Criterion 5](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Asian Studies Committee

The Associate Dean of the College of Humanities and Public Affairs at Southwest Missouri State University administers six Area Studies minors:

- [African Studies](#)
- [Gender Studies](#)
- [Latin American Studies](#)
- [Middle Eastern Studies](#)
- [Native American Studies](#)

Asian Studies

1. How does the mission of the Asian Studies Program fit with the University mission?

The [Asian Studies Minor](#) was developed in fall 2003 to utilize and focus existing university resources towards encouraging student learning about Asia through a variety of different disciplines. The minor assists the university's Public Affairs mission and international emphasis by enabling students to develop a global awareness and an appreciation of diversity. Most of all, the minor facilitates the general goal of producing educated persons by concentrating available coursework in Asian-related topics into a minor program of study that affords students the opportunity to develop a substantial familiarity with Asian languages, history, religions, literature, art, film, geography, and politics.

2. How is the Asian Studies Committee planning for the future?

The Asian Studies Committee is planning for the future by actively working to expand the academic curriculum to include Asian subjects. Future economic and demographic trends highlight the growing importance of Asia in the future. The university has devoted considerable resources towards establishing programs in Asia and is planning to expand its presence in the region. The Asian Studies Committee is working to build upon the curricular resources for learning about Asia at the Springfield campus to support anticipated growth in exchange programs and language study related to Asia in general. Additionally, the Asian Studies Committee is actively seeking to grow the number of Asian Studies minors to prepare students to work and live in a world marked by globalization and increased intercultural contacts.

3. How does your committee and program contribute to the institution's function in a multicultural society?

The Asian Studies Minor represents one of the primary curricular means through which the university and its members acknowledge and respond to the multicultural society in which we all live. The Asian Studies Minor promotes diversity in the university curriculum and encourages the study of Asian languages and cultures, which form a crucial component to today's multiculturalism. The presence of an Asian Studies Minor encourages the teaching of subjects related to Asia and boosts enrollments in such courses. Continued growth in the minor should make it possible for the university to offer even more courses on Asia, helping to foster multicultural literacy in the campus community.

4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning?

The Asian Studies Committee designed the minor to emphasize the study of an Asian language, which forms the foundation for subsequent student learning in the field. The minor requirements are clearly stated and enable students to plan accordingly to complete their program of study. The Asian Studies Committee meets 1-2 times a year to discuss programmatic changes and recruitment. The committee also monitors and reviews the course offerings in the minor to ensure that students have sufficient options to complete their minors. Although the Asian Studies Committee has not as of yet devised an instrument to assess the program's success and receive student feedback on their needs and expectations, the committee will be called on to devise such an assessment instrument to meet this goal. It is expected that the Asian Studies Committee may then use this information to develop or alter the minor accordingly.

5. How does your committee engage with your internal and external constituencies and communities? What resources

does your committee have to support this engagement?

The Asian Studies Committee engages with a wide variety of internal and external constituencies and communities. It has supported and worked with other academic and administrative units such as the Department of History, the Department of Modern and Classical Languages, the Study Away Office, and the Committee on International Programs to pursue common goals to maximize the opportunities for student learning about Asia. The Asian Studies Committee assisted in the arrangements to bring Dr. Roger Ames, Director of the East-West Center at the University of Hawaii at Manoa, for a campus visit in the spring of 2004. This visit has led to a partnership between SMSU and the East-West Center that enables a select group of SMSU faculty to participate in summer seminars designed to help faculty incorporate Asian subject material into their courses. This initiative has begun and represents ongoing efforts to diversify SMSU course offerings and offer unique resources for faculty development.

Last Modified: September 08, 2005

Charge for Assessment Council and Center for Assessment & Instructional Support

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE ASSESSMENT COUNCIL AND THE CENTER FOR ASSESSMENT AND INSTRUCTIONAL SUPPORT'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Assessment Council and the CAIS fit with the University mission? What policies and procedures are used by the Assessment Council and the CAIS to improve student learning for the future? How is the Assessment Council and the CAIS planning for the future? ([Criteria 1-5](#))
2. Where appropriate to the Assessment Council and the CAIS area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples. ([Criterion 1.A](#))
3. To what extent have previous plans documented commitment to supporting and strengthening the quality of education (programs) provided by SMSU? How do present planning activities document a continuing commitment? ([Criterion 2.B](#))
4. How does SMSU use its evaluation processes to ensure that its performance meets its stated expectations for effectiveness? How does Academic Affairs support its evaluation and assessment processes? ([Criterion 2.C](#))
5. What systems does SMSU use to collect, analyze and use organization information? What data and feedback are used to support continuous improvement of the organization? How do administrative units and sub-units contribute to the improvement of the organization? How is the information used? ([Criterion 2.C](#))
6. Provide an overall evaluation of the unit assessment plans across the University and how those plans are reviewed by the Assessment Council. ([Criterion 3.A](#))
7. Show or describe how the activities of the CAIS are in alignment with the University's mission. What features of the CAIS and its oversight might be improved? How can this be accomplished? ([Criterion 3.A](#), [3.B](#), [3.C](#), [3.D](#))
8. How does assessment information support and contribute to effective teaching and curriculum design? How is assessment information linked to improving the learning environment on campus? ([Criterion 3.B](#), [3.D](#))
9. How is the usefulness of the curriculum assessed? How could this process be improved in the future? ([Criterion 4.C](#))
10. What processes are in place on campus for assessing programs on a regular basis? How are the outcomes used to improve specific programs? ([Criterion 4.C](#))
11. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the CAIS' constituents? How is this information analyzed and utilized? How are commitments made by the CAIS to its constituents shaped by the University mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
12. How has or should the CAIS evaluate the services provided to constituents? How inclusive are the CAIS services to the community/constituents? How does or should the CAIS interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Report from Assessment Council and Center for Assessment & Instructional Support

Committee: COAL Norma McClellan, MU; COBA Peter Richardson, MG; COE Jane Doelling, STE; CHHS Donald Fischer, PY; CHPA Gary Brock, SO; CNAS Weston Walker, AG; Academic Administration, Roger Sell, Director, Academic Development Center; James Baker, Executive Assistant to the President; Martha Kirker, Director, Assessment and Instructional Support.

1. How does the mission of the Assessment Council and the CAIS fit with the University mission? What policies and procedures are used by the Assessment Council and the CAIS to improve student learning for the future: How is the Assessment Council and the CAIS prepared for the future? (Criteria 1-5)

- The overarching mission of the [Assessment Council](#)/CAIS is to implement a comprehensive, continual, and multidimensional program to facilitate the assessment of student learning outcomes and the evaluation of academic programs. The multifaceted evaluation process implemented through the CAIS supports systematic planning and change within the broad University community. The responsibilities of the CAIS included collection, organization, and analysis of multiple internal and external data sources that support the University's statewide mission in public affairs and the development of educated persons.
- The CAIS coordinated the collection and reporting of outcome information that is incorporated into system, institutional, and department plans, self-studies, 5 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 measures is to represent the priorities and commitments of state and institutional goals, provide statistics for state level continuous monitoring of SMSU progress toward implementing its educational and public affairs mission within the statewide system of public higher education. Information on progress toward goals at all levels provides assessment information to support decision making in efforts to improve outcomes related to student learning.
- The Council/CAIS supported the SMSU mission by insuring that University measures provide specific information on outcomes in general education, academic majors, employability, lifelong learning and public affairs. This information collected through Chart Q included assessments in public affairs that incorporated items related to diversity, values, citizenship, and participation in society.
- The CAIS participated in the SMSU long range planning process that resulted in the [Measuring Progress](#) section of the plan. CAIS is responsible for annually reporting data for performance measures, coordinating with the Office of Institutional Research to provide longitudinal data for the [Annual Program Outcome Measures \(Chart R\)](#), and coordinating assessments for [Assessing University Outcomes \(Chart Q\)](#). The CAIS provided information for [SMSU Performance Measures](#) that included [National and Local Student Success Measures](#), [Baccalaureate Graduate Assessment](#), [Baccalaureate Graduates Normed Assessment](#), [Student Citizenship](#), and [Employer Ratings of Graduates](#).
- The CAIS demonstrated commitment to the mission through participation in UPAC hearings to revise the mission and planning documents, accepted the commitment for assessments within the University long-range plans, and for contribution of information for the system Annual Performance Measure Report.
- The CAIS reported selected long-range plan performance measures annually to meet the short term need for quality and accountability and the long term need for planning, priority setting, and budgeting. Annual program outcome measures in the long-range plan provided academic review statistics for longitudinal descriptions of academic units within colleges and themes. CAIS was responsible for annually reporting data for selected performance measures and program outcome measures.
- The CAIS cooperated with the [Office of Institutional Research](#) to address Annual Program Outcome Measures in *Welcoming the 21st Century: Long-Range Vision and Five Year Plan (1995-2000)* and in [Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan \(2000-2006\)](#). The University annual program of outcome measures allows the University to track progress toward long-range academic goals. These measures provide academic review statistics used to develop longitudinal descriptions of the academic units within SMSU colleges and themes.
- [Council/CAIS](#) supported and demonstrated an understanding of the University mission through plan documents,

information collected and provided to the SMSU community, and resources made available to constituents.

- The CAIS maintained integrity by careful attention to the confidentiality of all information. All tests and surveys administered by the Center 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 insure that all participants are treated fairly and in the same manner.
- Special accommodations are made for those students identifying themselves as having special needs. Examples are additional time, provision of an assistant, or large print documents. A general education exit exam session is scheduled for student teachers in conjunction with their campus orientation meeting. Freshman placement testing is scheduled with their orientation visit to campus. Graduating students who are not able to return to campus are accommodated through alternative evaluation systems.
- Examples of policies and procedures used by the Assessment Council and the CAIS to improve student learning for the future:
 - *Welcoming the 21st Century Long-Range Plan*
 - *Countdown to the Centennial Long-Range Plan*
 - *Annual Performance Measures Report*
 - Assessment Council Responsibilities
 - CAIS mission and goals
 - *Plan for Improved Student Learning and Assessment*
 - Reports on Student Learning Improvement and Validation
 - Collection and distribution of information in Chart Q
 - Distribution of information through presentations, reports, campus newsletters, Assessment Website, and web Chart R.
 - Participation in campus committees and task forces

2. Where appropriate to the Assessment Council and the CAIS area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? (Criterion 1.A) Provide Examples.

Publications in both print and in websites:

- [Undergraduate Catalog](#)
- [Welcoming the 21st Century](#)
- [Countdown to the Centennial](#)
- [Resources for Faculty](#)
- [Annual Performance Measures Report](#)
- [SMSU Fact Book](#)
- *SMSU Class Schedule Booklet*
- [Committee Book](#)
 - Assessment Council
 - Academic Development Advisory Committee
 - Funding For Results Committee
 - Higher Learning Commission Review Committee
 - Higher Learning Commission Steering Committee: 2005 Self-Study and Site Visit

You may need to obtain [Acrobat Reader](#) to open these files.

Websites

- [Center for Assessment and Instructional Support](#)
- [Graduation Information](#)
- [Academic Affairs](#)
- [Missouri Department of Higher Education: Missouri Assessment Consortium](#)
- [Chart R](#)
- [COE Assessment Documents on Web](#)

3. To what extent have previous plans documented commitment to supporting and strengthening the quality of education (programs) provided by SMSU? How do present planning activities document a continuing commitment? (Criterion 2.B)

- The CAIS continued to be guided by the Plan for Improved Student Learning and Assessment and the SMSU Assessment Council in carrying out coordination of University assessment activities. The CAIS instituted a process for developing and collecting unit plans on a periodic basis to assist with reporting. Emphasis continued to be on the unit documentation of goals/objectives, associated outcome measures, and the application of the resulting information to improve student learning at the institutional and academic unit levels. The CAIS assessment information provided support for improvement in the curriculum, teaching practices, and University environment as well as support for planning and budgeting decisions. The CAIS summarized information from unit level plans for each college into a chart. The chart indicated the types of assessment each unit reported in its *Assessment Report on Student Learning Improvement and Validation*. The current Plan provides for continued assessment and reporting of actions resulting from discussions and study of assessment results within academic units.
- Program units within colleges provided reports on *Student Learning Improvement and Validation* that focus on the evidence they collect regularly and the processes involved. They reported on changes, improvements and validations that support student learning to report continuous improvements in student learning. The CAIS employed a director, administrative secretary, two graduate assistants, and shared the work time of another graduate assistant with the Office of Institutional Research.
- The CAIS developed guidelines and worksheets for unit plans that allowed flexibility for variations in the organization of programs and their application of measurements in decisions about the curriculum, teaching methods, materials, and resources.
- The SMSU *Plan for Improved Student Learning and Assessment* provided for departmental units and colleges to develop their own assessments and apply those assessments to improve learning. This approach ensured that those faculty members most closely associated with the subject matter of programs will design assessments that validate student learning, and that provide guidance in developing learning at higher levels in their programs.
- Together, the SMSU system performance measures and the annual program outcome measures were used to monitor implementation of the long-range plan. They link planning, resources, and performance within academic units and the University through an ongoing information sharing system.
- The CAIS collected institutional level data that assessed general education, public affairs, teaching, unit, institutional, and student service characteristics. Data collection and analysis provided information for SMSU Performance Measures that included National and Local Student Success Measures, Baccalaureate Graduate Assessment, Baccalaureate Graduates Normed Assessment, Student Citizenship, and Employer Ratings of Graduates.
- In addition to supporting performance measures, student information collected and shared with campus constituents concerned the profile of entering freshman students, students graduating with a four-year degree, and graduating graduate students. The CAIS disseminated information through printed reports, newsletters, and presentations to groups. The CAIS assisted with placement testing in English and mathematics, standardized testing of majors, and

standardized exit testing in general education for seniors.

4. How does SMSU use its evaluation processes to ensure that its performance meets its stated expectations for effectiveness? How does Academic Affairs support its evaluation and assessment processes? (Criterion 2.C)

- The annual Performance Measure Report is available to the public and used internally at all levels to monitor progress toward University goals. The decentralized method of collection of data for the performance measures makes the reported information relevant to all campus constituents for use in continuous improvement cycles.
- Academic units documented the processes that units have in place for review information collected through assessment methods. Units considered assessment information in discussions and decisions among faculty, department, college, and with Academic Affairs.
- The Assessment Council was responsible for evaluating the CAIS *Plan for Improved Learning and Assessment*, actions, and publications. The Council reviewed and made recommendations to the director for the CAIS activities at regular Council meetings.
- Academic Affairs shared information with deans, department heads, and directors at Academic Affairs Assemblies and directors meetings and provided support and influence through appointments to the Assessment Council. Academic Affairs provided budget funding for assessment coordination, personnel, and measurement materials: supervisors for placement testing, English essay readers, supervisors and proctors for general education exit examinations. Funding included the purchase of national surveys, national general education examinations, and national major field tests.

5. What systems does SMSU use to collect, analyze and use organization information? What data and feedback are used to support continuous improvement of the organization? How do administrative units and sub-units contribute to the improvement of the organization? How is the information used? (Criterion 2.C)

- The University system data was collected through a decentralized system. Each University unit collects information that it needs in order to make decisions that provide for improvements in its services. University level performance measure results are collected from units and compiled into an annual Performance Measure report that monitors progress of the SMSU long-range plan. The CAIS reports data for a coherent set of national and local surveys, standardized national examination of general education, employer ratings of students, public affairs and citizenship for the Annual Performance Measure Report.
- Unit assessment plans provided for the collection of academic data and the use of that data for improvements in support of student learning within those units. The CAIS provided analysis and resulting information at the University level to all University programs that had an interest in using the information.

6. Provide an overall evaluation of the unit assessment plans across the University and how those plans are reviewed by the Assessment Council. (Criterion 3.A)

- Departments received a request for *Assessment Reports on Student Learning Improvement and Validation* periodically from the CAIS. The reports included a description of the process for assessment, the program mission/objectives and where they are assessed, changes made as a result of assessments, and results supporting improvements or validating current practices. Worksheets that included a checklist of possible assessments, a program matrix, summary assessment chart, and guidelines for report contents were provided with the request.
- The CAIS summarized the assessment activities in a chart for each college that indicated the types of assessment being used currently in each department.
- The Assessment Council has 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 provided feedback to the units that submitted reports. The review will be summarized by providing an overall view of SMSU assessment processes and improvements in student learning.

7. Show or describe how the activities of the CAIS are in alignment with the University's mission. What features of the

CAIS and its oversight can be improved? How can this be accomplished? (Criterion 3.A and 3.B)

- The *Plan for Improved Student Learning and Assessment* provided a structure for assessment from the program unit level to the University level.
- The CAIS activities serve students, faculty, staff, and the Board of Governors as internal constituencies by collecting information from them and/or providing information to them.
- The CAIS activities serve employers, alumni, the Coordinating Board of the Missouri Department of Higher Education, the Higher Learning Commission, and professional associations as external constituencies by sharing information concerning SMSU.
- Faculty and department heads shared responsibility for assessment of student learning outcomes, curriculum quality, and the integrity of academic processes through sharing of information to support academic decisions made in their units, in Faculty Senate deliberations, and in college and Academic Affairs discussions.
- The CAIS communicated collected information with the University community through written reports, presentations, newsletters, websites, and responded to individual requests.
- The Assessment Council represents ranked faculty from each college, Academic Affairs, University Planning and Advisory Council, students, and the CAIS. They are responsible for communicating with the units they represent.
- The Council advises the CAIS Director, reports to the Faculty Senate, assists academic units as requested with assessment strategies, and provides advice and counsel to the Faculty Senate and Academic Affairs relative to assessment.
- In 2003, Council representatives reviewed the structure and responsibilities of the Council and decided to maintain representation from each of the colleges because of the importance of their role in continuing communication with the academic units through the colleges.
- In 2004, the Faculty Senate and Academic Affairs, in consultation with the Director of the CAIS reorganized the Assessment Council. The number of representatives was reduced making the Council a more manageable, coherent, and active group. The two representatives from each college were replaced with one representative from each college. Institutional Research and continuing education representatives were removed and will be invited when agenda items address issues related to their areas.

8. How does assessment information support and contribute to effective teaching and curriculum design? How is assessment information linked to improving the learning environment on campus? (Criterion 3.B and 3.D)

- The CAIS provided information to all University levels so that it could be considered and applied to support decisions that improve the curriculum, teaching, resources, and other areas to support improving student learning outcomes. Information is distributed through discussions, reports, and presentations to faculty, staff, and students.
- Knowledge gained from assessments of student characteristics, progress, abilities, and employment assists in identifying areas of excellence and areas that need improvement. The information contributes to the identification of ways to improve teaching, learning, and the environment for learning. Coupling these information resources with the Academic Development Center for instructional improvement activities provides opportunities for instructors to enhance teaching effectiveness and curriculum design and thus student learning.
- Assessment information linked with the improvement of the learning environment through participation in the Organizational and Professional Development Task Force and the Academic Committee for Organizational and Professional Development.

9. How is the usefulness of the curriculum assessed? How could this process be improved in the future? (Criterion 4.C)

- The curriculum is assessed in the context of student accomplishments. Assessments of the knowledge, skills, and abilities of students within their majors and in general education provide a basis for maintaining curriculum components or for making curriculum changes in response to discrepancies. Assessments of student accomplishments are collected

and used by curriculum committees within programs and colleges and to provide reasons for making changes that are submitted to the Faculty Senate for approval. Student learning in general education courses is evaluated according to the General Education Assessment Program by the Committee on General Education and Intercollegiate Programs and used for decisions concerning general education course continuation or modification.

- Colleges/departments interpret data and perform specific evaluations throughout students' progress through the major programs. Unit reports document the process and the use of assessment results that are applied to make improvements in courses, pedagogy, and the program curriculum.

10. What processes are in place on campus for assessing programs on a regular basis? How are the outcomes used to improve specific programs? (Criterion 4.C)

Processes are in place for review by internal and external groups include the following:

- 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
- Five Year Long-Range Plans
- CGEIP general education assessment process for continual review

The results of the reviews are used to make administrative decisions concerning continuance of programs, additions of programs, or modifications relative to available resources and outcomes of the reviews. 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. The Faculty Senate, Professional Education Unit and Committees, and Academic Affairs have procedures to improve programs through the curricular approval process.

The Institutional Review Board insures the integrity of surveys conducted by the CAIS and other research conducted on campus.

The Long-Range plans ensure the resources to support the SMSU goals and the progress indicated by the performance measures provide a basis for adjustments in resources and directions to support appropriate progress.

Student Learning Improvement and Validation Reports provide information to faculty for their personal use in improving classroom techniques and curricular decisions, an information basis for use in other reviews and reports, and provide indicators of needed revisions or resources.

11. What steps are taken or should be taken to obtain information regarding the needs and expectations as it relates to the CAIS' constituents? How is this information analyzed and utilized? How are commitments made by the CAIS to its constituents shaped by the University mission? How are your outreach programs responding to community needs? (Criterion 5.A)

- The CAIS relies on direction from Academic Affairs, the Assessment Council, requests from campus constituents, plus state and national trends for information regarding the needs and expectations of the CAIS. Commitments are shaped by the University mission through active participation in the development and execution of the University long-range

plans.

- The CAIS is a resource and responds to needs that are made known to the CAIS. The CAIS is a resource and will assist any SMSU unit that contacts the CAIS. The CAIS assists professional organizations and the Coordinating Board of the Missouri Department of Higher Education and interacts with SMSU West Plains, Forest Institute, Ozark Technical Community College, and the Missouri Assessment Consortium of Universities and Community Colleges.
- The CAIS/Assessment Council could consider a campus needs assessment to obtain additional information regarding the needs and expectations for the CAIS as they relate to the CAIS constituents. The CAIS shared information with the Academic Development Center in developing policies and activities.
- The CAIS supported professional development through acting as a resource, providing information to identify areas for improvement and to validate areas to maintain for high quality learning.
- The CAIS interfaced with the SMSU Career Center and the Office of Alumni Activities in the Alumni Tracking Task Force to develop a needs assessment and a cooperative program of alumni assessment.

12. How has or should the CAIS evaluate the services provided to constituents? How inclusive are the CAIS services to the community/constituents? How does or should the CAIS interface with professionals in the community? Criterion 5.D)

- The Assessment Council responsibilities include providing review of the work of the CAIS and guidance in planning and implementing services to the academic community. The CAIS reports to and receives direction from the Vice-President of Academic Affairs. The CAIS receives guidance from the HLC Review Committee.
- The CAIS interfaced with the Career Office and the Alumni Center for a needs assessment to develop a cooperative
- The CAIS interfaced with professionals in the community through Missouri Assessment Consortium, Mid-America Association for Institutional Research, Association for Institutional Research, Higher Learning Commission Assessment Think Tank, SMSU Higher Learning Commission Review Committee, Assessment Council, Academic Development Advisory Committee, and Funding for Results Committee.
- The CAIS met changing needs of constituents by modifying and increasing the set of assessments provided, the settings and conditions for assessments, workshop topics, instructional support venues, newsletter topics, and resources.
- Developed Public Affairs and Civic Issues survey for freshmen and seniors in response to the addition of public affairs to the University mission. Began using the CIRP, CSS, and Faculty Survey from HERI to assess items related to public affairs, social issues, and service learning as well as academic characteristics so that national comparisons could be made. Adopted the Academic Integrity survey with national comparisons following the adoption of the new academic integrity policy.
- Instituted a survey of graduating graduate students in response to the increased emphasis on graduate programs at SMSU. Provided support to the Graduate Student Council for their survey of currently enrolled graduate students.
- Cooperated with the West Plains campus to provide required general education exit examinations for students living in that geographic area but receiving a bachelor's degree from the Springfield Campus. Provided alternative ways for students who were not returning to campus to take the general education exit examination before receiving their bachelor's degree. Coordinated a testing session with student teacher orientation to accommodate student teachers at a time and location that was convenient for them. Coordinated special needs students with the Disability Services office.
- Shared workshops and resources with the West Plains campus by inviting them to Springfield for workshops, taking workshops to West Plains when invited, sharing our newsletter, and acting as a resource in response to requests.
- Cooperated with Coordinating Board of the Missouri Department of Higher Education by assisting with their surveys of SMSU alumni and SMSU current students. Met with the Coordinating Board of the Missouri Department of Higher Education groups that were assisting with policy issues related to general education; surveys of students, employers, faculty and alumni; funding for results related to Critical Choices, funding for results related to teaching and learning, and the adoption of Academic Quality Improvement Program(AQIP) in Missouri institutions.
- Cooperated with other Missouri institutions through regular meetings and work accomplished by the Missouri

Assessment Consortium, an ad hoc committee.

- Cooperated with Forest Institute through meetings with administrators and faculty to discuss assessment processes.
- The director served on the Assessment Advisory Committee for the Ozark Technical Community College.
- Supported programs of engagement and service by serving as a resource on campus projects, taskforces, and committees; identifying important areas to assess, and identifying important areas for applying assessment information. These activities are supported through existing campus structures and processes.
- Shared information with external constituents through radio and television interviews.
- Served as a member of the Missouri Quality Award Board of Examiners for the Excellence in Missouri Foundation.
- Served as a member of the Assessment of Student Learning Think Tank for the Higher Learning Commission of the North Central Association.

Last Modified: September 08, 2005

Report from Biology Department

10/21/04 Draft

Committee: Alicia Mathis, chair; Dan Beckman, John Heywood, Dick Myers

1. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- *Perception of Mission:* "public affairs whose purpose is to develop educated persons..."
- *Perception of Implementation:* The University's day-to-day activities related to planning, budgeting and operations center around the public affairs mission.
 - Approach to goal is through a well-formulated set of organizational priorities.
 - Prioritization is seen through annual performance measures and assessment reports.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- University documents clearly define long-range plan (*Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan*; *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan*) and are available to faculty.
- These documents link the plan to budgeting process at all administration levels.
- Some faculty choose not to review the budget-planning process and the long-range plans of the University and their perceptions differ somewhat from involved faculty.
- Only a few of our faculty are involved at the University/College level.
- The budget planning (and executing) process is the responsibility of the University Budget Office and very little information filters down to the faculty level.
- The library is particularly under-funded.
- Many faculty take part in long-range planning of the department.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- Planning documents are very clear about issues described in the question.
- Overall perception: Budgeting priorities indicate that educational quality is a top priority for the university. *Examples:*
 - Establishment of an Academic Development Center to make resources available that promote effective leadership, teaching, and learning.
 - Establishment of the Educational Technology Center for enhancement of instructional technology.
 - Computer technology is current and widely available (classes, computer labs, faculty offices)

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

Overall perception: Planning process is perceived by most faculty to be the responsibility of administration but with input from faculty.

- Faculty can become engaged in providing information related to planning.
- Annual performance measures and annual program outcome measures are used in assessment.

- Faculty are a significant component of most internal and external advisory boards.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- *Overall perception:* The long-range plan appears fairly fixed; flexibility is not built into the plan and changes are difficult.
 - Goals (plans) should be carefully crafted to allow for re-prioritization.
 - Budget is perceived as the roadblock to re-prioritization and precludes a response to unanticipated needs.

2. How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

Departmental activities and programs support the University's theme of Science and the Environment. Examples:

- 41 courses offered with primary content in ecology, biodiversity, or natural resource management.
- Comprehensive major in Biology includes an option in Ecology, Evolution, and Systematics, and an option in Wildlife Biology
- Comprehensive major in Wildlife Conservation and Management
- Many graduates (especially MS students) employed by government agencies as natural resource managers (MDC, DNR, NPS, USFS, USFWS, EPA).
- More than half of the faculty involved in environmental biology research (life history studies and population monitoring for both endangered and invasive species; assessment of resource management protocols; intervention strategies for endangered species; water quality)
- Special events for middle school students (Science Olympiad; Expanding Your Horizons)
- Presentations to elementary, junior high, and high school classes on ecological topics
- Editors (Mathis), associate editors (Havel, B. Greene, Tomasi, Robbins), and peer reviewers (many) for professional journals with ecological themes or content
- Faculty and graduate students are judging at local and regional science fairs
- Sponsoring and participation in environmental activism (Stream teams, Sierra Club, Missouri Forest Keepers, Missouri Prairie Foundation, recycling, etc.)
- Development and maintenance of the SMSU Bull Shoals Field Station
- Service to environmental commissions and agencies (Missouri Clean Water Commission, Watershed Committee of the Ozarks)
- Consultation with and presentations to government agencies, professional societies, museums, and businesses regarding the management and protection of natural populations, communities, and ecosystems
- Maintain and provide educational resources (web sites, videos, photographs) for resource management professionals
- Collaboration with other departments in water quality research/teaching

Departmental activities and programs support the University's theme of Professional Education. Examples:

- BS degree in Biology Education prepares teachers for middle school or high school certification
- Two professional science educators teach pedagogical skills, mentor graduate students, and participate in science education research
- Graduate students are trained as educators via teaching assistantships
- Teacher workshops held at the SMSU Bull Shoals Field Station
- Maintain and provide resources (web sites, videos, photographs) for educators

Departmental activities and programs support the University's theme of Health, Business, and Economic Development. Examples:

- Significant biomedical research and publications by faculty and graduate students (tick-borne pathogenic bacteria; migraines; TMJ; immunology)
- Faculty advise approx. 50 biology majors seeking admission to professional health schools.

- Faculty participate in a campus-wide premedical committee
- Developed campus-wide premedical handbook and web site
- Sponsor premedical student society

The Department encourages and rewards student achievement. Examples:

- Six undergraduate scholarships are available for Biology majors
- Student achievements are recognized on web pages and hall displays
- Outstanding Graduate Student award (annual)
- Outstanding Graduate Thesis award (annual)
- Graduate summer fellowships (1-4 annually)
- Faculty grants and departmental funds support graduate and undergraduate research
- Funds are provided for undergraduate/graduate students to give external research presentations
- Financial support is provided for all graduate thesis research projects.

The Department provides incentives and opportunities for faculty to engage in life-long learning. Examples:

- Promotion and tenure require original research, professional presentations, peer-reviewed publications, and participation in graduate student training.
- All faculty are provided research laboratories
- About half of the Department's equipment budget is spent on research equipment
- Department provides travel funds for conferences and workshops
- Departmental seminar program provides interactions with colleagues from other universities
- A strong, research-based graduate program expands the opportunities for faculty research
- Flexibility in teaching load assignments facilitates scheduling of research activities, including sabbaticals
- The Department occasionally hosts regional professional meetings (Great Plains Limnologists; SWAN, Prairie States Ecology Conclave)

Departmental guidelines for reappointment, promotion, and tenure provide diverse opportunities for faculty to excel:

- Relative allocation of effort to teaching, research, and service can be adjusted to emphasize personal strengths
- Teaching, research, and service are recognized as equally valuable contributions to the Department's mission, thus fully enfranchising all faculty
- Research productivity can be achieved through individual effort or through the mentoring of graduate students
- Teaching effectiveness, scholarly productivity, and service can each be assessed and documented through a large variety of indicators

3. What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

Review of written student evaluations of instructors

- Some *examples* of faculty changes to courses
 - BIO 102: incorporated practice exams
 - BIO 122: increased number of tests/quizzes; provided course web page
 - BIO 235: changed textbooks to provide better connections among topics
 - BIO 369: developed additional outdoor labs
 - BIO 575: increased use of illustrations via power point images
- Department Head discusses results with new faculty
- Lab coordinators review TA evaluations (and observe TA's) and make recommendations

Assessment of Programs: Sample issues emerging from discussions among faculty/instructors

- Formal faculty discussions led to creation of a new comprehensive major allowing for specialization within areas of concentration
- Consultation among faculty in sub-disciplines led to creation of new courses or re-activation of courses that had not been recently taught. *Examples:*
 - Vertebrate biology: graduate course in anatomy and evolution (BIO 680)
 - Ecology: plant ecology (BIO 436); population ecology (BIO 563)
 - Microbiology/cell biology: developmental biology (BIO 355)
 - Microbiology/ecology: application of molecular markers (BIO 540)
- Assessment of number of students involvement in learning outside the classroom: internships/coop and undergraduate research. *Conclusion:* strong involvement
- Yearly meeting of instructors to evaluate general ed. courses. *Example outcomes:*
 - New laboratory manual written and revised
 - Power point illustrations incorporated into lectures
 - Use of personal electronic response devices by students during lectures
 - Development of intensive TA training workshop
- End-of-semester meeting of lab instructors to determine need for changes.
- Major Field Achievement test administered to all graduating seniors

Assessment of Graduate Program

- Periodic general assessment by Graduate Committee. *Conclusion:* Program is strong.
- Assessment Criteria
 - Number and quality of internal/external applicants to the program
 - Number of students in sub-disciplines (to assess breadth of program)
 - Number and quality of theses
 - Number and quality of peer-reviewed student publications
 - Number and quality of presentations at professional conferences
 - Number of internal and external awards by graduate students
 - Number of students supported by external grant funds
 - Results of opinion survey mailed to graduates

Quantitative Assessments of courses. Examples and outcomes:

- BIO 100/102 bioethics survey: Lectures incorporate more direct discussion of topics drawn from the news media.
- BIO 102 vertebrate knowledge exam: Addition of new samples to the lab
- Survey of Biology secondary teachers: Addition of specific graduate classes and workshops; establishment of internship in education (BIO lab instruction)

4. What department activities are undertaken for development and improvement? (Criterion 3)

Collaborative efforts implemented with other departments:

- Faculty developed Capstone (GEP397) classes through collaboration with faculty from other departments. *Topics:* Ocean Resources: Use and Protection; Water Resources; Biological Perspectives for our Environmental Future
- Faculty collaborate with other departments to enhance course labs. *Examples:* Stream Ecology (CHM, GGP), Wetland Ecology (AGR)
- Faculty collaborated with other departments to secure grant funding: *Example:* JR-TMDL grant to BIO/CHM/GGP
- Faculty collaborated with other CNAS faculty to put on conferences. *Examples:* Expanding Your Horizons Conference (middle school girls); Science Olympiad

- Faculty participated in a multi-department collaboration to establish an undergraduate degree program in bioinformatics.
- Faculty/staff worked with other departments and Centers to present workshops. *Example:* Workshop on advisement through Academic Advisement Center
- Faculty serve on graduate committees for students in: AGR, BMS, CHM, GGP

Activities used by the department to improve student learning:

- Faculty attended workshops through the Academic Development Center
- Faculty attended at national teaching workshops. *Examples:*
 - GLOBE (Global Learning and Observations to Benefit the Environment);
 - Improving Biology Education: Theory and Practice. Chicago, Illinois.;
 - Teaching Evolution at meetings of the Society for the Study of Evolution (SSE).
- Faculty are members of professional organizations for Education:
 - National Center for Science Education
 - National Science Teachers Association
 - Missouri Science Teachers Association
- Faculty are members of ListServers that are devoted to teaching.
- Faculty's heavy involvement in original research and publication enhances their teaching.
- Course offerings are evaluated and modified; new courses are added, including:
 - BIO 485/685: Marine Conservation
 - BIO 509: Stream Ecology
 - Bio 540: Applications of Molecular Markers.
 - BIO 636: Plant Ecology
- Faculty regularly teach new seminar courses as Topics in Biology (BIO 597/628)
- Field courses to locations throughout Missouri, U.S. deserts, Rocky Mountains, Gulf of Mexico, Puerto Rico, Gulf of California, and others.
- All TA's participate in a yearly intensive teacher training workshop
- Many faculty/staff have attended Master Advisor Workshops

Innovative and effective teaching and the creation of effective learning environments.

- Integration of outdoor learning experiences with classes.
- Use of discussion techniques and small group work activities to enhance student learning
- Incorporation of Information Technology into classes; e.g. Powerpoint for lectures, computer-based exercises, use of computer simulations.
- Development of courses used for Distant Learning:
 - Interactive CD Multimedia course (GEP397: Ocean Resources)
 - Telecourse (BIO 102 Principles of Biological Sciences).

Report from Biomedical Science Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- Assessment: important in ensuring quality programs and support services
- Support/development of programs that are related to the University mission
 - Current Mission: New program proposal (minor) in nutrition
 - New Mission: two programs submitted â€" Master of Science in Nutrition, BS in [Biomedical Sciences](#)
- Support of service learning
 - The Citizenship and Service-Learning office
 - Funding of faculty fellowships, grants, and a research stipend for service learning projects
- Promotion of university's public affairs mission (e.g., President's address prior to the start of fall and spring semesters; promotion of mission and updates on the state legislative progress toward that mission in the *Focus* newsletter; support for the *Journal of Public Affairs* that addresses public affairs issues in the broadest sense in academe, the professional world, and personal experience
- Opportunity for faculty to read and comment on drafts of new Mission Statement â€" *Daring to Excel*

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- Faculty have access to and read the university long-range planning documents such as *Welcoming the 21st Century* and *Countdown to the SMSU Centennial*, and are aware of the themes and long-range vision of the university.
- Faculty contribute to discussion on development of the new mission statement, *Daring to Excel*, through Web-based resources and public hearings, and through Web access of minutes of committees working on *Daring to Excel*.
- A BMS faculty member serves as the College of Health and Human Services' representative on the University Budget Committee.
- Departmental planning and implementation of goals is affected by the level of budget planning and allocation at the university level.
 - Sufficient or insufficient funding affects faculty needs, support person availability, operations funding, and equipment purchases and repair.
 - Long-range planning or lack of planning in supporting departmental library holdings affects library resources (e.g., department allocations are reduced as subscription costs increase).

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- Availability of student services to support educational programs, including Disability Services, Testing and Counseling Center, Career Center
- Annual program assessment review
- Report on Student Learning Improvement and Validation documents the goals and objectives of individual programs, and provides evidence regarding how the program quality is assessed as well as how changes for improvement are

implemented.

- Information Technology support including planned periodic upgrading of computer hardware for faculty and student use, financial support from ITAC/SCUF for teaching areas (e.g., upgrading imaging equipment in a microscopy sciences laboratory for modern digital acquisition and display)
- Support of instructional technology through the development of the Educational Technology Center
- Establishment of the Academic Development Center to provide assistance for course development and planning

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- Internal constituents: Faculty involvement and leadership roles in University Budget Committee, Faculty Senate, College Council, Graduate Council, CGEIP, College SCUF Committee, Pre-Medical Committee
- External constituents: Discussions with health care providers, industry, professional schools, healthcare providers, research and development centers
- Maintenance of accreditation of appropriate programs

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- Considers new programs not necessarily identified in the current mission and approves programs that demonstrate state-wide need (e.g., Bioinformatics minor that was jointly developed by several departments and offered by the Department of Computer Science; minor supports state higher education goals)

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- BMS Department programs are central to the Health theme (Majors: Cell Molecular Biology (CMB), undergraduate and graduate programs; Clinical Laboratory Sciences; Dietetics; Nurse Anesthesia graduate program; Minors: Biomedical Sciences, Exercise Biology, Molecular Biology, Nutrition)
- The Didactic Program in Dietetics (DPD) mission is aligned with the University's health theme as the program further develops educated persons to enter a wide variety of dietetics and nutrition careers, and prepares them to participate in public affairs issues.
- The CHHS and BMS missions also address the educational preparation of health professionals.
- The University's *Health* theme aligns perfectly with the mission of the department.
(<http://www.missouristate.edu/bms/abbrevmission.html>)
- Provides an interactive scientific environment among faculty and students in cell biology, molecular biology, developmental biology, physiology, anatomy, nutrition, exercise science, and neuroscience
- Offers and supports health care programs, such as dietetics, medical technology, nurse anesthesia, radiography, nursing, gerontology, athletic training, psychology, physical therapy, and others at the undergraduate and graduate levels
- Prepares students to engage in a rapidly growing biotechnology industry that derives human and health applications from cell and molecular biology research
- Provides and extends opportunities for student and faculty involvement in laboratory and clinical research
- Provides general education science courses in human biology.
- Provides appropriate academic minors that supplement and complement other programs of study
- Provides quality student advisement in the health professions from a group of faculty advisors who are knowledgeable

and historically dedicated to such activity

- Assists in nurturing emerging health care programs established by the University by providing instructional support
- Develops a closer liaison between the University and professional health care community.

Programs of the BMS Department develop educated persons in the following areas:

- Literacy: reading in the discipline; writing: classroom papers and laboratory notebooks; presentations in classes and seminars
- Awareness of global issues and the life sciences' effect on society as a whole (e.g., population, food sources, biotechnology needs, biological research implications, consequences of Human Genome Project)
- Exploring solutions to improve health and quality of life through basic research and applied research
- Acquisition of in-depth knowledge in a specific discipline
- Critical thinking and problem solving through case studies, research papers, projects, laboratory activities
- Develop responsibility for life long learning through assessment of knowledge base and available sources to expand this knowledge
- Appreciation of the role of the scientist in society
- Courses provide a foundation for students in the life sciences and health-related programs â€” MS and PhD programs in the sciences and professional programs (e.g., medicine, dentistry, physical therapy, physician assistant)
- Career profile of CMB graduates (to May 2004)
 - 20 % medical school and podiatry school (1%)
 - 10 % dental school
 - 22 % graduate school (PhD [7 %] and MS science programs)
 - 6 % optometry school
 - 3 % pharmacy school
 - 4 % physician assistant programs
 - 4 % physical therapy programs
 - 22 % jobs in biotechnology
- Course enrollments continue to increase along with the number of majors.
 - 105 majors in BS in Dietetics, and 17 minors in Nutrition
 - 197 majors in BS in CMB
 - 19 majors in BS in Clinical Laboratory Sciences/Medical Technology
 - 8 majors in the MS in CMB
 - 30 majors in the MS in NA
- Human Biology general education courses (BMS 100, 105, 110) support the mission of the university and the general education goals. Enrollment in these courses has doubled in the last three years.
- Support of University Honors Program in UHC 110 and BMS 110
- Programs are central to the Business and Economic Development theme
 - Biomedical sciences is projected to be one of the most important high-tech fields in this century
 - Genomics and proteomics have critical application in industry, agriculture, medicine, and pharmaceuticals
 - Strong laboratory base in CMB, including DNA testing methods, chromosome analyses, genomic and proteomic assays

Biotechnology and biomedical focus meets the goals of the State in the Life Sciences Initiative

- The administrative component of dietetics prepares students for important roles in the healthcare industry as well as the private industry
- Exit tests indicate the university and BMS Department programs are educating students for their career choices
 - Students in BMS majors score at or above the average on the university exit exam
 - CMB majors take the ACAT (Area Concentration Achievement Test) at the completion of the major and have consistently scored above the national norm (usually in the 70th to 90th percentile) in the areas of Biochemistry, Cell Physiology, Cellular Biology, Genetics, and Human Anatomy and Physiology
 - The Nurse Anesthesia (NA) MS graduates take the NA Certifying Exam at the conclusion of the program. The test average for 9 groups of graduates taking the exam is above the national average (556, SMSU average; 531, national average), with 96% pass rate on the first testing (50 students) and 100% pass rate on second exam (2 students).
 - Clinical Laboratory Sciences/Medical Technology students consistently pass their registry exam
 - Dietetics majors take a mock registration exam their senior year. This exam was recently implemented and no data are available for assessment. Dietetics students who complete an internship after graduation take a national registration exam. Ninety-one percent of graduates passed the exam on the first attempt, with 100% passing on subsequent attempts.

How the activities of your department support the University's mission?

Departmental programs and activities support the University's themes of Health and Business and Economic Development:

- Participation in activities central to the university's mission in developing educated persons: Expanding Your Horizons program for middle school children; collaboration with the Greene County Nutrition Network; collaboration with the Springfield Discovery Center; Campus forums: College Close-up, CHHS Interdisciplinary Forum, Public Affairs Forum, English Week, Bioterrorism Forum, College of Health and Human Services Research Symposium
- As scientists, BMS faculty support the public affairs mission of the university by becoming involved citizens, providing information to the media regarding new scientific breakthroughs (Springfield News Leader, Ozarks Public Radio "information regarding completion of the Human Genome Project), by serving as resources for others regarding issues of public concern (healthcare issues, use of animals in the laboratory, genetically altered food).
- Faculty are involved in various community and professional boards that include the general public and professional organizations (e.g., Nurse Anesthesia Advisory Board, Physical Therapy Advisory Board, Missouri Nurses Association Foundation, Professional Advisory Board at the Cooper Institute for Aerobics Research, Missouri Academy of Sciences, the Southwest Missouri Dietetic Association, the Missouri Dietetic Association, the American Dietetic Association, and Advisory Board of the Marilyn Magaram Center for Food Science, Nutrition, and Dietetics
- Faculty involved in consumer/professional committees (e.g., St John's Regional Health Center Medical Research Committee, Physical Fitness Committee [National Intercollegiate Soccer Officials Association], Greene County Medical Society Education Committee)
- Department tours and presentations for high school classes, including experience for students in the cadaver and human anatomy laboratories and the electron microscopy facility
- Web resources for pre-health profession students (19 health career areas, a Pre-Health Professions Advisement Information Index, and extensive pre-medical advisement resources
- Editorial role in professional journals, NSF grant reviewer, peer-review journal reviewers
- Publication of faculty and student science/health related research in peer-reviewed journals including the Journal of the American Dietetic Association, Journal of Aging and Physical Activity, Circulation, J Cell Physiology, J Cell Biology, Orthopaedic Nursing, Carcinogenesis, Physiotherapy and Practice, Annals of Chemistry (student), Missouri Medicine (adjunct faculty, students)

- Research and publication in the areas with biomedical and health significance: homeostatic regulation of skin blood flow, cell receptor dynamics having implications for cystic fibrosis pathology, obesity, fall prevention in the elderly
- Significant numbers of departmental faculty are involved in pre-professional student advisement in the areas of pre-medicine, pre-dentistry, pre-optometry, and pre-pharmacy. Nearly all department faculty members maintain Master Advisor status
- Significant advisement occurs for students desiring to enter PhD graduate programs in Cell & Molecular Biology and entry-level positions in the Biotechnology industry
- The department sponsors the following student pre-professional organizations: Student Society for Cell and Molecular Biology, Pre-Dental Club, Pre-Optometry Club, SMSU Student Dietetic Association
- Faculty participate in the SMSU Pre-Medical Committee
- Department provides modest yearly financial support for the campus SMSU Premedical Society, Student Dietetic Association, Student Society for Cell and Molecular Biology
- BMS Department offers 78 courses at the undergraduate and graduate levels that concentrate directly on the following areas of biomedical significance or the scientific background for understanding these areas: Cell & Molecular Biology, Dietetics, Clinical Laboratory Sciences/Medical Technology, Nurse Anesthesia
- Students participate in community service at the Discovery Center, The Kitchen, and the County Health Department
- Timely biomedical ethical issues are examined in discussion sections of BMS 100, a general education course for non-science majors
- Faculty continue to take a leadership role in developing more effective teaching methods that incorporate technology and techniques that encourage critical thinking
- Non-traditional teaching methods such as problem-based learning, evidence-based practice, and clinical presentations in several courses taken by students who will enter clinical health careers.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

Reinforcement of University's Mission

- Teaching: applying standards of performance in teaching; evaluating student performance based on established goals; maintaining a classroom and laboratory environment conducive to learning; updating learning materials appropriate to the standards in the field, technological advances; participation in curriculum development and revision, incorporation of state-of-the-art techniques in laboratory courses
- Advisement: actively engaging in undergraduate and graduate advisement, master advisor status
- Scholarship: publishing in refereed journals; contributing to discipline-related books, obtaining external and internal funding for scholarship activities, presentations at state, regional, national or international meetings, attending scholarly or scientific meetings.
- Active membership in and serving as officers in national and regional professional organizations
- Service: involvement in departmental, college, or university committees; active membership in discipline-related professional organizations; involvement in student recruitment; involvement in student-related activities

Department support for the professional development of its faculty and professional engagement in their chosen academic specialty

- BMS Department provides funds for research equipment
- BMS Department provides start-up funds for new faculty in support of their research needs
- BMS Department supports faculty travel to regional and national scientific meetings and scholarly conferences
- Research laboratory space is provided to faculty who are actively engaged in research.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions.

- Summary: Faculty submit a yearly summary of their accomplishments in teaching, scholarship, and service to the department head. At periodic intervals, the department head reviews these summaries and submits written reports to the dean. A department committee reviews these summaries as well as other requested documentation for faculty reappointment, pre-tenure review, promotion, and tenure decisions using a structured plan with well-defined criteria for each type of decision. The committee renders its written recommendation to the department head. The department head may request a formal faculty vote on the decision from faculty not serving on the review committee. The department head supplies a written evaluation and recommendation to the dean, along with the recommendation of the RPT Committee recommendation. At each level, the results of the evaluation and recommendation are distributed to the faculty member.
- Personnel committees are made up of department faculty and make personnel recommendations to the department head in accordance with the department plan and the Faculty Senate's Promotion, Tenure, and Annual Appointment Guidelines.
- The departmental mentor program is strong. Mentors meet frequently with non-tenured faculty and support new faculty by making recommendations and supporting faculty efforts. The department mentors make recommendations to the Reappointment, Tenure, and Promotion Committee.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- Reappointment-Promotion-Tenure plan includes requirement to participate in discussions, seminars, and/or workshops to enhance teaching effectiveness
- A bulletin board is prominently located to display faculty publications and awards
- College and Department newsletters recognize faculty accomplishments
- Research support through operations and equipment monies, lab space

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Opportunities for laboratory research experience within the department
- Support for platform and poster presentations of research at local (CHHS Student Symposium, Graduate School Interdisciplinary Forum), state (Missouri Academy of Science), national, regional, international meetings
- Travel funding for professional meetings
- Frequent department seminars by graduate students, SMSU faculty, and off-campus scholars
- Involvement in faculty-sponsored student professional organizations (Student Society for Cell Biology, Pre-Dental Association, Pre-Optometry Association, Student Dietetic Association)
- Field trips to biotechnology, genome, and research laboratories, hospitals, and other healthcare agencies
- Assistance in seeking and obtaining Dietetic Internships
- Assistance in seeking and obtaining summer fellowships (e.g., Brookhaven National Lab, Washington University, Emory University, University of Rochester, University of Missouri-Columbia), and promoting programs for minority students
- Assistance in seeking and obtaining acceptance into graduate and professional school programs
- Assistance in seeking and obtaining Fulbright Scholarship (Marie Curie Institute, Paris France)
- Support for Bryant Scholars (University of Missouri-Columbia)
- Recognition of student accomplishments on prominently-displayed department bulletin boards and in College and

Department newsletters

- Financial support available for graduate student research efforts from the Graduate College
- Departmental funds and BMS faculty grants support undergraduate and graduate research.
- Scholarship support available through university scholarship programs; the Founder's Scholarship has been established for undergraduate students in the Biomedical Sciences Department.
- Students participate in community service at the Discovery Center, The Kitchen, and County Health Department
- Annual BMS Department nomination of a graduate student for the Distinguished Master's Thesis award

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- Recognition by CGEIP of quality assessment program for general education courses: Human Biology courses BMS 100, 105, 110
- BMS 100, 105, and 110 syllabi clearly state the relationship between the course goals and the goals of the General Education Program
- On-going assessment activities reported to the Center for Assessment and Instructional Support include a description of the process for accomplishing the assessment plan for all major programs in the department; assessment of objectives; congruence of objectives with course syllabi, program review, accreditation criteria; description of changes in programs based on assessment; results of changes in programs that indicate positive outcomes.
- Foundation knowledge and skills required by the American Dietetic Association that are covered in each course are listed on syllabi for Dietetics courses.
- ACAT (Area Concentration Achievement Test) scores are used to assess CMB program for areas of improvement.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- Faculty end-of-semester evaluations contribute information that courses meet the students' needs
- End-of-program evaluation by graduating seniors provides information that the goals and objectives of the CMB program are being attained.
- Alumni evaluations provide input that goals and objectives of the department majors are being achieved
- Post graduation surveys of graduates, dietetic internship directors, and employers
- University assessment program and Missouri Coordinating Board for Higher Education require department assessment plans for all department majors
- Use of the University of Wisconsin' Student Assessment of Learning Gains (SALG) in selected courses to ascertain students' perception of what they have learned from the course as well as the faculty's teaching effectiveness

How are the results of your assessment activities used by department faculty for program improvement

Input from students and alumni provides information important in strengthening courses and majors; recent examples of program improvement based on assessment:

- Implementation of the rigorous requirement for a C-grade for core CMB courses helps better prepare students for subsequent courses in the program's learning sequence
- Development of a new course, Senior Seminar in Cell and Molecular Biology allows an opportunity to discuss emerging topics related to the major and to better prepare students for careers in the biomedical sciences

Greater effort to match students and their career goals with appropriate CMB advisors as soon as the students indicate interest in the major; leads to earlier contact with advisors and more appropriate selection of elective courses

- Revision of the CMB MS program assessment plan facilitated review of progress toward the degree by having students present their work early in each semester during the required journal course (BMS 630); change provides opportunity for faculty to continuously review progress and make suggestions for graduate student research projects
- Changes in BMS 593, Bioinformatics and Biomedical Resources, to focus more on those aspects of bioinformatics that are relevant to CMB undergraduates and graduate students.
- BMS 436 and 446 (Medical Nutrition Therapy I and II) are currently under revision with expanded topics including a greater emphasis on nutrition support, based on student feedback.
- Personal portfolio and health care policies and procedures have been introduced in BMS 305 (Introduction to Dietetics and Nutrition) and further developed in BMS 439 (Senior Seminar in Dietetics).
- Assignments in productivity in BMS 438 (Administrative Dietetics) have been added to strengthen understanding of financial management.
- A marketing project was added to BMS 438 (Administrative Dietetics) to improve marketing skills.
- Increased attention to public affairs in dietetics in selected courses has been implemented.
- A mock registration exam was implemented as a self-evaluation component for students in dietetics.
- Student self-evaluations were expanded to be included as requirements in dietetics courses.
- Changes in the Clinical Laboratory Sciences/Medical Technology (CLS/MT) major included changing the program name to better reflect activities of the professional in this discipline.
- Changes in required courses in the CLS/MT major allow students to select course options, emphases, and electives based on their interest. Input into selection of emphases areas was provided by the clinical laboratory directors.
- Genetics, human anatomy and physiology, and a statistics course were added to the CLS/MT major as specified by the accrediting agency
- Addition of an accelerated CMB master's degree option was approved in 2001, allowing eligible SMSU CMB majors to complete the BS and MS degrees in five years
- Core requirements in the MS in CMB were modified to better reflect the knowledge and skills needed in the degree program
- Changes in the MS in Nurse Anesthesia program include requirement of several courses previously taken as electives and addition of a Human Gross Anatomy course in the curriculum to support knowledge needed in administering regional and general anesthesia.
- Incorporation of Problem Based Learning in human anatomy in response to curricular changes in medical schools
- Use of evidenced-based practice guidelines in pathophysiology and cardio-pulmonary physiology courses
- Intensive writing activities in BMS 565 (Cardio-pulmonary Physiology) and BMS 525 (Molecular Biology)
- Requirement of laboratory notebooks and reports in all of the upper level core courses in CMB

Validation of curriculum changes based on assessment

- ACAT (Area Concentration Achievement Test) scores are above the national average (typically between the 70th and 90th percentile)
- Results of CMB Alumni survey and evaluation of CMB program by graduating seniors indicate the CMB undergraduate program is meeting the needs of students and graduates. Changes made in the major since 1999 have strengthened the program and provides students and graduates with the skills and knowledge needed to succeed in professional programs and in biotechnology jobs.
- The CMB curriculum validated as meeting program goals and employer and professional program needs by the

successful placement of graduates in the biotechnology industry, professional schools, and PhD programs. Feedback from employers and professional programs indicate the CMB graduates are prepared to succeed in these environments.

New program proposals based on assessment

- MS in Nutrition and Applied Physiology, proposed for new long-range plan developed from student needs and professional expectations
- BS in Biomedical Sciences, proposed for new long-range plan; developed from analysis of assessment data, program needs, professional school expectations, student needs and interests

What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- Faculty responsible for specific programs meet with internal and external constituents to review program activities (Clinical Laboratory Sciences, Dietetics, Nurse Anesthesia, practicing physicians and dentists)
- Cell and Molecular Biology faculty meet each semester to review course scheduling and to share information and plan activities related to the CMB and Clinical Laboratory Sciences undergraduate programs and graduate programs in CMB and Nurse Anesthesia; faculty meet to reinforce content flow in core courses, including laboratory activities. Changes emanating from meetings include development of a genetics laboratory for the Human Genetics course, revision of the biochemistry content in BMS 321 lecture and laboratory, an increase in the hours in BMS 521 and 525 laboratories from two to three hours. Development of BS in Biomedical Sciences emanated from faculty discussions, assessment data, and student needs/interests.
- Dietetics faculty meet each semester to discuss curriculum and programmatic issues. Examples of planning for the future include the implementation of a Nutrition Minor and the submission of a proposal for a graduate degree in Nutrition and Applied Physiology.
- As needed, CMB and Dietetics faculty members meet collectively to consider issues of concern

What activities of your department encourage collaborative efforts with other departments at the University?

- BMS Department had an integral role in the development of the initial curricular proposals for the Physical Therapy program and the Physician Assistant Studies program
- Besides the Human Biology general education courses, the department provides significant faculty and course support for majors in Nursing, Physical Therapy, Physician Assistant Studies, Sports Medicine, Gerontology; additionally some upper level courses are taken by undergraduate and graduate students in CHM, PHY, BIO, and GEO.
- Several BMS courses are team taught for the Physical Therapy Department (PTE 685, Histology and Tissue Biology; BMS 607, Medical Human Anatomy) and Physician Assistant Studies Department (BMS 617, Medical Human Anatomy and Radiology)
- CMB faculty serve on graduate student theses committees in other departments: Biology, Fruit Science, Chemistry
- Collaboration with Physician Assistant Studies Department on teaching fellows grant
- Symposium, forum involvement with other departments: Expanding Your Horizons, Public Affairs Forum, Bioterrorism Forum, CHHS Interdisciplinary Forum, English Week, Women's History Month, Showcase on Teaching
- Three CMB faculty were involved in the development of the Bioinformatics minor implemented in Fall 2004; also integrally involved with the multidisciplinary and multi-college planning committee designing the bioinformatics major.
- Faculty collaborate with other units to obtain research funding. For example, digital imaging and x-ray microanalysis equipment was obtained from the Center for Applied Science and Engineering/Jordan Valley Innovation Center (CASE/JVIC) for the electron microscopy facility

- Faculty provide research assistance and training for faculty and students from other Departments. For example, faculty developed, maintain, and supervise an electron microscopy laboratory and provide research assistance and consultation on electron optical procedures for undergraduate and graduate students and faculty in PHY, GEO, CHM, and BIO departments.
- Faculty serve as research consultants/collaborators for other units. For example: Faculty (M. Craig) serves as an academic adjunct for CASE/JVIC.
- Faculty serve on promotion and tenure review committee for faculty in the Physical Therapy Department and Physician Assistant Studies Department

What policies and procedures are used by your department to improve student learning?

- Implementation of innovative teaching tools, such as web-based interactive tutorials for medical nutrition therapy and interactive laboratory guide for human anatomy
- Most of the faculty are certified advisors through their participation in the Master Advisor Workshops and attend relevant advisor programs
- Some faculty have participated in the education forums that are part of the American Society for Cell Biology and other national meetings
- Presentation of teaching methods at American Association of Anatomists
- Attendance and presentations by department faculty members at the Showcase on Teaching at the beginning of each semester
- Participation in SMSU Information Technology and Faculty Development programs and other opportunities to enhance teaching

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- The department has been proactive in supporting the efforts of faculty members to incorporate multimedia into their courses by providing permanently mounted and portable presentation equipment to use videos, the Internet, and DVDs.
- Two department computer labs are maintained, with support from the University SCUF Committee and an NSF Grant, to allow students access to faculty-developed material, and software availability to generate portfolios, collages of fluorescent images generated in the fluorescence microscopy laboratory, and banners and text for poster and platform presentations, processing data from experimental procedures both in the teaching and research laboratories
- Faculty members have access to university-supported media materials available in the SMSU Meyer Library
- Utilization of quality library resources in print and electronic media
- Support for faculty grant activities, including NSF Area Grant and NSF CCLI(A and I) grants recently received

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- Three programs offered by the department are eligible for external accreditation and are accredited by their accrediting organizations: the BS in Dietetics program, BS in Clinical Laboratory Sciences (clinical portion of the program), and the MS in Nurse Anesthesia. Accreditation recognizes the achievement of standards developed by the accrediting bodies and professionals in the discipline. Accreditation also reflects the quality of the programs and evidence that the programs are preparing students to be successful in their careers.

Charge for Board of Governors/President's Office

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE PRESIDENT'S OFFICE/ BOARD OF GOVERNOR'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the President's Office/ BOG fit with the University mission? What policies and procedures are used by your office to improve student learning for the future? How is the President's Office/ BOG planning for the future? ([Criteria 1-5](#))
2. What actions has the BOG taken which demonstrate adherence to its policies and the university mission, including social responsibility and freedom of inquiry? How would these processes be continued or improved in the future? ([Criterion 4.A](#))
3. What steps are taken/should be taken to obtain information regarding the needs and expectations as it relates to your office's constituents? How is this information analyzed and utilized? How are commitments made by your office to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
4. What collaborative activities does your office have with constituents? What is the response of constituents to these ventures and agreements? What types of partnerships have been/could be forged on shared goals? ([Criterion 5.C](#))

Thank you in advance for your cooperation.

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Board of Governors/President's Office

How does the mission of the President's Office/Board of Governors fit with the university mission? What policies and procedures are used by the President's Office/Board of Governors to improve student learning for the future? How is the President's Office/Board of Governors planning for the future?

- Southwest Missouri State University is under the general control and management of the [Board of Governors](#), which according to statutes of the state of Missouri, possesses full power and authority to adopt all needed rules and regulations for the guidance and supervision of the University. The Board of Governors is a seven-member Board, all members are appointed by the Governor of Missouri with the advice and consent of the Missouri Senate, to serve staggered six-year terms.
- The President is the chief executive officer of the University and is responsible to the Board of Governors. Under the leadership of the President and the Board of Governors, Southwest Missouri State University continues to be a mission focused and planning intensive institution. The Board of Governors actively participates in the University's long-range planning process and is the final approving authority for the University's long-range plans. The President, in addition to guiding the long-range planning process is also responsible for the implementation of approved plans. Progress reports on plan implementation are provided to the Board of Governors (*Annual Report of Performance Measures*), see <http://www.missouristate.edu/presasst/performanceasures/default.htm>
- In addition, the Board of Governors requires that the administration take into account the long-range plan when making requests for approval of policies, procedures and actions ranging from the approval of new academic programs to the adoption of operating and capital budgets.
- The Board of Governors is actively involved in planning for the future. The Board routinely requests information pertaining to future activities of the institution and provides guidance on activities the university should pursue. At the regularly scheduled monthly Board of Governors' meetings the administration keeps the Board informed on current as well as emerging matters pertaining to the environment in which the University operates. In addition the Board of Governors is well-informed and actively engaged in the long-range planning process as demonstrated by the May 13 minutes of the Board of Governors meeting (<http://www.missouristate.edu/daringtoexcel/progress.htm>)

Criterion 1A: The organization's mission documents are clear and articulate publicly the organization's commitments.

The Southwest Missouri State University mission documents are clear and articulate publicly the organization's commitment. For example, the university's mission statement indicates that SMSU is a multi-campus metropolitan university system. The major goals of the university's long-range plan, particularly the third goal, are focused on ensuring that SMSU does operate as a system. The university's mission, its major goals, and the actions of the University administration and the Board of Governors are all transparent and readily available for review by the university's stakeholders.

Criterion 1C: Understanding of and support of the mission to pervade the organization.

SMSU campuses are structured to address the special needs of the urban and rural populations they serve. There is wide understanding of the university's mission as well as an understanding by university stakeholders of the multi-campus system approach in place at SMSU. Actions taken by the Board of Governors and the President consistently reinforce the university's mission and role in developing educated persons and providing service to the region and to the state. Board members are very visible in the community and have been very vocal in their support of the University's statewide mission in public affairs.

Criterion 1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Board of Governor meetings are open to the public and are very well documented. Minutes of Board of Governor meetings are readily available (<http://www.missouristate.edu/BOG/>). Most importantly, the Board of Governors adheres to a philosophy of shared governance and collegial decision-making. Reports by the Chair of the Faculty Senate, the Chair of the Student Government Association, and the Chair of the Staff Senate President are on the Board's formal agenda at each monthly meeting. Each group is

able to engage the Board in conversation on topics of interest to faculty, staff and students.

In addition, the Board of Governors maintains a formal mechanism by which external constituents can appear for the Board. The Board of Governors works very hard to ensure that voices from all internal as well as external stakeholders are heard and responded to in a meaningful way.

Criterion 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.

The Board of Governors and the President ensures that the organization is realistically preparing for the future and that it takes into account multiple societal and economic trends, see responses to Question 1, Criterion 1A, 1C, and 1D.

Criterion 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

As a result of a disciplined planning process and implementation of the University's long-range plans, the Board of Governors and the President have been able to ensure that the organization's resource base supports its educational programs. The philosophy of the Board is that a structured planning approach coupled with mission focus and disciplined implementation of that mission, is the best means of maintaining and strengthening educational quality (even in the face of severe budget constraints) of the institution.

Criterion 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

From the perspective of the Board of Governors and the President, all levels of planning align with the university's mission. The campuses in the SMSU System operate in a focused and coordinated manner to implement the university's stated mission. For example, the *SMSU Systems Operating Manual* illustrates the level of planning and coordination that characterize the SMSU System.

Criterion 3C: The organization creates effective learning environments.

In its deliberations, the Board of Governors routinely asks the university administration two questions: are we remaining focused on our mission and are we providing quality learning experiences for our students? From the Board of Governors perspective, the SMSU System creates effective learning environments by maximizing the role that each campus plays in developing educated persons. For example, SMSU-West Plains is open-admissions and features a number of remediation programs designed to increase the learning skills of its students. On the other hand, SMSU-Springfield focuses on developing quality undergraduate and graduate programs geared to students admitted to the university under its selective admissions policy. And, a variety of technologies are employed by all campuses to enhance learning.

Examples of how the organization creates effective learning environments include:

- SMSU has high quality faculty and staff, see the *Fact Book* for a profile of university faculty and staff (<http://www.missouristate.edu/OIR/factbook/>). You may need to obtain *Acrobat Reader* to open this file.
- Faculty and Staff training is a priority of the institution. Examples: Academic Development Center (<http://adc.missouristate.edu/>) and the SMSU Training Department (<http://www.missouristate.edu/human/training/default.htm>).
- Classroom upgrades/information technology and other resources are provided to ensure a quality instructional environment for one example see http://www.missouristate.edu/etc/tech_support.html. In addition, SMSU has a designated budget specifically for classroom renovations and upgrades coordinated by the Vice President of Administrative Services and the Vice President of Academic Affairs.
- Assessment and Instructional Support are a priority of the institution.

Criterion 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The SMSU System demonstrates through its actions that it values a life of learning. In the long-range plan, life of learning is discussed on p # 40 and p #46. In addition, on

p # 16 of the university's long-range plan, *Countdown to the SMSU Centennial*, the university defines an educated person as one

who is:

- Literate in the broadest sense
- **Has an appreciation of the responsibility of lifelong citizenship and an awareness of global issues**
- 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
- **Has the skills and motivation to continue to learn after leaving the university, thus being prepared for both lifelong learning and lifelong productivity.**
- The SMSU System includes the College of Continuing Education and the Extended University which offers an extensive array of credit courses, programs and special services for adult students as well as extensive noncredit professional development programs and services. (<http://www.ce.missouristate.edu>).

The structured approach of the University in assessing learning outcomes is presented on p #79 of *Countdown to the SMSU Centennial*. The pooled learning outcomes data monitored by the University's Center of Assessment and Instructional Support (<http://www.missouristate.edu/assessment>) includes information on lifelong learning outcomes in addition to information on employability outcomes.

The Board of Governors, through its actions (see also responses to Criterion 1A, 1C, 1D, 2A, 2B, 2D, 3C, 5A, 5B and 5C) ensures that the University is responsive to all learners and adheres to the philosophy that all learners should be encouraged to continue to be active learners throughout their lives and that the University provide access to high-quality educational programs to those learners.

Criterion 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The structured approach followed by the SMSU System to assess learning outcomes is provided on p #79 of the university's long-range plan, *Countdown to the Centennial*. In addition, the university uses an extensive set of performance measures to monitor progress of the university in implementing its long-range plan. These measures of performance are reported annually and can be located at <http://www.missouristate.edu/presasst/performanceasures/default.htm>.

Criterion 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Consistent with Goal 3 in *Countdown to the Centennial* (to establish partnerships with other institutions and entities to achieve the university mission), the university has an extensive number of intra-university collaborations and cooperative agreements. A listing of many of those collaborations can be found in the *SMSU Graduate Catalog 2004-2005*, pp. 40-42.

The Board of Governors is on record as strongly supporting Southwest Missouri State University programs in China. Agreements with partners in China formally approved by the Board of Governors include:

- SMSU and Beijing University of Technology have entered into a formal affiliation to encourage joint research projects for graduate students and faculty.
- SMSU and China Agricultural University (Beijing) have entered into an agreement to develop joint research and training programs in viticulture, enology, and food science.
- SMSU and Qingdao University have entered into an agreement to exchange faculty and students to expand the academic, administrative, research, and internship programs of both universities.
- SMSU and Henan Institute of Finance and Economics (Zhengzhou) have entered into an agreement to develop joint degree programs in various academic areas including a Masters of Business Administration.
- SMSU and Liaoning Normal University (Dalian) have created a joint venture that has grown from an Associate of Arts degree in 2000 to now include a two-year Associate of Arts in General Studies with an Emphasis in Business, a four-year Bachelor of Science in General Business, and a dual Master's Degree in Plant Science.
- SMSU, China Agricultural University (Beijing) and the National Center of Economic Forest Seedling Speediness

Propagation Engineering and Technology Research have a collaborative research project focusing of grapevine biotechnology.

The Board of Governors acts in an open, socially responsible manner. The job of the Board of Governors is to ensure that the University is providing quality education, that it operates effectively and efficiently, and that it is responsive to the needs of its stakeholders. The Board of Governors accomplishes this task by holding the university administration accountable for remaining focused on mission while promoting social responsibility and freedom of inquiry. As mentioned earlier, the Board of Governors aggressively promotes feedback from all university constituency groups including faculty, staff, students and administration as well as from external stakeholders. The strategy of the Board of Governors is to continue to operate in a public manner and to continue to ensure that the university community remains focused on the university's mission. The Board of Governors and the President will continue to ensure that the university's planning process is open, inclusive and collaborative and that once a university plan is adopted that all necessary steps will be taken to implement the plan effectively and efficiently.

Criterion 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Most of the elements of Question #3 have been responded to in Questions #1 and #2 above.

Criterion 5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

The Board of Governors and the President, especially through the implementation of the University's public affairs mission, has been very engaged with external constituencies. The University strives to be a good citizen of the community. For example, the administrative staffs of the University and the City of Springfield (including the university president and city manager) meet monthly to discuss common problems/opportunities.

One of the best examples of the cooperative approach between the City and the University is the *SMSU Springfield Campus Master Plan Visioning Guide*. As the university developed the vision guide, it worked closely with the City of Springfield and with neighborhood groups located near the campus. The campus master plan has been formally adopted by the Springfield City Council and guides actions of the university as it continues to grow and expand.

Last Modified: September 08, 2005

Charge for Broadcast Services

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE BROADCAST SERVICES' CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of Broadcast Services fit with the University mission? What policies and procedures are used by Broadcast Services to improve student learning for the future? How is Broadcast Services planning for the future? ([Criteria 1-5](#))
2. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to Broadcast Services' constituents? How is this information analyzed and utilized? How are commitments made by Broadcast Services to its constituents shaped by the University mission. How are your outreach programs responding to community needs? ([Criterion 5.A](#))
3. What resources does Broadcast Services have to engage with constituencies and communities? How does Broadcast Services support engagement with constituencies and communities? What types of activities provided by Broadcast Services are available that engage students, staff, administrators, and faculty with constituencies and communities? How does Broadcast Services' planning process engage constituencies and communities? Is Broadcast Services involved with the university's planning process? ([Criterion 5.B](#))
4. What collaborative activities does Broadcast Services have with constituencies? What is the response of constituents to these activities? What types of partnerships have been or could be forged on shared goals? How supportive is Broadcast Services to the mobility of learners (i.e., articulation agreements, transfer policies, etc.)? ([Criterion 5.C](#))
5. How has or should Broadcast Services evaluate(d) the services provided to constituents? How inclusive are Broadcast Services' services to the community/constituents? How is or should Broadcast Services interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Broadcast Services

Overview

[SMSU Broadcast Services](#) houses the University's public broadcasting stations, KSMU-FM with six transmitters in southwest Missouri, and Ozarks Public Television (KOZK, Springfield and KOZJ, Joplin). KSMU reaches approximately 50,000 weekly listeners and Ozarks Public Television reaches approximately 409,000 weekly viewers including over 50,000 children ages 2-11 who view educational programming. Additionally, Ozarks Public Television distributes over-the-air telecourses for SMSU and Missouri Southern State University and distributes SMSU telecourses to the Springfield cable system. The television transmitters meet the federal standard for digital broadcasting and currently alternate broadcasting three standard definition digital channels or one high definition and one standard definition digital channel. Broadcast Services has a full-time staff of 32, 4 part-time employees, three graduate assistants, and ten student employees. Approximately 85% of the unit's operating revenues are generated from external sources (memberships, federal appropriations, corporate sponsorships, grants) and from production contracts with other University units.

Charge 1

a. The abbreviated SMSU mission statement is "to develop educated persons." The abbreviated mission statement of Broadcast Services is "to encourage the exploration of ideas and their application to citizenship." Both mission statements recognize that education is not always formal, but occurs via a variety of pathways from the University. Broadcast Services participates in the formal educational mission of the University through the production and distribution of telecourses, through internships and part-time employment for students, serving the professional education needs of teachers in failing school districts in cooperation with the College of Education, and through the federally funded Ready to Learn program. Broadcast Services serves the informal educational mission, as well as the University's statewide mission in public affairs, through its extensive schedule of high quality national and local programming on radio (NPR) and television (PBS). Broadcast Services operates the state's only public broadcasting capitol bureau in Jefferson City which serves all of the state's public broadcasting outlets.

b. Broadcast Services works with the academic outreach unit of Continuing Education to create and deliver effective and efficient off-campus instruction. Broadcast Services is represented on the Distance Education Task Force which is charged with creating the distance education portion of the next five-year plan. Broadcast Services belongs to the National Educational Telecommunications Association, the only public television organization that has educational programming as its primary focus. The director meets monthly with the SMSU Broadcast Services Management Committee which includes two representatives from the office of the vice president for academic affairs.

c. Broadcast Services is planning for the future internally by involving key staff members in semiannual goal setting and evaluation activities, by coordinating goals and plans with other University units through the Broadcast Services Management Committee, and externally through collaborative efforts with community groups and through meetings with unit advisory committees in Springfield and Joplin.

Charge 2

a. Broadcast Services has several mechanisms for obtaining information regarding the needs and expectations of its constituents. As broadcasting media, the radio and television stations receive regular ratings (end user) data which reflect the value that listeners and viewers place on their programs as evidenced by the number of listeners/viewers, the programs and times they use the stations, and the length of time they spend with the programs. Another measure is the degree to which listeners and viewers support the station through their voluntary memberships. The stations have a combined membership of approximately 9,000 families who contribute over \$1,000,000 a year. A related financial measure is the degree to which the business community supports the stations. Currently the stations raise approximately \$450,000 in business sponsorships. The unit also meets with its advisory committees in Springfield and Joplin to solicit feedback and suggestions for better serving its viewers. Finally, the station receives regular communications from constituents via telephone, e-mail, or letters. Every communication is reviewed by a staff member.

The University is a major constituent. The stations are able to assess the needs and expectations of the University through the Distance Education Task Force, through the feedback received from the Management Committee, through its contractual relationship with Continuing Education, through the evaluations received for the Ready to Learn program, through the evaluations of the professional development activities supporting the College of Education's work with failing schools, and from regular contact with the office of the president.

b. Information received from constituents is used in planning annual programming, production, support, and outreach activities and is used to assist with the formulation of the University's five year plans. Much of the planning occurs at the unit level, but is also reviewed on a policy level by the Management Committee and by the President.

c. Broadcast Services specifically considers the University's mission as it makes commitments to its constituents. One example is the Capitol News Bureau which supports the University's statewide mission in public affairs. The University saw an opportunity to provide regular coverage of state government which did not exist for public broadcasting and existed in marginal form in the commercial media. The program schedules of both the radio and television stations reflect a strong commitment to providing the citizens of southwest Missouri with the finest noncommercial news, public affairs, and information programming. The radio station's Making A Difference series, in collaboration with the Community Foundation of the Ozarks, promotes public service, volunteerism, and philanthropy, all elements of citizenship integral to the public affairs mission.

Virtually all local programming and production support the University's five themes. Both radio and television run a Sense of Community series which use the themes as a basis for the programs' content. The Sense of Place radio series and Ozarks Watch Video Magazine explore the history, social, and cultural values found in the rural Ozarks. Ozarks Public Television is currently producing a monthly public health program in collaboration with St. John's Health System, CoxHealth, SMSU's Ozarks Public Health Institute, and the Missouri Department of Health and Senior Services. Children's programming on television supports the federal Department of Education's Ready to Learn objectives. The radio news department uses the University's themes as one basis for selecting stories to be covered.

d. Broadcast Services places a major emphasis on education related outreach activities because educational outreach and support programs are clearly needed in the region. The Ready to Learn program is a significant outreach activity, taking proven preschool instructional concepts to preschool teachers and child care providers. The related First Book program encourages literacy by using volunteers to read one book each month to qualifying preschoolers and then presenting them with their own copy of the book. Broadcast Services sponsors an annual Reading Rainbow writing contest and has engaged schools in producing video stories about their communities.

Charge 3

a. Broadcast Services engages with constituents and communities through its advisory committees, through collaboration with other University units such as the College of Education or Continuing Education, through occasional collaboration with Springfield Public School (Partners in Education project), and through collaboration with community groups such as the Community Foundation of the Ozarks.

b. Broadcast Services supports engagement with constituents and communities through the activities of staff, whether for outreach activities such as Ready to Learn or through the production or distribution of programs on radio or television. Broadcast Services does not directly fund other organizations which engage in service to constituents or communities.

c. Broadcast Services connects others within the University with constituents and communities primarily through its programming activities. The radio and television stations draw heavily on the faculty, staff, and students as content specialists for many of its local productions. The unit also considers the university community itself to be a primary user of the unit's services.

d. Broadcast Services engages its advisory committees, its collaborating local organizations, and the university community through the Management Committee and the Distance Education Task Force as it prepares its annual plan and budget. Broadcast Services presents an annual report on its activities and budget to the Faculty Senate and receives input from the senators.

e. Broadcast Services participates in formulating the University's long range plans. It participates in the annual plan through the office of the president, through responses to requests for information from UPAC and through the policy direction of the Management Committee.

Charge 4

a. Broadcast Services has collaborated with the Community Foundation of the Ozarks for several years to promote public service, volunteerism, and philanthropy. Ozarks Public Television is currently collaborating with the College of Education to support the college's professional development activities for teachers in failing schools and developing a model which should lead to participation by an increased number of schools in 2005-2006.

b. The response of constituents has been uniformly positive. The Community Foundation has funded the Making a Difference project on radio and the Internet for four years and has tentatively committed to funding its extension to television in 2005-2006. The College of Education is enthusiastic about the efficiencies inherent in conducting professional education via digital television and hopes to use this technology to increase the number of schools it is able to serve in 2005-2006.

c. Ozarks Public Television continues to support the distance education goals of SMSU and Missouri Southern State University

through the production and distribution of for-credit courses. The unit could forge further partnerships with area educational institutions as it realizes the full potential of digital television broadcasting. Because the unit uses the University's themes as a foundation for most of its programming, production, or outreach activities, there is a nearly limitless array of organizations with which it could collaborate. However, the realities of budget, and hence staffing, severely constrain the number of collaborations that can be effectively supported.

d. Broadcast Services is not involved with issues related to the mobility of learners.

Charge 5

a. Broadcast Services evaluates the services provided to constituents on a variety of measures as described in paragraph 2.a. The provision of services is value based, to the extent possible, which means that services that are valued will garner viewers/listeners and/or financial support from constituents. Those services, such as Ready to Learn, which do not have a direct economic value assigned though use of the service, have separate evaluation mechanisms, often prescribed by the sponsoring organization. The unit is currently working with Academic Outreach to devise a useful evaluation tool for a new style of telecourse the unit has developed. This evaluation should be based on the perceptions of faculty, production staff, and end users. The same is true for the evaluation of the professional development collaboration with the College of Education. Broadcast Services uses the results of any evaluation mechanisms used by other units or organizations to assist it in determining the relevance and priority of its services.

b. Broadcast Services activities are ubiquitous, that is they are easily accessed by a broad population. Within this framework, Broadcast Services may be the most accessible of any of the University's activities.

c. Broadcast Services should interface with professionals in the community as necessary for the production, distribution, or use of its products. This interface will usually come at the level of line staff or department heads and is driven by the planning, production, and distribution process.

Last Modified: September 08, 2005

Charge for Budget and Priorities Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE BUDGET AND PRIORITIES COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Budget and Priorities Committee fit with the University mission? What policies and procedures are used by the Budget and Priorities Committee to improve student learning for the future? How is the Budget and Priorities Committee planning for the future? ([Criteria 1-5](#))
2. Upon review of reports and other documentation, how pervasive in the Budget and Priorities Committee is the understanding and support for the University mission as defined in its broadest sense? ([Criterion 1.C](#))
3. How do you integrate a vision for the future of the university's programs with the operation of the Budget and Priorities Committee? ([Criterion 1.D](#))
4. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? ([Criterion 2.B](#))
5. Is implementation of the university's mission evident in its (the university's) operations? Please provide examples. Does the planning process at SMSU link with budgeting processes? Please provide examples. Do planning documents give evidence of the university's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist? Do the planning processes involve internal constituents and, where appropriate, external constituents? Does the long-range planning process at the university allow for reprioritization of goals when necessary because of changing environments? ([Criterion 2.D](#))
6. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the Budget and Priorities Committee's constituents? How is this information analyzed and utilized? How are commitments made by the Budget and Priorities Committee to its constituents shaped by the university mission? ([Criterion 5.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Budget and Priorities Committee

1. How does the mission of the Budget and Priorities Committee fit with the University mission? What policies and procedures are used by the Budget and Priorities Committee to improve student learning for the future? How is the Budget and Priorities Committee planning for the future? (Criteria 1-5)

1a. The Budget & Priorities Committee (henceforth denoted as B&P) does not have a mission statement. Its charges are outlined in the bylaws of *Constitution and Bylaws of the Faculty*. The scope of the Committee's activities is defined in sections (aa) through (gg). In addition to these, the Faculty Senate chair can direct the Committee to undertake specific tasks that fall under the umbrella of its overall charges (see attached letter to Committee chair from Faculty Senate chair). The main areas of B&P responsibilities are:

1. Assessing the budgetary impacts of all proposals for new academic programs or other major initiatives and reporting its findings to the Senate chair, and to the senate when requested to do so.
2. Reviewing and remaining informed of the university budget as it is developed throughout the year.
3. Being included in university decision-making related to budget planning matters.
4. Reviewing current salary structures as part of the annual budget building process, and making recommendations for changes in the structure and plan.
5. Reporting to the faculty Senate in the spring semester on budgetary matters.
6. Assisting UPAC and other university bodies in identifying and articulating Faculty Senate concerns on budgeting and planning priorities.

1b. The B&P does not have a unique set of policies and procedures to improve student learning in the future. However, members of the B&P accept and support the University mission statement which has as its primary goal of developing educated persons (see *Countdown to the SMSU Centennial*, page 5.). The major purpose in reviewing new program proposals and proposals for significant changes in existing ones is to estimate their cost impact on the academic side of the University budget. Implicit in this procedure is an attempt to maintain efficiency in the pursuit of developing educated persons.

1c. Regarding planning for the future, this question is not particularly pertinent to the B&P. The act of planning presupposes the B&P has a budget with resources that can be reallocated. The B&P has no budget. Its agenda indirectly helps the Faculty Senate in its pursuit to support the University mission.

2. Upon review of reports and other documentation, how pervasive in the Budget and Priorities Committee is the understanding and support for the University mission as defined in its broadest sense? (Criterion 1.C)

2a. Past and present members of the B&P committee polled have indicated consistent agreement with and support for President Keiser's assertion that the main purpose of the University is to produce (develop) educated persons with emphasis on the 5 basic themes advocated in the present SMSU mission statement.

As stated above, one of the main responsibilities of the B&P is to review the budgetary impacts of new academic program initiatives or significant program modifications. Effective student learning and effective teaching (Criterion Three), and preparing effectively for the future (Criterion Two) require an efficient allocation of SMSU's budgetary resources. That is to say, modifications of academic programs and new program initiatives require responsible budgetary reallocations; when the academic side of the budget is constrained, new programs, or the expansion of existing programs perforce require the elimination or consolidation of those programs experiencing decline.

In its academic program proposals review role, the B&P examines the evidence presented that there is a need (demand) for any new program being proposed, and also makes some judgment as to their net costs (net, in the sense that a new program may be replacing an existing program from which resources can be transferred). The B&P committee does not make an evaluation as to whether a new program adheres to the themes within the overall mission. That decision will have been made at an earlier review stage of the proposal.

On the broader scale, the B&P also reviews and addresses changes in the relative size of the dollars allocated to the academic side of the budget. That is, its role is to review, assess, and comment to the Faculty Senate on significant proportional shifts in the allocation of the University's revenues (see attached data and graphs generated as an example). It is the sentiment of the B&P

members that a consistently declining percent allocation of dollars to the academic side is inconsistent with the main goal of developing educated persons, and that such a trend needs addressing or a detailed explanation (see attached data).

3. How do you integrate a vision for the future of the university's programs with the operation of the Budget and Priorities Committee? (Criterion 1.D)

3a. As mentioned in the last paragraph above, the B&P plays a watchdog role over budgetary changes. It's this task (charge) which is most important since in the process of doing so, the B&P can remind the various non-academic components of the University that the over-riding mission is to develop educated persons, and as such it is the Committee's main objective to pursue explanations as to how budgetary changes considered in the planning cycle, or suddenly implemented during the year support this focal objective of the University's mission.

4. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? (Criterion 2.B)

4a. Unanticipated Enrollment Changes. There appears to be no a-priori strategies to set enrollment target levels prior to the enrollment period. SMSU tends to accept all applications that meet the University's minimum requirements. On those occasions when qualified student applications for admission exceed anticipated levels, additional class space is made available through the hiring of per course faculty in those departments that experience 100 % occupancy of seats offered. When enrollment levels fall below those anticipated, additional per course faculty are not hired, and existing per course personnel are released. The University could consider adopting a policy where only a specific number of new students would be accepted. Such a policy would allow for more rational planning.

Unanticipated State Appropriations Cuts. Recently SMSU as well as all other Missouri institutions of higher learning experienced budget holdbacks and budget cuts. SMSU managed these cuts as follows: half of all state funding cuts would be allocated across-the-board between the major budget areas, and half would be retrieved through increased student fees.

4b. This form of managing budget cuts is clearly short term. The "across-the-board" cutting approach allowed the University to address the problem in a timely fashion because these types of cuts could be rapidly implemented. However, this approach indicates that all University components are equally important to the University mission.

That is not the case if our overall mission is to produce educated persons. Moreover, the use of a 50 – 50 rule in managing state cuts (cutting all internal budgets by half of the percent cut, and raising additional revenue via student fees to cover the other half of state cuts) is also arbitrary. Why not 60 – 40 or 40 – 60?

The cuts allocated to the academic side were managed mostly by freezing a significant portion of new hiring. Those departments which had already received signed contracts from candidates that were made offers were allowed to continue their hiring. Many of the frozen position lines were then deleted the following year. It is difficult to imagine that this hiring (or rather position elimination) cycle led to an optimal allocation of faculty hiring according to the mission statement.

Future budget cuts might better be managed through strategic revisions in University budgetary allocations. These would include rethinking academic program offerings, planned capital projects, and sport programs offerings along mission lines.

Risk Management theory tells us that "unanticipated" circumstances should and can be planned for. As an example, although not anticipated, how would the University respond to a 20% decrease in its state allocations should that occur next year? Surely not through across-the-board cuts. What programs would be cut? What buildings could be shut down? What off campus activities would be curtailed, and to what level? How much would tuition be raised? All these can be addressed today in some fashion, and the responses should be aligned with the University's mission statement. Without carrying out such exercises SMSU's ability to respond to unanticipated circumstances along mission lines most likely will be suboptimal.

5. Is implementation of the university's mission evident in its (the university's) operations? Please provide examples. Does the planning process at SMSU link with budgeting processes? Please provide examples. (Criterion 2.D)

5a. The B&P committee assumes that the overall mission of the university is to develop educated persons. All sub-goals, and their related activities should be subordinated to this main goal. Over the past ten years, the University has emphasized growth of those programs that support the main themes, and there has also been an emphasis in growing graduate offerings. The evidence supports the assertion that the University has succeeded in implementing these goals.

On the other hand, the evidence also demonstrates that the proportion of revenues allocated to the academic side of the University has shown a decline for at least the last 10 years. Moreover, this has been basically a monotonic decline, not a one-year fall due to

a declared exigency (see enclosed Figure 1 and Chart 1). Generally new graduate programs have come about at the expense of undergraduate programs. Yet there has been no significant reduction in undergraduate program offerings. Thus a thinning out of resources allocated to the support of undergraduate programs has taken place. This calls for a reexamination of the university's existing budgetary expenditures patterns its new program initiatives, and a re-appraisal of existing programs. Given the significant differences in program costs that exist across campus, a reexamination of the present fee structures should also be undertaken with the intention of assessing higher fees to those programs that are relatively more costly. This would prevent one group of students (those in relatively inexpensive programs) from being forced to subsidize another group of students.

5b. The university's mission statement, and its five-year plan that attempts to implement the mission as envisioned in its broad themes are concise, and not overly complex. By adhering to its 5 year plan the University was able to obtain considerable mission enhancement funds through its proposed masters in physical therapy program. This program supported one of the University's 5 themes (Health) and its goal to increase its number of graduate programs.

At other times, the linkage between implementing actions tied to the mission/plan and necessary budget reallocations is weak at best. There is no operational procedure in place that directly ties new programs (or programs slated for enhancement) to budgetary shifts of resources. There is no systematic review of existing programs with the intent of reallocating resources away from declining programs to those programs that show growth or to programs slated for enhancement because of mission priorities. There is no systematic time frame for academic program reviews. These occur infrequently.

In order to link planning to both its mission statement and to budget realities, the University should consider the following process (or one akin to it). First, the planning procedure should begin with an examination of potential new programs or existing program enhancements based on mission goals and themes, and also on whether demand for such programs (at SMSU) exist. For those proposals passing this test, program cost estimates for each should then be developed and scrutinized. These costs may run high for a number of years during the program's development and growth stage, and thus may well impact a number of budget cycles.

An estimate of the necessary dollar enhancements to the academic side of the budget to support new programs can then be developed. Part of this measure will include evaluation of existing programs, some of which may have proposed dollar cuts to support the implementation of the proposed new programs.

Simultaneously, an estimate of new dollars that can be made available to the academic side for new programs must also be generated. These may come from projected mission enhancement funds, increased student fees, or a shift in resources from the non-academic side to the academic side of the budget.

The final decision as to which program proposals will receive support will depend on University dollar estimates described in the two paragraphs above. Clearly there are operational costs that are unavoidable. However, the remaining dollars are discretionary and should be allocated to competing budgetary areas on the basis of their requirements in supporting the University's mission.

If the basic goal of the University is to develop educated persons, then clearly the academic side of the University should have a high priority in claiming a significant share of these discretionary dollars. The academic side also has the responsibility to provide an optimal allocation of the dollars awarded to it.

This implies the need to periodically reevaluate all academic programs in order to assess program enhancements and reductions based on both student demand for the program and how existing programs support SMSU's academic mission. Evidence cited earlier indicates that the procedures suggested above need timelier and more formal implementation.

6. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the Budget and Priorities Committee's constituents? How is this information analyzed and utilized? How are commitments made by the Budget and Priorities Committee to its constituents shaped by the university mission? (Criterion 5.A)

6a. The B&P Committee's immediate constituents are the faculty senators, and less directly, the members of the faculty. No formal steps or procedures are in place to obtain information on the needs and expectations of the senate members. The evidence indicates that faculty senators are sufficiently capable of providing charges to the B&P regarding budgetary matters through the voice of the senate chair. See the enclosed letter to the B&P chair from the Faculty Senate chair concerning committee charges for the academic year.

A survey or questionnaire could be developed and sent annually to individual faculty members in order to obtain more direct input. Such an instrument should not be difficult to implement once developed. However, the Committee assumes that faculty routinely voice their concerns regarding budgetary issues to their senators who then formalize their requests to the B&P Committee via the senate chair.

The commitments made by the Budget and Priorities Committee to its constituents are indirectly shaped by the University's mission. The Committee addresses the charges given to it by the Faculty Senate chair. The committee has no resources or funds available to get its work done. Committee members provide their time, efforts and expertise in order to accomplish tasks.

Presently, the number of charges given to the committee has proved manageable. That is, the Committee has not had to rank-order (prioritize) its charges. Should such circumstances arise, the University mission statement would be one of the dimensions that determine the rank-ordering of charges. Another would be how the charges promote faculty and student welfare. A third would be a rank-ordering provided by the faculty senate itself.

[Budget and Priorities Financial Table](#)

You may need the [Excel Viewer](#) to open this document.

Last Modified: September 08, 2005

Charge for Career Services

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

CAREER SERVICES' CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of Career Services fit with the University mission? What policies and procedures are used by Career Services to improve student learning for the future? How is Career Services planning for the future? ([Criteria 1-5](#))
2. How do internships or cooperative education opportunities help students understand the usefulness of the curricula in a global, diverse, and technological society? How is the usefulness of the internship and cooperative education opportunities assessed? How do employment records reflect the currency and relevance of the SMSU curriculum? ([Criterion 4.C](#))
3. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to Career Services' constituents? How is this information analyzed and utilized? How are commitments made by Career Services to its constituents shaped by the University mission. How are your outreach programs responding to community needs? ([Criterion 5.A](#))
4. What resources does Career Services have to engage with constituencies and communities? How does Career Services support engagement with constituencies and communities? What types of activities provided by Career Services are available that engage students, staff, administrators, and faculty with constituencies and communities? How does Career Services' planning process engage constituencies and communities? Is Career Services involved with the university's planning process? ([Criterion 5.B](#))
5. What collaborative activities does Career Services have with constituencies? What is the response of constituents to these activities? What types of partnerships have been or could be forged on shared goals? How supportive is Career Services to the mobility of learners (i.e., articulation agreements, transfer policies, etc.)? ([Criterion 5.C](#))
6. How has or should Career Services evaluate(d) the services provided to constituents? How inclusive are your office's services to the community/constituents? How is or should Career Services interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Career Services

I. Mission

The [Career Center](#) supports the mission, academic programs, and advancement of Southwest Missouri State University (SMSU). Within this context, the primary purpose of the Career Center is to assist students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans.

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; and
- Prepare to manage their careers after graduation.

The Career Center staff consider the needs of all SMSU 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.

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

II. Program Components

The key program components of the Career Center are clearly defined. Therefore, key program components are designed and implemented in alignment with:

- The career development needs and the academic and occupational interests of students and other clients;
- Current research, theories, and knowledge of career development and learning;
- Contemporary career services practices;
- Economic trends, opportunities, and or constraints;
- Institutional priorities; and
- Resources.

The Career Center works collaboratively with academic divisions, departments, individual faculty members, student services, and other relevant constituencies of the institution to enhance students' career development. The Career Center promotes career development for students as integral to the mission of the institution.

Career Counseling

The Career Center offers career counseling that assists students at any stage of their career development while enrolled at SMSU to:

- Understand the relationship between self-knowledge and career choice through assessment of interests, competencies, values, experience, personal characteristics, and desired lifestyle;
- Obtain and research occupational, educational, and employment information;
- Establish short-term and long-term career goals;
- Explore career options through internships, shadowing experiences, summer and part-time jobs, and or cooperative education; and
- Make reasoned, informed career choices based on accurate self-knowledge and accurate information about the world of work.

Career counseling is offered through the Career Center in order to link students' career decision-making with access to employers and employment information. The Career Center disseminates information on the availability of career counseling through a variety of means, e.g., official publications, electronic publishing, presentations, etc.

The Career Center:

- Provides career counseling to SMSU students at any point in their college experience;
- Encourages students to take advantage of career services as early as possible in their academic programs;
- Provides career counseling through scheduled appointments with individuals, group programs, career planning courses, outreach opportunities, special events, and information technology;
- Refers students to other counseling and resource agencies if assistance is needed beyond the scope of career counseling;
- Helps students to explore occupations through field visits, student employment, cooperative education, internships, shadowing experiences, and informational interviews with working professionals;
- Integrates career planning into student employment and experiential education programs; and
- Maintains appropriate records for future work with the students.

Career Information

Current, comprehensive, and accessible career information is available to students as they explore and make career decisions. To be effective, career information resources are:

- Comprehensive, enabling students to explore the widest range of information; and
- Current and up-to-date to reflect economic, occupational, and work conditions.

The Career Center:

- Disseminates information on the availability, scope, and use of career services through institutional publications, campus media, presentations, outreach, and orientation programs;
- Provides information for constituent groups on career and employment topics and the ethical obligations of students, employers, and others involved in the employment process;

- Provides resources to help students assess and relate their interests, competencies, needs, expectations, education, experience, personal background, and desired lifestyle to the employment market;
- Provide information on current and projected employment opportunities and on employers to ensure that candidates have the widest possible choices of employment;
- Provides information on graduate and professional academic programs and other continuing education programs; and
- Uses information technology to give students and staff access to the Internet and other computer resources.

Career information is conveniently available in a variety of media appropriate for different learning styles and special needs.

Career information resources are accessible and organized with an appropriate classification system that is user-friendly, flexible, and adaptable to change. Career resources are organized to reflect the size and nature of the SMSU student population, curriculum, and range of career options available to SMSU graduates.

Career information facilities are staffed with persons who have the appropriate counseling, advising, librarian, and information technology competencies to assist students in accessing and using career information.

Career information includes the following categories:

- Self-assessment and career planning;
- Occupational and job market information;
- Graduate/professional schools;
- Employment search;
- Job, experiential education, and internship listings; and
- Employer information.

Employment Services

The Career Center assists students in:

- Exploring a full range of career and work possibilities that match their career goals;
- Preparing job-search competencies and tools to present themselves effectively as candidates for employment;
- Obtaining information on employment opportunities and prospective employers;
- Connecting with employers through campus interviews, job listings, referrals, direct application, networking, publications, and information technology; and
- Anticipating career management issues relevant to the individual, e.g., dual careers, gender, sexual preference, disabilities, etc.

The Career Center develops and maintains relationships with employers that provide career development and employment opportunities for students.

Graduate School Services

The Career Center assists students in:

- Exploring a full range of career and educational possibilities and identify graduate or professional school programs that match their career goals;
- Preparing to seek application for further study;
- Presenting themselves effectively as candidates for further study;
- Obtaining information on graduate/professional school programs through a variety of sources; and

- Connecting with graduate/professional schools through campus interviews, referrals, direct application, publications, and information technology.

Experiential Education and Career Exploration

Experiential education integrates students' academic studies with work experiences and career exploration. The institution provides experiential education opportunities which can include student employment; cooperative education; work-based learning; apprenticeships; internships; volunteer jobs; service learning; and shadowing experiences. The Career Center provides and works closely with other departments that provide experiential education opportunities. Experiential education programs provide students with adequate site supervision and opportunities to define their learning objectives and to reflect upon the learning and developmental aspects of their work experience.

Experiential learning programs are designed to:

- Support student retention;
- Support SMSU efforts to provide students with additional financial resources for attending college and/or opportunities for obtaining academic credit; and
- Allow students to identify employers for career development and potential employment.

III. Program Management

SMSU has assigned a leader to manage career services and align career services with the mission of the institution and the needs of the constituencies served: the Director of the Career Center. That leadership is necessary to ensure adherence to SMSU and unit missions and to enhance program effectiveness and efficiency.

The Career Center leader has developed a mission statement, program goals and objectives, and strategic and operational plans for fulfilling the mission and goals of the program. The Career Center conducts regular program evaluations to improve operations and to adjust to changing client needs and environmental threats and opportunities.

Programs and services are structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure includes current and accessible policies and procedures; written job descriptions and regular performance reviews for all employees; functional workflow or organizational charts; facilities appropriate for career service functions; and defined service standards. Evidence of effective management includes strategic and operational planning processes; clearly defined areas of responsibility; effective communication practices; decision-making and conflict resolution procedures; accountability systems; sound fiscal management practices; and proof of continuous improvement. Regular review of policies, procedures, and budgetary issues will be defined.

The Director of the Career Center coordinates efforts with other career services providers at SMSU in order to integrate the Career Center into the broader educational mission. Key constituencies of the Career Center have been identified and their needs reflected in the mission and goals of the unit. The Director of the Career Center is the advocate for the advancement of career services within the institution.

IV. Campus and External Relations

As an integral function within the institution, the Career Center has developed and maintains productive relationships with relevant campus offices and key stakeholders. In order to achieve this, the Career Center:

- Develops institutional support for career development and student employment programs;
- Involves the academic administration and faculty in career planning and employment programs; and
- Raises issues and concerns with the institution's legal counsel regarding compliance with employment laws as they pertain to recruitment and hiring of students and alumni.

In addition, the Career Center:

- Participates fully in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs;

- Exchanges information with the academic administration and faculty concerning employment requirements, labor market trends, specific jobs, and employment that may be related to academic planning and curriculum development;
- Arranges appropriate programs that use alumni experience and expertise;
- Establishes cooperative relationships with other offices and services in order to support mutual referrals, exchange of information, sharing of resources, and other program functions;
- Provides information and reports to the academic administration, faculty, and key offices of the institution regarding career services for students, employers, and alumni;
- Provides feedback to faculty, administrators, and students on the preparation of graduates for employment and graduate school to aid curriculum development and individual career planning;
- Encourages dialogue among employers, faculty members, and administrators concerning career issues and trends for students and graduates;
- Encourages staff participation in professional associations and community activities related to career and employment issues; and
- Participates in professional staff development activities.

V. Research, Assessment and Evaluation

Systematic qualitative and quantitative evaluations of program quality are conducted in order to determine whether and to what degree the stated mission and goals are being met. Although methods of assessment vary, a sufficient range of measures are employed to maintain objectivity and comprehensiveness. Data collected includes responses from students, employers, and other affected constituencies.

Results of these evaluations are used in revising and improving programs, services, and staff performance. Resources such as the NACE *Sourcebook for Conducting Evaluations and Measurements of Career Services* are consulted. The Career Center collaborates with institutional research units, state agencies, accrediting bodies, and other evaluative groups that generate and assess evaluation information.

Evaluations include:

- Reviews of the strategic plan, mission, human resources needs, diversity efforts, and other areas covered in this document;
- Systematic needs assessments to guide program development;
- First destination surveys at or following graduation;
- Alumni follow-up surveys administered at specified times after graduation; and
- Reports and satisfaction surveys from students and other constituencies interacting with the Career Center, such as employers, faculty, and graduate and other schools.

The Career Center prepares and disseminates annual and special reports, including the Career Center philosophy, goals and objectives, current programs and services, service delivery information, first destination information, and graduate follow-up information. Cohort comparative data are used to evaluate program effectiveness and efficiency. The Career Center conducts relevant research on career development, academic success, institutional issues such as admissions and retention, student learning, employment trends, and career interests.

Charge for Carnegie Academy for the Science of Teaching and Learning

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE CARNEGIE ACADEMY FOR THE SCIENCE OF TEACHING AND LEARNING'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of CASTL fit with the University mission? What policies and procedures are used by CASTL to improve student learning for the future? How is CASTL planning for the future? ([Criteria 1-5](#))
2. Show or describe how the activities of CASTL are in alignment with the University's mission. What features of CASTL's oversight could be improved? How can this be accomplished? ([Criterion 3.A, 3.B, 3.C, 3.D](#))
3. Show how CASTL's activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support creation of effective learning environments. ([Criterion 3.B, 3.C, 3.D](#))
4. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to CASTL's constituents? How is the information analyzed and utilized? How are commitments made by CASTL shaped by CASTL to its constituents shaped by the University's mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
5. What resources does CASTL have to engage with constituencies and communities? How does CASTL support engagement with constituencies and communities? What types of activities provided by CASTL are available that engage students, staff, administrators, and faculty with constituencies and communities? How does CASTL's planning process engage constituencies and communities? Is CALTL involved in the University's planning process? ([Criterion 5.B](#))
6. What collaborative activities does CASTL have with constituents? What is the response of constituents to these efforts? What types of partnerships have been or could be forged on shared goals? ([Criterion 5.C](#))
7. How has or should CASTL evaluate the services provided to constituents? How inclusive is CASTL's services to constituents? How is or should CASTL interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Carnegie Academy for the Science of Teaching and Learning

1. How does the mission of CASTL fit with the University mission? What policies and procedures are used by CASTL to improve student learning for the future? How is CASTL planning for the future? (Criteria 1-5)

- The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Committee supports the purpose and mission of the university by assisting faculty in developing educating persons. Specifically, the committee does so by promoting the scholarship of teaching and learning across campus through seminars, workshops, roundtables, and projects. Much of these activities are accomplished by coordinating efforts with the SMSU Academic Development Center (ADC), the office of Academic Affairs, and the Carnegie Foundation for the Advancement of Teaching. Essentially, the CASTL Committee assists in developing more effective teachers in order to improve student learning.
- CASTL members work to affect cultural change with respect to valuing the scholarship of teaching and learning at SMSU through regular meetings, planning sessions, and activities it sponsors throughout the year. The CASTL Committee initiated a Teaching Fellowship Program to assist faculty in developing and implementing research projects. These projects are designed to enhance and evaluate student learning in target courses and programs across the University.
- In order for CASTL to improve student learning in the future, we will continue to do the following:
 - Bring respected experts to campus to share their insights on effective teaching and learning strategies.
 - Hold campus conversations throughout the academic year to discuss issues in the scholarship of teaching and learning, scholarly teaching, teaching strategies, and learning styles.
 - Support the Teaching Fellowship Program and advocate for its continued funding because it enhances student learning and supports faculty research.
 - Participate in the annual National Carnegie Colloquium by sharing SMSU's practices in promoting the scholarship of teaching and learning and in creating a cultural shift among faculty and administrators towards valuing scholarly activities teaching and learning.
 - Expose new faculty to the concept, opportunities, and resources involving the scholarship of teaching and learning through roundtable discussions, networking, and other CASTL Committee activities.
 - Work in cooperation with the ADC to coordinate activities to assure that SMSU is providing a variety of activities and opportunities for faculty to advance effective teaching and the scholarship of teaching and learning.
 - Support and advocate for implementation of changes to the *Faculty Handbook* that establishes University policies for defining, evaluating, and rewarding scholarship, including the scholarship of teaching and learning.

2. Show or describe how the activities of CASTL are in alignment with the University's mission. What features of CASTL's oversight could be improved? How can this be accomplished? (Criterion 3.A, 3.B, 3.C, 3.D)

- CASTL supports the purpose and mission of the University. From its inception, the Committee was created to begin discussions about the value of the scholarship of teaching and learning. The goal of discussions, workshops, guest speakers, and network groups is *to improve student learning at SMSU*. In this way, we help faculty in their role of developing educated persons. We work closely with the Associate Vice President of Academic Affairs and the ADC to avoid redundancy with other units and to improve general communication about our activities. We believe current oversight of the committee is effective.
- Improvements are always valuable in enhancing any committee charge, and CASTL could benefit from a few changes. For instance, strong and continuous membership of the committee is extremely important to meeting the important mission of CASTL. We currently have a very slow process of getting members replaced as they rotate off. Because of

this slow process, full representation from every collegeâ€™s a very important conceptâ€™ has not been adequate in some semesters. CASTL members suggest that the Academic Development Advisory Committee (ADAC) nominate and approve new members to the committee. We also recommend having one person on the committee represent the previous year's Teaching Fellowship group. Finally, CASTL is well positioned to make more unique contributions to the mission of the university with respect to teaching and learning. In this way we seek to be leaders in focusing the direction of teaching and learning activities on campus.

3. Show how CASTL's activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support creation of effective learning environments. (Criterion 3.B, 3.C, 3.D)

The CASTL committee encourages innovative and effective teaching in four ways:

- The Teaching Fellowship Program (TFP). CASTL members participated in developing the program two years ago. We also provide members to be on the review committee, which annually evaluates faculty proposals and identifies the yearly TFP cohort. The program has been very successful, involving many individual researchers, as well as groups within a discipline and across disciplines. We have also provided opportunities for previous TFP participants to attend the National Carnegie Colloquium to present their research findings.
- 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. Over the past five years, the CASTL Committee has brought four prominent scholars on teaching and learning to campus. Committee members host campus conversations, which usually include two to three sessions on a particular topic open to faculty to discuss in an informal setting. Each year we have a theme to guide those discussions. Over the past five years there has been an increase in attendance at these conversations. Moreover, we have opened these conversations to Lecturers and Graduate Associates, and their feedback has been positive.
- Another way we support the mission is by advocating for and participating in revisions to the *Faculty Handbook* with respect to how research in teaching and learning is counted in tenure and promotion decisions.

Of significant importance, because of CASTL activities, SMSU has developed a large and academically diverse cadre of faculty members who are interested in the scholarship of teaching and learning, and CASTL will continue to encourage SMSU academic administration to reward and embrace these faculty.

4. How are your outreach programs responding to community needs? What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to CASTL's constituents? How is the information analyzed and utilized? How are commitments made by CASTL to its constituents shaped by the University's mission? (Criterion 5.A)

- CASTL gathers input from all academic units because the committee has representatives from each academic college. This process allows the committee to clearly identify college and university needs with respect to teaching and learning activities. We also solicit feedback from participants at activities, and monitor attendance at activities to assess faculty interest. To assess the visibility of CASTL's mission, we could identify a few target groups, such as ranked faculty, and survey them for awareness and understanding of research opportunities on teaching and learning at SMSU.
- The New Faculty Networks were assessed two years ago by conducting short interviews with participants. Feedback from those groups was very positive. Based on those results, we organized the 2002-2003 network groups based on the content and teaching interests of the participants.
- In preparing recommended changes to the *Faculty Handbook* regarding research on teaching and learning, we gained feedback from a variety of faculty members before forwarding our recommendations to the revision committee. As those recommendations are being considered, CASTL is working in cooperation with the subcommittee on faculty evaluation, as we have frequently met and consulted with the chair of that committee.
- CASTL's charge and mission primarily involve faculty constituents. But, as we work directly with faculty, the impact is

seen in creating life-long learning opportunities and positive changes in student learning.

5. What resources does CASTL have to engage with constituencies and communities? How does CASTL support engagement with constituencies and communities? What types of activities provided by CASTL are available that engage students, staff, administrators, and faculty with constituencies and communities? How does CASTL's planning process engage constituencies and communities? Is CASTL involved in the University's planning process? (Criterion 5.B)

- CASTL's resources are modest, but nonetheless we are achieving a significant impact. In particular, financial resources are minimal and much effort is required to direct those resources to support, for example, faculty presentations at conferences. Such funds are distributed by Academic Affairs and instead should be directly controlled by the chair of the CASTL Committee. CASTL needs discretionary use of its funds from a specific budget line within the professional development fund. A set amount should be allocated each year to CASTL in order to allow for strategic planning for the group and its activities. (See the responses to Question 3 for details on the specific activities we organize and implement.)
- Our greatest resource involves the talent and expertise of the committee members themselves. Those are effectively used to reach diverse and large numbers of faculty on campus. CASTL is involved in the university planning process through the Academic Development Advisory Committee. The chair is a representative on that committee and we forward our ideas to the ADC director and the ADAC.
- The ways that CASTL is involved in the planning process were described in an earlier response.

6. What collaborative activities does CASTL have with constituents? What is the response of constituents to these efforts? What types of partnerships have been or could be forged on shared goals? (Criterion 5.C)

- Collaborative activities with internal constituents have been described in previous responses. Externally, CASTL works directly with the national Carnegie Foundation through participation in the annual colloquium and has completed annual reports to the AAHE (a clearinghouse website).
- Our consistent participation at the annual Carnegie Colloquium has garnered SMSU considerable visibility both nationally and internationally, and as a result we contributed a chapter about SMSU's efforts in the scholarship of teaching and learning in a book published by AAHE.

7. How has or should CASTL evaluate the services provided to constituents? How inclusive is CASTL's services to constituents? How is or should CASTL interface with professionals in the community? (Criterion 5.D)

- We have evaluated new faculty networks specifically. But, the increasing number of faculty participants in campus conversations also indicates our events and activities are reaching a larger group of faculty. We also have seen an increase in the number of applications in the second year of TFP. Further, we have faculty from diverse disciplines participating in those projects, ranging from fully interdisciplinary groups to entire departments. For example, over 50 faculty gathered for a recognition dinner in October 2004 to celebrate 16 faculty-initiated projects that have taken place in about 20 different academic departments. We also intend to develop stronger partnerships with all the academic colleges to meet their needs. For example, we seek to work side-by-side with the College of Education to draw on their expertise in assessment and learning outcomes.

Last Modified: September 08, 2005

Charge for Centennial Celebration Steering Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE CENTENNIAL CELEBRATION STEERING COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Centennial Celebration Steering Committee fit with the University mission? What policies and procedures are used by committee to improve student learning for the future? How is the Centennial Celebration Steering Committee planning for the future? ([Criteria 1-5](#))
2. Does the university incorporate in its planning those aspects of its history and heritage that it wishes to preserve and continue? If so, give examples including graduate programs. ([Criterion 2.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Centennial Celebration Steering Committee

1. How does the mission of the Centennial Celebration Steering Committee fit with the University mission?

In keeping with the University mission, the Centennial Celebration Steering Committee identified six key goals to guide the centennial celebration:

- Centennial events will enhance the academic and intellectual life of the SMSU community.
- Events and activities will reflect accurately and will publicize and promote the achievements of SMSU. When appropriate, events should also demonstrate that SMSU is poised to address issues of the 21st century.
- In the spirit of the University's statewide mission in public affairs, several centennial events will serve as a means of outreach to Springfield, southwest Missouri, and the State, providing individuals outside the campus community with an opportunity to benefit from the many programs and activities offered during the centennial year.
- The centennial will highlight the influence of the citizens of southwest Missouri in shaping the university.
- Selected events and commemorations of the centennial will extend beyond the year of celebration.

How is the Centennial Celebration Steering Committee planning for the future?

- The Centennial Celebration Steering Committee recognized the importance of establishing an ongoing legacy of celebration for the SMSU campus community and the citizens of the state of Missouri. Guided by the University's mission in public affairs, the steering committee proposed that a Public Affairs Conference, free and open to the public, be held on the SMSU campus. The inaugural conference, entitled "Celebrating the Intellect," will be held April 13-15, 2005. The conference will bring significant leaders from a variety of disciplines and backgrounds together to dialogue about topics relevant for a 21st century democracy. The conference is intended to nurture and stimulate the minds of all those who attend. It is the recommendation of the Centennial Celebration Steering Committee that this conference become an annual event. The steering committee obtained grants and support to establish a foundation fund to assist with the continuation of the conference. The *Springfield News-Leader* serves as a presenting partner. (See <http://publicaffairs.missouristate.edu/conference/>)
- In recognition of the University's many international students, representing over 80 different countries, and the University's commitment to developing educated persons from the state of Missouri, the USA, and the world, the Centennial Celebration Steering Committee proposed that flags of the world be displayed during three special occasions annually—the Public Affairs Conference, Public Affairs Week, and International Week. The Centennial Avenue of Flags, featuring 120 flags, will be displayed along the west mall, from Carrington Hall to Strong Hall.

What policies and procedures are used by the committee to improve student learning for the future?

The Centennial Celebration Steering Committee has established the Centennial Scholarship Fund for SMSU students. A number of centennial events have been designed to promote and enhance student learning. Of particular note are the following:

- Public Affairs Conference ~ "Celebrating the Intellect"
- Centennial Symposium on Bioethics and Human Excellence, sponsored by the College of Humanities and Public Affairs
- Centennial Virtual Arboretum and Historic Maps, developed by the College of Natural and Applied Sciences
- Centennial Storytelling Series featuring cultures from throughout the world, sponsored by Meyer Library
- Centennial Art Exhibit, Springfield Art Museum
- *Americans Who Tell the Truth* Art Exhibit, sponsored by the College of Arts and Letters
- Centennial displays throughout the campus and informal open forums focusing on the University's history were designed to cultivate an appreciation for the University's heritage and its ongoing commitment to higher education
- Mountain Grove Centennial Garden, featuring historical plantings

2. Does the University incorporate in its planning those aspects of its history and heritage that it wishes to preserve and continue?

The University is dedicated to the preservation of its prestigious history and heritage. The University has always been sensitive to the importance of maintaining historical records and recognizing the contributions of those who have gone before. Meyer Library is responsible for the preservation of the majority of historical documents, photographs, and artifacts. In addition, University departments and offices maintain permanent records.

Two significant books document the University's history: *Shrine of the Ozarks: A History of Southwest Missouri State College 1905-1965*, written by University president Dr. Roy Ellis and published in 1968, details the first 60 years of the University's history. In observance of the University's Centennial, Dr. Donald Landon, emeritus professor, authored *Daring to Excel: The First 100 Years of Southwest Missouri State University*, published in 2004, the book chronicles the University's history to date.

Last Modified: September 08, 2005

Report from Chemistry Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

- Some things (like a new science building) seem to change in priority on a regular basis with little explanation.
- Discussed UPAC and their involvement in the 5-year planning process.
- Discussed Presidential search and timing of 5-year planning process.
- The department's perceptions of the university's mission in public affairs whose purpose is to develop educated persons focusing on the five themes are what we do. Chemistry is a public affair. It is important to teach chemistry, to do research in chemistry, and to share our chemical knowledge with the public. Teaching, research and service with students helps to develop educated persons and life-long learners.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

- Summary of evaluation procedures – Faculty prepare a self-evaluation summary each year that is reviewed by the head, a one-on-one meeting is held, followed by written comments to the faculty member and dean. A departmental committee reviews all self-evaluation summaries for re-appointments, pre-tenure reviews, tenures and promotions and then all faculty of higher rank write the evaluation summary and vote. The results are disseminated to the faculty member and the head. The head then writes an evaluation and sends a recommendation to the dean.
- The department uses a variety of activities that aid in the goal of educating our students including classroom instruction, laboratory instruction, hands-on use of state-of-the-art instrumentation, peer-peer interactions, scientific writing and presentations. All chemistry courses offered in the department including our research activities are important to public affairs and all fit the theme of science and the environment.
- The following activities in the department support the university mission: the general education courses (CHM105, 106, 107, and 160) all contain a public affairs component, Expanding Your Horizons annual conference for middle school girls, ACS public lecture series, and graduates leave as educated persons as evidenced by MFAT exam, and comprehensive exams.
- Departmental reward structures for faculty – recognition in Temple Hall display case, departmental newsletter, and at annual banquet.
- ACS student affiliate chapter does service projects for the community.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

- Learning outcomes for all general education and PEU courses are posted on the web.
- Undergraduate students are assessed using MFAT exam, ACS exams and faculty written exams. The undergraduate program is certified by the American Chemical Society. Graduate students are assessed using the GRE; pre- and post-area exams in analytical, physical, organic and inorganic chemistry; thesis and thesis defense; and a comprehensive exam.
- Assessment results are reviewed annually by the faculty. These include results of the MFAT and results of exit interviews. Other assessments are reviewed on a regular basis. See Chart R data - <http://www.missouristate.edu/oir/>
- The departmental policy on evaluation, promotion, tenure and annual appointment was recently updated to include specific statements about how chemical education research would be evaluated and to state the importance of adherence to a code of conduct – in our case a code of conduct adopted by the American Chemical Society.

What department activities are undertaken for development and improvement? (Criterion 3)

- The department faculty and staff hold an annual fall retreat to set goals and plan for the future. We also often meet for a mini-retreat in January.
- The undergraduate program is certified by the American Chemical Society. Annual reports are submitted and every five years a comprehensive report is submitted. <http://www.chemistry.org/portal/a/c/s/1/acdisplay.html?DOC=education\cpt\programs.html> This certification reviews course syllabi, departmental equipment lists, teaching

loads, student research reports, student presentations at professional meetings, faculty/student publications and library holdings. <http://www.chemistry.org/portal/a/c/s/1/acdisplay.html?DOC=education\cpt\guidelines.html> The latest report submitted is available from the department upon request.

- The Department organized an Advisory Board that is meeting on a regular basis. This group provides feedback for improvement and is also helping us look into the future.
- Faculty attend seminars and state, regional, national and international conferences on a regular basis. Faculty are also invited to present seminars at other universities – peer and research I.
- Faculty collaborate with other departments on campus and other universities successfully. These collaborations often lead to joint publications and presentations.
- The chemistry department faculty mentor program is active.

Last Modified: September 08, 2005

Charge for China Management Group

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE CHINA MANAGEMENT GROUP'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the China Management Group fit with the University mission? What policies and procedures are used by the China Management Group to improve student learning for the future? How is the China Management Group planning for the future? ([Criteria 1-5](#))
2. What procedures, processes, and policies are in place that addresses the diversity of learners? How effective are the procedures, processes, and policies in meeting the future success of the University? ([Criterion 1.B](#))
3. Upon review of reports and other documentation, how pervasive in the China Management Group is the understanding and support for the University mission as defined in its broadest sense? ([Criterion 1.C](#))
4. How do the University's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Does the University's planning process include effective environmental scanning? Do the University's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change? ([Criterion 2.A](#))
5. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? ([Criterion 2.B](#))
6. What resources does the China Management Group have to engage with constituencies and communities? How does the China Management Group support engagement with constituencies and communities? What types of activities provided by the CMG are available that engage students, staff, administrators, and faculty with constituencies and communities? Is the CMG involved with the University's planning process? If so, how? ([Criterion 5.B](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from China Management Group

As stated in *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)*, "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." Four goals are identified on Page 4 of the Plan.

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

The university's long-range plan states that in the interest of students and taxpayers, it is essential to operate SMSU's campuses in a systematic way. The plan also states that SMSU is committed to developing learning systems serving all campuses through means of electronic laboratories and classrooms and to better serve regional needs through distance learning capabilities enhanced by such technology.

Southwest Missouri State University defines an educated person as one:

- Literate in the broadest sense
- **Has an appreciation of the responsibility of lifelong citizenship and an awareness of global issues**
- 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
- **Has the skills and motivation to continue to learn after leaving the university, thus being prepared for both lifelong learning and lifelong productivity.**
- The SMSU System includes the College of Continuing Education and the Extended University which offers an extensive array of credit courses, programs and special services for adult students as well as extensive noncredit professional development programs and services. (<http://www.ce.missouristate.edu>).

The mission of the SMSU [China Program](#) is to conduct educational and cultural opportunities and exchanges between SMSU and its Chinese partner universities and to promote understanding and friendship between the United States and China. The primary reason that the programs in China were established is to assist in increasing student awareness of global issues.

To facilitate implementation of the plan's four goals, SMSU programs in China are administered by the China Management Group in close cooperation with the SMSU System Coordinating Council. The location of the SMSU System Coordinating Council within the university's administrative structure is provided at <http://www.missouristate.edu/univstructure.htm>.

The China Management Group is an advisory body to the president regarding university policies for programs in China. Membership consists of the President; Coordinator of the Extended Campus; Chancellor West Plains Campus; Vice President for Academic Affairs; Dean of University College; Dean of Continuing Education; Academic Dean of the SMSU-West Plains Campus; Director University Programs for Asia; Director of Academic Outreach; Associate Vice-President for Finance (CFO); and, Assistant Vice-President for Enrollment Management and Services.

The China Management Group works with the SMSU System Coordinating Council to ensure that the operation of programs in China is performed cooperatively, efficiently, economically and without duplication. The SMSU System Coordinating Council provides effective administration of the System, including the university's programs in China, while requiring minimal administrative overhead.

One of the major responsibilities of the SMSU System Coordinating Council is to oversee implementation of the *SMSU Systems Operations Manual*. The Manual, located at <http://www.missouristate.edu/internalaudit/systemmanual/>, is reviewed and updated as necessary. The Manual is divided into several sections with a matrix and text provided for each section. The matrices provide a

quick recap of whether various functions are the responsibility of only one campus or of two or more campuses working together as members of the System. The text provides a more detailed narrative of how the System functions are to be executed. Policies and procedures for the university's programs in China are located in the Manual.

Criterion 1A: The organization's mission documents are clear and articulate publicly the organization's commitments.

The Southwest Missouri State University mission documents are clear and articulate publicly the organization's commitment. For example, the university's mission statement indicates that SMSU is a multi-campus metropolitan university system. The major goals of the university's long-range plan, particularly the third goal, are focused on ensuring that SMSU does operate as a system. The university's mission, its major goals, and the actions of the SMSU System Coordinating Council are all transparent and readily available for review by the university's stakeholders.

Criterion 1C: Understanding of and support for the mission pervade the organization.

SMSU campuses are structured to address the special needs of the urban and rural populations they serve. There is wide understanding of the university's mission as well as an understanding by university stakeholders of the multi-campus system approach in place at SMSU. In general, members of the China Management Group feel that faculty, staff and students at the university's campuses understand and support the university's mission as well as the role of the China program in supporting that mission.

Criterion 1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

As stated above, System administration and coordination is the responsibility of the SMSU System Coordinating Council which reports to the Board of Governors through the system president. The Council, composed of representatives from each campus, is responsible for developing business and support systems necessary to ensure that system campuses operate cooperatively, efficiently, economically and without duplication. The SMSU System Coordinating Council provides effective administration of the System while requiring minimal administrative overhead. Each of the campuses is represented in the System's governance structure and the central focus of the SMSU System Coordinating Council is to promote and support collaborative processes that enable the organization to fulfill its mission. For example, SMSU-West Plains is an open admissions campus that offers classes leading to AA, AS, and AAS degrees. SMSU-Mountain Grove is primarily a research campus offering only master's degrees. People living in Mountain Grove requested that SMSU provide lower-division classes in their community. To meet this request, SMSU-West Plains started a program in Mountain Grove enrolling approximately 200 students. SMSU-Mountain Grove facilities were made available for use by SMSU-West Plains at no cost. Scheduling and availability of resources such as library materials were coordinated by the SMSU System Coordinating Council and SMSU-West Plains was able to respond to a community need in a very low-cost and efficient way.

Criterion 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Southwest Missouri State University campuses are structured to address the special and changing needs of the urban and rural populations they serve. The SMSU System Coordinating Council, through constant revision and updating of the *SMSU Systems Operations Manual*, enables the university to plan for the future to meet emerging needs. For example, SMSU has several partnerships in China and operates a branch campus in Dalian, People's Republic of China. The system approach allows the university to continue to expand (nationally as well as internationally) while maintaining a flexible and effective administrative structure. The matrix approach employed in the *SMSU Systems Operations Manual* allows the university to plan for and develop programs and/or campuses as required by the market.

Criterion 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The resource base at SMSU is limited and as a result the university must operate at maximum efficiency with little or no duplication. The China programs offered by the university are self-supporting and do not draw down resources from other university units. On April 14, 2000, the Southwest Missouri State University Board of Governors approved a request to establish a branch campus in Dalian, People's Republic of China, in partnership with Liaoning Normal University. As part of the approval, the Board of Governors stipulated a number of criteria to be followed in developing the branch campus: 1) the branch campus must create opportunities for SMSU students to study in China; 2) the branch campus once established will increase the number of students from China studying at SMSU; 3) the branch campus will operate without the use of state appropriated dollars; and 4) the branch campus will be fully self-supporting in three years.

Criterion 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that

mission.

From the perspective of the China Management Group, all levels of planning align with the university's mission. The campuses in the SMSU System operate in a focused and coordinated manner to implement the university's stated mission. For example, the *SMSU Systems Operating Manual* illustrates the level of planning and coordination that characterize the SMSU System.

Criterion 3C: The organization creates effective learning environments.

The SMSU System creates effective learning environments by maximizing the role that each campus plays in developing educated persons. For example, SMSU-West Plains is open-admissions and features a number of remediation programs designed to increase the learning skills of its students. On the other hand, SMSU-Springfield focuses on developing quality undergraduate and graduate programs geared to students admitted to the university under its selective admissions policy. And, a variety of technologies are employed by all campuses to enhance learning.

Examples of how the organization creates effective learning environments include:

- SMSU has high quality faculty and staff, see the *Fact Book* for a profile of university faculty and staff (<http://www.missouristate.edu/OIR/factbook/>).
- Faculty and Staff training is a priority of the institution. Examples: Academic Development Center (<http://adc.missouristate.edu/>) and the SMSU Training Department (<http://www.missouristate.edu/human/training/default.htm>).
- Classroom upgrades/information technology and other resources are provided to ensure a quality instructional environment for one example see http://www.missouristate.edu/etc/tech_support.html. In addition, SMSU has a designated budget specifically for classroom renovations and upgrades coordinated by the Vice President of Administration and Finance and the Vice President of Academic Affairs.
- Assessment and Instructional Support are a priority of the institution (<http://www.missouristate.edu/assessment>).

Criterion 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The SMSU System demonstrates through its actions that it values a life of learning. In the long-range plan, life of learning is discussed on p. 40 and p. 46. In addition, on p. 16 of the university's long-range plan, *Countdown to the SMSU Centennial*, the university defines an educated person as one who is:

- Literate in the broadest sense
- **Has an appreciation of the responsibility of lifelong citizenship and an awareness of global issues**
- 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
- **Has the skills and motivation to continue to learn after leaving the university, thus being prepared for both lifelong learning and lifelong productivity.**
- The SMSU System includes the College of Continuing Education and the Extended University which offers an extensive array of credit courses, programs and special services for adult students as well as extensive noncredit professional development programs and services (<http://www.ce.missouristate.edu>).

The primary reason that the programs in China were established is to assist in increasing student awareness of global issues and to promote the university's public affairs mission in an international context.

Criterion 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The structured approach followed by the SMSU System to assess learning outcomes is provided on p.79 of the university's long-range plan, *Countdown to the Centennial*. In addition, the university uses an extensive set of performance measures to monitor progress of the university in implementing its long-range plan.

Criterion 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Consistent with Goal 3 in *Countdown to the Centennial* (to establish partnerships with other institutions and entities to achieve the university mission), the university has an extensive number of intra-university collaborations and cooperative agreements. A listing of many of those collaborations can be found in the *SMSU Graduate Catalog 2004-2005*, pp. 40-42.

Agreements with partners in China include:

- SMSU and Beijing University of Technology have entered into a formal affiliation to encourage joint research projects for graduate students and faculty.
- SMSU and China Agricultural University (Beijing) have entered into an agreement to develop joint research and training programs in viticulture, enology, and food science.
- SMSU and Qingdao University have entered into an agreement to exchange faculty and students to expand the academic, administrative, research, and internship programs of both universities.
- SMSU and Henan Institute of Finance and Economics (Zhengzhou) have entered into an agreement to develop joint degree programs in various academic areas including a Masters of Business Administration.
- SMSU and Liaoning Normal University (Dalian) have created a joint venture that has grown from an Associate of Arts degree in 2000 to now include a two-year Associate of Arts in General Studies with an Emphasis in Business, a four-year Bachelor of Science in General Business, and a dual Master's Degree in Plant Science.
- SMSU, China Agricultural University (Beijing) and the National Center of Economic Forest Seedling Speediness Propagation Engineering and Technology Research have a collaborative research project focusing of grapevine biotechnology.

The existing administrative structure does promote effective leadership and supports collaborative processes enabling SMSU to fulfill its mission. Further, the current structures allow the university to meet future trends in higher education. A more detailed response to Question #2 is provided above in response to Question #1, Criterion 1D. All relevant policies and procedures in place for operation of programs in China are in the *SMSU Systems Operations Manual* located at <http://www.missouristate.edu/internalaudit/systemmanual/>.

Criterion 1C: Understanding of and support for the mission pervade the organization.

The China Management Group has a thorough understanding of the mission of the university as well as the role of the programs in China in support of that mission.

Criterion 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.

The university's planning documents are a product of attention being paid to emerging factors such as technology, demographic shifts and globalization. The university's planning process utilizes extensive environmental scanning approaches and pays careful attention to the institution's changing role in a multicultural society. Finally the environment at SMSU is extremely supportive of innovation and change.

An example to illustrate the role of the university's planning process, the use of environmental scanning and the institution's awareness of multicultural issues is a short history of the development of the University's first program in China. The university began assessing market opportunities in China in the fall 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 of the university, Dr. Zhang indicated that there are a large number of capable Chinese students unable to gain admittance into Chinese universities, but who would be able to afford an American education if it were available. He recommended that the university select a Chinese university as a partner and begin establishment of an SMSU branch campus in China. This report led to the approval in April 2000 by the Southwest Missouri State University Board of Governors to establish a branch campus in Dalian, People's Republic of China in partnership with Liaoning Normal University.

Criterion 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

With regards to the university's programs in China, and the activities of the China Management Group, there has certainly been sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances. The university's Administration has been extremely flexible, within the bounds of the criteria set by the Board of Governors (see the response to Question 1, Criterion 2B). In fact, a number of unplanned and very positive partnerships have resulted as the university has become more familiar with the university environment in China. For example, the partnership with Henan Institute for Finance and Economics resulted from an initial contact by the university's partner institution in Dalian regarding the need for an MBA program at Henan Institute.

Criterion 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Section XIII of the *SMSU Systems Operations Manual* (<http://www.missouristate.edu/internalaudit/systemmanual/Chinamatrix.htm>), lists the University units responsible for providing the necessary financial, administrative, legal, academic and student services to adequately support Southwest Missouri State University's programs in China.

In addition to the coordination of SMSU's educational and research activities in China, the China Management Group works with external constituencies as well. For example, in October 2004, the university led a delegation of business people (Springfield Area Chamber of Commerce) to China. University staff has developed a large network of academic, government and business leaders in China and were able to assist Springfield area businesses in making contact with a number of those leaders. Southwest Missouri State University and the Springfield Area Chamber of Commerce have established a partnership which will sponsor an annual trip of southwest Missouri business people to China. The first trip is scheduled for April 2005.

Members of the China Management Group are deeply involved in the university's long-range planning process. The China Management Group is working jointly with the International Program Task Force to integrate the established programs in China into the university's overall emerging international programs. The long-range plan for Southwest Missouri State University is to provide a broad range of international study and research opportunities (China being but one of many countries) for its students, faculty and staff.

Last Modified: September 08, 2005

Charge for Citizenship and Service Learning/CASL Oversight Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE OFFICE OF CITIZENSHIP AND SERVICE LEARNING/CASL OVERSIGHT COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of CASL/CASL Oversight Committee fit with the University mission? What policies and procedures are used by CASL/CASL Oversight Committee to improve student learning for the future? How is t CASL/CASL Oversight Committee planning for the future? ([Criteria 1-5](#))
2. Where appropriate to CASL/CASL Oversight Committee area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples. ([Criterion 1.A](#))
3. What steps are taken by CASL/CASL Oversight Committee to ensure that its goals for student learning outcomes are clearly stated and make effective assessment possible? What steps are taken by CASL/CASL Oversight Committee and the participating departments to ensure that the service learning classes contribute to student learning? ([Criterion 3.A.3.C](#))
4. Show/describe how the activities of CASL/CASL Oversight Committee are in alignment with the University's mission. What features of your office and its oversight be improved? How can this be accomplished? ([Criterion 3.A.3.B.3.C.3.D](#))
5. What steps are taken by CASL to ensure that the service learning program successfully contributes to the accomplishment of the university's mission? What features of the service learning program could be improved? How? ([Criterion 4.B.4.D](#))
6. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to CASL's constituents? How is this information analyzed and utilized? How are commitments made by CASL to its constituents shaped by the University mission. How are your outreach programs responding to community needs? ([Criterion 5.A](#))
7. What resources does CASL have to engage with constituencies and communities? How does CASL support engagement with constituencies and communities? What types of activities provided by CASL are available that engage students, staff, administrators, and faculty with constituencies and communities? How does CASL's planning process engage constituencies and communities? Is CASL involved with the university's planning process? ([Criterion 5.B](#))
8. What collaborative activities does CASL have with constituencies? What is the response of constituents to these activities? What types of partnerships have been or could be forged on shared goals? How supportive is CASL to the mobility of learners (i.e., articulation agreements, transfer policies, etc.)? ([Criterion 5.C](#))
9. How has or should CASL evaluate(d) the services provided to constituents? How inclusive are CASL's services to the community/constituents? How is or should CASL interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

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Report from Citizenship and Service Learning/CASL Oversight Committee

[The Office of Citizenship and Service-Learning](#) (CASL) is an academic center, administered under the general umbrella of Academic Affairs, and created through faculty senate actions in 1996 to facilitate the campus' efforts in service-learning. Senate action also established the CASL Oversight Committee, which serves to evaluate syllabi in order to ensure that academic quality and standards are being adhered to in service-learning projects. In the performance of this duty, the CASL Oversight Committee meets about four times per semester.

Due to the limited role of the CASL Oversight Committee, the CASL staff answered the questions below and then passed the answers to the members of the CASL Oversight Committee for their review and approval. The phrase "CASL/CASL Oversight Committee," found throughout the questions, appears actually to refer to the office of and the work of the CASL Office and was not intended to be limited to the CASL Oversight Committee. Thus, it has been answered according to this understanding.

1. How does the mission of CASL/CASL Oversight Committee fit with the University mission? What policies and procedures are used by CASL/CASL Oversight Committee to improve student learning for the future? How is the CASL/CASL Oversight Committee planning for the future? (Criteria 1-5)

a) The overriding goal of the University's 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." CASL addresses this mission through a complementary, twofold mission: 1) "to develop educated citizens," as is stated succinctly on the Office's website; and 2) to assist the University in being a conscientious citizen in the community. The CASL office accomplishes this twofold mission through the facilitation of service-learning.

In the fall, 2004, as a response to an assessment carried out in the spring, 2004 (cf. 1c, below), the CASL staff wrote a standard definition of service-learning to be used throughout the campus. This definition states in the second sentence that the goal of service-learning is the development of citizenship skills and demeanors. It reads:

Service-learning is a type of experiential education that combines and pursues both academic achievement and community service in a seamless weave, requiring the use of effective reflection exercises. *The goal of service-learning, through linking academics to the community, is to develop the skills, sensitivities, and commitments necessary for effective citizenship in a democracy.* (The definition with commentary is found in Appendix A, attached to this report.)

An aspect of the University's public affairs mission is its designation as a Metropolitan University, a technical term indicating the University's commitment to contribute as a good citizen to the Springfield community, the surrounding region, and, since its mission is statewide, to the entire state. A number of programs, outside the purview of CASL but highlighted elsewhere in the report, actually extend the University's citizenship efforts to the nation and the global community.

CASL assists the University in being a good citizen in regard to how the office manages its relationships with its community partners. Inherent in these relationships is the danger of dictating to or talking down to smaller, less powerful community agencies. The CASL office recognizes these agencies as equal partners in our students' educational experiences and manages these relationships accordingly. On its websites and in numerous public speeches by the staff, then, the CASL office states that its role is to act as a liaison for long-term, reciprocal relationships between SMSU and its community partners.

The greatest resource of the University is its faculty, whose expertise in a wide variety of areas stands as a treasure trove for the community. CASL not only acts as one of the University's liaisons between the community and the faculty, as noted above, but it also serves the faculty by enhancing individuals' careers of scholarship. Scholarship, as used in CASL's literature, spans both faculty members' teaching and research roles. In regard to teaching, CASL eases the burden of faculty by finding and facilitating partnerships with appropriate community agencies. In addition, the CASL office provides workshops and other events throughout the year aimed at professional development. The CASL office is also assisting faculty with their research agendas by offering some travel support when faculty present conference papers substantially dealing with service-learning, and also through its new CASL Research Stipend (\$3,100 for the spring, 2005) for community-based research.

Finally, students often face an unknown route when completing a service-learning project. The CASL office assists students in recruiting, in connecting with community partners, in filling out forms documenting their service, and in evaluating their service-learning experience.

b) Each semester, the CASL office evaluates the service-learning experiences of SMSU students, as well as the community

partners and faculty. The purpose of these evaluations is to assess the effectiveness of the CASL office and the services it provides; they are not meant to address pedagogical issues of individual faculty. These evaluations, delivered online, include both quantitative and qualitative measures. Adjustments to the services that the CASL staff provides as well as to the tools used to guide the work of the CASL Oversight Committee in its evaluation of syllabi are made accordingly.

c) In the spring, 2004, the CASL office conducted a thorough assessment process, 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. The purpose of this assessment process was 1) to identify the level at which service-learning had been integrated into the culture of the University; and, more importantly, 2) to lay out a plan to address areas of weakness identified by the assessment process. In abbreviated form, the plan developed by this assessment process can be summarized as follows (the full assessment report is found in Appendix B, attached to this report):

Service-learning on the SMSU campus is at Stage 3 (the highest stage, "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, i.e., strengths of the University in regard to service-learning, are:

- Student support for and involvement in service-learning
- Community participation and partnerships
- Institutional support for service-learning

The Stage 2 areas that will receive concentrated effort are:

- Philosophy and mission of service-learning
- Faculty support for and involvement in service-learning

2. Where appropriate to CASL/CASL Oversight Committee area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples. (Criterion 1.A)

SMSU publications highlight CASL's mission. Examples of publications that articulate CASL's mission while underscoring the University's institutional commitments are:

- The Citizenship and Service-Learning Annual Report.
- The SMSU Catalogue, which lists the Service-Learning Component Courses and Integrated Service-Learning Course options; it also provides an explanation of these pedagogical tools.
- *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)*, Performance Measure 59 under the heading, "Mission Implementation Measures for the Coordinating Board of Higher Education."
- The SMSU Class Schedule, both the printed and web versions.
- The President's State of the University Addresses, e.g. August 19, 2004.

CASL would recommend that University recruitment materials include service-learning information. Service-learning participation has increased state-and nation-wide. Students with service-learning backgrounds seek college experiences that will strengthen their civic engagement habits. Evidence of this is found in The Princeton Review's *Colleges with a Conscience*, to be published in the winter, 2005.

3. What steps are taken by CASL/CASL Oversight Committee to ensure that its goals for student learning outcomes are clearly stated and make effective assessment possible? What steps are taken by CASL/CASL Oversight Committee and the participating departments to ensure that the service learning classes contribute to student learning? (Criterion 3.A,3.C)

a) The Office of Citizenship and Service-Learning works to ensure and enhance the quality of students' service-learning experiences, which includes meeting learning objectives in each course. Examples of steps taken to accomplish the goals of achieving student learning outcomes and making quality contributions to student learning are as follows:

- CASL/CASL Oversight Committee reviews each service-learning syllabus from faculty who desire to teach the course. Each syllabus is reviewed according to service-learning criteria that must be evident in the document.

- CASL/CASL Oversight Committee reviews each Integrated Service-Learning Course every two years.
- Every service-learning course is designed, not only to increase citizenship, but to effectively increase student learning outcomes for the stated course objectives.

b) Additionally, CASL staff supports faculty in service-learning to ensure student learning outcomes by:

- Faculty Development Workshops held each semester to support faculty with student learning goals
- Resource material for service-learning faculty
- On-line evaluation tools for students, faculty and community partners that are administered by the CASL Office each semester
- Developing and maintaining relationships with community partner agencies to ensure quality placements for service-learning students.

4. Show/describe how the activities of CASL/CASL Oversight Committee are in alignment with the University's mission. What features of your office and its oversight can be improved? How can this be accomplished? (Criterion 3.A,3.B,3.C,3.D)

a) In the academic year following the signing of SMSU's statewide mission in public affairs (i.e., 1995-1996), the Office of Citizenship and Service-Learning was created through faculty senate action. As stated in the first senate action (SA 10-95/96), the purpose of creating CASL was "to strengthen the University's bonds with the community and to provide our students with opportunities to practice citizenship."

Other activities of the CASL office have been dealt with in greater detail elsewhere in this report (i.e., 3.a. regarding student learning and response to question 7.a.b.and c. regarding supporting CASL constituencies) and will only be mentioned here. In general, all of CASL's activities deal to some degree with the University's public affairs mission. All are geared toward developing educated persons for active citizenship in their communities.

- In regard to our community partners, the CASL office, as liaison, provides appropriate University resources to the community, helping the University to act as a contributing citizen to the community.
- In regard to faculty, the Office facilitates relationships and other logistical issues for faculty who see the value in collaborating with the community in their teaching and research.
- In regard to students, the CASL staff opens the door, allowing SMSU students to leave the classroom in order to learn and serve out in the community, as the CASL logo (an empty school chair) indicates.

b) According to the major assessment completed last spring (cf. Â§1c), there are two areas of improvement at SMSU needed in regard to service-learning. The first is to fix the definition of service-learning for the campus, which has been done this fall (2004). The second is to improve the understanding of service-learning among the faculty and academic administrators. It is still seen mainly as a service enterpriseâ€"not a part of a faculty member's teaching or research, and, thus, as a co-curricular experience for students. Ultimately, faculty need to understand service-learning as a part of teaching that should be evaluated as a part of a faculty member's teaching record in regard to promotion and tenure decisions. The CASL office plans to address this consistently and persistently over time through:

- Workshops and trainings, which have been a part of the CASL efforts over the years. In the spring, 2005, Dr. Janet Eyler, a well-known national expert and published researcher on service-learning, will speak to faculty and to a special session of AAA.
- The CASL Fellowship Program will begin this spring (2005). This program will be an intensive training for a cohort of six faculty members. Their departments will receive \$2,500 in order, perhaps, to buy out course time for the faculty to invest in this training, as overload payment, or in some other fashion as the faculty and department head feels is most suitable. This program is envisioned to extend into the future in order to develop a core of faculty who use service-learning well, understand it as a teaching technique, and who understand how it should or should not be considered in promotion and tenure decisions.

5. What steps are taken by CASL to ensure that the Service-Learning program successfully contributes to the

accomplishment of the University's mission? What features of the Service-Learning program could be improved? How? (Criterion 4.B,4.D)

a) An important aspect of the CASL office's work is the evaluation of students, faculty, and community partners. These evaluations provide important feedback and program corrections that help ensure the academic quality and integrity of the service-learning experiences. These evaluations have been discussed elsewhere in this report (cf. 3.b., 6 a.b., 9.a.).

The aforementioned assessment project, conducted in the spring semester, 2004, also brought into relief strengths and weaknesses of the CASL program, as it relates to the University mission. See Â§1,c in this regard.

The University tracks the effectiveness of the CASL program in performance measure number 59, which is in the University's long-range plan and is published both on the web and in print (cf. also Â§2). That measure reads: "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 will increase each year." The CASL program has met this measure every year over the past five years.

b) In regard to improvements, the assessment project, conducted in the spring semester, 2004, has indicated that the CASL office needs 1) to establish a consistent definition of service-learning at the University; and 2) to instill service-learning as an important and valuable teaching tool in the faculty culture and, therefore, in the promotion and tenure process. See Â§4,b for a more detailed discussion in this regard.

6. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to CASL's constituents? How is this information analyzed and utilized? How are commitments made by CASL to its constituents shaped by the University mission. How are your outreach programs responding to community needs? (Criterion 5.A)

a) An assessment of service-learning was conducted in spring and summer 2004. The Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education, developed by Dr. Andrew Furco, University of California-Berkeley, was used. Faculty, students and community partners were surveyed (either by oral or written surveys) to determine the progress of service-learning institutionalization efforts. Five dimensions were evaluated (philosophy and mission of service-learning, faculty support and involvement, student support and involvement, and community partnership and participation). Each dimension is composed of several components and is evaluated using a three-stage continuum: Stage 1 (Critical Mass Building), Stage 2 (Quality Building), and Stage 3 (Sustained Institutionalization).

CASL administers a needs assessment each year for community partners to assist in planning for service-learning student placements. Community partners and faculty also have the opportunity to discuss their needs at the annual Faculty and Community Partner Luncheon and 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.

b) Information from the annual needs assessments submitted by the community partners is used to assist CASL in placing service-learning students. End-of-the-semester evaluation information is used to guide future placements of service-learning students and to assist faculty in grading. Monitoring of this information is used to improve services and make changes when necessary. The CASL office used the assessment to guide strategic planning. A consistent service-learning definition was developed to be used campus-wide. The consistent message of this definition is used when speaking to faculty, students, and community partners, as well as in published documents and internet information. Further faculty development plans include the Faculty Fellows and Community-Based Research Stipend that are new for 2004-05. Additional ways to include community partners and students in leadership roles with service-learning are being explored.

c) See Â§1,a above, as well as the discussion of Faculty Senate Action SA 10-95/96, Â§4,a.

d) According to the Community Focus 2004: A Report for Springfield and Greene County, the "Red Flags" or challenges faced by the community are centered around children in poverty, "at-risk," and public schools' expenditures that are behind the state average per pupil. Although these are challenges that require more than service-learning students can impact on the large-scale, our students are serving at many community agencies that work to do something positive about these challenges. Service-learning students are placed with agencies that have a direct and indirect impact on children in poverty and with "at-risk" youth, adults, and families.

7. What resources does CASL have to engage with constituencies and communities? How does CASL support engagement with constituencies and communities? What types of activities provided by CASL are available that engage students, staff, administrators, and faculty with constituencies and communities? How does CASL's planning process

engage constituencies and communities? Is CASL involved with the University's planning process? (Criterion 5.B)

a) CASL is actively involved in community engagement. All CASL resources (personnel, equipment, budget) are focused on engagement with the three constituencies of the service-learning program at SMSU: faculty, students, and community partners. According to the aforementioned Senate Action (cf. Â§4,a), the service-learning program is "intended to strengthen the University's bonds with the community and to provide students with opportunities to practice citizenship. It also is intended to advance teaching pedagogy and improve student learning in all participating disciplines."

b) and c) CASL supports engagement with constituencies and communities in many activities including:

- 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 SMSU 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. This stipend is a vehicle to accomplish the goals of a metropolitan university.
- Funding faculty through the CASL Travel Stipend, a scholarship to fund faculty travel that pertains to service-learning.

d) 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.

e) CASL participates in the university planning process by contributing to meetings designed to solicit University member feedback. Three members of CASL's professional staff participated in the University's public hearing of *Daring to Excel: A Long-Range Vision and Five Year Plan (2005-2010)*, and the Director sits on the University Planning Advisory Council, the committee guiding the planning process. Two CASL staff members participated in the Public Affairs Dialogues sponsored by the Communication Department and the Office of the Assistant to the President.

8. What collaborative activities does CASL have with constituencies? What is the response of constituents to these activities? What types of partnerships have been or could be forged on shared goals? How supportive is CASL to the mobility of learners (i.e., articulation agreements, transfer policies, etc.)? (Criterion 5.C)

a) Service-learning is a collaboration with students, faculty and community partners. This effort is administered by the CASL office. During the 2003-04 academic year, all six colleges offered service-learning courses, resulting in 224 service-learning courses (this includes 183 component and 41 integrated service-learning courses). Approximately 10% (72) of the faculty participated by teaching service-learning courses to 962 students. Interest in adding service-learning pedagogy to courses continues, as evidenced by faculty sending syllabi through the CASL Oversight Committee approval process. Forty-two syllabi were approved by the Oversight Committee in 2003-04.

The CASL office supports students, faculty and community partners who are participating in service-learning. Examples of support include orientation and assistance of placements for students; assistance to faculty in finding appropriate community partners for their courses, as well as faculty development workshops each semester; communication with community partners is both formal (with the "Agency Update Form" each year) and informal during the year. Opportunities for community partners and faculty to communicate occur at the annual Faculty and Community Partner Luncheon in August, celebrations at the end of each semester, and the annual Community Action Volunteer Fair. These collaborations are mentioned in Question 7.

b) Community partners, faculty, and students are satisfied with their service-learning experiences, as evidenced by the end-of-semester evaluation results and comments. Community partners report that they receive important assistance from service-learning

students. Faculty see the effectiveness of service-learning as a teaching tool for their course objectives. Students often report that they plan to continue spending time with their community partners after they have completed their obligation; some are hired by the community partners after their service is completed; and many find that the experience influences their career choices.

c) The partnerships with faculty, students, and community partners are based on the Public Affairs Mission of the University. As relationships with community partners and faculty develop over time, both sides each see more benefits for collaboration and partnering together to educate students. For community partners, our staff acts as liaisons to the community by maintaining an enduring, reciprocal relationship. Community partners benefit from having the students work on projects and in areas that they do not have the resources, personnel, or expertise to complete. For the faculty, our staff is dedicated to supporting their careers of scholarship, including both teaching and research. For our students, we facilitate an interesting experience in the community, one that helps improve their understanding of the academic subject while challenging them to achieve new levels of engagement and citizenship. The primary shared goal is to develop educated persons with the knowledge and skills needed to be good citizens. Service-learning is a positive collaboration in the effort to foster citizenship in students.

d) Service-learning courses are regular academic courses subject to the transfer policies and articulation agreements of the University.

9. How has or should CASL evaluate(d) the services provided to constituents? How inclusive are CASL's services to the community/constituents? How does or should CASL interface with professionals in the community? (Criterion 5.D)

Community partners, students and faculty have the opportunity to evaluate service-learning at the end of each semester. This is an individual evaluation and is focused on the individual experience of each participant. Examples of anecdotal information from students include changing attitudes and preconceived notions, effective learning of course objectives, and the positive feeling of giving back to the community.

The CASL assessment completed in summer 2004 evaluated service-learning using the rubric described in Question 6. The results of the assessment were very positive. The institutionalization of service-learning on campus, according to the assessment, is between Stage 2 (Quality Building) and Stage 3 (Sustained Institutionalization). Most Dimensions scored at Stage 3. Our strengths are in the areas of student opportunities, community partner opportunities, and institutional support. Our challenges are with faculty awareness and participation and a consistent definition for service-learning used campus-wide. These challenges have been addressed in our planning process. A consistent definition of service-learning has been developed and distributed (and will continue to be used in presentations, printed material, and on the internet). The service-learning constituents responded positively to survey questions. Our challenges are centered around informing our constituents about service-learning opportunities and ensuring that the message is consistent.

b) Many of our community partners work with at-risk populations and/or with groups considered to be minority; therefore, our students are engaged in serving these populations in their service-learning. CASL complies with the University's policy of non-discrimination, affirmative action, and equal opportunity in all activities.

c) Community partners are essential to service-learning. They are considered partners in the education of our students. We communicate with them on a regular basis. Much of the communication is at the beginning and end of the semester, but communication is encouraged any time they have questions or concerns. A luncheon for community partners and faculty is held each August before the beginning of the academic year (see Question 7). This is an excellent opportunity for community and faculty to learn more about each other and about current projects. A number of community partners are invited to participate in the Community Action Volunteer Fair each January, giving them an opportunity to present volunteer and service opportunities to the campus. At the end of each semester, a celebration for faculty, students and community partners is held to recognize their efforts over the semester. A panel of community partners speaks to the Faculty Fellows as part of the Fellows development program.

Appendix A

Definition of Service-Learning:

Service-learning is a type of experiential education that combines and pursues both academic achievement and community service in a seamless weave, requiring the use of effective reflection exercises. The goal of service-learning, through linking academics to the community, is to develop the skills, sensitivities, and commitments necessary for effective citizenship in a democracy.

Discussion of key elements of this definition:

- **Service-learning is a type of experiential education** that when done properly enhances student learning and teacher effectiveness. It should be evaluated alongside other teaching techniques such as lecture, discussion, reading

assignments, exercises, use of PowerPoint presentations, use of various media, and the like. As with any pedagogical method, it fits some instructors' teaching styles better than others and some courses better than others, and should be used where appropriate.

- **Service-learning integrates academic achievement with community service.** Both academic study and community service must be maintained in equal importance for service-learning efforts to be successful. The interests of the community must be served; students are not sent to placements merely for academic enhancement. The academic objectives of the course must also be enriched by the community service, otherwise the service-learning effort becomes irrelevant to the educational purposes of the course and may seem a disjointed, unrelated act of volunteerism, distracting to the course's educational purposes.
- **Service-learning requires effective reflection.** This point relates closely to the integration of academic achievement and community service. Studies have shown that for the community service to be effectively woven into the course and made educationally relevant for students, reflection exercises must play an important role in any service-learning project. Studies have shown that the community service, without reflection, often seems to students to be added work, lacking any relevance to the course and, thus, lacking value. Service done in such a context runs the risk of actually creating a backlash and solidifying prejudices and poor citizenship attitudes and practices.
- **Service-learning has citizenship as its goal.** There are many types of experiential education, each with its own learning objective in view. Service-learning is a type of experiential education that has citizenship as its goal. It seeks to contextualize academic subject matter within the greater society, highlighting for the students the role that the academic disciplines play in building a healthy community. Students should come away with a sense of connection with the democracy and with a greater commitment to serve the community through their careers and throughout their lives. Service-learning, then, recaptures in a focused way the civic purpose that Thomas Jefferson had envisioned for higher education.

Appendix B

Assessment Rubric

Dimension I	Stage 1: Critical Mass Building	Stage 2: Quality Building	Stage 3: Sustained Institutionalization
1. Definition of Service-Learning		1.X	
2. Strategic Planning		2.X	
3. Alignment with Institutional Mission			3.X
4. Alignment with Educational Reform Efforts			4.X

Dimension II	Stage 1: Critical Mass Building	Stage 2: Quality Building	Stage 3: Sustained Institutionalization
1. Faculty Awareness		1.X	
2. Faculty Involvement and Support		2.X	
3. Faculty Leadership		3.X	

4. Faculty Incentives and Rewards		4.X	
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Dimension III	Stage 1: Critical Mass Building	Stage 2: Quality Building	Stage 3: Sustained Institutionalization
Student Awareness			1.X
Student Opportunities			2.X
Student Leadership		3.X	
Student Incentives and Rewards			4.X

Dimension IV	Stage 1: Critical Mass Building	Stage 2: Quality Building	Stage 3: Sustained Institutionalization
Community Partner Awareness			1.X
Mutual Understanding			2.X
Community Partner Voice and Leadership			3.X

Dimension V	Stage 1: Critical Mass Building	Stage 2: Quality Building	Stage 3: Sustained Institutionalization
Coordinating Entity			1.X
Policy-making Entity			2.X
Staffing			3.X
Funding			4.X
Administrative Support			5.X
Departmental Support			6.X
Evaluation and Assessment			7.X

Assessment Report

Fall 2004

Assessment Process

The assessment of service-learning was conducted using the *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education* developed by Dr. Andrew Furco, University of California, Berkeley.

The assessment activities were done in the spring and summer of 2004. Activities included oral and written surveys to faculty, students and community partners; looking at statistics for service-learning activities; and reading SMSU and service-learning documents.

Each component was evaluated (using a three-stage continuum described below) and a rating assigned to each. From the component assessments, an overall rating could then be assigned to the five dimensions. Language used to describe the stages for the components is taken from the rubric.

Dimension I: Philosophy and Mission of Service-Learning

Stage 2: Quality Building

Campuses are focused on ensuring the development of "quality" service-learning activities; the quality of service-learning activities begins to supersede the quantity of service-learning activities

Components:

1. Definition of Service-Learning: Stage 2: Quality Building

There is an operationalized definition for service-learning on the campus, but there is some variance and inconsistency in the application of the term.

2. Strategic Planning: Stage 2: Quality Building

Although certain short-range and long-range goals for service-learning have been defined for the campus, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.

3. Alignment with Institutional Mission: Stage 3: Sustained Institutionalization

Service-learning is part of the primary concern of the institution. Service-learning is included in the campus' official mission and/or strategic plan.

4. Alignment with Educational Reform Efforts: Stage 3: Sustained Institutionalization

Service-learning is tied formally and purposefully to other important, high profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)

Recommendations:

Goal: Produce an operational definition of service-learning for the campus

- Develop a consistent service-learning definition to be used campus-wide. The definition will include: service-learning as a teaching pedagogy, integration of academic study with community service, importance of reflection, and the goal of developing actively engaged citizens for democracy. CASL staff will develop the definition by October 2004.
- Bring focus groups together to discuss the resulting definition to ensure clarity and understanding. Focus groups should be completed by December 2004.
- Publish this definition in any and all CASL information (e.g. web site, catalog, brochures).

- These materials will be identified and corrected by August 2005
- Add/include service-learning and the appropriate definition to relevant university publications (e.g. catalog, long-range plan).
 - These items will be identified and edited by August 2005 (specific publications having earlier deadlines will receive immediate attention)

Dimension II: Faculty Support for and Involvement in Service-Learning

Stage 2: Quality Building

Campuses are focused on ensuring the development of "quality" service-learning activities; the quality of service-learning activities begins to supersede the quantity of service-learning activities

Components:

1. Faculty Awareness: Stage 2: Quality Building

An adequate number of faculty members know what service-learning is and understand how service-learning is different from community service, internships, or other experiential learning activities.

2. Faculty Involvement and Support: Stage 2: Quality Building

While a satisfactory number of faculty members is supportive of service-learning, few of them are advocates for infusing service-learning in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of KEY faculty members are engaged in service-learning.

3. Faculty Leadership: Stage 2: Quality Building

There are only one or two influential faculty members who provide leadership to the campus' service-learning effort.

4. Faculty Incentives and Rewards: Stage 2: Quality Building

Although faculty members are encouraged and are provided various incentives (mini-grants, sabbaticals, funds for service-learning conferences, etc.) to pursue service-learning activities, their work in service-learning is not always recognized during their review, tenure, and promotion process.

Recommendations:

Goal: Sustain and recruit faculty for service-learning

- Increase the number of faculty participating in service-learning to 105 (about 15% of the faculty) by 2008 (approximately 72 or 10% of the faculty participated in 2003-04).
- Increase the number of faculty participating in service-learning to 140 (about 20% of the faculty) by 2010.
- Announce Faculty Fellows program and Research Stipends, Fall 2004 (first awards announced Fall 2004). These two initiatives are intended to strengthen service-learning course offerings and encourage research with community partners or in the service-learning area.
- Explore avenues to define service-learning as a method of teaching in the SMSU faculty culture. Nationally, service-learning is considered an innovative teaching pedagogy.
 - Communicate the service-learning definition (see Dimension I plan) to faculty and administration
 - Work with Academic Affairs, Service-learning Oversight Committee, and other relevant academic divisions to make opportunistic changes

Dimension III: Student Support for and Involvement in Service-Learning

Stage 3: Sustained Institutionalization

The campus has fully institutionalized service-learning into the fabric or culture of the institution

Components:

1. Student Awareness: Stage 3: Sustained Institutionalization

There are campus-wide, coordinated mechanisms (e.g., service-learning listings in the schedule of classes, course catalogs, etc.) that help students become aware of the various service-learning courses, resources, and opportunities that are available to them.

2. Student Opportunities: Stage 3: Sustained Institutionalization

- Service-learning options and opportunities (in which service is integrated in core academic courses) are available to students in many areas throughout the academy regardless of students' major, year in school, or academic and social interests.

3. Student Leadership: Stage 2: Quality Building

- There are a limited number of opportunities available for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.

4. Student Incentives and Rewards: Stage 3: Sustained Institutionalization

- The campus has one or more formal mechanisms in place (e.g., catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.) that encourage students to participate in service-learning and reward students for their participation in service-learning.

Recommendations:

Goal: Continue current efforts to market service-learning to students

- Continue our presence during SOAR and participation in the Majors Fair
- Enhance student growth and involvement by positive faculty recruitment efforts. Increased faculty recruitment efforts as stated in Dimension II will impact this goal.
- Increase awareness of the availability of courses across the disciplines and the service-learning designation that students receive on their transcripts
- Continue to advise, support and cultivate the Association of Civically Engaged Students (ACES) and the Public Affairs Week (PAW) initiative through the CASL office.

Dimension IV: Community Participation and Partnerships

Stage 3: Sustained Institutionalization

- The campus has fully institutionalized service-learning into the fabric or culture of the institution

Components:

1. Community Partner Awareness: Stage 3: Sustained Institutionalization

- Most community agencies that partner with the college or university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.

2. Mutual Understanding: Stage 3: Sustained Institutionalization

- Both the campus and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities. There is generally broad

agreement between the campus and community on the goals for service-learning.

3. Community Partner Voice and Leadership: Stage 3: Sustained Institutionalization

- Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning on the campus; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in service-learning.

Recommendations:

Goal: Strengthen and build on the current Community Partner involvement and support

- Continue efforts to sustain current relationships and add additional appropriate community partners (current efforts include the annual community partner/faculty luncheon, Community Action Fair, celebrations at the end of each semester, and staff on-site visits to community partners).
- Consider a plan for a future advisory board to include community partners.

Dimension V: Institutional Support for Service-Learning

Stage 3: Sustained Institutionalization

The campus has fully institutionalized service-learning into the fabric or culture of the institution

Components:

1. Coordinating Entity: Stage 3: Sustained Institutionalization

The institution maintains coordinating entity (e.g., committee, center, or clearinghouse) that is devoted primarily to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service-learning.

2. Policy-making Entity: Stage 3: Sustained Institutionalization

The institution's policy-making board(s)/committee(s) recognize service-learning as an essential educational goal for the campus and formal policies have been developed or implemented.

3. Staffing: Stage 3: Sustained Institutionalization

The campus houses and funds an appropriate number of permanent staff members who understand service-learning and who hold appropriate titles that can influence the advancement and institutionalization of service-learning on campus.

4. Funding: Stage 3: Sustained Institutionalization

The campus' service-learning activities are supported primarily by hard funding from the campus.

5. Administrative Support: Stage 3: Sustained Institutionalization

The campus' administrative leaders understand and support service-learning, and actively cooperate to make service-learning a visible and important part of the campus' work.

6. Departmental Support: Stage 3: Sustained Institutionalization

A fair to large number of departments provide service-learning opportunities that are a part of the formal academic program and/or are primarily supported by departmental funds.

7. Evaluation and Assessment: Stage 3: Sustained Institutionalization

An ongoing, systematic effort is in place to account for the number and quality of service-learning activities that are taking place

throughout the campus.

Recommendations:

Goal: Advance the foundation of institutional support for service-learning

- Institutional support is a strength of the program, as evidenced by the funding of the CASL office itself, as well as of the Faculty Fellows and Community Based Research initiatives.
- The continued funding of this office and, specifically, these two initiatives is important to the support of faculty who will be the future of service-learning.

Conclusion:

Using Dr. Furco's rubric as our guide for self-assessment, service-learning on the SMSU campus is at Stage 3 (Sustained Institutionalized) on three out of the five Dimensions and at Stage 2 (Quality Building) on the remaining two Dimensions.

The Stage 3 areas or strengths of the development of service-learning are:

- Student support for and involvement in service-learning
- Community participation and partnerships
- Institutional support for service-learning

Stage 2 areas which will receive concentrated effort are:

- Philosophy and mission of service-learning
- Faculty support for and involvement in service-learning

This assessment process is a tool for service-learning to plan current and future priorities and goals. As the University goes through the process of long-range planning, the CASL office would like to support that process and contribute to the University's achievement of the Public Affairs Mission.

The same assessment process will be completed again during the 2008-09 academic year to determine progress on recommendations and the on-going development of service-learning on campus.

Last Modified: September 08, 2005

Charge for All Academic Colleges

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

YOUR COLLEGE'S CHARGE IS TO RESPOND TO THE FOLLOWING FOUR QUESTIONS SHOWN IN BOLDED TYPE. TO HELP FOCUS AND CLARIFY EACH QUESTION, SEVERAL SUB-QUESTIONS ARE PROVIDED. PLEASE GIVE EXAMPLES WHERE POSSIBLE TO SUPPORT YOUR RESPONSES.

What are your college's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? ([Criterion 2](#))

- To what extent is implementation of the University's mission evident in University operations?
- To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?
- How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?
- How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?
- How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

How do your college's mission, activities, and reward system align with the University's mission? ([Criteria 1-5](#))

- How does the mission of your college fit with the University's mission?
- How the activities of your college support the University's mission?
- How do your college's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?
- Briefly summarize the procedures your college uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?
- What other reward structures and/or processes are in place in your college for faculty to promote a life of learning within the University's mission?
- What mission-related reward structures are in place for students in courses and programs offered by your college?

What college activities are undertaken to collect and use program assessment information? ([Criteria 3 & 4](#))

- What steps are taken by your college to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?
- What steps are taken by your college to ensure that courses comprising departmental programs contribute to student learning?
- How are the results of your assessment activities used by college faculty for program improvement?

What college activities are undertaken for development and improvement? ([Criterion 3](#))

- How does your college plan and prepare for the future?
- What policies and procedures are used by your college to improve student learning?
- How does your college encourage and support innovative and effective teaching and the creation of effective learning environments?
- What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from College of Arts and Letters

What are your college's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- We are supportive of the public affairs mission and believe that the activities of the University involving planning, budgeting, and operations seem to support the mission well. All the departments in the [College of Arts and Letters](#) (COAL) are clearly focused on the overall mission, and in particular the sub-themes of professional education and creative arts.
- There are some aspects of budgeting, however, that could be more supportive of the sub-themes of professional education and creative arts for our departments to continue to support these themes.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- Generally, we perceive the planning process to be inclusive and open to participation by university employees and community members. The budgeting process at the department and college levels tend to be based on making the available resources cover as much of the mission and goals as possible in a given fiscal year.
- Many college and department needs are identified annually and prioritized for the college and then sent forward; in most cases, allocations remain stagnant (especially operations budgets) even when student major growth and major public affairs initiatives are demonstrated.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

We believe the university's planning has resulted in funding the following items that have significant impact in our college activities:

- Faculty computer upgrades (25% each year)
- Mission enhancement funds for state-of-the-art equipment
- Establishment of the academic development center
- Establishment of the educational technology center
- Establishment of a diversity plan in hiring faculty and staff

The College of Arts and Letters has planned for and seen increasing numbers of minors that focus on cultures and global regions (Global studies, Asian studies, African American and Native American studies, and Gender studies).

However, some units feel that the university's efforts to promote and value diversity are "nominal," especially in the areas of tenure and promotion decisions and recruitment and retention efforts.

Some units perceive a disconnect between central administration and academic affairs with regard to supporting college-wide innovations, e.g. AA policies and procedures do not support or facilitate entrepreneurial efforts by those units.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- The faculty and staff have been given ample opportunity for input regarding the latest long-range plan. Such input from external constituents has been achieved through the use of Advisory Committees at both the college and department

levels.

- Faculty are expected to participate in planning primarily with the department, as well as being encouraged to attend university wide forums. As is the typical structure, departmental goals are brought by the head to the Dean who then represents the college within the upper administration. How decisions are made in the upper administration is not always clearly explained or understood by faculty.
- Indirectly, encouragement to seek disciplinary accreditation expands the constituency for SMSU.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- The long-range plan does not prohibit re-prioritization per se. Sometimes, however, a lack of flexibility in this regard has been exhibited by administrative decision makers. At the departmental level, it is possible to significantly adjust goals and objectives during the yearly planning process.
- Some units feel that if new needs are identified *but not included in the 5-year plan* it is difficult to reprioritize. The major obstacle is that budget allocations are committed and new funds are extremely tight; unless administrators decide new directions are needed, then they will reallocate. This has positive and negative implications. On one occasion, when clear need was demonstrated for increasing the instructional budget for a basic skill general education course, the president committed new resources to funding additional faculty lines.

How do your college's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your college fit with the University's mission?

- The College of Arts and Letters' mission is to promote learning, scholarship, and service to the broader community in all aspects of human communication — *spoken, written, visual, musical, dramatic, and electronically mediated*. With support for general education and with discipline-specific degrees, both undergraduate and graduate, we aim to foster *intellectual independence, expressive competence, and aesthetic appreciation* within the traditional arenas of arts and letters. We also aim to instill *the desire and capability for lifelong learning*, in keeping with the advancements of our disciplines and their technologies. In the departments and programs of the College, we enhance *students' creative and performance skills, sharpen students' communication effectiveness in a variety of languages and media, and prepare students to be effective professionals and community members*. We hope to model an attitude of respect for diverse cultures, traditions, values, ideas, and ways of knowing.

How do the activities of your college support the University's mission?

College of Arts and Letters events and activities that support the University mission and 2 sub themes include:

- The COAL lecture series brings respected scholars to campus twice a year to give a lecture on topics relevant to students, faculty, and the community (public affairs).
- The COAL Odyssey project seeks to bring all faculty, students, and community together for interdisciplinary events to raise awareness of and encourage dialogue about the performing and liberal arts (public affairs and creative arts).
- The SMSU Film Series brings award-winning and international films to campus to broaden the perspective of global issues of SMSU and Springfield community members (public affairs).
- The Student Exhibition Center allows students to showcase their visual and artistic works for view by the SMSU and Springfield community (public affairs and creative arts).
- Missouri Fine Arts Academy brings exceptionally talented high school students to campus to broaden their thinking and application of visual and performing arts to the community at large (professional education, creative arts, and public affairs).
- Other events and activities are listed on the college website, coal.missouristate.edu.

Other departmental events that further support the mission are described in their individual reports.

How do your college's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- College of Arts and Letters guidelines are in line with the SMSU faculty handbook and been created to embrace the Boyer model of types of scholarship. In this way, we provide faculty members with the incentive to maintain professional currency by rewarding their scholarship endeavors. In addition, the college offers yearly evaluations to all probationary faculty to review and discuss college guidelines for promotion and tenure. We encourage all probationary faculty to apply for grants and fellowships as well as attend workshops offered on documenting one's accomplishments.

Briefly summarize the procedures your college uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- In addition to supporting individual department guidelines/procedures, the college has two processes to evaluate and recognize faculty performance. First, the college has an advisory committee of full professors who assist the dean in evaluating all personnel actions. Second, each fall, this advisory committee reviews departmental reappointment, promotion and tenure guidelines to ensure compliance with the faculty handbook and University mission.
- After gathering advisory committee comments and reviewing the applications, the dean forwards personnel decisions to the Vice President of Academic Affairs.
- The dean also meets yearly with new faculty provide information about the process of reappointment, promotion, and tenure.

What other reward structures and/or processes are in place in your college for faculty to promote a life of learning within the University's mission?

- The College of Arts and Letters supports and encourages departmental mentoring programs for probationary faculty.
- Faculty travel allowances for disciplinary conferences and workshops are supported every year by the college.
- The dean has a small discretionary budget to assist faculty in international travel and grant requests.
- New faculty participate in a one-year orientation with college staff. Activities include facilities tours, meetings with the dean and associate dean, and other events to encourage cohort development and ensure retention of faculty members.
- The COAL lecture series was designed to bring recognized scholars in arts and letters so that faculty may stay connected with current practice and theorizing in their respective fields and develop a broader interdisciplinary perspective on their own scholarship.
- The COAL Odyssey project is designed to allow faculty develop interdisciplinary programs to expand their own research and creative activity.
- The college hosts a leadership group each year to support faculty learning about university operations and management. One representative from each department is nominated by the department head to participate in the year-long program. Programs include visits to university facilities, meetings with upper administration, finance, enrollment management, and faculty senate, to name a few.

What mission-related reward structures are in place for students in courses and programs offered by your college?

- COAL awards two college scholarships each year to outstanding graduate and undergraduate students various criteria including demonstrated leadership on campus or in the community.
- We also offer a variety of performance and activity-based scholarships to exceptionally gifted undergraduate and graduate students.
- Many of the departments offer travel funds to undergraduate and graduate student to present both scholarly and performance based projects at disciplinary conferences and workshops.

- Funding assistance is also provided to assist needy student with costs associated with performance tours sponsored by the departments.
- Annual departmental scholarships and recognition ceremonies are offered in each of the seven departments to reward excellent students.
- Several departments offer student exhibitions to perform or show their work to the SMSU and Springfield communities.
- Many departments publish monthly or weekly newsletters and in doing so offer students the opportunity (space) to publish their work.

What college activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your college to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- The College of Arts and Letters works directly from a 5-year strategic planning document. The goals and objectives of this plan are assessed yearly by the dean, associate dean, and department heads in order to maintain focus on established goals. The plan is flexible enough, however, to allow for changes in priorities. Included in this plan are specific steps for how the college mission aligns with student learning outcomes.
- Most of the college departments publish undergraduate and graduate handbooks for majors. These state clearly the educational goals of the departments and the standards to which student will be held.
- College Basic Academic Subjects Examination (CBASE) required for entry into various professional education programs.
- Course Assessment Reviews required for all COAL general education programs.

What steps are taken by your college to ensure that courses comprising departmental programs contribute to student learning?

- See the COAL strategic plan for more information on this criterion at coal.missouristate.edu.
- Course/instructor evaluations are given in courses each semester in each department.
- College awards for teaching, research, and service recognize teaching excellence, especially in the area of improvements in student learning.
- COAL faculty participation in the scholarship of teaching and learning activities including attendance at workshops, seminar, application for grants/fellowships, and CASTL faculty networks is steadily increasing. In the first two years of its existence, Teaching Fellowships were awarded to four COAL faculty.
- 50% of COAL faculty are Master Advisor certified.
- Departments have assessment plans to evaluate program goals and objectives annually. Some of the programs involve student portfolio submissions that are reviewed by faculty members, and others involve exhibition and evaluation of student work.
- In those departments with graduate programs, thesis proposals and seminar papers are reviewed by a committee of graduate faculty. This process ensures departmental program objectives are being met.

How are the results of your assessment activities used by college faculty for program improvement?

- The College has an external advisory committee. In this and other departmental advisory committees, members are asked for input on continuous improvement to academic and extra-curricular programs to be sure our goals are consistent with current professional standards.
- Inclusion of new COAL programs in the next 5 -year University plan.
- Graduate and undergraduate certificate programs are in place and proposed for the 5-year plan.

What college activities are undertaken for development and improvement? (Criterion 3)

How does your college plan and prepare for the future?

- The College of Arts and Letters works directly from a 5-year strategic planning document. The goals and objectives of this plan are assessed yearly by the dean, associate dean, and department heads in order to maintain focus on established goals. The plan is flexible enough, however, to allow for changes in priorities. Included in this plan are specific steps for how the college mission aligns with the university mission and outcomes steps to assess success at doing so.
- Each department has 3 and 5 year plans that coordinate with the college plan.
- The dean and associate dean meet weekly with department heads to coordinate college activities, develop and assess priorities, and share relevant information.
- The dean and associate dean meet regularly to establish new priorities and assess current progress.

What policies and procedures are used by your college to improve student learning?

- The college has a representative on the CASTL committee and that person is responsible for encouraging faculty participation in scholarship of teaching and learning opportunities on campus. More information on this activity is provided in a previous response about faculty teaching fellowships.
- The college encourages faculty to submit funding proposals for university grants to improve student learning outcomes.
- COAL is a leader in developing offering graduate and undergraduate online courses.

How does your college encourage and support innovative and effective teaching and the creation of effective learning environments?

- The COAL Odyssey project provides excellent opportunities to present new works, share teaching techniques, and showcase scholarly research (described in an earlier response).
- COAL participation in Carnegie Academy supported New Faculty Networks and Teaching Fellowship program (described previously).
- COAL encourages full time faculty to participate in Citizenship and Service Learning supported programs
- Faculty participation in the biannual Showcase on Teaching has increased over the years. COAL faculty are frequent program presenters. Departments schedule beginning of the semester events so that faculty may attend the Showcase.
- COAL faculty participate in teaching the public affairs capstone course.
- The College technology plan includes yearly upgrades of priority and general classrooms to technologically "smart classrooms." This offers more faculty the opportunity to teach classes with up-to-date resources, and thus enhance student experiences.
- Travel funds are provided to faculty to attend professional conferences or workshops with a focus on teaching and learning.
- COAL faculty awards in teaching are given each year. Awardees present their teaching tips/techniques to other faculty in a college colloquium.
- All departments have strong student professional and academic student groups. Faculty participation in these groups as advisors provides additional teaching and mentoring opportunities for students. Students participate in professional workshops, travel to national conferences, and organize volunteer projects—all of which contribute to student development professional and personally.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- Not all departments have external accreditation programs available to them. Those that do have all been accredited by their national agencies (e.g. Music is in good standing with NASM, and Theatre and Dance is in good standing with NAST).
- In cases where departments do not have accrediting bodies, they have utilized external advisory committees to assess program requirements and professional needs. Such feedback is used by departmental curricular and planning committees to enhance student experiences, improve learning outcomes, and encourage necessary skill development.
- Programs with professional education components have all received approval by NCATE.

Last Modified: September 08, 2005

Report from College of Business Administration

A. What are your college's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

1. To what extent is implementation of the University's mission evident in University operations?

SMS has a one-sentence mission statement which includes a state-wide emphasis on public affairs and five major themes. Public affairs is emphasized in the general education curriculum (GEP 397) and in numerous student and faculty activities. [The College of Business](#) makes a major contribution to the Business and Economic Development theme. All of the academic colleges make major contributions to at least one of the University themes.

2. To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

The long-range planning process includes preparation of a five-year plan. Deans, department heads and faculty are asked for input. New programs are proposed with financial implications. However, no commitment for additional resources is linked to do five-year plans. Consequently, in many situations there is a disconnect between the long-range plan and the budgeting process in this area.

3. How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global and technological world in which SMSU and its students exist?

The major University planning document is the Five-Year Plan which included numerous goals and objectives related to factors such as educational quality, technologies, student learning, etc. The annual assessment plan prepared by the University provides evidence of accomplishments.

4. How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

When a new five-year plan is being prepared, open hearings are held to seek faculty input.

5. How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

Reassessment of the long-range plan is always an option. Deans have been informed that while the Five-Year Plan should act as a general guide for new programs, others can be added if the need, demand and opportunity arises.

B. How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

1. How does the mission of your college fit with the University's mission?

The mission of the College of Business Administration is in harmony with the University's Mission Statement. The College's Mission Statement has been revised as of December 2004 and now is comprised of a one-sentence statement.

2. How the activities of your college support the University's mission?

The activities of the College of Business Administration strongly support the Business and Economic Development theme in the University's Mission Statement. Further, the College strongly supports the public affairs mission of the University. Following are six examples of such support:

- Fall 2004—COBA faculty teaching 12 of 36 GEP 397 Public Affairs Issues classes.
- Industrial Management faculty member co-advisor to Habitat for Humanity Chapter. Construction Club provides building expertise.
- Two School of Accountancy faculty organize student assistance in:
 - Volunteer Income Tax Assistance Program
 - Low Income Tax Clinic

- Tax Counseling for the Elderly
- Introduction to Advertising classes each semester develop an integrated marketing plan for a non-profit organization.
- Consumer Behavior classes are required to study "giving behavior" by having team projects that assist local non-profit organizations.
- Students in Free Enterprise (SIFE) chapter annually involves students in community projects such as providing assistance to the Family Violence Center.

3. How do your college's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

Each department in the College of Business Administration has evaluation procedures for reappointment, tenure and promotion. The College also has a statement of procedures that must be met. Faculty are evaluated based upon contributions in teaching, research and service. Travel funds are provided for faculty for items such as presenting research papers at professional conferences, serving as officers of professional organizations and continuing overall professional development. All of these activities are used for evaluation purposes (retention, tenure, promotion).

4. Briefly summarize the procedures your college uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

As noted above, all departments in the College have comprehensive written guidelines for reappointment, promotion and tenure. A successful evaluation requires that faculty first must be excellent teachers. All non-tenured faculty are evaluated by students in all classes. Tenured faculty must be evaluated in two out of three classes by students. Student evaluations must be submitted as part of the teaching portfolio. Second, all faculty must have an active research agenda. In general, it is expected that faculty seeking tenure and promotion have a published average of one refereed journal article per year in rank.

5. What other reward structures and/or processes are in place in your college for faculty to promote a life of learning within the University's mission?

Outstanding performance is recognized on a College-wide basis annually to approximately 10 percent of the faculty in the combined areas of teaching, research and service. Individual faculty performances are recognized in the College's annual publication which is distributed to all faculty, staff and alumni.

6. What mission-related reward structures are in place for students in courses and programs offered by your college?

Outstanding student academic performance is recognized in several ways. Students with superior academic records are eligible for induction into the national scholastic honor society—Beta Gamma Sigma. GPA requirements over past year have been 3.86 for January, 3.93 for Seniors and 4.0 for graduate students. Also, at the annual College Scholarship and Awards Banquet, the Dean's Distinguished Scholar award is presented to the top two graduates in each of the six academic departments. One award is also given to the most outstanding graduate of the year.

C. What college activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

1. What steps are taken by your college to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

Collectively, COBA faculty identified a series of learning outcomes that were desired from all COBA students, regardless of their major. These individual outcomes were assigned to the appropriate COBA core class and faculty from the corresponding department established measures to assess the degree of learning associated with the desired outcome. Each semester, all instructors of a particular core class use these common measures to assess their student's level of understanding of these desired outcomes. Results are monitored each semester and continuous improvement is sought.

2. What steps are taken by your college to ensure that courses comprising departmental programs contribute to student learning?

The College-wide assessment process is now being undertaken at the department level. Each department has determined the learning outcomes desired from each of their majors, regardless of a particular student's focus. These outcomes have been assigned to the appropriate department core class. Measures to adequately assess the degree of learning for each of the desired outcomes are being developed. Each instructor teaching one of these departmental core classes will use these common measures to assess the students' level of success in achieving the desired learning outcomes.

3. How are the results of your assessment activities used by college faculty for program improvement?

The assignment of desired learning outcomes for all COBA students to existing core classes demonstrated that not all desired outcomes had been uniformly covered. The College committee charged with oversight of the assessment process, with members from each college department, helped facilitate discussion within and across departments. The process has brought about change in the range of content of some COBA core classes. In addition, the assessment process has encouraged healthy faculty discussion regarding the possible revision of the program to better address the desired learning outcomes.

D. What College activities are undertaken for development and improvement? (Criterion 3)

1. How does your college plan and prepare for the future?

The College of Business has a Five-Year Strategic Plan which is used as a guideline for all activities. The Plan is updated annually with input from the College Mission and Goals Committee (one faculty member from each department), the six academic department heads, the dean and associate dean. Input is also sought from students and alumni.

2. What policies and procedures are used by your college to improve student learning?

The Assessment Program implemented by the College is a primary method used to determine if students have an appropriate knowledge base after completing a particular course. If deficiencies are found, corrective action is taken. It is also important to expose business students to successful corporate executives. Consequently, the College annually sponsors an Executive-In-Residence Program which brings to campus three to four successful business leaders per semester for interaction with students and faculty.

3. How does your college encourage and support innovative and effective teaching and the creation of effective learning environments?

Several of the objectives in the College's Five Year Strategic Plan relate to encouragement of faculty to be innovative in development of effective student learning environments. This varies from effective use of the latest technology to providing support for industrial faculty development activities. All faculty are encouraged to participate in the University's Academic Development Center functions.

4. What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

The College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International at both the business administration and accounting levels. There are only 162 programs world-wide having attained this status. AACSB accreditation involves a comprehensive review of all aspects of the business program from faculty to curriculum to library to students. All such estimates contribute to the overall University's mission of producing educated persons.

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Report from College of Continuing Education and Extended University

What are your college's perceptions of the University's mission and its implementation in University planning, budgeting and operational activities?

The [College of Continuing Education](#) and the Extended University believes that the University has done an outstanding job of articulating the institution's mission, and has consistently used the stated mission as a guide in making decisions of importance for the University's future. In various meetings that are held in the process of carrying on the University's day to day business, the institution's role as a metropolitan university with a statewide public affairs mission is a common theme which influences the discussions. The major planning documents of the institution revolve around the mission statement and the university's purpose of developing educated persons with emphasis placed on the "five themes." It's been our observation that these elements of the university's mission have also come into play when decisions have been made regarding support for new academic programs. How these programs support the overall Plan of the University-- which is built around the mission of the institution--is a factor in determining which programs receive financial support for future development. Overall, the mission of the University has proven to be specific enough to provide focus, while broad enough to provide much-needed flexibility that is required as the institution goes about implementing its Plan.

How do your college's mission, activities, and reward system align with the University's mission?

As part of its overall mission, the University's stated purpose is "to develop educated persons." An "educated person" is described in the institution's Plan 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." Clearly, the University is committed to the value of lifelong learning, and the College of Continuing Education and the Extended University is directly involved in initiating and facilitating lifelong learning opportunities for the community. The College also has a special charge of serving adult and non-traditional students through the University's metropolitan mission. As stated in *Countdown to the SMSU Centennial -- A Long-Range Vision and Six-Year Plan (2000-2006)* (pgs. 46-47), "Through the College of Continuing Education and the Extended University on the Springfield Campus, a wide range of programs have been developed to carry out this charge, including a large Evening College with more than 450 sections from more than 30 academic disciplines, enrolling more than 9,700 students each semester. In addition, a special Adult Student Services Office provides preadmission advising service, 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."

Another important aspect of the University's public affairs mission is its emphasis on outreach and community engagement. Again, Continuing Education has a major role to play in these areas, for example, by providing support for a wide variety of off-campus outreach programs, high school dual credit programs, distance learning, professional development programs tailored to the needs of specific target population groups in the community, and in many other ways. In addition, through the Center for Continuing and Professional Education, adult and nontraditional students in the region can take advantage of a wide range of conferences, workshops, and other professional development programs offered on a non-credit basis.

What college activities are undertaken to collect and use program assessment information?

The majority of the for-credit classes offered through Continuing Education are monitored and assessed by the specific academic departments who provide faculty for and sponsor the courses. One exception is the SMSU Online Program administered through Continuing Education where CE has a more direct role in acquiring assessment information from online students. In addition, the program director for the online Master of Science in Administrative Studies (MSAS) degree program has worked in cooperation with CE staff to design and administer an assessment tool that is regularly used to evaluate all online classes that comprise the MSAS Program. Assessment results from this process have resulted in several program improvements.

Departments offering Intersession and special credit classes are required to submit a class syllabus which outlines the educational goals of the course, anticipated student learning outcomes, and ways in which this learning will be assessed. Before a class is approved to be offered in one of these non-traditional formats, the proposal and syllabus must be developed by the faculty member and approved by the academic department head and 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, the Center for Continuing and Professional Education assesses all non-credit courses offered. This unit also utilizes community advisory boards to assist in program assessment and evaluation to make sure the services provided are what the market demands.

What college activities are undertaken for development and improvement?

To plan for the future, the College of Continuing Education and the Extended University periodically revisits the goals and objectives set up for each organizational unit that are directly tied to the University's five year plan. Besides taking an active role in the future of the College, several staff members within Continuing Education also serve on various University planning committees involved in setting the direction of the University.

The directors of the various departments within Continuing Education meet on a regular basis and periodically address a variety of issues aimed at improving College policies and/or procedures. New staff members of the College are provided with an "orientation packet" which includes a statement of "Core Values" adopted by the college staff and which explicitly state some of the important principles that characterize an effective Continuing Education operation. The information provided new employees also includes a document—again developed by Continuing Education staff—that emphasizes the importance of carrying out a customer service philosophy in implementing the work of the college.

Most programs that have Continuing Education oversight are governed by various policies and procedures developed by Academic Affairs or other academic and administrative units of the University. In addition to these, some programs must adhere to specific "external" policies and procedures such as those established by the Coordinating Board of Higher Education for the high school Dual Credit Program. These policies serve as guidelines to ensure quality and consistency. College personnel also play an active role on the Distance Learning and Internet-Based Instruction Policies and Procedures Committee (DIPP). This group helps to assure that courses delivered via various distance learning technologies (especially the SMSU Online Program) adhere to high academic standards, and also addresses issues related to future developments and improvements in the distance learning program of the University.

Most accreditation activities for programs offered through the College of Continuing Education are handled by the appropriate academic departments sponsoring the courses. One exception has been the work of Continuing Education's Academic Outreach Department whose director was directly involved in escorting and guiding the Higher Learning Commission evaluation team to the University's branch campus in China. This effort resulted in the full accreditation of that program. Other forms of certification and accreditation have been secured by the Center for Continuing and Professional Education (CCPE) for various non-credit programs. One of particular note has been the designation of "Microsoft IT Academy" achieved by CCPE for the Center's Computer Institute. To accomplish this, the Center was required to meet a variety of criteria established by the Microsoft Corporation for the purpose of assuring that the operation met high standards of excellence.

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Report from College of Education

What are your college's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- The central mission to develop "Educated Persons" and the theme of Professional Education is evidence throughout all COE programs and the Professional Education Unit (PEU). The vision or mission of the [COE](#) is "Creating a Legacy of Learning," which has guided the long-range planning process for the college. The PEU Conceptual Framework, which is a set of 10 guiding principles, also reflects the university mission. One must be an Educated Person in order to be a Reflective Practitioner, which is the central model of the conceptual framework.
- To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?
- The university long-range plan directly reflects COE planning; for example, the Dean recently submitted the COE priority for new programs for inclusion in the long-range university plan.

How the University does's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- The planning document reflects the state-wide mission in Public Affairs. This mission dovetails with the aims of the COE to produce teachers, counselors, and school administrators who are both instructional and community leaders and model citizens.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- Modeling after the broad based discussions involving faculty from all colleges, community stakeholders, and state and national leaders, the COE has developed a number of advisory committees which have become an integral part of the assessment plan. These advisory groups include the Dean's Community Advisory Board, Faculty and Student Advisory Boards, and the steering committee which guided the successful National Council on the Accreditation of Teacher Education (NCATE) on-site review in October of 2003.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- The university plan provides the framework for the COE long-range plan and prescribes an assessment process whereby goals and activities are modified based on a changing model for funding higher education and responsiveness to changing national and local priorities pertaining to education. Many of these changes are brought on by laws and policy development such as "No Child Left Behind."

How do your college's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

- The COE College Awards Committee, which develops criteria and a process for recognizing faculty achievements in teaching, service, and scholarship, has used the university plan as a framework. Each year faculty is rewarded for exemplary work at the college level and at the university level.

How does the mission of your college fit with the University's mission?

- As stated previously, the relationship between developing "Educated Persons" and Creating a Legacy of Learning is self evident. Specifically, Creating a Legacy of Learning demands that COE program completers are life-long learners, which is a direct descriptor used in the university plan.

How the activities of your college support the University's mission?

- The COE engages in a number of initiatives which are community based, and are focused on meeting the needs of those most directly dependent on higher education for support. These projects include support of area schools at risk of losing state accreditation, regional outreach projects to meet the needs of children with disabilities, working with Hispanic children and their families, and working in schools and communities with high poverty.

How do your college's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- On the NCATE web site under standard 5, is evidence entitled "College Policies." This site provides the criteria for tenure and promotion for the four academic units which make-up COE. Each unit has measurable criteria for faculty to meet milestones leading to tenure and promotion which details numbers and extent of evidence needed in the areas of teaching, research, and service.

Briefly summarize the procedures your college uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- There is a three part process for tenure and promotion which begins with a Reappointment, Promotion, and Tenure committee made-up of faculty. This committee reviews all relevant material contained in the faculty portfolio and forwards recommendations to the Director or Department Head. At this level, the materials undergo an independent review and recommendations, along with the faculty recommendations are forwarded to the Dean. The Dean reviews all recommendations and again conducts an independent evaluation of materials and forwards all recommendations to the Vice-President of Academic Affairs.

What other reward structures and/or processes are in place in your college for faculty to promote a life of learning within the University's mission?

- In addition to the college and university awards described earlier, the Dean and Directors/Department Heads have discretionary funds to support faculty travel, research, and other forms of scholarship. In general, more support is provided to junior faculty working toward tenure. Travel policies in academic units in COE spell out the priority for allocation of travel funds. The Dean has established a special fund to support faculty research. Proposals are reviewed by the faculty advisory committee.

What mission-related reward structures are in place for students in courses and programs offered by your college?

- A full array of departmental scholarships is available to students of high academic performance or who demonstrate potential, or who represent diverse backgrounds. New scholarships are established regularly which clearly specify who should receive support and for how much. Faculties have secured external funds from the federal and state sources to support student involvement in professional conferences and other discipline related events outside the college. Students are supported through financial assistance for participating in community projects or for agreeing to complete practicum requirements in high need areas in rural regions and in communities which serve a diverse population. The support is generally in the way of travel.

What college activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your college to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- The COE assesses the long-range plan and programs within academic units based on the PEU assessment plan or system. The 10 general learning outcomes of the PEU are the frameworks for this assessment. Portfolios and evaluation of student performance in clinical and field placements represent the core of the assessment system.

What steps are taken by your college to ensure that courses comprising departmental programs contribute to student learning?

- Each program in COE has established competencies based on Specialized Professional Associations (SPA), the 10 general learning outcomes, and the Missouri Standards for Teacher Education Programs (MoSTEP). Each course has syllabi which reflect these competencies with performance based measures to provide documentation of the acquisition or mastery of course outcomes.

How are the results of your assessment activities used by college faculty for program improvement?

- An additional data set is gathered through graduate follow-up and employer studies. These data, which are collected annually, have been used to make significant changes in programs. Examples include increasing classroom management, diversity experiences, and the development of a Master of Arts in Teaching (MAT), which was developed, in part, due to the input of the Dean's Community Advisory Committee.

What college activities are undertaken for development and improvement?

- Most recently, task forces were developed to work in conjunction with principals in area schools to coordinate and improve field experiences for candidates. PEU faculty governance also include the BSED Secondary Oversight Committee, COE Graduate Council, and the Professional Education Committee (PEC). (Criterion 3)

How does your college plan and prepare for the future?

- Every week, the COE Administrative Council meets to monitor progress made toward meeting the goals in the long-range plan and to respond to indicated changes or needs in the future. These include a close examination of the development of on-line courses, and assessing what impact our graduates have on the achievement of children in pk-12 schools.

What policies and procedures are used by your college to improve student learning?

- There are a set of COE policies which have direct impact on student learning. The policies (see accreditation web site), include tenure and promotion, professional development, work load, travel, electronic student portfolios, and other operations impacting student support.

How does your college encourage and support innovative and effective teaching and the creation of effective learning environments?

- A climate has been established in which faculty can apply for grants which impact teaching. Partnerships have been established with area schools which create optimal learning environments. Technology enhanced classrooms have been established in Hill Hall and faculty are infusing technology in all aspects of their instruction.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- SMSU has made the choice to be accredited by NCATE. The six broad standards of the NCATE 2000 standards reflect the aims of the university as presented in the long-range plan. In addition, SMSU seeks to maintain its accreditation with the Higher Learning Commission and has recently received state approval for all its programs from the Missouri Department of Elementary and Secondary Education (DESE).

Report from College of Health & Human Services

I. What are your college's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

To what extent is implementation of the University's mission evident in University operations?

- The University's previous and current strategic planning documents, *Preparing for the 21st Century (1995-2000)* and *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)*, established institutional priorities related to the mission (<http://www.missouristate.edu/longrangeplan/>).
- The University communicates this mission through planning documents, recruitment materials, the website (<http://www.missouristate.edu>), Presidential addresses, a convocation series, and objectives of the General Education Program.
- Operations of the University reflect consistent implementation of the University's statewide mission in public affairs through a focus on producing educated persons emphasizing five themes: professional education, health, business and economic development, creative arts, and science and the environment.
- SMSU's Citizenship and Service-Learning office supports the University's public affairs mission by facilitating the integration of discipline-specific classroom work with relevant community based service to benefit an external government or service organization (<http://www.missouristate.edu/casl/>).
- Excellence in Community Service Awards are given annually to two SMSU staff members and to two faculty members in recognition of their service to the community through volunteerism. In 2004, one CHHS faculty member received this award.
- Assessment activities focus on performance measures including student outcomes related to the University's mission.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- The planning process for the development of the future long-range plan, *Daring to Excel: A Long-Range Vision and Five Year Plan (2005-2010)*, provides many opportunities for faculty and staff to provide input and feedback through public hearings, a website <http://www.missouristate.edu/daringtoexcel/>, and discussions within colleges and departments.
- The "Funding the Plan" section identifies the budget required to implement the University's long-range plan.
- New programs proposed by faculty include budgets required for implementation and maintenance of the programs. These proposals are reviewed by Department Heads of each College who make recommendations to their respective Deans regarding priorities. Subsequently, the Deans review all proposed programs and make recommendations to the Vice-President of Academic Affairs. Budget requests, demand, and relationship to the University's mission are considered.
- Academic units submit budget requests to their College Dean, who forwards requests to Academic Affairs.
- The Budget and Priorities Committee of the Faculty Senate, comprised of representatives from each College, reviews all new programs or other initiatives with budgetary implications and reports to the Chair of the Faculty Senate before a vote is taken on the proposals. The committee considers long-range plans in making budget recommendations.
- Departmental and college budgets are primarily based on historical allocations; adjustments may be made for changing needs.
- Previous long-range plans have emphasized funding for new programs with little attention to the increasing costs of maintaining existing programs.
- The current planning process includes an opportunity to request budget increases to maintain or improve existing

programs.

- Budgeting information is disseminated to the faculty and staff through various means, including a website (<http://www.missouristate.edu/financialservices/>).

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- Previous, current and proposed long-range plans clearly identify the University's priorities and reflect support for providing experiences that promote understanding of diversity, environmental complexity, a global society and a technological world.
- The General Education program, revised in 1997, supports the development of communication, problem-solving and critical thinking skills; an understanding of self, the natural world, and culture and society; and an appreciation of the arts (http://www.missouristate.edu/ucollege/General_Education/FacSenGoals.htm).
- Study Away Programs (<http://www.missouristate.edu/studyaway/>), support of student and faculty international travel, a Public Affairs Grants Program, and the Multicultural Resource Center (<http://multicultural.missouristate.edu/>) expand global understanding and diversity.
- The University's branch campus in China affords opportunities for SMSU students and faculty to participate in exchange programs (http://www.missouristate.edu/china/#China_exchange_program).
- Establishment of an Academic Development Center to promote effective teaching, learning and scholarship (<http://adc.missouristate.edu/>).
- Establishment of an Educational Technology Center for enhancement of instructional technology and planned periodic upgrading of computer hardware and software for classrooms, computer laboratories and faculty offices.
- Availability of student services to support education programs, including Disability Services, the Testing and Counseling Center, the TRIO Program, and the Career Center.
- The University recognizes and approves of external accrediting boards for professional programs which reflect integration of the University's goals for quality education.
- The long-range plan identifies outcomes that follow directly from established priorities.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- The University's long-range planning process encourages input through web-based feedback from faculty, staff, students and external constituents to the University Planning Advisory Council.
- Public hearings provide opportunities for faculty, staff, students and community partners to participate in long-range planning.
- Faculty members serve on university, college, and departmental long-range planning committees.
- The University has continual communication and input from external constituents including prospective students, community organizations, agencies, institutions, accreditation agencies, governing boards for education, that directly impact our long-rang plan. A list of external constituencies can be found at: <http://www.missouristate.edu/daringtoexcel/externalcommittees.htm>.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- The long-range plan addresses broad concepts which allows for re-prioritization of goals in response to changing environmental factors.
- Implementation of proposed programs may be delayed due to funding limitations.
- The budgetary process and curricular approval process limit the flexibility in responding to environmental changes.

II. How do your college's mission, activities, and reward system align with the University's mission?

How does the mission of your college fit with the University's mission?

- The CHHS mission is central to the University's statewide mission of public affairs whose purpose is to develop educated persons. As stated in the CHHS mission, "[The College of Health and Human Services](#) takes a unique multidisciplinary approach that instills the values of the public affairs mission and encourages students and faculty to develop lifelong learning skills."
- All programs in the College are aligned with SMSU's health theme and CHHS's mission, which "focuses on improving the physical, mental, emotional and social well-being of all people by addressing educational, research, and service needs." In addition, several programs are aligned with the themes of professional education and business and economic development.

How do the activities of your college support the University's mission?

CHHS activities supporting the University's mission include the following representative examples:

- The CHHS Dean holds a Town Hall meeting each semester for interested faculty and staff to ask questions of College and University administrators and to exchange ideas.
- Seven of the nine academic units in the College offer service learning courses in support of the University's public affairs mission. Four units offer eight component service learning courses and five units offer 18 integrated service learning courses.
- Biomedical Sciences, Health, Physical Education and Recreation and Psychology offer courses that fulfill General Education requirements, including dual credit.
- CHHS offers 15 undergraduate and 15 graduate and certificate programs related to the health theme.
- CHHS sponsors an annual Multidisciplinary Forum, whose purpose is to promote the concept of interdisciplinary collaboration and to provide an opportunity for faculty, staff, students and interested parties from the community to experience the multifaceted aspects of the health and human services professions.
- CHHS has established a Center for Multidisciplinary Health Education, Research and Services, whose mission is to provide students, faculty, and other health professionals with high-quality educational, research, and service experiences in health care and human services through the integration of health and human services disciplines.
- CHHS faculty members serve on community advisory boards and provide consultation services.
- CHHS faculty members are involved in interdisciplinary research, education and service. For example, Dr. Susan Dollar (SWK), Dr. Susan Hinck (NUR), and Dr. Helen Reid (BMS) were awarded a grant from the Missouri Foundation for Health for their *Salud para la Vida* (Health for Life) project to reduce health disparities among Hispanics by providing culturally competent health care in five rural medically underserved counties in southwest Missouri.

How do your college's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- Each unit in the College develops tenure, promotion and reappointment guidelines based on the University's commitment to teaching, scholarship and service as described in the Faculty Handbook (sections 2.2.3, 2.2.4, 2.2.6, 2.3 and 2.4) (<http://www.missouristate.edu/acadaff/handbooks.htm>).
- A seminar series for new and untenured faculty members hosted by the CHHS Dean includes sessions on preparing for promotion and tenure.
- Untenured faculty or those seeking promotion prepare portfolios of their professional activities for review at departmental, college and university levels, as specified in the guidelines.

Briefly summarize the procedures your college uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions.

- Based upon the Academic Work Calendar published by the Office of Academic Affairs, each department or school in the College informs faculty members of the deadlines for submission of applications for reappointment, tenure and/or promotion and of portfolio requirements.
- Each unit's Promotion, Tenure and Reappointment Committee reviews submitted materials and makes a recommendation to the unit's Department Head or School Director.
- The Department Head/School Director independently reviews the portfolio and forwards his/her recommendation to the Dean, along with the Committee's recommendation.

The Dean reviews the portfolios and makes recommendations to the Vice-President for Academic Affairs regarding reappointment, tenure and/or promotion based upon the criteria in the unit's tenure, promotion and reappointment document.

What other reward structures and/or processes are in place in your college for faculty to promote a life of learning within the University's mission?

- With funding from the Office of Academic Affairs, each college offers College Awards in teaching, research and service. Faculty may be nominated or may apply for these awards and are required to submit an application portfolio. A CHHS College Awards committee examines the applications and selects awardees. The recipients are recognized at the annual fall CHHS Welcome Back meeting. In FY04, CHHS awarded three teaching, two research and three service awards. Award recipients also receive a small monetary award and are expected to make a presentation on some aspect of their application materials.
- With funding from the Office of Academic Affairs, SMSU offers University Awards in teaching, research and service. Faculty may be nominated or may apply for these awards and are required to submit an application portfolio. A University Awards committee examines the applications and selects awardees. In FY04, two CHHS faculty members received University Teaching Awards.
- Nineteen CHHS faculty and staff were awarded over \$2 million in external funding to support 20 research, education and service projects during FY04.
- Three CHHS faculty members received 2004 Summer Faculty Fellowships to support their research.
- Three CHHS faculty members were granted sabbatical leaves for the 2004-2005 academic year.
- Eight CHHS faculty members were awarded Faculty Research or University Grants during 2003-2004.
- During the past five years, seven CHHS faculty members have been selected to participate in the Leadership Associates Program.

What mission-related reward structures are in place for students in courses and programs offered by your college?

- Units within the College have honor societies, which provide recognition for high achieving students.
- The Nursing Department holds an annual scholarship recognition reception, honoring both scholarship recipients and donors.
- CHHS sponsors an annual Student Research Symposium where students display posters of their research.
- Several units hold graduation receptions, honoring graduates and their families.

III. What college activities are undertaken to collect and use program assessment information?

What steps are taken by your college to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- All faculty members are required to provide a detailed syllabus for each course that clearly identifies learning goals. In the case of General Education classes, the syllabus must identify the course as a component of the General Education program and explain how the course contributes to the University's mission and the goals of the General Education program.
- Units utilize a variety of formative and summative assessment methods to evaluate student learning including examination, interviews, benchmark attainment, and graduate, alumni and employer surveys.
- Each accredited program informs student of program goals through web pages and/or student handbooks given to students upon admission to their programs.

What steps are taken by your college to ensure that courses comprising departmental programs contribute to student learning?

- A College Council with faculty representatives from each unit is responsible for examining all curricular proposals in the college. This oversight body considers academic rigor, contribution to the University mission, and clarity of student learning goals.
- Courses in the College are evaluated by students at the end of each semester. In addition, many programs have additional mechanism for obtaining student input. For example, the Nursing Department has a Student Advisory Board

that makes curricular recommendations to faculty.

- Faculty members evaluate the curriculum annually for currency in relation to changing professional environments and student outcomes.
- Two-thirds of the thirty degree and certificate programs in CHHS are reviewed by external accrediting agencies which require systematic and continuous analysis of the effectiveness of teaching and learning experiences.

How are the results of your assessment activities used by college faculty for program improvement?

- Each unit has developed assessment activities for programs in the unit, which are submitted to the Director of the Center for Assessment and Instructional Support (<http://www.missouristate.edu/assessment/>). Units report annually on changes in their assessment plan and on the admissions, curricular or other programmatic decisions made based on assessment data.
- Units report the results of assessment activities and the decisions made in an annual report to the College. This report identifies how the unit addresses the University's measurable outcomes delineated in the current long-range plan (<http://www.missouristate.edu/presasst/performanceasures/>) and identifies progress on CHHS goals/strategies, as well as, the unit's goals/strategies.

IV. What college activities are undertaken for development and improvement?

How does your college plan and prepare for the future?

- The CHHS Dean develops the strategic plan for the College in planning sessions with the Department Heads/School Director. The CHHS strategic plan is designed to fulfill the missions of the College and of SMSU, recognizing the unique characteristics of the programs within the College.
- Units have three-year strategic plans that are updated yearly by the faculty. The plans identify goals, strategies, person(s) responsible, time period, and resources required. Unit plans are related to the strategic plans and missions of the College and University.

What policies and procedures are used by your college to improve student learning?

- Teaching is evaluated by each unit in accordance with the unit's Promotion, Tenure and Reappointment guidelines.
- Faculty members are encouraged to participate in Faculty Development workshops sponsored by the Academic Development Center (ADC), including the Showcase on Teaching at the beginning of each fall and spring semester. More than 50% of the faculty in CHHS attended at least one ADC seminar during the previous academic year.

How does your college encourage and support innovative and effective teaching and the creation of effective learning environments?

- Units in the College annually submit requests for computer laboratory and classroom technology funding to the SCUF and ITAC Committees. In addition, units have used mission enhancement funds to purchase mobile multi-media technology for use by their faculty. Most of the classrooms used by faculty in CHHS are now equipped with multi-media projectors.
- The College encourages faculty to apply for internal funding for research involving innovative teaching.
 - Five faculty members representing five different academic units participated in the Teaching Fellowship Program during FY04. Their projects involved a total of 18 CHHS faculty. (http://adc.missouristate.edu/FY2004_Report_Cover_and_Report.pdf). You may need to obtain *Acrobat Reader* to open this file.
 - Eight faculty members were local or national presenters in activities sponsored by the Academic Development Center during FY04 (http://adc.missouristate.edu/FY2004_Report_Cover_and_Report.pdf).
 - Five CHHS faculty members were awarded Funding for Results grants during 2003-2004 (<http://www.missouristate.edu/acadaff/ffr/>).

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- Ten undergraduate degree programs and nine graduate degree and certificate programs offered by the College have

achieved external program accreditation. In addition, the Gerontology Program was the first in the nation to receive national recognition as a Program of Merit by the Association for Gerontology in Higher Education.

- Programs address how their program and Department/School contribute to the SMSU mission in self-study documents, which are prepared and submitted to the accreditation review teams prior to site visits. In addition, these self-study documents address program outcomes, student learning, and effective teaching.
- o The accreditation process ensures that the College offers quality programs and that resources (personnel, financial, facilities, student services) are adequate.

Last Modified: September 08, 2005

Report from College of Humanities and Public Affairs

What are your college's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

SMSU gives much more than lip service to its state-mandated mission of Public Affairs. The mission is evident in the culture of the University through:

1. prominent use of the mission statement in University promotional literature;
2. sponsorship of the Journal of Public Affairs;
3. addresses by administrators such as the President's "State of the University Address" at the beginning of each semester;
4. the name of the [College of Humanities and Public Affairs](#);
5. dialogue on Public Affairs on campus among colleagues;
6. the commitment to service learning opportunities and outreach programs; and
7. the objectives of the General Education Program (including the freshman experience course and the capstone course).

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

The University has established a cycle of five year plans and is currently in the midst of its third iteration of this cycle. The implementation of the University's mission in Public Affairs is thoroughly anchored in the institution's long-range plans. The documents, especially Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan, define the purpose of the University's mission as the "development of educated persons." The process is made somewhat transparent through the use of a web site, public hearings, and discussions within Colleges and Departments (see:

<http://www.missouristate.edu/daringtoexcel/progress.htm>). All of the intricacies of the budgeting process, however, are not well understood by most faculty and, in general, they perceive this as a top-down process. Departments are given a budget (flat for several years) that does not reflect the activities of the department and its members in the realm of public affairs and other elements of the institution's mission and long-range plan. Even College Deans are only minimally involved in the budgeting process, and as a result, department/program budgets are inequitable. Over the past decade it is fair to say that the University has linked a large amount of its academic budget to supporting the mission in Public Affairs and that has (in conjunction with periodic academic program review) led to some reorganization of programs and departments, and a greater emphasis on graduate education. Budgeting has been made more difficult over the past several years due to the dire financial situation in the state of Missouri. For example, programs that were slated for implementation in the long-range plan have been delayed or abandoned because of budget constraints.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

The past and current University planning documents describe, document, and set performance goals associated with the University's commitment to its Public Affairs mission and to the five themes (professional education, health, business and economic development, creative arts, and science and the environment) embodied in that mission.

The General Education program, revised and adopted in 1997, has set as its primary goals the mastery of basic communication, computational, and critical thinking skills. The set of courses that were accepted for inclusion in the revised program focus on providing students with the challenges and opportunities implicit in a culturally diverse nation, a sense of the importance of applying a global perspective to social, political and economic issues, and an appreciation of all facets of the arts as forms of self-expression. For a full explanation of the General Education Program, see: <http://www.missouristate.edu/ucollege/GeneralEducation/FacSenGoals.htm>.

Another aspect of the long-range planning process is the implementation of the Information Technology policy

(<http://www.missouristate.edu/oit/policy/>), which strives to cope with the ever changing technological advances that affect teaching and the administration of the various units of the university.

Realizing that both students and faculty benefit directly from study away and exchange programs with universities in other countries, SMSU has an on-going commitment to encouraging international student/faculty exchange programs (<http://www.missouristate.edu/studyaway/>). In addition, funds are provided for faculty to attend international conferences or foreign study short term programs (<http://www.missouristate.edu/ucollege/Faculty/IntTravel.htm> and <http://www.missouristate.edu/studyaway/Pages/facultyInfo.htm>).

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

The University Planning Advisory Council serves as an advisory body to the President in all matters related to strategic planning. Currently, the University Planning and Advisory Council (UPAC) serves as the steering group for the third long-range plan: SMSU Daring to Excel, July 2005 to June 2010 (<http://www.missouristate.edu/daringtoexcel/>). The committee's primary task is to ensure that everyone on campus, as well as constituents off campus, have the opportunity to participate in a meaningful way in revising the last plan Countdown to the SMSU Centennial (<http://www.missouristate.edu/countdown>). It does that through public hearings, meetings with University committees, meetings with external advisory committees, meetings with roundtable/focus groups, universal access to draft proposals on the web, and continuous conversations. A list of the external advisory committees that represent external constituencies for the university can be found at: <http://www.missouristate.edu/daringtoexcel/externalcommittees.htm>. In addition, various Ad Hoc task forces have been formed to focus on specific issues.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

Since the University planning process runs on a five-year cycle, it is possible to make necessary changes in priority based on new technologies, new discoveries, new methods, and, most recently, a new political climate resulting from the events of September 11, 2001. Among the shifts in priority that have occurred over the past decade are the increase in new graduate programs, especially in the allied health fields, a greater emphasis on external funding (grants, bequests, patents) to help off- set the financial decline in state support for higher education, and a revision of the General Education program as a foundation for the University's Public Affairs mission. This is also coupled with the establishment of a strong Service Learning program and increased emphasis on faculty and student engagement with community, region, and national affairs.

How do your college's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your college fit with the University's mission?

The faculty of the College of Humanities and Public Affairs (CHPA) consider themselves to be at the very center of public affairs in their roles as professionals and academics. The CHPA focus is on effective teaching, research and service on citizenship, democracy, and public issues (crime, health, the environment, political development, security, ethics, etc.) at all levels of society. No other College is a larger contributor to the General Education curriculum at SMSU. In addition to its traditional departments (Economics, History, Philosophy, Political Science, Religious Studies, and Sociology/Anthropology) the College also administers six interdisciplinary "Area Studies" programs that offer Minors in African American Studies, Asian Studies, Gender Studies, Latin American Studies, Middle Eastern Studies, and Native American Studies. These programs provide students with the opportunity to focus on the diverse cultural heritage of our country and the importance of global planning. Each also has a faculty oversight committee that is responsible for curricular changes and programming. Many of the CHPA faculty participate in Service Learning (providing 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 2003-2004, CHPA faculty and staff engaged in public affairs by contributing a significant portion of the 67,914 hours of volunteer work in the community/state provided by university faculty and staff. This puts the College at the center of public affairs as defined by the University's mission.

How do the activities of your college support the University's mission?

While there are many College activities that support the University's mission in Public Affairs, here is a representative list:

- Encourage students to enroll in internships with law firms, elected officials, and governmental organizations in order to acquire practical experiences and become involved as active and educated citizens.
- Provide students with the opportunity to participate in field trips (Fort Leonard Wood, for example) and study tours to

familiarize themselves with important public issues at the state, national, and international levels.

- Offer credit for participation in an annual Model-UN for high school students from Missouri and surrounding states that trains high school students in important international issues.
- American History Education Enhancement Program (AHEEP) funded by the U.S. Department of Education, which is in cooperation with several local public school districts.
- Annual History Day involving poster displays and dramatized historical presentations by students from regional public schools.
- Annual History Bowl involving regional public schools with scholarships for the top two winners.
- 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.
- Annual High School Essay Contest that promotes the examination of philosophical issues, the majority of which are relevant to public affairs.
- Community research projects conducted through the Center for Social Science and Public Policy Research are used as a grounded learning experience for students in the Sociology Department research methods and statistics courses and provide valuable survey data to local government and other community organizations. o African American "History Bowl" held annually on campus to promote cultural awareness and the importance of diversity in our society.
- Annual celebration of the various "Heritage" months for African Americans, Hispanic Americans, Native Americans, as well as Women's History Month.
- The Center for Archaeological Research provides identification and evaluation of artifacts to scholars and the general public, public lectures on the excavation of Native American sites, as well as contract archaeology that performs salvage excavations of Native American sites in a four-state region.
- Each semester CHPA students are given the opportunity to work as legislative interns in Jefferson City (state legislature) and in the offices of Congressmen or Non-governmental Organizations in Washington, D.C.
- In cooperation with the Greene County Library system, CHPA faculty provide noon-time presentations on "Hot Topics" of interest to the general public.

How do your college's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

Each Department in the College develops a set of tenure and promotion guidelines that reflect the University's commitment to teaching, research, and service as outlined in the Faculty Handbook (sections 2.2.3, 2.2.4, 2.2.6, 2.3, and 2.4: [http://www.missouristate.edu/acadaff/FacultyHandbook/Faculty handbook 2003.pdf](http://www.missouristate.edu/acadaff/FacultyHandbook/Faculty%20handbook%202003.pdf)). You may need to obtain *Acrobat Reader* to open this file. These guidelines are regularly updated and operate within the framework of the "Boyer Model" for research that fully encompasses traditional scholarship of discovery as well as the scholarship of integration and engagement that recognizes the importance to the University of faculty participation in applied research projects, volunteerism, and the development of more effective teaching methods. The annual review/reappointment of all tenure-track faculty by Department Heads and the Dean provides an assessment of faculty currency and activities. In addition, all tenured faculty are evaluated by Department Heads every three years. Untenured faculty as well as those seeking promotion are required to maintain portfolios of their professional activities (guided in part by a checklist provided by the Dean).

Briefly summarize the procedures your college uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

1. Based on the Academic Work Calendar published by the Office of Academic Affairs (<http://www.missouristate.edu/acadaff/calendars/AWC%202004-05.pdf>), each Department alerts non-tenured faculty of the deadline for submission of their application for reappointment, tenure and/or promotion, and their professional portfolio to their Department's Promotion and Tenure Committee.
2. The Dean presents separate workshops for (1) non-tenured faculty and those seeking promotion, and (2) chairs of Promotion and Tenure Committees to insure that all concerned are familiar with the process, deadlines, and the creation of a professional portfolio. The University Academic Development Center also provides workshops on

preparing for tenure and promotion.

3. Once the Department's Promotion and Tenure Committee has examined each candidate's materials and visited each of the candidate's classes, they make a recommendation to the Department Head, who in turn reviews this material before sending his/her recommendation to the Dean.
4. With reappointments, the Dean, in consultation with the Department Head, makes a recommendation to the VPAA. For tenure and promotion decisions, the Dean also visits faculty classes in addition to examining their portfolios before sending a recommendation to the VPAA.

What other reward structures and/or processes are in place in your college for faculty to promote a life of learning within the University's mission?

The Office of Academic Affairs provides funds to support University Awards in teaching, research and service for which all faculty may be nominated or apply. In addition, all faculty have the opportunity to apply for Academic Affairs' Leadership Associates Program, which allows five or six faculty each year to participate in workshops and shadow the activities of members of the upper administration (see: <http://www.missouristate.edu/acadaff/facultyresources/leadershipassociates.htm>). Another facet of the awards structure funded by Academic Affairs allows the Colleges annually to offer faculty the opportunity to apply or be nominated for College Awards in teaching, research, and service. A College Awards committee examines the applications and makes a recommendation to the Dean. Ten awards are given each year in the CHPA, and each recipient is expected to make a presentation to faculty and students on some aspect of their application materials. For example, one recent recipient from Anthropology spoke on his field experience in Jamaica, serving as an adviser for the Bluefields People's Community Association. Another recipient from the Economics Department spoke on his work with local school districts in improving their assessment program. Yet another recipient from the Political Science Department described his testimony at a hearing conducted by the US Congress' US-China Economic and Security Review Commission in Washington, D.C. on February 6, 2004 and the ripple effect of a series of Op-Ed pieces he wrote for national newspapers. The recipients of these awards are introduced at the All-College Meeting in the fall semester, and they are listed in the on-line College Newsletter.

An award program initiated by the College of Humanities and Public Affairs in 2003 allows College faculty to apply for a three-hour reassignment from teaching to complete and to submit an external grant proposal. One winner of this competition in its first year of existence submitted a proposal to NEH and her proposal has been funded in the amount of \$40,000 for 2005-2006.

What mission-related reward structures are in place for students in courses and programs offered by your college?

Each Department sponsors a chapter of a national disciplinary honor society, and students are initiated at an annual reception. Departments also recognize their outstanding students with department-sponsored scholarships ranging as high as \$5000, and in some cases provide other awards. For instance, the Religious Studies Department honors its top graduating seniors each year with the Memorial Award, and the History Department annually provides a prize for the best undergraduate and graduate paper. In addition, the College holds an annual banquet for its scholarship recipients and the donors of the scholarship funds as a means of recognizing student achievement and physically matching donors with recipients. At the end of each semester the College hosts a reception for its graduates and their families prior to the commencement ceremony. At this reception Department Heads introduce their graduates and provide a brief description of their achievements and future plans.

What college activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your college to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

Each semester faculty are required to provide a detailed syllabus for each course that clearly spells out learning goals. If the course is a General Education class, then the syllabus must identify itself as part of the GE program and explain how that program's goals as well as the University's mission are met by this course. Each class is assessed through the examination process, as well as a College-wide evaluation instrument.

What steps are taken by your college to ensure that courses comprising departmental programs contribute to student learning?

A College Council made up of faculty representatives from each Department is responsible for examining all curricular proposals in the College. This oversight body approves or rejects these proposals based on academic rigor, contribution to the University mission, and clarity of student learning goals. In addition, Department Heads regularly review course syllabi and make recommendations to faculty based on student comments from the College-wide evaluation instrument.

How are the results of your assessment activities used by college faculty for program improvement?

Each department has its own assessment program. Among the procedures followed are exit interviews with graduating seniors, assessment reports by faculty on student progress, alumni surveys, and a College-wide evaluation instrument. Each department utilizes this data as part of their discussion and creation of curricular changes. In some cases, faculty are encouraged to make use of peer review or the workshops provided by the Academic Development Center to improve their teaching performance or to gain new technology skills.

What college activities are undertaken for development and improvement? (Criterion 3)

How does your college plan and prepare for the future?

The College 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. In addition, a College Plan is developed by the Dean, in consultation with the Department Heads, to guide efforts in curricular development, program change, and facilities management. The Dean also hosts an annual retreat with the Department Heads each fall to discuss the College Plan and the needs of each Department.

What policies and procedures are used by your college to improve student learning?

Based on Tenure and Promotion Guidelines developed by each Department, faculty teaching is reviewed and managed by the Departments. This includes peer review of classes for non-tenured faculty, the use of a College-wide evaluation instrument for all classes, and participation in Faculty Development workshops sponsored by the Dean's office and the Academic Development Center. In addition, funds are provided to the Department Heads by the Dean's office to support travel to national conferences on teaching and leadership (ACE, AAHE, AAC&U).

How does your college encourage and support innovative and effective teaching and the creation of effective learning environments?

Because the College of Humanities and Public Affairs is housed in Strong Hall, the most technologically advanced classroom building on campus, faculty have been very open to taking courses to develop the technical skills necessary to improve student learning through the use of multi-media presentations. The University and the College have provided funding that has placed media presentation systems in all but two seminar classrooms in Strong Hall. This technologically advanced learning environment, which is upgraded continuously, insures that our students are exposed to and benefit from a variety of teaching and learning methods. The Academic Development Center and the Office of Continuing Education offer short courses on the use of Blackboard, Front Page, and web development to assist faculty to stay current on this teaching-related technology. Faculty are also encouraged to participate in the "Show-Case on Teaching," sponsored by Academic Affairs and the ADC at the beginning of each fall and spring semester.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

Only two Departments in the College have external accrediting agencies:

- The BS ED program in History received the rating of "Exceptionally Strong" from the NCSS in its last accreditation review. It is routinely assessed by DESE/NCATE and NCSS. The Department continuously reexamines its program in alignment with the accreditation requirements to ensure that they are making progress toward the program goals and achieving success for its students when they take the MFAT exam
- The Masters in Public Administration program in the Political Science Department was first accredited in 1992 by the National Association of Schools of Public Affairs and Administration (NASPAA). It was re-accredited again in 1999 and that accreditation remains active for seven years. This year, in preparation for the next re-accreditation cycle, the department is developing a comprehensive self-study report. This report is due to NASPAA by August 15, 2005 and will be submitted in lieu of the annual report to NASPAA regarding program status and updates. The Department plans to apply for admission of its Master of International Affairs and Administration program to the Association of Professional Schools of International Affairs (APSIA). MPA accreditation with NASPA and the potential MIAA membership in APSIA contribute to SMSU's mission in public affairs by strengthening graduate programs that focus on issues of public policy, governmental institutions, and citizenship at the local, state, national and international levels.

Report from College of Natural and Applied Sciences

What are your college's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

The operations of the University support the primary mission of the University, that of producing educated persons emphasizing Public Affairs and the five themes of creative arts, business and economic development, professional education, health, and science and the environment.

- Many activities on campus reflect the University commitment to the mission and purpose of producing educated persons. Plan goals and budget allocation outline priorities. (*Countdown to the Centennial*, pp. 16-19)
- Within the long range plan, documentation exists on how the University assets support the mission and themes of the University. (*Countdown to the Centennial*, pp. 23-33.)

The college perceives the University's planning, budgeting, and operation activities as consistent with the public affairs mission of the University.

- Institutional priorities established in the current 6-year plan document entitled "*Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)*" are derived from the University's mission. The University employs a set of annual performance measures to evaluate its meeting goals outlined in the current long range plan. (<http://www.missouristate.edu/presasst/performanceasures/>)

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- University documents clearly define long-range plan (*Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan*; *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan*) and are available to faculty.
- These documents link the plan to budgeting process at all administration levels.
- There are members of the faculty who choose not to review the budget-planning process and the long-range plans of the University. Each long-range plan is available in print form and on line.
- The budget planning process is perceived to be "top down.."
- More faculty members take part in long-range planning of the department rather than the college or University.
- The long range plan establishes priorities for the University and generally link with budgeting processes at SMSU. For example, new programs are identified in the long range plan in relationship to the themes they support.
- The section on "Funding the Plan" in the strategic plan identifies the budget to implement the plan <http://www.missouristate.edu/countdown/fundingplan.asp>.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

The long range plan of the University very clearly identifies as priorities the concepts of educational quality, student learning, and student involvement in society. The plan also defines the relationships among educational quality, student learning, and the world in which SMSU and its students exist.

- CNAS specific activities include: Expand Your Horizons <http://www.cnas.missouristate.edu/eyh/>
- Service learning participation
- Support for teaching of IDS 110, UHC 110, and GEP 397
- Internships and cooperative education activities.

- Missouri Virtual School.
- Faculty, staff, and student involvement in community outreach activities.

The long range plan identifies outcomes that follow directly from the established priorities. Success in meeting these goals are measured annually <http://www.missouristate.edu/presasst/performanceasures/>.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- The long-range planning process involves numerous and varied constituencies. It is an open process involving large numbers of people through task forces, committees, open forums, and web site. The most recent planning effort may be reviewed at <http://www.missouristate.edu/daringtoexcel/>

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- The planning process has allowed and continues to allow flexibility.
- Departments and colleges involved in prioritizing several budget shortfalls.
- Colleges involved in prioritizing faculty and staff lines that were frozen.
- Faculty Senate involved in writing economic exigency policy.
- Increasing use of direct appropriations as well as grants and contracts.
- The School of Agriculture was formed in 2002 and the Department of Applied Consumer Sciences was relocated in the School and CNAS in 2004.

How do your college's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your college fit with the University's mission?

- The CNAS mission may be reviewed at <http://www.cnas.missouristate.edu/13336.htm>

How the activities of your college support the University's mission?

- Programs within CNAS support the themes of science and the environment, business and economic development, education, health, and, with the recent addition of the Department of Applied Consumer Sciences, the creative arts
- Teaching, research, and service activities
- Student involvement in research and service
- Grant proposal incentive
- Sponsor "Living on Earth" on KSMU.
- Active involvement and leadership in pre professional programs.

How do your college's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- Tenure, promotion, and retention policies are developed by each department. All department policies must be approved by the Dean of the [College of Natural and Applied Sciences](#) and the Vice President for Academic Affairs.

Briefly summarize the procedures your college uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- Each department uses appropriate faculty committees and follows established procedures.
- Dean's approval is required. If conflict occurs between departmental committee, department head, and/or dean, then CNAS advisory committee is employed.

What other reward structures and/or processes are in place in your college for faculty to promote a life of learning within the University's mission?

- College awards for excellence in teaching and research.
- Support for sabbatical leaves
- Support for professional travel
- Grant proposal incentives
- Teaching assignment buy outs from grants and contracts.
- Support for University Fellow designation

What mission-related reward structures are in place for students in courses and programs offered by your college?

- Department and CNAS sponsored scholarships
- Graduate assistantships possible in all departments
- Travel support for undergraduate and graduate travel for professional presentations.
- Annual outstanding senior recognition.
- Juried fashion presentation.

What college activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your college to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- Each department follows an assessment plan
- Annual assessment report is submitted to the Center for Assessment and Instructional Support (CAIS).
- General education courses are assessed by departments with oversight by Committee on General Education and Interdisciplinary Programs (CGEIP). All general education courses are reviewed by CGEIP every three years.
- Departments use indirect assessments (surveys) conducted by CAIS.
- Departments conduct indirect assessments such as exit interviews.
- Student evaluation of instruction data
- Program accreditation is sought where available (SMSU Catalog, page 10). In addition to NCATE/DESE/NSTA accreditation for teacher education programs in the college, five programs in four CNAS departments receive program accreditation.

What steps are taken by your college to ensure that courses comprising departmental programs contribute to student learning?

- The curriculum is controlled by the faculty
- Department assessments outlined above (see responses from individual departments).
- Course and program improvement must be approved by the CNAS college council before being forwarded to (where appropriate) the Professional Education Committee and/or the Graduate Council, and ultimately to the Faculty Senate.

How are the results of your assessment activities used by college faculty for program improvement?

- See responses from individual departments.

What college activities are undertaken for development and improvement? (Criterion 3)

How does your college plan and prepare for the future?

- Five year plans in conjunction with University planning cycle with periodic review and update
- CBHE Campus based program review on a five year cycle by college.
- Program and department advisory boards
- Departments use of assessment results for improvement of student learning.
- CNAS Development Office
- Weekly department heads meetings
- Summer department heads retreats
- Periodic mini retreats

What policies and procedures are used by your college to improve student learning?

- See responses from individual departments

How does your college encourage and support innovative and effective teaching and the creation of effective learning environments?

- CNAS seminar series
- Annual CNAS convocation
- Department seminar series
- Promotion of Service Learning activities
- College awards for excellence in Teaching and in Research
- College staff awards
- Professional development
 - Use of technology in the classroom including laboratories
 - Grants for learning initiatives and equipment

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- CNAS policy for all programs to seek accreditation where program accreditation is available
- Reallocation of resources as necessary and appropriate
- See page 10 in SMS Catalog (programs in Applied Consumer Sciences, Chemistry, Computer Science, and Planning currently are accredited)

Last Modified: September 08, 2005

Charge for Committee on General Education and Interdisciplinary Programs

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE COMMITTEE OF GENERAL EDUCATION AND INTERDISCIPLINARY PROGRAMS' CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of CGEIP fit with the University mission? What policies and procedures are used by the CGEIP to improve student learning for the future? How is CGEIP planning for the future? ([Criteria 1-5](#))
2. Where appropriate to CGEIP's area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples. ([Criterion 1.A](#))
3. To what extent have previous plans documented commitment to supporting and strengthening the quality of general education provided by SMSU? How do present planning activities document a continuing commitment? ([Criterion 2.B](#))
4. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? ([Criterion 2.B](#))
5. What steps are taken by CGEIP to ensure that the general education program's goals for student learning outcomes are clearly stated and make effective assessment possible? What steps are taken by CGEIP and the participating departments to ensure that classes comprising the general education program contribute to student learning? ([Criterion 3.A](#), [3.C](#))
6. Show or describe how the activities of CGEIP are in alignment with the University's mission. What features of CGEIP and its oversight could be improved? How could this be accomplished? ([Criterion 3A.3D](#))
7. What steps are taken by CGEIP to ensure that the general education program successfully contributes to the accomplishment of the University's mission? What features of the University's general education program and its oversight by CGEIP could be Improved? How? ([Criterion 4B](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Committee on General Education and Interdisciplinary Programs

Background

Prior to the implementation of its new general education program in Fall, 1997, the SMSU program was an unwieldy and poorly focused conglomeration of over 350 courses. Because the aims and goals of this program were so vague and ill-defined, the menu of available courses included numerous classes designed more to introduce potential majors to a specific discipline than to accomplish a specific set of general education goals. In some instances, virtually all of the courses in an area (e.g., philosophy, literature, religious studies) were among the many choices available to students. With no permanent general education committee, oversight of the program was a responsibility of the entire Faculty Senate. Efforts to reform the program inevitably led to "turf wars" which, in turn, resulted in more additions than deletions.

The results of several unsuccessful attempts at comprehensive general education reform were obvious to North Central accreditation site teams. The 1985 site team report, for instance, included the following concern and suggestion: "The general education requirements do not match the institution's self image. The frequent revisions have left the university with reiterations of the 'cafeteria' system without achieving general education." The team suggested "a major effort before the next decennial review to develop a coherent component of general education appropriate to a university committed to excellence in undergraduate education."

Reform Efforts

The Faculty Senate responded to the 1985 site team report by establishing a committee charged with reviewing and making recommendations for change in the University's general education requirements. Although the committee proposed a reformulation of the general education requirements in 1987, the Senate was once again unable to reach a consensus, and as a result, the reform effort failed.

The next attempt to generate comprehensive general education reform began in 1993 when, shortly after his arrival on campus, President John Keiser indicated his strong support for change by appointing a select General Education Reform Committee. Comprised of highly respected members of the university faculty, this committee was charged "to assess the current program of general education and to develop a new program that will prepare students for their academic careers as well as for their tasks as citizens in the 21st Century." The new program should be "coherent, connected to the overall mission of the university, capable of continuing and lively development, and competently managed."

The committee began its work with the understanding that in light of its charge, as well as the 1985 site team report, cosmetic changes to the existing general education program would not suffice. This perspective became even more certain when the University's efforts to redefine its mission culminated in a new statewide mission in Public Affairs. The goal of this new mission, which was signed into law by Governor Mel Carnahan in June, 1995, is "to produce citizens of enhanced character, more sensitive to the needs of community, more competent and committed in their ability to contribute to society, and more civil in their habits of thought, speech and action." As a university-wide concern, the public affairs theme is to be "housed and implemented in all units and departments." From an academic perspective, the public affairs mission means that "in addition to mastering one or more disciplines enabling problem solving in a variety of occupational settings, the student is understood as also having a lifelong career as a citizen, for which discrete competencies and moral commitments are necessary." General education linkages to this new mission became an element of concern for the reform committee.

After nearly two years of intensive work including several open forums to encourage faculty input, the General Education Reform Committee offered its new vision for general education to the 1994-95 Faculty Senate for its consideration and action. Consistent with the new public affairs mission, the overriding aim of the new program "is to develop people capable of making thoughtful choices that lead to creative and productive lives and to responsible participation in society." In a marked departure from the earlier general education program, the new program included a precise and comprehensive inventory of goals for learning in general education. It declared that "general education is that portion of the curriculum in which the university directly addresses the knowledge, skills, habits, and dispositions of educated persons. (It) provides for learning that educated persons will use throughout their lives in their many roles and communities." The specific goals of the program were divided into two subcategories: 1) those pertaining to Intellectual Abilities and Dispositions and, 2) those pertaining to Knowledge and Understanding.

With the aims and goals of the new program in place, the Faculty Senate debated and approved a framework for the new general education curriculum. Instead of identifying the specific courses that would comprise the program, the Senate merely identified the overall structure of the program. It agreed, for instance, that the Basic Required Courses portion of the new program would include

courses designed to help the students develop and/or fine-tune their skills in computer literacy, public speaking, writing, mathematics, and health and well-being. The Senate also agreed with the reform committee's recommendation that all new students be required to complete an Introduction to University Life class during their first semester on campus. The purpose of this latter class would be twofold: improving student success (i.e., retention) while also introducing all students to the public affairs mission.

In recognition of the fact that "developing educated people requires intensive study in many areas of inquiry as well as interdisciplinary explorations," the Senate agreed that a second component of the new curriculum would require each student to complete courses in three Areas of Inquiry. Because a "study of the natural world provides an understanding of important principles and methodologies for making choices," the first of these areas would focus on developing an understanding of the Natural World. The Culture and Society Area of Inquiry recognizes that "informed choices require knowledge of what people have done and imagined, currently as well as historically. (And) choices are also tempered by knowledge of the social and cultural settings in which they are made or were made in the past." Courses from both a humanities and a social sciences perspective would be required in this area. The final Area of Inquiry, Self Understanding, is based on the recognition that "to make informed choices, one must understand the natural and social context in which one lives and must heed the ancient injunction to "know thyself". In this case, three perspectives would be required: social/behavioral, humanities, and creativity and vision.

The final component of the general education program was designed to offer a direct link to the University's public affairs mission. It would be comprised of two American Studies courses (a survey of American history and "American Democracy and Citizenship") as well as an upper division capstone class entitled, "Public Affairs Issues for the 21st Century." The latter class, which should not be taken until a student has completed a minimum of 60 credit hours, is intended to integrate experiences generated by the other parts of the general education program while focusing on public issues and choices of broad importance.

In another significant development, the Faculty Senate also created a new permanent committee, the Committee on General Education and Intercollegiate Programs (CGEIP), to oversee and evaluate the general education program as specified by the *Constitution and By-Laws of the Faculty*. One of the first tasks this committee faced was the selection of all the courses that would comprise the new general education curriculum. None of the courses in the old program were automatically accepted into the new program. Instead, during the 1995-96 academic year, departments were asked to submit proposals for courses for each of the general education categories. As a part of these proposals, the departments were instructed to show how the suggested course would address the aims and goals of the program. Each proposal was also required to include an assessment plan designed to enable the faculty teaching the course to evaluate its effectiveness as a general education course. Proposals receiving the approval of the CGEIP were forwarded to the Faculty Senate for its approval. Successful proposals were then sent to the Vice President for Academic Affairs and the University President for final approval. In the end, less than 90 courses were approved for inclusion in the new general education program that was implemented in fall, 1997.

While the structure of the new general education program was under debate in the Faculty Senate, and before the specific courses comprising the program were developed by departments and approved through the curricular process, the University experienced another NCA site visit. Not surprisingly, the 1995 site team identified the University's general education program as one of six concerns in its final report. Specifically, the team members noted that "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."

Implementation and Oversight

In recognition of the fact that one of the weaknesses of the preceding general education program was a lack of continuity and administrative oversight, the Vice President of Academic Affairs created a new position, the Associate Dean of the University College for General Education, during the summer of 1995. This meant that the person selected for this position, Dr. John Catau, who is also an *ex officio* member of CGEIP, was closely involved in the evaluation of all the general education course proposals. He was also in place when the new program was actually implemented in fall, 1997.

Although curricular control of the general education program remains the prerogative of the CGEIP, Dr. Catau oversees, coordinates and administers all other facets of the general education program. Because nearly all of the general education courses are taught by the faculty in the departments that developed them, Dr. Catau works closely with those departments. The upper division capstone course is a significant exception. "Public Affairs Issues for the 21st Century" is a variable topics course designed to be writing and discussion intensive, as well as multidisciplinary in its perspectives. Individual sections of the class must be developed by faculty from at least two different departments. Once a topic has been fully approved, it may be taught by any interested and qualified faculty members. Some sections are team taught; most are not. Since these classes are not "owned" by individual departments, the Associate Dean is responsible for their oversight.

As the University's articulation officer, the Associate Dean also works closely with other colleges and universities to ensure that the transfer process to SMSU is as smooth as possible. He also serves as the primary appeal officer for those students with general

education-related issues. The most common appeals are those made by students who believe their transfer credits have been incorrectly evaluated. Direct course equivalencies are established by department heads. In those instances when courses are not considered the equivalent of a specific SMSU course, however, the Associate Dean may assign a general education equivalency when it appears that the course meets the "spirit" of a specific general education requirement.

In addition to its role in approving changes in the general education curriculum, the CGEIP is also responsible for overseeing the quality of the program. According to Faculty Senate action: "The CGEIP also will periodically review *all* general education courses to see that they attempt to achieve the Goals of Learning listed in Part One: Intellectual Abilities and Dispositions of the General Education document. Courses in the Areas of Inquiry portions of the General Education program will be reviewed to see that they also attempt to achieve the appropriate Goals for Learning listed in Part Two: Knowledge and Understanding. Each general education course and each section of the Capstone course will be reviewed at least once every three years to determine if sufficient interest and enrollment exist to continue the course or Capstone section in the General Education Program."

With this responsibility in mind, the CGEIP has divided the general education program into three subcategories. Every year all of the classes within one of these subcategories are up for evaluation and review. After several false starts and considerable hesitancy, the CGEIP has agreed that as a part of this process, departments must submit an assessment portfolio consisting of:

- A written statement by the department head, program director, or appropriate designate which summarizes the status of the course
- Copies of the course policy statements/syllabi for every section of the course taught in the most recent semester.
- A table that shows how the goals of the course under review are linked to the specific goals of the SMSU general education program.
- A copy of the assessment plan in effect at the time of the review. (The CGEIP's interest in this element is limited to whether or not the department has an effective assessment plan in operation. The results of the assessment plan are NOT a required item in the portfolio, however, it is expected that the departments will use this information to make course improvements when necessary.)
- Enrollment data by semester for the course in question.

Based upon its review of these materials, the CGEIP can recommend that a course be allowed to continue in the program without change, be allowed to continue in the program with change(s) that must be made before the next review, or be removed from the program.

In addition to the evaluation requirements of the CGEIP, the Center for Assessment and Instructional Support also contributes to the assessment of both individual courses as well as the overall general education program. The Director of the Center, Dr. Martha Kirker, assists the departmental faculty in developing their assessment plans. She is also available to help the faculty to analyze, interpret, and use the assessment results to improve the effectiveness of their courses. Furthermore, Dr. Kirker administers and reports the results of a required general education exit exam (i.e., the Academic Profile). The students' performance on this instrument offers a longitudinal measure of the effectiveness of our general education program.

Concluding Remarks

After years of numerous unsuccessful attempts to reform its general education program, the faculty of SMSU responded to concerns expressed by NCA site teams and a clear commitment from a new university President with yet another attempt at comprehensive reform. A select committee of campus leaders began the task of designing a new general education program with the realization that due to the size and complexity of the University, it would be impossible to completely avoid a distributional approach. With a freshman class of more than 2000 students each year, small and nontraditional classes would be unrealistic. Despite these circumstances, the committee crafted a new program that was more focused, with many fewer course options, a direct link to the University's new mission in public affairs, and a much improved oversight mechanism. None of the courses in the old program were given a free pass into the new program. To ensure that all the courses in the program address a specific set of general education goals, regular evaluations are conducted by a standing committee of the faculty senate. Contrary to past trends, the first five years of the program's existence have resulted in few additions to the general education curriculum. Hopefully, the 2005 site visit team will be favorably impressed by SMSU's more focused and effective general education program.

All the above quotations come from internal documents. They include:

- *Constitution and By-Laws of the Faculty*

- *Countdown to the SMSU Centennial: A Long Range Vision and Six-Year Plan (2000-2006)*
- *The General Education Program, Southwest Missouri State University*
- *NCA Report of a Visit to Southwest Missouri State (1985)*
- *NCR Report of a Visit to Southwest Missouri State University (1995)*
- *Welcoming the 21st Century: A Long Range Vision and Five-Year Plan (1995-2000)*

Responses to Charges

1A. How does the mission of the CGEIP fit with the University Mission? (Criteria 1-5)

The CGEIP plays an integral role in the University's purpose of developing educated persons. In addition to creating a common experience for all students, the general education program provides students with the shared knowledge and intellectual tools needed to successfully explore the disciplines. The "public affairs" component of the general education program contributes directly to the University's statewide mission. With the CGEIP's responsibility for monitoring and maintaining the integrity and effectiveness of the program, its mission coincides closely with the University's Mission.

1B. What policies and procedures are used by the CGEIP to improve student learning in the future? (Criteria 1-5)

In addition to its regular review of each general education course a process which is mentioned in the above narrative and discussed in greater detail in response to subsequent questions, the CGEIP is interested in making certain that the general education curriculum is timely and in alignment with societal expectations and needs.

To a large extent, the structure of most general education programs reflects traditional expectations (i.e., includes classes in the basic skills, natural sciences, humanities and social sciences). The size of SMS prohibits the adoption of any of the innovative approaches which are often found in smaller liberal arts institutions. Nevertheless, when the new program was approved and implemented, several significant changes were incorporated to help students prepare for the future. These include: 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.

It should be noted that the desire to remain timely and future-oriented is counterbalanced to some extent by a hesitancy to constantly rework the curriculum. Our experience has shown that easily made "corrections" to the program usually result in course additions, and rarely in course deletions. This is one of the reasons why the previous program ended up with over 350 options in the general education menu.

1C. How is the CGEIP planning for the future? (Criteria 1-5)

In terms of its operational aspects, the CGEIP has developed a mechanism which allows members to serve three year terms on a rotating basis. This means that every year, one-third of the members are up for either re-election or replacement. Faculty must sit out a year after two consecutive terms.

In a similar manner, the CGEIP has developed a three year cycle for the evaluation of the courses comprising the curriculum. Every year, approximately one-third of the courses are subject to review. Departments are expected to respond to the committee's concerns before their next evaluation in three years.

General education revision is one of the most difficult and painful processes in higher education. Unless the existing program is found to be significantly flawed and/or outdated, it is unlikely that major changes will be made. This does not preclude, however, the possibility that individual courses will be improved and minor adjustments will be made in the overall composition of the program. Any such actions should be based on our efforts to adequately fulfill our general education goals.

2. Where appropriate to the CGEIP's area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples. (Criterion 1.A)

General education occupies a prominent position in the University's five-year plan.

The university catalog includes an inventory of all the aims and goals of the general education program, as well as the structure of the program including all the course options.

The program is also fully described on the University's website (www.missouristate.edu/ucollege/General%20Education/GenED/). This listing includes a discussion of the importance of general education, a general education worksheet, a list of the general education courses including course descriptions and prerequisites, an inventory of the general education goals, assessment and placement issues and a discussion of transfer issues and concerns.

3A. To what extent have previous plans documented commitment to supporting and strengthening the quality of general education provided by SMSU? (Criteria 2.B)

Shortly after his arrival on campus, President Keiser made it clear that he supported significant revisions in the existing general education program by appointing a blue ribbon General Education Reform Committee. The efforts of this committee laid the groundwork for the Faculty Senate's complete redesign of the goals, structure and oversight of general education. Subsequently, President Keiser has continued to show his interest and support for general education.

The importance of general education in the process of developing educated persons has also been expressed clearly in each of the University's long range plans. The "bull's-eye diagram" which is used to illustrate the relationship between students and the various components of the University mission clearly portrays a prominent role for general education.

One of the more significant steps taken in direct support of general education 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 the CGEIP to ensure that the quality of the program is maintained.

3B. How do present planning activities document a continuing commitment? (Criteria 2.B)

It is clear from the University's five-year plan that general education will continue to be one of the centerpieces of the educational mission of SMSU.

4A. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? (Criteria 2.B)

The past several years have been very challenging given the budget holdbacks and reductions experienced by the University. It is difficult to say what the precise impact of these actions has been for general education. One might assume, however, that the number of sections of general education courses available has been reduced since several faculty positions have been frozen. Despite these trends, the departments have managed to adequately address student demands for most general education courses. This has been made possible because the enrollments in all general education courses are monitored by the Associate Dean of University College regularly during the registration period. Enrollment updates are prepared and sent to the academic deans for use in adding and deleting sections.

4B. Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? (Criteria 2.B)

The long-range planning process does a good job of trying to anticipate the future needs of the University. The greatest unknown factor each year is the amount of financial support we will receive from the state. From a general education perspective budget cuts can cause reductions in faculty which, in turn, can lead to reductions in the number of general education courses. Given the fact that the size of the student body has increased each year, the potential for problems is considerable. Up until now, we have been able to make the adjustments needed to meet the demand for most courses. Ultimately, there is a point, however, where additional cutbacks can cause departments to practice triage among their courses for general education, their undergraduate majors and their graduate programs.

5A. What steps are taken by the CGEIP to ensure that the general education program's goals for student learning outcomes are clearly stated and make effective assessment possible? (Criteria 3.A, 3.C)

As described in the preceding narrative, once the structure of the new general education program was approved by the Faculty Senate, the CGEIP notified all the departments in the University that it would accept proposals for courses to be included in the new general education curriculum. No course was given a free pass. As the CGEIP reviewed the proposals it received, it required the departments to justify their inclusion by showing how the course would address the general education aims and goals. Each

proposal was also expected to include an assessment plan. Those courses which were approved by the CGEIP were forwarded to the Faculty Senate for its approval before being sent to Vice President Schmidt and President Keiser for their approval.

The new curriculum was implemented in Fall, 1997. As required by the Faculty Senate's action which created the new general education program, the CGEIP initiated a periodic review process in Fall, 2000. In order to create a manageable workload, the general education curriculum was subdivided into six subsets and a schedule for review by the CGEIP was established. This meant each class comprising the general education program would be reviewed every three years. (The sequence of evaluations scheduled through Spring 2010 can be found at www.missouristate.edu/acadaff/fsenate/CGEIP-EvaluationSequence.)

Unfortunately, the initial attempts to conduct these reviews were challenging for both the departments offering the courses and the members of the CGEIP. In the case of the departments, most of the problems resulted from unclear expectations on the part of the CGEIP, and poor efforts at course assessment. The CGEIP members struggled with what it should require the departments to submit for each course under review, how the materials it received should be evaluated, and what its final recommendations might be. This confusion was intensified by the fact that since one-third of the committee members were replaced each year, these same issues became "points of discussion and debate" on a regular basis. In order to resolve this dilemma, the CGEIP declared a moratorium on further reviews until it could clarify its expectations and procedures.

The current evaluation process emerged from this temporary hiatus. More specifically, every three years each course in the general education program must submit an assessment portfolio to the CGEIP. This portfolio consists of 5 elements (see www.missouristate.edu/acadaff/fsenate/Default for a listing of these elements):

- A written statement by the department head, program director, or appropriate designate which summarizes the status of the course. More specifically, the respondent is asked to: 1) describe how the course contributes to the goals of general education; 2) indicate whether or not the course has undergone any significant changes since the last time it was last reviewed, and if so, why; and 3) describe what steps are taken to ensure that general education goals are incorporated into all sections taught by per course instructors and/or teaching assistants.
- Copies of the course policy statements/syllabi for every section of the course taught in the most recent semester.
- A table which includes an inventory of how the specific goals of the course are linked to the specific goals of the general education program. While this table lists each general education goal, departments are told that they should not feel compelled to try to incorporate each goal in their class. Furthermore, the departments are assured that other, non-general education goals may also be appropriate.
- A copy of the assessment plan in effect at the time of the review. The CGEIP's interest in this element is limited to whether or not the department has an effective assessment plan in operation. The results of the assessment plan are not a required item. This decision is based on the fact that previous efforts to review the results often led to confusion and misinterpretations by the members of the CGEIP.
- Enrollment data by semester for the course under consideration.

In a significant reversal of its previous efforts, the CGEIP has retained this approach in its evaluation process for more than 2 years. Each portfolio is reviewed by a subcommittee and a report is made for consideration by the full committee. This report is communicated to the department prior to the committee's discussion and action so a representative can be present to answer any questions that might arise. As a result of this process, the CGEIP can recommend that the course in question remain a part of the general education curriculum with no stipulations, or with suggested improvements that should be made before the next scheduled review. The CGEIP can also recommend that the course be removed from the general education curriculum. Most of the reviews result in one or more suggestions. Among the most common are: the inclusion of general education goals in the course syllabi and improved assessment plans. On rare occasions, the assessment portfolio has been sent back to the department for immediate revision and resubmission.

5B. What steps are taken by the CGEIP and the participating departments to ensure that classes comprising the general education program contribute to student learning? (Criteria 3.A, 3C)

The process described under 5A incorporates this issue. In particular, departments are expected to assess the effectiveness of their general education courses and make appropriate changes when needed. At one point in its review of general education courses, the CGEIP asked for assessment results. After several frustrating episodes while trying to evaluate this information, however, the committee concluded that its focus should be on whether or not the department has an effective assessment plan. It is understood that the departments are best qualified to interpret the assessment results and then use this information to make class improvements.

6A. Show or describe how the activities of the CGEIP are in alignment with the University's mission. (Criteria 3A, 3D)

General education is an integral part of every undergraduate student's education. As the faculty committee charged with overseeing the general education program and its curriculum, the CGEIP's role in helping to develop educated persons is apparent.

6B. What features of the CGEIP and its oversight could be improved? (Criteria 3A, 3D)

Every semester the CGEIP spends considerable time and energy reviewing the assessment portfolios of individual courses. It also acts on any curricular proposals involving either general education or interdisciplinary programs. Consequently, little time is left to consider the "big picture" with respect to the general education program. As an example, some faculty believe the current structure of the Writing II requirement is faulty. Students cannot be required to take their second writing class until they are graduating seniors since a few of the Writing II options are 300 and, in one case, 400 level classes. For this very reason, the capstone class, which is designed to be writing intensive, does not have Writing II as a prerequisite. Consequently, many students enroll in the capstone class with only a Writing I background. Because it has been so preoccupied with its other responsibilities, the CGEIP has been unable to consider this, and other "big picture" issues.

There have been times, in the past, when the turnover on the committee (as many as one-third each year) has created problems. Until the current evaluation process and procedures were developed and implemented, the committee spent considerable time reconsidering various aspects of course evaluation each year.

6C. How could this be accomplished? (Criteria 3A, 3D)

Some might argue that more time for "big picture" considerations could be created if the course evaluations went on a four or five year cycle. The obvious weakness of this change would be the fact that if changes/improvements in a class are called for by the CGEIP, it would be 4-5 years before a department would be required to show it had taken the suggested steps. If the CGEIP decided to require a quicker response, say in a year or two, its work load would increase rather than decrease. Another problem with changing to a four or five year cycle would be the implication that the CGEIP would only consider "big picture" issues every fourth or fifth year. A more realistic scenario may be to expect the course reviews to become less onerous on the CGEIP as consistent expectations and procedures are maintained.

It is neither realistic nor desirable to address the turnover problem in committee membership by seeking longer terms for the committee members. There are indications that the decision to use the same evaluation process and procedures for a third year in 2004-2005 has minimized the turnover problems. Rather than re-fighting many of the same operational issues each year, the new members of the committee simply need to become familiar with the existing process and how it is implemented.

7A. What steps are taken by the CGEIP to ensure that the general education program successfully contributes to the accomplishment of the University's mission? (Criteria 4B)

This question is addressed in the preceding narrative as well as in the responses to many of the preceding items.

7B. What features of the University's general education and its oversight could be improved? (Criteria 4B)

This question is addressed in the responses to many of the preceding items.

The entire membership of the CGEIP contributed to, improved and approved this report.

Report from Communication Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

- We are supportive of the public affairs mission and work consciously to implement it through the work of the department.
- We perceive that the planning process has been very inclusive and open to participation by university employees and community members.
- The university's efforts to promote and value diversity are "nominal."
- Policies and practices related to promotion/tenure and roles/responsibilities are not always clearly connected to the mission.
 - "Public affairs" understood almost exclusively as "service"
 - University structures do not facilitate interdepartmental and intercollege collaborations
 - Interdisciplinary leadership is lacking.
- New faculty are less sure of what "public affairs" is.
- The Academic Development Center has provided a shift in faculty thinking and talking about the scholarship of teaching and learning.
- There are disconnects among central administration and Academic Affairs with regard to innovations, e.g., AA policies do not support or facilitate entrepreneurial efforts.

How do your department's mission, activities, and reward system align with the University's mission?

- The central mission of the [Department of Communication](#) is to prepare students to be effective and ethical communicators through programs emphasizing communication competence, advocacy, ethical discourse, diversity, leadership & participation, and issues analysis. Our focus on effective and ethical communication extends from interpersonal relationships to mass communication, emphasizing the centrality of communication in social life. (<http://adams.missouristate.edu/faculty/principles.doc>). You may need to obtain [Microsoft Word Viewer](#) to open this file.
- A wide variety of department activities support the University's mission, including:
 - Extensive use of service learning in both undergraduate and graduate courses.
 - Applied, engaged scholarship by faculty, especially with community groups.
 - Outreach to the community through the Center for Dispute Resolution. (<http://www.missouristate.edu/cdr>)
 - Faculty consultations with community groups.
 - Facilitation of "public dialogues" throughout the community on a variety of issues, including the needs of youth and elders in the community, the future of education in Springfield, and political engagement of college students.
 - Sponsorship of public events such as panel discussions, lectures, and demonstrations directed toward issues of public interest.
- Promotion, tenure and reappointment guidelines emphasize both teaching excellence and scholarship, with scholarship defined broadly to include the breadth of forms represented in Boyer's typology. Applied scholarship and use of application in classroom teaching is valued and encouraged. (<http://adams.missouristate.edu/faculty/manual03.pdf>). You may need to obtain [Acrobat Reader](#) to open this file.
- In addition to the evaluation processes mandated by the Faculty Handbook, new faculty are assigned mentoring teams and all faculty are encouraged to participate in peer observations.

(<http://adams.missouristate.edu/faculty/mentoring.doc>)

- The department attempts to provide resource support for faculty scholarly and applied work, e.g., travel funds, materials, technology. Faculty participate in colloquia to share and exchange ideas regarding scholarship and teaching.
- One of our undergraduate scholarships recognizes commitment to citizenship, and another provides assistance to students serving unpaid internships in nonprofit or government organizations. Numerous classes emphasize projects undertaken for external organizations, particularly community service organizations.
- Annual awards are given for outstanding graduate teaching and advising, for excellence in research and teaching by graduate students, and for academic achievement and service by undergraduates.
- The department supports a vigorous chapter of the national communication honor society, Lambda Pi Eta (<http://organizations.missouristate.edu/lpe/index.htm>), as well as two student chapters of professional organizations, the International Association of Business Communicators and the Association for Women in Communications.

What department activities are undertaken to collect and use program assessment information?

- The department publishes a *Handbook for Communication Majors* that states clearly the educational goals of the department and the standards to which students will be held. (<http://adams.missouristate.edu/faculty/handbook.pdf>)
- The department engages in regular review of its undergraduate and graduate curriculum, consulting with external experts.
- Department majors are required to submit an assessment portfolio as a graduation requirement. In addition to examples of specific kinds of work, the portfolio includes an essay in which the student assesses his/her learning and a senior exit survey. These portfolios are reviewed by a committee of faculty as well as by external advisors. (<http://adams.missouristate.edu/faculty/com499.doc>)
- At the graduate level, seminar papers satisfying the research requirement are approved by a committee of graduate faculty in addition to the advisor and reader. Students desiring to pursue the thesis option must be approved to do so by the graduate faculty.
- Our required General Education course, Fundamentals of Public Speaking, is assessed each semester and periodically reviewed by the CGEIP oversight committee. (<http://adams.missouristate.edu/faculty/03com115assessment.doc>)

What department activities are undertaken for development and improvement?

- Department faculty participate in an annual planning retreat each fall.
- The department head prepares one- and three-year plans at the beginning of each fiscal year. In the past these were required and reviewed by the Dean. The head also provides annual and mid-year progress reports on the annual plans to the Dean and to department faculty. (<http://adams.missouristate.edu/faculty/fy04-06plan.pdf>)
- The department collaborates with its sister department in the School of Communication Studies, the Department of Media, Journalism & Film in offering courses for undergraduate and graduate programs. (<http://comstudies.missouristate.edu>)
- Department faculty have developed and continue to teach several interdisciplinary general education capstone courses.
- The department head maintains an external advisory council of approximately 15 people, including alumni and other professionals. The council meets at least annually and individuals interact with the head regularly throughout the year. The department head also convenes a student advisory council. (<http://adams.missouristate.edu/faculty/charter.doc>)
- The department conducts an annual student satisfaction survey each fall. Results are shared with students, faculty, and advisory council members and used in planning and decision making.
- We support faculty participation in professional development opportunities, such as those offered by the ADC.
- The department has been a campus leader in developing online graduate and undergraduate courses.

Report from Computer Information Systems Department

What are your department perceptions of the university's mission and its implementation in University planning and budgeting, and operational activities?

- CIS faculty participates in university committees throughout the year. CIS faculty serves on Budget and Priorities Committee, Presidential Search Committee, Senate and various Senate committees.
- CIS faculty receive monthly newsletters from the president as well as faculty e-mail announcing changes, deadlines, and implementation of faculty opportunities for faculty development, research, and University and community service.
- The [CIS department](#) has a long relationship with its corporate partners. In that relationship CIS majors have been given opportunities for fulltime positions and internships. Therefore, the department's regional reputation as a direct result of the department's obligation and mission to find career opportunities for those students who choose Southwest Missouri State University. This supports one of the university themes: business and economic development.

How do your department's mission activities to reward system align with the university's mission?

- Annual review of the faculty with the department head is held each spring. At that time faculty achievements, goals, and suggestions are noted.
- The CIS department as all other departments within COBA have faculty proved that guidelines for reappointment, tenure, and promotion.
- The CIS department faculty instructs several sections of GEP 397, the university Capstone course related to the university public affairs mission.
- CIS majors may enroll in the Linda Luke project, a community service course providing computer technical support in the Springfield R12 school district.
- Whenever possible, the CIS department attempts to match requests for technical supports such as web development projects from the university and Springfield community with undergraduate and graduate students.

What department activities are undertaken to collect and use program assessment for mission?

- In the spring of 2004 a pilot study to formulate areas and questions for CIS 201 and CIS 429 was implemented. Subsequently, data was collected in all sections of the courses.
- The department is currently involved in developing assessment policies and procedures for the CIS major. The projected deadline in December 2004. Data collection is projected to a place in the spring 2005 semester.

What department activities are undertaken to collect and use program assessment information?

- Assessment data collection in CIS 201 and CIS 429 has begun.
- The CIS major will be assessed in the spring 2005 term.

What department activities are undertaken for development and improvement?

- The CIS department has a culture that supports communication between the department and faculty. Suggestions from the faculty have resulted in mission centric CIS achievements such as the Linda Luke project and the Annual Computer Day.
- CIS department is involved with ISAC, ITAC, and SCUF committees, which are charged formulating and implementing technology policy on campus.

- The CIS Department works with DESE in supporting the annual spring meeting where lab sessions for teachers attending the meetings are conducted.

Last Modified: September 08, 2005

Report from Computer Science Department

I. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- Almost all University operations are intended to further the University's mission through community outreach (Public Affairs) or by producing educated persons. The University supports research through maintaining infrastructure and through evaluating faculty based on research accomplishment; this produces educated persons directly, by involving students in the research, or indirectly, by keeping faculty knowledgeable and able to teach advanced concepts in their fields. Similarly, the University supports teaching by maintaining infrastructure and evaluating faculty based on successful teaching.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- Planning documents identify University priorities. These priorities are reflected by funding.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- The University's plans indicate continuing support for the Academic Development Center, which helps faculty improve teaching and research, and the Educational Technology Center, which helps faculty make better use of technology. The University also plans location of one department (Defense and Strategic Studies) in Washington, DC, where the learning environment is optimal and there is access to highly qualified instructors.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- Planning documents are public and posted on the web. The University solicits comments from internal and external stakeholders.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- The University plans for contingencies when the environment changes. For example, during budget uncertainties over the past two years, the University prepared several scenarios which prepared for different levels of budget holdback by the State.

II. How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does your department's mission, activities and reward system align with the University's mission?

- The [department's](#) mission focuses on carrying out the University's mission of educating people, specifically in the area of computing technology.

How do the activities of your department support the University's mission?

- The department teaches a General Education course suitable for students who are not Computer Science majors. In

addition, public affairs issues are discussed in a number of classes. These issues include computer security, privacy, professional ethics, and use and misuse of intellectual property. Faculty is accessible to students through regular office hours and by appointment, and is engaged with students through teaching, involving students in research, and advising.

- The department teaches Service Learning components in conjunction with two courses. In addition, independent study projects often benefit community organizations.
- The department has recently expanded its curriculum to educate graduate students in the MNAS (Master of Natural and Applied Sciences) program. There is some concern in the department about the level of funding available to graduate students.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- The department's tenure and promotion guidelines reward people who are successful in carrying out the department's mission through successful teaching, research, and service.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions.

- Faculty members have annual review sessions with the department head to discuss accomplishments and goals. Tenure and promotion decisions are made by departmental committees of faculty peers, and by the department head. These decisions take into account evidence of successful teaching, service, and scholarly activity.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- The department encourages faculty to take sabbaticals to stay current in their research and teaching areas, and supports travel for faculty to attend conferences.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- The department provides seven scholarships (~\$5000) for advanced students and names an outstanding graduating senior; these motivate students and recognize them for their achievement.
- The department sponsors the regional ACM programming contest, bringing students together from a number of universities in the Midwest. In addition, the department annually sponsors one or two teams from SMS.
- The department supports student travel to conferences.
- The department supports the local ACM (Association for Computing Machinery) student club. This club provides a support group for students, and also, through its international organization, provides a number of online courses and other training opportunities for students.

III. What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- Faculty produce Course Policy Statements for every course, following University guidelines. These statements are given to the student at the first class meeting.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning? How are the results of your assessment activities used by department faculty for program improvement?

- Graduating seniors take the Major Field Test in Computer Science. The department examines the aggregate results

annually, and considers whether the curriculum should be modified according to the results.

- The department head carries out interviews with all graduating seniors, and graduating seniors are surveyed to determine their impressions of strengths and weaknesses of the Computer Science program.
- The department's General Education course is reviewed every three years to make sure it contributes to the General Education mission of the University. That course was recently reviewed and modified for the 2004-2005 academic year.
- Graduate students take a comprehensive exam and, if appropriate, a thesis defense. The Computer Science emphasis is a recent development and the first graduate is expected in the Spring or Summer of 2005. The intent is that the department will monitor comprehensive exam and thesis results to keep track of the quality of the program.
- The department reviews data collected by the Career Center regarding student employment.

IV. What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- The department holds an annual retreat at which plans for development and improvement are formulated.

What activities of your department encourage collaborative efforts with other departments at the University?

- The department collaboratively teaches a class (CIS/CSC 101) with the Computer Information Systems department.
- The department is located in close proximity to the Math department. The department shares a jointly administered scholarship program with Math, and the two departments jointly share an annual student recognition banquet. The two departments have recently planned and carried out curriculum change to better serve our majors.
- The department participates, with five other departments, in planning an Informatics minor (located in the department) and a Bioinformatics major, to be jointly administered by the six departments.
- Individual members of the department have, or plan, collaboration with faculty from Anthropology, Physics, Art and Design, and the Missouri Virtual School.
- The department maintains ABET (Accreditation Board for Engineering Technology) accreditation in Computer Science. The Computer Science curriculum has been extensively modified over the past several years to maintain compliance with ABET guidelines.

What policies and procedures are used by your department to improve student learning?

- The department maintains compliance with accreditation guidelines, and uses assessment information, as stated above, to improve courses.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- The department reviews its use of technology in teaching, and considers how to make better use of technology

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- The department maintains ABET accreditation and makes curriculum changes to stay current with accreditation guidelines. This ensures that the department's courses are rigorous and current.

Report from Department of Communication Sciences and Disorders

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

The three programs in [Communication Sciences and Disorders](#) (CSD) produce educated professionals with training to meet the needs of the communicatively impaired. The training provided in the accredited CSD programs insures that our students are provided with a broad base of knowledge with respect to human development and issues related to aging, diversity, as well as physical and mental handicapping conditions. This background and the in-depth mastery of their discipline specific knowledge and skills provides our graduates with the tools needed to treat the whole person, as well as to provide appropriate information and counseling to family members and significant others.

Southwest Missouri State University recognized the needs of the community with regard to providing necessary services to persons with impairments affecting hearing through the support of the Doctor of Audiology program. This program was added to the university plan, appropriate budgeting was provided, and the university supports the ongoing operation of this program. The university utilizes faculty input in development and planning. Faculty members in CSD are task force members whose input was requested in the areas of research and graduate education.

CSD graduates are trained to be consumers of professional research as it relates to treatment of persons with disorders affecting hearing and speaking abilities. Professional issues courses provide students with the skills and information to become lifelong learners. The professionals we train in CSD programs are also required by law to remain current in their profession through maintenance of licensure and certification. This is, in part, accomplished through required continuing education.

The statewide public affairs mission of the university has the goal 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. Students with either undergraduate or graduate degrees in CSD from our program become sensitive to community needs, not only in their specific disciplines, but more generally in life issues which can have effects on development and enhancement of speech and language abilities. To a large extent, our students receive their clinical/teacher training in community settings such as public schools, hospitals/rehabilitation centers, and doctor's offices. The variety of settings, diversity of patients/students, and the out of region placements provides our students with exposure to a large variety of persons and community settings. These varied settings and diverse populations provide our students with knowledge and sensitivity to make them more sensitive to the needs of the community.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

The mission of programs in Communication Sciences and Disorders (CSD) at Southwest Missouri State University is to educate and clinically prepare professionals to serve persons with impairments or difficulties in hearing, language, and speech that affect normal communication. As integral components of CSD, the Audiology and Speech-Language Pathology programs accomplish this mission by adhering to the academic and clinical standards for the Certificates of Clinical Competence in Audiology and Speech-Language Pathology (SLP) that have been developed and approved by the American Speech-Language-Hearing Association (ASHA). The third component of CSD, Education of the Deaf and Hard-of-Hearing (EDHH), accomplishes this mission by adhering to the performance indicators regarding the knowledge and skills required by the Council on the Education of the Deaf (CED).

Audiology, EDHH, and SLP are not only integral components of the health theme/criterion of the University' mission, but are also closely associated with the other themes/criteria of the University (i.e., professional education, business and economic development, creative arts, and science and the environment). The department's academic and clinical offerings in Audiology, EDHH, and SLP thus address all five themes of the University mission. Students in these three programs take undergraduate courses in creative arts and the sciences to prepare them for their focused graduate work in human communication sciences and disorders. Collaborative initiatives with the faculty and students in the departments of Nursing, Physician Assistant, Physics, Chemistry, Dietetics, Health, Physical Education and Recreation, Special Education, Physical Therapy, Theatre and Dance, Social Work, Gerontology, and Child Development reinforce the multifaceted approach of the CSD Department in developing educated persons. Through its integration of Service Learning in academic and clinical practicum experiences, the department promotes the University's state-wide mission in public affairs.

Specific activities of the Department that support the University's mission include the following examples. Academic and clinical coursework in the three programs is an integral foundation for the students' experiences in SMSU's Speech-Language-Hearing Clinic and at their off-campus clinical practicum sites. Departmental support is also evident through the Parent-Infant Program for

infants and toddlers who are deaf and hard-of-hearing and their families, a preschool for children who are deaf and hard-of-hearing, school hearing screening services, audiological evaluations and hearing aid fittings for children and adults, consultative services to classrooms, corporations, and industries in the regional area, auditory processing evaluations for school-age students, speech-language screening services for school-age students, speech-language evaluations and out-patient treatment across all ages, group support services for persons after stroke and traumatic brain injury, and consultation to persons in the community. In addition to their participation in these Departmental activities, students complete practicum experiences in public school settings and regional health care settings. Teachers of children who are deaf and hard-of-hearing, audiologists, and SLPs in these educational and health care settings mentor and guide the students through the sharing of their expertise. The reciprocal interaction of the services the students and faculty provide to the community and the services the community provides to the department strongly support the mission of the University.

The CSD Department's Reappointment, Tenure, and Promotion (RTP) guidelines are attached (see Attachment 1). The maintenance of professional currency is a crucial aspect of reappointment, tenure, and promotion within the department. Faculty demonstrate their professional currency through updated syllabi, an ongoing record of presentations and publications, and a broad approach to community service on multiple levels: local, state, national, and international. The written RTP guidelines serve as a minimal standard of the department's expectations for professional currency and reflect the evaluation process documented in the *Faculty Handbook*.

The attached RTP guidelines summarize the procedures used by the department in recognizing faculty performance. The guidelines rely on the terminology and requirements regarding rank, appointment, tenure, and promotion and reflect the areas of teaching, scholarly activities, and service. For example, to move from assistant to associate professor, one must undergo a peer review of teaching, produce 10 peer-reviewed works (three of which must be published articles), and serve actively on at least two department, college, or university committees each year. The department head conducts an annual review of each faculty member. These annual reviews form the basis for subsequent reviews, for reviews regarding progress toward promotion or tenure, and for recommendations concerning promotion, tenure, and annual appointment.

Other reward structures/processes are in place within the department for faculty to promote a life of learning within the University's mission. The department head strongly supports faculty applications for internal funding through University Curriculum and Research grants, Funding for Results grants to enhance teaching initiatives, Teaching Fellowships, Summer Fellowships, and Missouri Campus Compact grants. The Department Head also strongly supports faculty in their encouragement of students' applications for university scholarships, such as Thesis Awards for travel and equipment, student travel grants to present their research findings, and awards from philanthropists. Recently, several students have received external awards, such as the Student Research Travel Award and the Minority Student Leadership Award from ASHA. Faculty receive annual funding for continuing education and are given release time for travel to present their research. Faculty and CSD students work collaboratively to organize and conduct an annual conference, known as *Pathways to Communication*. At this conference, nationally known speakers present information for faculty, students, and members of the community. Professionals can accrue continuing education units through their participation. The Department Head also regularly apprises faculty of external grant opportunities and assists faculty in applying for release time to develop grant proposals. In line with the University's Public Affairs mission, the Department Head encourages faculty to run for office at state and national levels. Five faculty have held national office positions. Currently, three faculty members hold national office and one serves on the Missouri Speech-Language-Hearing Association's (MSHA) Executive Board.

Other reward structures/processes are in place within the department for students. As mentioned above, students may apply for university scholarships, such as Thesis Awards for travel and equipment, student travel grants to present their research findings, and awards from philanthropists. Currently, two students have been nominated as candidates for the University's Masters Thesis award and for the Basil and Joan Boritzki Scholarship. Faculty members are encouraged to include support monies for students in their grant applications. Students are also encouraged to apply for external awards. Recently, several students have received two of these awards: the Student Research Travel Award and the Minority Student Leadership Award from ASHA. The department recently formed a committee to consider the development of department awards for students who complete research. The Missouri Speech-Language-Hearing Association established a student position on its Executive Board in 2004. A student from SMSU was selected for this honor and currently holds the position.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

The Audiology and Speech-Language Pathology programs in the CSD Department adhere to the academic and clinical standards for the Certificates of Clinical Competence in Audiology and Speech-Language Pathology (CCC-A, CCC-SLP). These standards have been developed and approved by ASHA to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible. The program preparing teachers for children who are deaf and hard-of-hearing adheres to the standards of the Council on the Education of the Deaf (CED) and the Council for Exceptional Children (CEC). Examples of specific student learning outcomes follow:

ASHA Standard III-G: The student must demonstrate knowledge of contemporary professional issues. At the conclusion of CSD 640 (Dysphagia), students will be able to demonstrate knowledge of issues that affect speech-language pathology as a profession, particularly the importance of practice policies, guidelines, reimbursement procedures, and local, state, and federal legislation that relate to the management of persons with dysphagia, including work with speech-language pathology assistants. Knowledge of these professional issues will be measured through quizzes, class discussions, and appropriate references in a service learning reflection paper.

ASHA Standard IV-D: Evaluation. The student must be competent in the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems. At the conclusion of CSD 842 (Vestibular Assessment and Rehabilitation), students will be able to perform balance system assessment and determine the need for balance rehabilitation. Knowledge of these evaluation procedures will be measured through exams, class discussions, off-campus experiential learning opportunities, and an oral synthesis following case presentations.

CED-CEC DH 3:K2: Evaluation for eligibility placement and program planning. Components of an adequate evaluation for eligibility placement and program planning (e.g., interpreters, special tests) decisions for students who are deaf or hard-of-hearing include an understanding of the characteristics and effects of the cultural and environmental milieu of the child and the family (including cultural and linguistic diversity). Components also include concepts of eligibility, placement and program planning based upon individualized evaluation leading to IEP development. Knowledge of these evaluation procedures will be measured through a midterm examination, class discussions, off-campus experiential learning opportunities, and case presentations.

During the course of their program of study, students document the attainment of academic and clinical competency in each of the required ASHA standards through the completion of an individual KASA profile (Knowledge and Skills Assessment). Each student's KASA profile will be kept in his/her portfolio. This has been established for speech-language pathology students and Doctorate of Audiology students. Students in the EDHH program document their knowledge and skills of the CED-CEC standards through the completion of coursework and practicum.

Courses within the department are designed based upon the academic and clinical standards developed by ASHA, CED-CEC, and the Performance and Quality Indicators of the Missouri Department of Elementary and Secondary Education (MO-DESE). These standards are integral to the thorough academic and clinical practicum preparation of students in Audiology, Speech-Language Pathology, and Education of the Deaf and Hard-of-Hearing.

The students' clinical performance is evaluated by formative assessment throughout the clinical experience. Therapy and diagnostic sessions are assessed via the Session Supervision Form, with comments and instructions from the supervisor. The student receives mid-term and end-of-semester evaluations graded according to the level of experience of the student. The SLP student is assigned an academic and a clinical advisor. This advising team meets with other faculty to review the student's progression of skills, and meets at least once each semester with the student to discuss the knowledge and skills achieved by the student and competencies yet to be met. The student maintains a portfolio reflecting knowledge, experience, and skills acquired through didactic and clinical courses. The completion of clinic practicum and externship placements, and the portfolio serve as a summative assessment of clinical skills. This summative assessment is reviewed with the student during the final academic/clinical advisor/student meeting.

The audiology students' clinical performance is also evaluated by formative assessment throughout the clinical experience. Therapy and diagnostic sessions are assessed via the Grading Form according to the level of experience of the student, with comments and instructions from the clinical supervisor. Audiology students must demonstrate didactic and clinical skills and have these skills signed off by supervisors and/or professors. Audiology students must pass an annual didactic and clinical comprehensive evaluation following the first, second, and third year of the AuD program. Each student maintains a portfolio reflecting knowledge, experience, and skills through didactic and clinical courses. The completion of clinic practicum, externship placements, residency and portfolio serve as a summative assessment of clinical skills. This summative assessment is reviewed with the student during the final academic/clinical advisor/student meeting.

The EDHH students are evaluated in clinical practicum settings by model and cooperating teachers. In addition, university supervisors provide feedback on an on-going, formative basis with a summative evaluation at the conclusion of each clinical practicum experience.

All CSD students are required to keep and maintain individual portfolios containing information documenting performance-based criteria. The portfolio should include clinical assessment and treatment evaluations, which are used in determining competencies and course work artifacts. All reports are accompanied by evaluations written by the supervisor. Also included in the portfolio are assignments (i.e., papers, projects) which reflect each student's theoretical and practical knowledge base. In addition to the portfolio, students are required to complete a research-based thesis or project on a particular subject selected by the faculty advisor and the student. It is each student's responsibility to keep and maintain the portfolio. Copies of theses and projects are maintained

by the department office.

All speech-language pathology and EDHH students, except for students who have completed theses, are given and must pass a written departmental comprehensive examination during their final semester of course work. This examination is given on an annual basis. If unsatisfactory scores are obtained, the student is re-examined the following semester during either an oral comprehensive examination or an alternate written examination. At that time, the student's performance will be evaluated by a CSD faculty committee. If scores are still unsatisfactory, additional formal course work will be recommended. The student may then be re-examined. If scores remain unsatisfactory, the student may be dismissed from the program.

All audiology students are given yearly comprehensive examinations beginning in the summer semester of their first year. The examinations include the course work during the past three (fall, spring, summer) semesters. Students may have an exemption from areas in which they have earned an "A" grade. However, all students, regardless of grade, are required to take a section of the comprehensive exam which is selected by the Audiology faculty. This serves as a reliability measure or "cross check" between grades obtained and performance scores for the comprehensive examination. If unsatisfactory scores are obtained, the student is re-examined the following semester during an oral comprehensive examination. At that time the student's performance will be evaluated by a CSD faculty committee. If scores are still unsatisfactory, additional formal course work will be recommended. The student may then be re-examined. If scores remain unsatisfactory, the student may be dismissed from the program.

All students in the program for the education of the deaf and hard of hearing take comprehensive examinations during their final semester. If a student is unsuccessful, the student takes a second exam the following semester. Course work is recommended for students who are DHH students who are not successful. A student may be dismissed if he/she is unable to successfully pass the comprehensive examination. It is also recommended that all CSD students take a Praxis examination in either the area of speech-language pathology, audiology, or education. These scores are recorded and maintained in the department office.

Following each offsite clinical experience, externship supervisors complete a survey rating aspects of the program's effectiveness in preparing the students for that particular site. The results of the surveys are compiled, presented to the faculty each semester, and used in the consideration of changes in course content, practical experiences, and sequencing of courses. In addition, the department regularly surveys graduates and their employers 1, 3, and 5 years out of the CSD program. When difficulties arise within the program, students are surveyed for input as to how positive changes can be effected. Also, the department has curriculum and assessment committees. Members meet regularly to assess the appropriateness of course sequencing and content within each of the three programmatic areas of CSD. Course evaluations consider issues such as the following:

- The usefulness of the assessments in accurately reflecting student knowledge and skills. For example, do portfolios provide an accurate view of excellent students as being excellent and average students as being average?
- The usefulness of assessments in accurately reflecting content covered in different courses. For example, do comprehensive examinations assess all content areas (written comprehensive examinations) and skill areas (practical examinations) in sufficient depth?
- The usefulness of the assessments in meeting the standards and guidelines proposed by accrediting agencies. For example, do all assessments comply with ASHA standards and guidelines? Are all content areas stated in the KASA form evaluated?
- The usefulness of assessments in providing feedback to faculty about modifications that may be necessary in the courses they teach? For example, clinical practicum assessments at clinical externship sites may reflect a lack of basic knowledge and skills in some areas for some students, which may indicate the need for modifications in some courses.
- The usefulness of assessments in providing feedback to students about the sufficiency and accuracy of their knowledge and any areas that may need improvement.

Data from different assessments are correlated to determine if the same outcomes are seen. For example if a student obtained an "A" grade in Educational Audiology, is his/her performance similar on the 'Educational Audiology' segment of the annual comprehensive examination? If a student receives an "A" for the course and a "D" on the comprehensive segment, both the course grading procedures and the comprehensive assessment procedures are carefully re-examined to see which procedure was not valid or why the discrepancy occurred.

Another example of evaluating data across different assessments is examining the GPA and correlating it with the performance on the Praxis Audiology examinations. If a student receives a GPA of 3.00 or above on courses related to rehabilitative audiology, but scores poorly (percentile ranks of 30 or below) on the rehabilitation section of the Audiology certification examination, the grading criteria within rehabilitative courses are re-assessed.

The assessment committee makes recommendations for any changes as necessary. The changes are considered during the department committee meetings and feedback is obtained from all faculty. Feedback is also obtained from graduate students. Appropriate changes in the assessment process are then implemented.

What department activities are undertaken for development and improvement? (Criterion 3)

In concert with the mission of the University, the CSD Department plans and prepares for the future by contributing to the University's strategic five year plan. Integral to this, the department annually documents its accomplishments and uses these to regularly update programmatic goals. In addition, CSD is required to maintain national standards as specified by ASHA and CED, and adhere to outcomes specified by the Missouri Department of Elementary and Secondary Education (DESE). This ensures that the programs remain accredited or approved by these national and state organizations. These activities help the Department to re-evaluate programs and make any needed adjustments in planning for the future.

Several activities within the CSD Department encourage interdepartmental collaboration. This collaboration is evident in the Department's consistent applications for both internal and external grants. For example, the internal grant, "Strengthening Learning through Interdisciplinary Collaboration" is an on-going project between students and faculty in the CSD and Theatre and Dance departments. Interdepartmental collaboration is evident in the make-up of student thesis committees. For example, Dr. Kandiah Manivannan in the Physics Department served on the thesis committee for one of the CSD students. The college has recently developed a Center for Multidisciplinary Health Education, Research, and Services. CSD faculty are active members of the center. The mission of this center is to provide students, faculty, and other health professionals with high quality educational, research, and service experiences in health care and human services through the integration of health and human services disciplines.

Policies and procedures within CSD are used to improve student learning. The overarching policy is that all students must demonstrate knowledge and competencies that meet the performance indicators and standards established by their respective state and national organizations. These procedures are addressed above in Criteria 3 and 4 regarding Program Assessment.

The CSD Department Head encourages and supports innovative and effective teaching and the creation of effective learning environments by (1) making faculty aware of available grant opportunities specific to innovative pedagogical approaches, (2) encouraging faculty to apply for teaching fellowships through the Academic Development Center (ADC), (3) supporting faculty in their efforts to facilitate learning outside of the classroom, (4) coordinating faculty participation in Service Learning, and (5) actively seeking funds to support technological advances in the classroom.

External program accreditation and state approval are achieved through the Department's compliance with established national standards. The mission of programs in CSD relates directly to the mission of SMSU in the education and clinical practicum preparation of professionals to serve persons with impairments or difficulties in hearing, language, and speech that affect normal communication. As integral components of CSD, the Audiology and Speech-Language Pathology programs accomplish this mission by adhering to the academic and clinical standards for the Certificates of Clinical Competence in Audiology and Speech-Language Pathology that have been developed by ASHA. The Education of the Deaf and Hard-of-Hearing program accomplishes this mission by adhering to the standards of the Council on the Education of the Deaf (CED). Adherence to the standards ensures program accreditation and approval and facilitates effective teaching and students' acquisition of competency-based outcomes.

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Report from Department of Counseling

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- The mission of developing educated persons is visible in all major university documents and other communications, including strategic plans, budget planning, and webpages available to the campus and the public at large.
- Presidential addresses to faculty and staff at beginning of each semester are delivered in the context of the mission to "develop educated persons."
- The Strategic Plans, published every five years, of the university are always written in reference to the mission.
- The majority of SMS's resources are clearly dedicated and expended in the area of academic affairs, to fund operations aimed at the education of its students. Other funded operations (e.g., student affairs, administrative services, financial services), are viewed as providing the supportive environment needed for the accomplishment of academic goals and objectives.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- In general, it appears that initiatives, programs and projects that are included in long range plans are those that are funded to the degree resources are available. Some programs that were proposed in long-range strategic plan have been funded, others have not; reportedly due to cuts in university funding from the state.
- Departmental operational budgets have been flat for several years, so it is not apparent that these are connected to long-range planning.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- The periodic SMS Strategic Plans do incorporate language that describes the importance of diversity, global issues, and technology as contextual factors that are relevant to student learning. The university's programming and initiatives have been strongest in regard to global presence and technology, as evidenced by international student recruitment, campuses in China, exchange programs, and the development of SMSU Online courses and programs. The development of programs and initiatives related to diversity, however, have received relatively less attention, resources and been less successful, despite written claims of its importance.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- When the strategic plans are to be updated, or new ones written, committees of faculty and administrators are convened to do so, and as drafts are written, they are published on the web for constituent review and feedback.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- Built into each section of the SMS strategic plans are mechanisms and processes for review and revision of any of its goals and objectives. In addition, there are many measurable outcomes that can be used to evaluate success or failure of programs and initiatives that in turn can be used as the basis to modify goals and objectives.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- The ethical and professional mission of the Department of Counseling is to help persons become competent counselors through the art and science of helping relationships. These persons become reflective counseling practitioners, who are effective in helping others in school, agency and community settings; this is a discipline specific version of "developing educated persons."
- With regard to the University's expression of mission through its major themes, we are heavily engaged in three of the themes: Professional Education (through preparation of Professional School Counselors), Health (Counselors are mental health professionals), and Public Affairs (through our emphasis on services to the community, and those provided at our Center City Counseling Practicum Clinic).

How do the activities of your department support the University's mission?

- Focus on developing educated (competent) school and agency counselors.
- Field experiences in the public schools, internships in community agencies across Southwest Missouri, as well as outlying parts of the state.
- Focus of the program on reflective practice.
- The Center City Counseling Practicum Clinic provide low or no-cost counseling services to hundreds of community children, adults and families who would otherwise be unable to receive mental health services. At the same time, this learning environment provides our students with real client care opportunities, under close, direct supervision by licensed faculty.
- Faculty are involved in grant projects with community partners that address significant social, educational and health issues in our community.
- Faculty are engaged in statewide, regional and national professional organizations, boards and committees.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- T&P guidelines are written within the context of the stated expectation that successful faculty in Counseling are productive members of the department, the college and the university communities, in all three academic areas: Teaching, Scholarship and Service.
- T&P guidelines require faculty to develop and then annually evaluate and revise their own professional development plans (PDP's), working with the Head to do so.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- Each faculty member declares their priority for performance areas, among Teaching, Scholarship, University Service and Professional Service, for evaluation of their work (Teaching must be ranked first or second);
- Department Head reviews performance data turned in by each faculty member, evaluates those data, and using specific rubrics, provides rating (from Poor through Excellent) in each performance area.
- Department P&T Committee reviews performance data and provides ratings in each performance area, using specific rubrics
- For tenure evaluation, faculty also prepare a professional portfolio documenting their performance and achievements in teaching, scholarship, university and professional service.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- Department recommends faculty for College and University awards in Teaching, Research and Service
- Provide faculty with funding for professional travel to conferences and workshops
- Provide graduate assistant time/effort to help with scholarship activities

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Graduate Assistantships awarded to exceptional students, providing tuition waivers and stipends.

- Inmon Scholarship provides tuition and books for one student for two years

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- Every COU syllabus includes specific learning objectives that are measurable.
- Every COU syllabus includes cross-reference to DESE and/or CACREP curriculum standards.
- COU majors complete a Professional Portfolio that is standards based, they directly connect their portfolio artifacts to performance standards from DESE and/or CACREP.
- COU assessment plan is reviewed and updated periodically.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- End of semester student evaluation of teaching and courses
- Faculty review results of national standardized comprehensive examination, to identify subtest areas in which SMS student scores are lower, then review courses related to those areas for revision to strengthen them.

How are the results of your assessment activities used by department faculty for program improvement?

- National Comprehensive Exam results are reviewed to determine where our students are performing well, and where their performance could be improved; then the relevant courses are reviewed and revised as needed.
- Graduate follow-up data are used to identify courses that are/are not valuable in the post-graduate work world of our graduates
- Graduate follow-up data are used to identify faculty strengths and weakness in instruction
- Employer feedback data are used to evaluate courses for relevance to the world of work for counselors.

What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- Annual faculty retreats, at which we review departmental strategic plan, update as needed.
- Twice monthly faculty meetings

What activities of your department encourage collaborative efforts with other departments at the University?

- Participation in College governance processes
- Beginning planning of interdepartmental Center that will focus on services to families.
- Development of Ed.S. degree in School Psychology proposal to be jointly offered by Counseling and Psychology departments.

What policies and procedures are used by your department to improve student learning?

- Selective admissions criteria, admit about 75% of those applying.
- Require all students to pass nationally standardized Counselor Preparation Comprehensive Examination; SMS averages have exceeded national averages for past 4 years
- All school counseling majors must pass PRAXIS II for School Counseling and Guidance to obtain Missouri School Counselor Certification.
- All majors required to prepare reflective self-assessment to apply to take Practicum, reviewed by all faculty for approval.
- All majors assemble and complete electronic Professional Portfolio

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- Annual faculty retreats
- Department Head encourages and supports faculty applications for Funding For Results grants.
- Arranged for two faculty to team teach practicum course summer 2004
- Faculty guest lecture in each others' classes
- Use Small Group Instructional Development (SGID) process to solicit student feedback on teaching, and to facilitate teaching improvement

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- M.S. in School Counseling accredited by NCATE and DESE.
- M.S. in Community Agency Counseling meets CACREP accreditation curriculum standards.
- Departmental Strategic Plan Goal to apply for CACREP accreditation.

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Report from Department of Defense & Strategic Studies

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

- Perceive a major mission to be education of students broadly in public affairs and public policy at both the undergraduate and the graduate level.
- University leadership place strong verbal emphasis on the public affairs mission at all opportunities and insist upon campus wide attention and activity.
- Current departmental evidence of the strength and genuineness of implementation of this mission is approval and support for moving this graduate degree program (M.S. in Defense and Strategic Studies) to the Washington, DC, area by AY 2005. This will expand and enhance the CHPA and University involvement in matters of national and international public affairs and policy, including educating a large number of graduate students.

How do your department's mission, activities, and reward system align with the University's mission?

- [The Department of Defense and Strategic Studies](#) is inherently an educational program in public affairs and policy. Its mission is to provide graduate education and preparation for students who wish to work in Government, Industry, or Academia on national and international security affairs, national defense and foreign policy, and arms control.
- The activities of the Department faculty, and students are focused on the foregoing public affairs education mission and on such public policy research, analysis, and implementation. These activities include publication, consulting, participation on national security advisory committees, government internships for students.
- Evaluation and recognition of faculty performance are based on their teaching, research, and service in the areas summarized above and their overall contribution to the Department's mission and its strength.
- Students, through performance, may earn rewards in fellowships, graduate assistantships, paid internships, job placement, and sustained career support. The Department is strong in all of these areas, and also provides a very large professional network of supportive graduates (both from Southwest Missouri State University and from twenty years at the University of Southern California).

What department activities are undertaken to collect and use program assessment information?

- Students are kept fully aware of program goals and academic standards and requirements, as well as performance expectations and evaluations. This is done not only in courses and departmental activities but through individual mentoring. Faculty review students continuously. Seminar papers, demanding Theses, reports on internship performance, participation in the classroom all go into assessment.
- The curriculum is reviewed at least annually by the faculty, with student input, and courses are kept relevant to student learning and current affairs by changes in the curriculum. Four new seminars are being introduced this year.
- What department activities are undertaken for development and improvement?
- Planning and preparation for the future are ongoing activities by the Department Head and faculty with substantial help from the CHPA Dean's office and other elements of the University, and inputs from program graduates.
- An outstanding example of cooperative planning is in progress and has been going on through the past year. It has centered on relocating this Department and its graduate program physically to the Washington, D.C. area for the significant learning benefits there, and expanding the program to include evening courses for part-time students. (The Department will remain academically and administratively in the College of Humanities and Public Affairs.) Also involved has been planning a transition from the long-time Department Head to a newly hired Department Head as of 1 July 2005. All of this represents carefully planned progress.

- Help in this planning has come from U.S. government officials, defense industry leaders, foundations, and program graduates, all interested in this move. But the real planning and work for this change, which involves dealing with many complications, has been a cooperative process involving the University administration, the CHPA Dean, and the Department.
- This development itself manifestly demonstrates the overall SMSU dedication to fulfilling its public affairs mission and strengthening its public affairs activities.
- The Department and its faculty have close relationships with all prospective employers of its graduates and with faculty and related programs at other universities, and at institutes, foundation, corporations, and centers, in the United States and abroad. Department Adjunct Faculty represent many of these institutions as well as national government agencies.
- To promote development and improvement, the Department has had success in acquiring externally funded grants from foundations and corporations, almost all of which benefit the students (fellowships, assistantship, internships, learning benefits) and academically enhance the Department (adjunct faculty, rich Distinguished Guest Speaker program in public affairs). Additional external funding has recently been pledged in support of the program in Washington, DC (north Virginia suburb).

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Report from Department of Educational Administration

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is the implementation of the University's mission evident in University operations?

- The perception is that the university planning, budgeting and operational activities do reflect the mission. The impact on our department is that we have developed a document that is included in the "College of Education: A Long-Range Vision and Six-Year Plan (2001 – 2006)". In effect the [Educational Administration department](#) thus has developed themes, goals, objectives strategies and activities which link to the Professional Education university theme. We have also developed a mission statement and philosophy which is consistent with the University mission. Budgeting has been in general flat during the past several years which is generally consistent across the university due to budget restraints.

To what extent does the long-range planning process at SMSU link with budgeting processes and the University, college, and department levels?

- The long-range planning process has supports educational programs including the continued implementation of cooperative doctorate program with the University of Missouri. This program continues to grow and strengthen over the years. New faculty have been hired during the past five years upon others leaving the department due to retirement or promotions to other institutions of higher learning.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global and technological world in which SMSU and its students exist?

- The University long-range plan and our department long-range plan note the continued awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world by stating specific sub-themes on these topics and/or goals, objectives and activities along with evaluations on these from 2001-2006.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents.

- The Educational Administration Department notes in the department's long-range plan the need for communication within and outside of the department along with establishment of partnerships with external constituents.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environment changes?

- On an annual basis the university and this department conduct a review of goals for the past year linked to the university and within the department. From this review the department and university can re-prioritize goals as necessary due to various variables affecting the university or department including environmental changes.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- Our mission statement links to the university mission statement along with the College of Education with particular emphasis on the theme of Professional Education to train administrators to help all children learn and succeed in school

and to become productive, caring citizens and activity community participants.

How the activities of your department support the University's mission?

- There are approximately 72 activities over six years in the long-range document of the department that link to the University's mission.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- The tenure and promotion guidelines of the department are reviewed and updated annually with specific links to the University's mission and encouragement for professional currency. The document notes the professional competencies expected of each faculty member in the department developed in levels of proficiency.

Briefly summarize the procedures your department used to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions.

- All processes follow the schedule and adhere to the deadlines published in the Academic Work Calendar prepared by Academic Affairs and distributed at the beginning of the academic year. The mission of the Department of Educational Administration is to be recognized as the premier institution in the state of Missouri for the education and training of educational leaders. The goals of the department are designed to develop excellence in leadership education, in students, and in the schools of our nation. In light of this mission, all faculty activities that advance those goals form the basis for promotion, tenure, and appointment decisions. Promotion tenure and appointment policies of the Department of Educational Administration are designed to be consistent with the SAEU Faculty Handbook; and other University policies. The Tenure Committee of the Department of Educational Administration shall consist of all tenured faculty of the Department. The Promotions Committee shall consist of the Tenure Committee reduced by those faculty members of rank below that for which the candidate is applying. . The candidates application will be presented to the chair of the Committee, who will undertake security of the application. The Committee will make the original recommendation in all cases involving promotion, tenure, or appointment. If there is a split vote among the tenured faculty, the minority may file a report, signed by each member of the minority, which will be forwarded with the majority recommendation. When a faculty member submits application for promotion or tenure, the evaluation of that application shall not preclude the regular yearly review. Such evaluation will be based upon the departmental statement of expectations provided to the faculty member upon employment and upon the regular yearly reviews, as well as the documentation presented by the candidate. Faculty applying for tenure will be evaluated according to their performance in accumulated assignments since employment at SMSU. Faculty applying for promotion will be evaluated according to performance in present rank. The Committee will give to the candidate a copy of its recommendation and the written rationale therefore. At each subsequent stage of evaluation, beginning with that by the Department Head, a copy of the recommendation and a probative rationale therefore will be furnished to the candidate and to the Committee for its information and records. Confidentiality of information must be maintained through out the entire process. Committee members assume personal responsibility to ensure that confidentiality is not violated. There is a criteria for teaching, research, and service with expected performance, above expected performance and excellent performance noted. This is developed in a Faculty Evaluation Rubric. The Department of Educational Administration at SMSU is committed to the preparation of high quality leaders for our nation's schools. The commitment is exemplified through the high expectations that the department has for its faculty members in regard to their activity in the areas of Teaching, Scholarship and Service. The development of all these processes is predicated upon meeting the instructional needs of our students, the professional integrity of the university community as well as the national standards which guide leadership preparation programming.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission.

- The department is encouraged to look outside the boundaries of the campus for expanded programs such as to China, which is currently being studied with faculty being rewarded by teaching in that country. Non-tenure faculty have

additional funds available to them for presentations at national conferences. Faculty are also nominated for awards at the college or university level in research, service, and teaching.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Students are encouraged to write and publish articles plus give presentations at state, regional and national conferences. Students are furthermore encouraged in their research to make their school district or schools in Missouri and area states better through the results of that research.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible.

- The department established a testing program in each course along with other assessments in each class along with exit exam and encouragement for students to take the national exam for principals or superintendents. During the past several years 100% of those students taking the national exam have passed the exam. Each course syllabus is specific to student learning and expectations.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- These courses are reviewed by the faculty annually and updated to reflect a focus on national and state standards with results from tests and other assessments also taken into consideration. The department values and supports effective teaching and creates effective learning environments using updated technology and tasks such as simulations and problem-solving activities along with formal internships in school districts to focus on student learning.

How are the results of your assessment activities used by department faculty for program improvement?

- Throughout the school semester faculty use portfolios, teacher made tests, internship reflective statements and portfolios along with exit and alumni surveys to continue the quest for program improvement.

What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- This is systematic and continuous with departmental meetings, coffee breaks, faculty committees, results of student tests, alumni surveys, etc. They also consider research in the field of school administration and practices and procedures used effectively in schools to improve student performance.

What activities of your department encourage collaborative efforts with other departments at the University.

- The College of Education works closely with the Professional Educational Unit and over 200 faculty in the development of teachers, administrators who will be successful in the field of education. Activities include also opportunities for graduate assistants and graduate students to demonstrate research they have completed to other departments in an Interdisciplinary Forum.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- The Educational Administration through the promotion and tenure policies and procedures encourage this along with discussions, committee efforts, visits to other universities, attendance and presentations at national, regional and state conferences plus updating of research into their courses, etc.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- The Department of Educational Administration represents a small percentage of departments in the field of educational administration which has met the national standards of the Educational Leadership Constituent Council for the training of school administrators along with the state accreditation. Annually the faculty in the department reviews these national standards and standards of other educational organizations related to principal and superintendents training and effectiveness.

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Report from Department of Geography, Geology & Planning

I. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

"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."

- The faculty of the [Department of Geography, Geology, and Planning](#) interpret the University's mission "to develop educated persons" to be a multi-faceted endeavor involving all aspects of teaching, research, and service. We strongly feel that everything we do in our role as faculty members contributes to this mission.
- The Department of Geography, Geology, and Planning offers a wide array of academic programs and courses, all of which are designed to develop educated persons within the broad context of the University's statewide mission in public affairs.
- GGP faculty were actively involved in developing the University's current six-year plan *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan*, especially with regard to the addition of the theme of Science and the Environment.

II. How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

Departmental mission, programs, and activities support the University's theme of Science and the Environment.

Examples:

- The Department of Geography, Geology, and Planning offers an undergraduate major and an undergraduate minor in geology, one of the fundamental sciences.
- The Department offers undergraduate majors in three critical areas dealing with the interaction of society and the physical environment: geography, cartographic sciences, and planning.
- The Department offers undergraduate minors in five critical areas dealing with the interaction of society and the physical environment: geography, cartographic sciences, community and regional planning, global studies, and tourism and travel.
- The Department offers a Master of Science in Geospatial Science in Geography and Geology. This program was designed to give graduate students the skills necessary to apply the principles and techniques of geospatial science to environmentally oriented problems in either physical geography or geology.
- Many graduates of our programs are employed by government agencies (Missouri Dept. of Natural Resources, Geological Survey and Resource Assessment Division, U.S. Geological Survey, U.S. Army Corps of Engineers, U.S. Environmental Protection Agency) in the areas of management and conservation of natural resources and environmental protection.
- Many graduates of our programs are employed by private environmental consulting firms in the areas of environmental protection and remediation of environmental problems.
- Geology faculty (Evans, Gutierrez, Mantei, Mickus, Miller, Plymate, Rovey) teach fundamental principles of the science of geology, advise undergraduate geology majors, mentor graduate students in the Master of Science in Geospatial Science and Master of Natural and Applied Science programs, and conduct basic and applied research in fundamental areas of the geological sciences such as geochemistry, geohydrology, geophysics, mineralogy, paleontology, petrology, stratigraphy, and structural geology.
- Geography and planning faculty (Black, Cammack, D. Corcoran, W. Corcoran, Daoust, Ioannides, Jutla, May, Meyer, Moskal, Pavlowsky, Rollinson, Self, Zhang) teach fundamental principles of physical and human geography and planning, advise undergraduate geography, cartographic science, and planning majors, mentor graduate students in the Master of Science in Geospatial Science and Master of Natural and Applied Science programs, and conduct basic and

applied research in fundamental areas involving the interaction of society and the physical environment such as cartography, geomorphology, land use planning, meteorology and climatology, remote sensing, tourism planning, urban planning, and watershed management.

- Over the past five years, departmental faculty have brought in over \$1 million in external research funding in areas of environmental science.
- Departmental faculty provide outreach education to the general public concerning the local geologic environment through answers to direct inquiries and via the departmental web page (<http://geosciences.missouristate.edu>).
- Departmental faculty participate in special events for elementary, middle, and high school students (Science Olympiad, Expanding Your Horizons, Ozarks Regional Science and Engineering Fair, Missouri Junior Academy of Science, numerous local science fairs).
- Departmental faculty make numerous presentations to elementary, middle, and high school classes on various geological and/or environmental topics.
- Departmental faculty have served in leadership positions in state, regional, and national professional organization such as the Association of Missouri Geologists (www.missourigeologists.org), the Geological Society of America, the American Planning Association.
- Departmental faculty serve as reviewers for numerous scientific journals and funding agencies.
- Geology and geography faculty serve as professional consultants to local engineering firms and governmental agencies involved in protection of water resources in the fragile Karst environment of the Ozarks.
- Planning faculty and their students, through the Center for Resource Planning and Management, provide environmental planning services to communities throughout the region.
- Departmental faculty serve on local and regional environmental advisory boards and regulatory bodies.

Departmental mission, programs, and activities support the University's theme of Professional Education. Examples:

- The Department of Geography, Geology, and Planning offers an undergraduate major in earth science education (certifiable grades 9-12).
- The Department provides course work to support an earth science area of emphasis in the Master of Science in Secondary Education.
- Many graduates of our programs are employed as teachers in the public schools across Missouri.
- Earth science education faculty (Black, Daoust, Evans, Gutierrez, Zhang) teach pedagogical skills, advise undergraduate earth science education majors, mentor earth science education graduate students, and conduct research in the area of earth science education.
- Graduate students in the Master of Science in Geospatial Science and Master of Natural and Applied Science programs are trained as educators via graduate teaching assistantships in GLG 110 (Principles of Geology) and GRY 142 (Introductory Physical Geography).
- In-service earth science teachers and their students are exposed to current areas of active earth science research through special workshops and field trips conducted by departmental faculty (Missouri Geographic Alliance, National Council for Geographic Education, National Science Teachers Association, Jason Academy, Project WET, Project WILD, Project Learning Tree, Weaubleau-Osceola meteorite impact structure).
- Departmental faculty provide resources for in-service earth science educators through numerous presentations to K-12 schools, through mentoring K-12 science fellows, and through departmental, programmatic, and faculty web pages (<http://geosciences.missouristate.edu>).

Departmental mission, programs, and activities support the University's theme of Business and Economic Development. Examples:

- Planning faculty (Ioannides, Jutla, May, Rollinson) teach, advise students, and conduct basic and applied research in

the areas of community and regional planning, tourism planning, and urban planning.

- Departmental faculty provide professional expertise to the local business community concerning environmentally benign development practices.

Departmental mission, programs, and activities support the University's themes of Health. Examples:

- Geology and physical geography faculty (Gutierrez, Mantei, Pavlovsky, Rovey) teach, advise students, and conduct basic and applied research in the areas of water resources management and environmental preservation.
- Geography faculty (D. Corcoran) teach a course in Medical Geography that explores the interaction of cultural/physical environments and patterns of human health and disease, both locally and globally.

Departmental guidelines for reappointment, tenure, and promotion and other departmental incentives and opportunities reinforce the University's mission by encouraging faculty to maintain professional currency and remain productive throughout their careers. Examples:

- Teaching, research, and service are each recognized as necessary and valuable contributions to the Department's mission, and departmental faculty are recognized and rewarded for excellence in each of these three areas.
- The department recognizes that teaching effectiveness can be documented and assessed through a large variety of indicators, including but not limited to end-of-semester feedback from students.
- The department recognizes that research productivity can be manifest through individual scholarly output, through collaborative scholarly efforts involving colleagues at SMSU and/or other institutions, through mentoring research projects for either graduate or undergraduate students, and through obtaining resources to support student research projects.
- Available departmental research space is allocated among those faculty actively engaged in research.
- A significant fraction of the Department's equipment budget is spent on research equipment.
- Department travel funds (inadequate though they are) are allocated among those faculty presenting research results at professional conferences and workshops.
- A strong, research-based graduate program expands the opportunities for faculty research.
- Membership and active participation in national professional organizations (Geological Society of America, American Geophysical Union, American Association of Geographers, American Planning Association) helps keep departmental faculty current in their disciplines.
- The Department periodically hosts regional professional meetings (50th annual meeting of the Association of Missouri Geologists in September, 2003; SEPM Field Conference on the Stratigraphic Record of Large Meteorite Impacts in May 2005).

The Department supports the University's mission of developing educated persons by encouraging and rewarding student achievement. Examples:

- The Department of Geography, Geology, and Planning provides two scholarships each year for undergraduate geology majors: the D. Kent Smith Scholarship (\$650) and the Vincent Kurtz Scholarship (\$500).
- Through the recently established Fagerlin-Johnson-Moeglin Field Studies Scholarship, the department provides two \$250 scholarships each year, one to support a geology major attending a Field Geology course and one to support a geography major attending a Field Geography course.
- Each year, nine graduate students in the Master of Science in Geospatial Science program are supported via departmental graduate assistantships of \$6,750 each. From 2 to 8 additional graduate assistants are supported annually through external research grants.
- Faculty grants and departmental funds support graduate students who give off-campus presentations of their research results.

- Three times, an SMSU geology major has been honored by the Association of Missouri Geologists with the O. R. Grawe Award for outstanding undergraduate geology major in the state of Missouri.
- Each of the past five years, departmental graduate students have won between two and four awards for their presentations at the SMSU Interdisciplinary Forum.
- Over the past five years, department graduate students have won five awards for presentations or research proposals at professional meetings at the regional or national level.
- Numerous departmental undergraduate students have won awards for their research presentations in the Collegiate Division of the Missouri Academy of Science.

III. What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

Assessment of teaching effectiveness

- Students in all courses taught in the Department of Geography, Geology, and Planning are provided an opportunity to assess the teaching effectiveness at the end of each course. The assessment instrument provides an opportunity for students to offer both objective responses (ratings) to specific questions concerning teaching effectiveness and written comments. After the end of the course, the instructor receives a numerical summary of the objective responses as well as copies of all written comments. Instructors are encouraged to carefully consider the feedback received from students in each course in any future modifications to the course content, organization, or style of delivery. The Department Head discusses the feedback from students in his/her annual meeting with each faculty member.
- Laboratory coordinators closely supervise and periodically observe graduate students teaching laboratory sections (GLG 110, GRY 142). At the end of each semester, the laboratory coordinator reviews the student evaluations for each graduate TA and makes recommendations for improvement of teaching effectiveness.

Assessment of General Education Courses

- Each General Education course offered by the Department of Geography, Geology, and Planning (GLG 110, 171, 358; GRY 100, 108, 135, 142) is continuously assessed by a committee of GGP faculty in preparation for the triennial review by the Committee for General Education and Intercollegiate Programs (CGEIP). The assessment committee for each of these general education courses monitors the assessment results from semester to semester to determine whether changes need to be made to facilitate the most effective student learning.

Assessment of Academic Programs

- Each academic program offered by the Department of Geography, Geology, and Planning is overseen by a curriculum committee of GGP faculty. Any changes to the curriculum of a GGP academic program originate with the appropriate curriculum committee and are approved by the departmental faculty as a whole before being forwarded for approval to the CNAS College Council and any other appropriate body of the faculty governance system.
- The students graduating from each of our undergraduate programs are assessed using a standardized assessment instrument appropriate for their discipline. (For our B.S. program in geology, we use the nationally normed Area Concentration Achievement Test in Geology.) The curriculum committee for each program monitors the results of the program assessment on a semester-by-semester basis and proposes changes to the program curriculum and/or structure as deemed appropriate to facilitate the most effective student learning.
- Our B.S.Ed. program in Secondary Education/Earth Science Education was recently reviewed and approved by the Missouri Department of Elementary and Secondary Education (DESE) and the National Council for the Accreditation of Teacher Education (NACTE).
- Our Master of Science program in Geospatial Science is continuously monitored and assessed by our Graduate Studies Committee using the following criteria:
 - Number and quality of internal/external applicants to the program

Number of students in each of the sub-disciplines (to assess breadth of program)

- Number and quality of theses defended
 - Number and quality of peer-reviewed student publications
 - Number and quality of student presentations at professional conferences
 - Number of internal and external awards received by graduate students
- The Department of Geography, Geology, and Planning periodically surveys the alumni of each of our academic programs to determine whether changes are needed in our curriculum to accommodate the changing needs of our clientele.

What department activities are undertaken for development and improvement? (Criterion 3)

- Formal discussions among the entire GGP faculty at departmental retreats, coupled with formal surveys and numerous informal discussions involving alumni and prospective employers of our graduates, led to the transformation of our graduate program from a Master of Science in Resource Planning to a Master of Science in Geospatial Science in Geography and Geology. This revised graduate program came on line in Fall, 2004.
- Thanks to a concerted effort of the GGP planning faculty, our undergraduate program in planning received national accreditation from the Planning Accreditation Board of the American Institute of Certified Planners and the Association of Collegiate Schools of Planning. The SMSU planning program is the first and only nationally accredited planning program in the state of Missouri, and one of only six in the United States west of the Mississippi River (<http://www.faculty.missouristate.edu/p/par695f/PABstatement.pdf>). Students of our planning program are eligible for professional accreditation two years after graduation, as opposed to four years for graduates of non-accredited planning programs.
- Discussions between GGP faculty and prospective employers of our graduates led to the development of new undergraduate certificate programs in Geographic Information Sciences and Planning and Development.
- Discussions between GGP faculty and faculty in the Department of Sociology and Anthropology led to the development of a new B.A. minor in geology.
- GGP planning faculty developed a new General Education course in planning: PLN 100 "The City". This is one of only two new courses to be added to the Areas of Inquiry section of the General Education curriculum since that program was overhauled in the mid-1990's.
- GGP faculty have collaborated with faculty from other departments to develop five sections of the General Education capstone course, GEP 397: Public Affairs Issues for the 21st Century:
 - Homelessness
 - Legacy of Prometheus: Exploring the Interface of Science and Culture
 - Science, the Paranormal/Pseudoscience, and Society
 - Sustaining the Earth
 - Water Resources
- GGP faculty serve on graduate committees for students in other SMSU departments (including AGR, BIO, CHM, and PAM) and at other institutions.
- Yearly meetings of all faculty and graduate assistants involved in teaching our General Education course in Principles of Geology (GLG 110) led to the writing of an in-house laboratory coursepack to replace the commercial laboratory manual that had been used previously.
- Several GGP faculty have taken advantage of Faculty Development Workshops to learn PowerPoint and/or FrontPage and have then used these new software tools to enhance the presentation of their courses.

Report from Department of Industrial Management

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- SMSU's mission is to develop educated persons while filling the statewide role as the public affair institution. Implementation of this mission is demonstrated on a daily basis throughout the university community.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- Planning documents and academic program reviews make real recommendations for increasing support for specific academic programs, as well as the elimination of underperforming programs. .

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- The university provides multiple opportunities for faculty development related to student learning (i.e. Academic Development Center) and technology related course delivery (i.e. Educational Technology Center).

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- Five year plans are developed with input at the department level with ample opportunity to include departmental priorities in the plan.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- A review of the last five year plan shows the university was able to take advantage of new opportunities and shelve goals that were not appropriate due to environmental changes.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

The mission of the [Department of Industrial Management](#) is to:

- Prepare technically oriented professionals to provide leadership in construction and production enterprises through nationally accredited undergraduate industrial management/technology programs.
- Prepare advanced practice professionals for technically oriented management positions in industry, business, and public service by providing certificates and graduate education opportunities.
- Members of the faculty contribute to the mission of the department through independent and collaborative involvement in learning, discovery, and engagement. They deliver a broad range of outreach and technology transfer services while conducting research and contributing to economic development.

The above mission is aligned with the universities mission of developing educated persons as well as the economic development theme.

How do the activities of your department support the University's mission?

- All construction management students are required to complete a service learning component with Habitat for Humanity. Construction Management students have led the building of six Habitat for Humanity homes over the last three years. Additionally, construction management students have completed service projects with Boys and Girls Town, Ozarks Food Harvest, Make-a-Wish Foundation, Adopt-a-Street Program, and others. Evidence indicates

students who actively support service programs while in college are more likely to continue service after graduation. The construction management program and its faculty fully support this philosophy which supports the public affairs mission.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- Achievement in service, teaching and research is required by all faculty for promotion. Service activities are required to reflect the public affairs mission.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- A widely published departmental guideline specifically states performance measures required for promotion and tenure. Different levels of achievement are required for tenure and promotion at the assistant, associate, and full professor ranks.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- Faculty research awards are readily available within the college. Reduced loads are possible given active research agendas, most faculty recognize the value of research as it relates to currency and are awarded the reduced loads.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Several courses integrate public affairs related service learning into the classroom. On a department level construction students are very active with service groups such as Habitat for Humanity.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- A central database exists that includes outcomes for every course in the department. These outcomes are placed in standard course syllabi by the department before they are distributed to faculty.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- Course outcomes are developed as a result of accreditation standards, advisory council input, and nationally accepted bodies of knowledge.

How are the results of your assessment activities used by department faculty for program improvement?

- A departmental exit exam includes questions for every course outcome. Results of the exit exam are reviewed by an assessment committee which makes recommendations to faculty regarding student achievement. Continuous monitoring of student achievement on the exit exam helps to ensure program improvement.

What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- In conjunction with the university's five year planning cycle the department prepares a five year plan. Faculty retreats, advisory council meetings, and a comprehensive review of past performance and future predictors are used to formulate the plan. The dynamic strategic plan includes deadlines and performance indicators which are continually monitored.

What activities of your department encourage collaborative efforts with other departments at the University?

- The department participates in an interdisciplinary master's degree in administrative studies. The comprehensive bachelor's degree in industrial management includes four options which are primarily taught in other departments.

What policies and procedures are used by your department to improve student learning?

- The department has identified generic programmatic outcomes; one such outcome is related to oral and written communication skills. The departmental curriculum committee has identified courses in which these outcomes are specifically promoted. Assessment of this outcome and other programmatic outcomes ensure learning is taking place. In instances where assessment shows learning is not taking place corrective measures are taken. Faculty are also active in discipline related professional and service organization. Many faculty hold leadership positions in these organizations.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- Every semester a half day departmental "mini retreat" focuses on best practices in the classroom. All faculty have published on pedagogical related topics during the last five years. The department leads the university in number of online courses taught.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- Department's programs are accredited by NAIT (National Association of Industrial Technology) and Construction Management program is a candidate for ACCE (American Council for Construction Education) accreditation. Both accreditations have been found to demand a level of accountability that reflects excellence in student learning, support of the university mission, and effective teaching.

Last Modified: September 08, 2005

Report from Department of Physical Therapy

I. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

The University's day-to-day activities related to planning, budgeting and operations center around the public affairs mission.

- Approach to goal is through a well-formulated set of organizational priorities.
- Prioritization is seen through annual performance measures and assessment reports.

To what extent does the long-range planning process at SMSU link with budgeting processes at the university, college, and department levels?

- University documents clearly define long-range plan (*Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan*; *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan*) and are available to faculty.
- These documents link the plan to budgeting process at all administration levels.
- The budget planning (and executing) process is the responsibility of the University Budget Office and very little information filters down to the faculty level.
- The library is particularly under-funded.
- All faculty take part in the long-range planning of the [department](#).

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

Planning documents are very clear about issues described in the question.

Budgeting priorities indicate that educational quality is a top priority for the university. *Examples:*

- Establishment of an Academic Development Center to make resources available promoting effective leadership, teaching, and learning.
- Establishment of the Educational Technology Center for enhancement of instructional technology.
- Computer technology is current and widely available (classes, computer labs, faculty offices)
- Blackboard Course Management

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

Planning process is perceived by most faculty to be the responsibility of administration but with input from faculty.

- Faculty can become engaged in providing information related to planning. Administration seeks input from all faculty during the planning process.
- Annual performance measures and annual program outcome measures are used in assessment.
- Faculty are a significant component of most internal and external advisory boards.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

The long-range plan "stays the course" but could allow for more flexibility

- Goals (plans) should be carefully crafted to allow for re-prioritization.
- Budget is perceived as the roadblock to re-prioritization and precludes a response to unanticipated needs.

II. How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

Southwest Missouri State University's exemplary support of the physical therapy program reflects the congruence between this institutional mission and the PT program's mission. The physical therapy program's mission is, in part, to "provide students with a quality education that will allow graduates to practice, and become leaders, in a global society in which health care is constantly changing". We expect graduates to be lifelong learners who can recognize and implement solutions to improve health care and the quality of life for all. In addition, one dimension of the university's public affairs mission is to provide community service learning opportunities as a significant component of disciplinary instruction. Supportive to the university's public affairs mission, we strive to graduate physical therapists who are not only outstanding professionals, but also outstanding citizens who contribute to the collective well being of their communities.

How do the activities of your department support the University's mission?

- Students in the Physical Therapy program are involved in the university's Citizenship and Service Learning (CASL) program.
- Our program is committed to serving our surrounding rural areas.
- Graduates are expected to have effective interpersonal skills, to be life-long learners, to communicate effectively, and to be critical thinkers who can recognize and implement solutions to improve health care. Clearly, this mission is in keeping with the mission of the University and with the needs of society – particularly in our area of the country.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

We have identified the following Major Faculty Roles:

- Teaching, Scholarly Activity, Service (including work on committees and student advisement), Clinical Practice (including maintenance of state licensure and specialty status), and Administrative duties

The Department's guidelines and procedures for Reappointment, Tenure, and Promotion accomplish the following:

- clarify expectations in each of the areas described above
- correlate personal goals with departmental objectives
- ensure that faculty meet the minimum requirements for reappointment, tenure, and promotion in accordance with college and university procedures
- provide an effective means of communication among all parties involved
- provide a mechanism for determining faculty success in attaining their goals

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

Faculty members participate in five separate, but interrelated, evaluative processes as listed below:

- a regular performance review by the Department Head
- a special assessment of tenure progress during the probationary period
- review of the application for tenure
- review of the application for promotion
- review of the application for annual appointment for untenured, ranked faculty only,

Additionally the faculty is evaluated during the curriculum retreat as a result of end of semester review from students, including course evaluations

The Department provides incentives and opportunities for faculty to engage in life-long learning. Examples:

- Promotion and tenure require original research, professional presentations, peer-reviewed publications, and participation in student research.
- All faculty are provided with research space and equipment
- About half of the Department's equipment budget is spent on research equipment
- Department provides some travel funds for conferences and workshops
- Departmental seminar program provides interactions with colleagues from other departments and universities
- Strong student research projects expand the opportunities for faculty research
- The Department occasionally hosts regional professional meetings (Clinical Instructor Credentialing)

The Department encourages and rewards student achievement. Examples:

- Scholarships are available for Physical Therapy students
- Student achievements are recognized on web pages or by hall displays
- Outstanding Graduate Student award (annual) if deserved
- Outstanding Graduate Research award (annual) if deserved
- Faculty grants and departmental funds support research
- Funds are often available for students to give external research presentations
- Financial support is provided for research projects.

Departmental guidelines for reappointment, promotion, and tenure provide diverse opportunities for faculty to excel:

- Relative allocation of effort to teaching, research, and service can be adjusted to emphasize personal strengths
- Teaching, research, and service are recognized as equally valuable contributions to the Department's mission, thus fully enfranchising all faculty
- Research productivity can be achieved through individual effort or through the mentoring of student research projects
- Teaching effectiveness, scholarly productivity, and service can each be assessed and documented through a large variety of indicators

III. What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- Program goals are clearly stated in admissions and marketing materials
- Students participate in a mandatory orientation upon entry to the Program
- Students are provided with a copy of the Student Handbook, outlining Program goals and objectives, as well as Department Policies and Procedures
- Program goals and objectives are correlated with individual course objectives provided in each syllabus
- Students have periodic meetings with the Department Head to discuss curricular and Program issues

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- Students participate in regularly scheduled competency examinations
- Students have regular and timely access to faculty members where student performance or concerns can be discussed
- Student course performance is frequently assessed via written and practical assessments. The results of these assessments are discussed during regularly scheduled faculty meetings.

Course offerings are regularly reviewed by faculty and periodically undergo assessment by the national accrediting agency

How are the results of your assessment activities used by department faculty for program improvement?

- Information from the various assessment activities (students, patients, employers, outside stakeholders, accreditation officials, clinical educators, and full- and part-time faculty) is discussed during regularly scheduled committee and faculty meetings, and changes are made to course content, course delivery methods, and teaching strategies as appropriate.

IV. What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- All faculty participate in program and curricular assessment and development through regularly scheduled faculty and/or committee meetings.
- All faculty contribute to the development of the Department's 5-year plan
- All faculty participate in a yearly Faculty Retreat for Department review, assessment, and planning

What activities of your department encourage collaborative efforts with other departments at the University?

- Departmental policies and procedures encourage collaborative efforts with other departments in tenure and promotion, service, research, and teaching activities. For example, many Department faculty serve as guest lecturers for other departments, and there are a number of past and current collaborative research projects

What policies and procedures are used by your department to improve student learning?

- Frequent and timely feedback from area clinicians relative to student performance
- Student Portfolio Handbook
- Student Weekly Journal Entries
- Clinical Laboratory Proficiency Examination
- Laboratory Skills Checkout Manual in PTE 622 Physical Agents, Mechanical Modalities, and Electrotherapeutic Modalities (Appendix 12)
- Individual and collective faculty deliberations regarding students' ability and readiness to engage in clinical education (see discussion below).
- "Generic Abilities Assessment Tools" used throughout the curriculum
- Frequent examinations and quizzes
- Various methods of course specific content mastery
- Competency examinations

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- Students participate in hands-on clinical practicum experiences, problem-based and case-based learning, and service learning activities
- Laboratory activities are designed to promote the development of critical thinking, reflective decision-making, and appropriate and safe psychomotor skills

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- The Commission on Accreditation of Physical Therapist Education (CAPTE) is the accrediting agency for all physical therapist education programs. The SMSU Physical Therapy Program is accredited by CAPTE. CAPTE has developed

extensive guidelines and regulations related to the quality and effectiveness of delivery of instruction to physical therapy students. The CAPTE Evaluative Criteria support the Health Theme and the Public Affairs mission of the University as embodied in the ideal of developing an education person

- To maintain accreditation, curricular content and delivery must be consistent with the standards set up by the accrediting body, the Evaluative Criteria, and the Normative Model of Physical Therapist Education.

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Report from Department of Psychology

I. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

The department's perception of mission in our long range plan is clearly aligned with the Universities "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 . . ." as stated in the University's mission statement.

A. To what extent is implementation of the University's mission evident in University operations?

Implementation of the University's mission evident in University operations. .All operations of the University are related to the public affairs mission. The public affairs mission is clearly articulated in all forms of communication (e.g., Presidential addresses, University web pages, assessment reports, planning documents, convocation series,). In addition, the mission is demonstrated across the university in all departments, colleges, and operational units.

B. To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

1. Faculty perceptions indicate long-range planning is linked with budgeting processes across all University levels.
2. Documents of the University's long-range planning process are available to all faculty, staff, and students. Most recent long-range plans are *Countdown to the SMSU Centennial, A Long-Range Vision and Six-Year Plan (2000-2006)* and *Welcoming the 21st Century, A Long-Range Vision and Five-Year Plan (1995-2000)*.
3. The future long-range plan (*Daring to Excel, A Long-Range Vision and Five-Year Plan (2005-2010)*) is in planning stages and the various committees working on this plan provide many opportunities for faculty and staff input and feedback.
4. Departments send their budget requests to their Deans, and the deans forward them to Academic Affairs. These plans connect the budgeting processes to all units across the University as demonstrated by performance measures specified in the plans.
5. The department prioritizes their budgets to align with the mission statement and the current long range plan. The University Budget Office is responsible for the preparation of the University Operating Budget. Budgeting information is disseminated to faculty and staff through various means, such as presentations to Faculty Senate, documents available from the University Budget Office and downloadable from the University Budget Office website.
6. The Budget and Priorities Committee is made up of members of Faculty Senate, Staff Senate, Student Government Association, and Administrative Council. The charge of this Committee is to review and remain informed of the University Budget and planning documents (such as, the long-range plan) that *support* the University Budget. This committee recommends budget actions supporting long-range plans.

C. How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

1. Faculty perceptions indicate the University places a high priority on educational quality, student learning, and the interaction with a complex world.
2. Evidence for the University's awareness is apparent in the connections between the long-range plan and performance measures.
3. Some examples of the University's priority placed on educational quality, student learning, and technology in our department are:
 - o From 2000 to 2003, percent of classrooms equipped with instructional technology increased from 23% to 100% of our priority rooms.
 - o Number of students participating in service learning courses grew from 0 in fall 1998 to 23 in spring 2003.
 - o The department programs are becoming accessible to a larger number of off-campus students through a variety of technology-based programs, such as interactive video and internet-based instruction.

D. How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

1. Faculty members perceive involvement of both internal and external constituents in long-range planning.
2. Some examples of internal and external constituents involvement are:
 - o A web-based feedback form for faculty, staff, students, and external constituents to provide information to the University Planning Advisory Council.
 - o Public hearings (five or six, yearly) regarding long-range planning for faculty, staff, students, and members of the community.
 - o Faculty members serve on university, college, and departmental long-range planning committees.
 - o External advisory committees may be used in the planning phase. (e.g., Student Affairs Community Advisory Committee, GGP/ Planning Advisory Committee, Library Advisory Committee, and Equal Opportunity Advisory Committee)

E. How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

1. Flexibility of the long-range plan is necessary given the nature of state funding.
2. Past long-range plans have allowed shifts in budget priorities when funding for planned projects have not been available at the university, college, and departmental levels.

II. How do your department's mission, activities, and reward system align with the University's mission?

A. How does the mission of your department fit with the University's mission?

The [psychology department's](#) mission is clearly aligned with the University's stated mission in public affairs whose purpose is to develop educated persons, and with the facets of this mission. Our long range plan is devised based on the University's mission, and is explicitly focused on student learning.

B. How do the activities of your department support the University's mission?

In terms of the broad mission of "developing educated persons," the department's 32 full time faculty members provide 81 undergraduate and 41 graduate courses to over 500 majors, 40+ graduate students in the applied master's program tracks, and over a thousand non-major students. Most faculty members hold the "Master Advisor" designation, and the department supports a full time advisement center. Psychology undergraduate students are supported through various scholarships and through an active Psychology/Psi Chi club. Students have opportunities to pursue service learning options, internships, and to present their own research at annual conferences. Graduate students produce several theses and internship seminar papers each year, and have been authors on numerous publications and presentations in the 14 years of the master's program. The Society for I/O Psychology's official forum (The Industrial Psychologist) recently published a survey in which the I/O program was ranked amongst the top ten in the Nation on two of three criteria evaluated by students currently enrolled in approximately 50 such programs.

All of the more specific facets of the University mission are enhanced by the Department's activities. Regarding professional education, Psychology offers courses that are required for the Education degree and support dual credit and online courses that are used for continuing education and professional development. The department also offers a highly successful service learning course that provides students with an introduction into research methods. As a Department in the College of Health and Human Services, we offer courses and other services within the College to support the Health component of the University's mission. Our Clinical and Gerontology Faculty are also involved directly in providing health services with their students, and some of the evaluation research conducted by the I/O faculty and the Center for Research deal with community and occupational health issues. Many of our graduates are employed in health-related fields. Consonant with the business and economic development theme, the I/O psychology program has a rich history of involving students in the development of human resource solutions in organizations both within the region and nationally. Biannual graduate surveys show I/O Psychology graduates to be successfully employed in business and government organizations. Regarding creative arts, our course on the psychology of music is taken as an elective by music majors, and the faculty has involved undergraduate and graduate students in service to community arts organizations. As a scientific discipline, psychology affords students many opportunities to advance knowledge in a broad range of research areas, from basic perception and person-perception issues to applied fields related to mental health and productivity. A number of graduates have attained advanced degrees in basic research areas of psychology and related fields.

C. How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

The Psychology department's evaluative process guidelines have consistently been approved without substantive alteration by the Faculty Evaluation committee for a number of years. The Tenure and Promotion guidelines in particular were tailored to the University's "Roles and Rewards" document in order to directly align rewards with the University mission.

D. Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions.

The Department follows the Faculty Handbook guidelines for tenure and promotion, and includes additional peer ratings of faculty members by people at or above the rank for which the person is being considered prior to committee review. Since faculty roles are negotiated with the Department Head (per the Handbook), there is considerable flexibility in the sorts of activities faculty members do to develop educated persons. Along with flexibility in workloads, we believe this is a major strength of our Department at the current time.

E. What other reward structures and/or processes are in place in your department for the faculty to promote a life of learning within the University's mission?

Psychology faculty members have been very well represented as the recipients of College, University, and Foundation Awards in teaching, research, and service. Academic Affairs and University College have been generous in providing sabbatical and international travel awards to help faculty members maintain currency. Grants have also been found for funding visits from preeminent scholars in several areas of psychological science. However, the College and Department are not generally able to fully fund conference travel for all faculty members. Instead, there is a "tier" system, whereby faculty members who are presenting are given close to full reimbursement, while non-presenting attendance is never fully funded. Similarly, space needs are not always met, which may have to some extent stifled the potential of certain faculty members.

F. What mission-related reward structures are in place for students in courses and programs offered by your department?

The Psychology Department has numerous student travel awards, including rewards for presenting and attending conferences. Advisement activities are also designed to support student learning and achievement in the field. As mentioned earlier, there are numerous service learning and internship opportunities for undergraduates, and Psi Chi/Psychology Club has a consistently active chapter here. Graduate student theses have been funded by the Graduate College for several years, and the I/O program has a "whole person" semester performance review based on a national model for student support and retention.

III. What department activities are undertaken to collect and use program assessment information?

A. What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

Our three-year and five-year plan specifies program goals of which student learning is a central component. (See below.) Course syllabi are to contain course goals that are compatible with the departmental goals. Syllabi are reviewed by the department head every semester.

B. What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

The various components of our program focus on different student learning goals, so this report will describe the assessment of student outcomes in separate sections: the undergraduate program, the graduate clinical track, and the graduate industrial-organizational track, and the graduate experimental track.

Undergraduate Program

Goals

The goals of the undergraduate psychology program are as follows:

- Goal 1: Theory and Content of Psychology
 - Students should be familiar with the major theoretical approaches, findings, and historical trends in psychology.

- Goal 2: Methodology
 - Students should understand and be able to use major research methods in psychology, including design, data analysis, and interpretation.
- Goal 3: Developmental Psychology
 - Students should be familiar with the major theoretical approaches and findings in the domain of developmental psychology.
- Goal 4: Basic Processes in Psychology
 - Students should be familiar with the major theoretical approaches and findings in the domain of basic processes.
- Goal 5: Applications of Psychology
 - Students should have an understanding of applications of psychology to personal, social, and organizational issues.

Assessment of Student Learning

- The matrix included with this report lists courses where these objectives are the primary focus. In general, however, the evaluation of undergraduate psychology majors involves several components:
- *Major Field Test*: This exam is a 200 item, multiple choice nationally-normed test designed to measure student learning in the major field of study. Scaled scores can range from 120 to 200. The MFT has been administered in our department every semester since the spring of 1993. MFT scores correlate moderately well with required classes in psychology ($r = .40$ to $.50$) and psychology classes GPA ($r = .50$ to $.70$). The MFT is a required component of Senior Seminar, a class required of all psychology majors. Performance on the test partially determines the students' grades in the class. The scores of seniors from the last few semesters are listed below. These data show that our students usually perform at or somewhat above the normative mean.

Institutional Norm (from Educational Testing Service)

- N = 282 Institutions, testing seniors only)
- M = 156.4
- SD = 8.6

SMSU Spring 2003

- N = 70
- M = 161.3
- SD = 12.7

SMSU Fall 2003

- N = 38
- M = 153.4
- SD = 11.8

SMSU Spring 2004

- N = 92
- M = 158.6
- SD = 13.3

SMSU Summer 2004

- N = 13
- M = 162
- SD = 9.8

SMSU Fall 2004

- N = 59
- M = 157.9
- SD = 12.5

The MFT also has norms for selected areas within the discipline in the form of subscores. The four areas delineated are learning and cognition (subscale 1), perception, sensation, physiological, comparative, and ethology (subscale 2), clinical, abnormal, and personality (subscale 3), and developmental and social (subscale 4). For past three years typically our students score at or slightly above the mean on the first three subscales, and consistently do the best on the fourth subscale, developmental and social. Overall, it appears that our students' learning is broadly representative of the discipline, in that there appear to be no obvious deficiencies in any one sub area.

Student Survey: Student learning can also be assessed indirectly via student self-reported opinions. Student satisfaction with the program is assessed via a survey administered in connection with PSY 495 Senior Seminar. The survey is fairly extensive and allows for ratings of classes, ratings of the faculty, reasons for being a psychology major, plus some open-ended questions asking for students' perception of the strengths and weaknesses of the psychology program.

Ratings of the faculty on several dimensions are part of the survey. Ratings are done on a one-to-five scale (1 = poor, 5 = excellent). The results from the spring, 2004 semester are representative: Teaching ability = 4.13, Knowledge, 4.42, Concern for students = 4.05, and Advisement = 3.64. The ratings of psychology classes were also generally high. The dimensions and mean ratings of classes were Usefulness = 4.11, Interest = 4.26, and Range of course offerings = 3.97. There was consistent support for current program requirements, although there were some complaints questioning the relevance and amount of work required in History and Systems and to a lesser extent, Experimental Psychology. Those students who were involved in CO-OP, practica, internships, or research with faculty gave very positive evaluations of these experiences in response to open-ended questions.

Another part of the survey asks students to rate reasons for selecting the major. These ratings are also done on a five-point scale. Again, the ratings for the fall, 2002 semester are representative: Easy classes = 2.15, Well matched to my skills, = 4.17, Expected income = 2.8, Engaging/interesting curriculum = 4.65, Faculty made it attractive = 3.42, General life skills = 3.89, and Career interest = 3.88.

A tally from recent surveys of the open-ended question asking for the strengths of the department indicated that more than half of the comments were favorable comments about the faculty, followed by comments about the variety of classes offered. A few students listed items like good courses and advisement. The perceived weaknesses of the department were more varied, with no one thing predominant. The most common weaknesses cited were poor facilities, not being able to get into a class, disappointment with one's advisor, and the lack of practical application of classes.

When asked what classes should be offered more often, it was the popular elective classes (e.g., Human Sexuality) that were most often mentioned, but the department has made a special effort to make the required courses such as Experimental Psychology more available. This effort may account for the more positive responses on this item in the past couple of years.

Postgraduate status reports: Data from the senior survey and from the Career Planning and Placement Center show that most of our graduates work in human services occupations. About 12 to 15 students we know about go on to graduate or professional school within a year of graduation. Note, however, that data from the Placement Center and the surveys are far from complete and at best represent only 20% to 25% of our graduates.

Academic Profile: On a standardized test of General Education, graduating psychology majors consistently score above the SMSU mean and the national norm mean:

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	Psych	SMSU	National
2001	454	452	449
2002	457	453	449
2003	457	452	449

Course evaluations by students: Every semester all faculty members give students an evaluation form with which to rate each class and instructor. Results are available to faculty members on-line for feedback. Norm group means based on the entire departmental faculty are on a one to five scale, from strongly disagree to strongly agree. The averages of class means are given below for the fall 2003, spring 2004, and summer 2004 semesters combined.

1. The overall quality of this course was among the top 20% of those I have taken. (3.85)
2. The instructor presented the course in a clear and concise manner. (4.20)
3. The examinations were representative of the material covered in the assigned readings and class lectures. (4.23)
4. The instructor used fair and appropriate methods in the determination of grades. (4.37)
5. The instructor made a strong effort to be available to students. (4.25)
6. The textbook was a useful and integral part of the course. (3.82)
7. The instructor was knowledgeable about the subject matter. (4.62)
8. The instructor appreciated student comments, questions, and viewpoints. (4.45)
9. The assignments and required activities in this class were appropriate. (4.28)
10. This class offered me an intellectual challenge. (4.13)
11. The instructor made good use of assigned class time. (4.24)
12. This was a course I wanted to take. (3.75)
13. The classroom and laboratory facilities need improvement. (3.18)
14. The prerequisites for this course are appropriate. (4.08)
15. What grade do you expect to receive in this course? (4.31)

C. How are the results of your assessment activities used by the department faculty for program improvement?

Based on the scores from the major field test, our students perform reasonably well by scoring somewhat above the mean compared to the norm group of 282 institutions. Inspection of the scores on the subscales of the MFT show that students are learning the basics in the major areas of psychology as outlined in the departmental goals. While there is room for improvement, we note that approximately 40% of senior psychology students report being transfer students and report working outside of class an average of 24 hours per week.

The self-reports and assessment of student opinion as an indirect measure of student learning were quite positive. Based on past surveys, Three years ago we changed the History and Systems course to a junior-level from a senior-level to encourage students to take the course earlier in their course of study. We also at that time, based on student feedback, moved the Experimental Psychology class to an upper-division class from a lower-division class. This seemed appropriate given the amount of work and degree of rigor the course represents.

Although our students do well on standardized measures of student learning like the MFT, it was evident that many students continue to struggle with statistics, experimental psychology, and to some extent the History and Systems class. The Program Review Committee proposed numerous iterations of curriculum changes to address what many faculty members perceived as a problem. The proposals ranged from making History and Systems an elective course rather than required, combining statistics and experimental psychology into one course for students not intending to go to graduate school, and making experimental psychology more of an applied research class. All of these proposals were extensively debated in faculty meetings. Ultimately, however, we decided to keep the curriculum the same due to organizational constraints and to preserve academic rigor.

We continue to limit enrollment in the Psychological Statistics and Experimental Psychology classes to keep class sizes relatively small. We have encouraged more students to take PSY150 Introduction to the Psychology Major, a course designed to make students aware of program requirements and career options for psychology graduates.

Clinical Master's Program

Purpose and Goals

The specific purpose of the Clinical Track is to develop in the students the ability to make basic diagnostic decisions, properly administer psychological tests, and perform basic counseling. Graduates would be qualified to enter a variety of positions that require basic clinical skills. The program will meet Missouri requirements for coursework and practicum for Licensed Professional Counselor. In addition, completing these requirements will allow a student to be favorably considered for a program of doctoral study provided they meet all other criteria.

Objectives of the Clinical Psychology Track include:

1. The development of skills in the administration of psychological tests, including intelligence and personality tests.
2. The development of basic skills in the diagnosis of psychological disorders.
3. The development of knowledge of therapy and counseling theories and a practical understanding of the application of these theories.
4. The development of effective communication skills, especially interviewing and report writing.
5. The development of the skills and background in psychology to facilitate growth as a professional scientist/practitioner. This includes acquiring knowledge of the field and research skills.

These objectives are assessed in the program via coursework, practica/internships, comprehensive exams, and seminar papers or theses.

A. Course requirements – Clinical track

Clinical students must take the 21 credits of courses required of all students. These include:

- PSY 645 Statistics and Research Design
- PSY 650 Advanced Survey of Psych I
- PSY 652 Research Methods
- PSY 661 Ethics & Professional Issues
- PSY 680 Social Psychology
- PSY 696 Practicum (6 hours)

In addition, clinical students must take 18 hours of required courses, including:

- PSY 655 Techniques of Individual Psychotherapy
- PSY 620 Individual Intelligence Testing
- PSY 660 Clinical Communication Skills
- PSY 666 Psychopathology
- PSY 698/699 Internship/Thesis
- PSY 664 Group Psychotherapy

Eight credits of electives are required, selected from the following:

- PSY 508 Behavior Modification and Change
- PSY 640 Psychological Assessment
- PSY 642 Practicum in Psychological Assessment
- COU 652 Career Development

- PSY 601 Symposium in Psychology

Assessment Method: Course work is evaluated by course grades and by the student's progress through the program.

B. Practicum Requirements – Clinical Track

- Students are responsible for arranging their practicum experiences, although they learn about a variety of opportunities in PSY 660. Students visit the potential practicum sites and discuss with their supervisors what opportunities are available. A practicum form proposal must be completed and approved by the clinical area coordinator and the department head before the practicum can be taken.
- In addition, in order to enroll in practicum or internship, clinical students must meet the following requirements: (1) a grade of B or better PSY 620, PSY 640, PSY 660, and PSY 665, (2) a cumulative GPA of 3.25, and (3) a demonstrated competency in clinical abilities and adherence to APA ethical standards.

C. Internship Requirements – Clinical Track

Internships are conducted at sites congruent with the student's career goals and the psychology program objectives. For each credit hour, students must serve 45 hours per semester at the internship agency.

Assessment Method: Performance in internships and practica are evaluated by two sources: first, supervisors and caseworkers at the agency, and second, university faculty including the Clinical Graduate Program Coordinator and the director of the internship/practicum.

D. Comprehensive Exam – Clinical Track

A written comprehensive exam will typically be taken between the third and fourth semesters of study. The examination consists of components to assess knowledge, skills, and abilities consistent with the objectives of the clinical track. The exam contains two primary parts: (1) a multiple choice and short answer section, and (2) the completion of a written diagnostic report. In addition, the student also provides a videotape of an interview and a written critique of the interview.

Questions for the multiple choice and short answer component of the examination are derived from multiple sources, including National Exams for Licensure of Counselors, national testing services for the licensure of psychologists, and material from required courses. Questions are chosen to assess seven areas of knowledge: (1) communication, (2) psychopathology, (3) assessment, (4) individual and group therapy, (5) research methodology, (6) professional concerns, and (7) general psychological principles. Students are allowed two hours to complete this part of the examination.

For the diagnostic report portion of the exam, students are provided with a videotape of an interview. Based on the interview, students complete a written psychological report designed for a specific audience (e.g., parent, colleague, judge, etc.). Students are expected to demonstrate skills in diagnosis, assessment, treatment recommendations, and report writing. Two hours are allowed to watch the videotape and complete the written report.

For the interview portion of the exam, students provide a videotape of an interview that the student conducted and a written critique of their performance during the interview. Students are to demonstrate their interview skills, but more importantly, to demonstrate their ability to objectively evaluate their strengths and weaknesses and to identify additional training needs.

Assessment method: Each answer on the short answer section of the exam is graded by two faculty members, chosen by the clinical faculty, with expertise in the particular area being assessed. Graders will be identified as first and second graders for each question. Two total short answer scores are computed by separately summing the scores by all the first graders and then summing the scores by all the second graders. An average of the two scores constitutes the student's score on the short answer section. The multiple choice score is then added to this average.

Each of the other two components are graded by at least two faculty members. Each component is graded on a scale of 0 to 100, and an average of the two scores is considered the student's score for that component.

A passing score is 75 percent or better for each component. For each component, if the score is less than 75 percent and the score by one grader is equal to or greater than 75 percent and the two graders differ by more than five percent, a third reader will grade the entire component and the average of the two highest scores is considered to be the student's final score for that component.

If a student passes all components of the examination, the clinical faculty identifies areas of relative strengths and weaknesses for each student. These are conveyed to the student in writing.

If a student does not pass a component or multiple components, the clinical faculty conveys to the student, in writing, the necessary steps to rectify the deficiency during that semester and to demonstrate proficiency in the deficient area or areas. These requirements may include retaking a course, individual study, and/or retaking the comprehensive exam or parts of the exam. Students are expected to fulfill the course or study requirements with a grade of B or better and/or pass the comprehensive exam or parts of the exam, as specified above. If a student fails to adequately complete the requirements, the student may be asked to leave the program. The number of students completing this requirement is reported in Appendix 2.

E. Seminar Paper/Thesis – Clinical Track

A thesis or seminar paper is required of all students. A thesis consists of an original research contribution to the field. A seminar paper based on the student's internship and academic experiences may be done in lieu of a thesis. In either case, a substantial literature review is expected. The seminar paper is an application of academic skills and knowledge to the practical arena. This may include, but is not limited to, an experiment conducted on internship, a theoretical paper, or a practical guide created for internship.

- *Assessment Method:* The topic of the seminar paper or thesis must be approved by three graduate faculty members. This must include the student's academic advisor and two additional members of the graduate college. Of the three faculty, at least one must be from outside the clinical track. All three members must approve the final manuscript following an oral defense. The number of students completing this requirement is reported in Appendix 2.

B. Results Applied to Program Improvement

Several changes were made in the program as a result of the assessments:

1. Courses were re-sequenced to better prepare students for practicum and timely completion of the program.
2. Courses were redesigned to fit the standards for Missouri licensure as a LPC (Licensed Professional Counselor) and the standards recommended by the Committee for Applied Masters Programs in Psychology (CAMPP). The changes primarily involved the addition of course material on ethics, child psychopathology, and career counseling.
3. To better prepare students for practicum, an applied component was added to Clinical Communication Skills using videotaping and feedback.
4. The course on Tests and Measurements was dropped as an optional course and is now a prerequisite.
5. Requirements for Practicum/internship hours were dropped from 12 to six for practicum, three for internship, and three for thesis/seminar paper.
6. Thesis guidelines are being formulated to better help students understand the process of completing a thesis so they can complete the program in a more timely manner.

Industrial-Organizational Master's Program

Goals and Objectives

Graduate Catalog program objectives include:

Development of research and statistical skills for job analysis, performance assessment, measurement of individual differences, program development and evaluation.

- Statistical Methods
- Research Methods
- Org/Job /task Analysis
- Individual Diff (measurement; value)
- Program Development & Evaluation

Development of knowledge base concerning important contextual influences on behavior, including social influences, work motivation, job design, organizational theory and training and development.

- Social influences on behavior
- Work motivation
- Job design
- Training theory
- Organizational theory

Development of an understanding of the philosophical, ethical, legal constraints on the practice of applied psychology.

- Ethical considerations
- Legal considerations

Development of communication and interpersonal competence necessary for successful functioning in organizations.

- Communication skills
- Interpersonal skills
- Small group skills
- The competencies that the Society for Industrial-Organizational Psychology (SIOP) has established for masters-level I/O programs (SIOP, 1994; see Table 1 below), together with guidelines promulgated by the Council for Applied Masters Programs in Psychology (CAMPP, 1990), served as the standards that guided the design of the curriculum when the program was originally developed and were used to guide the assessment of competencies.

B. Assessment of Student Learning

- The faculty in the I/O MS program believes in continuous improvement and regularly evaluates program effectiveness. Two major categories of evaluation have been completed – Bi-Annual Survey of Alumni and Curriculum Evaluation.

Alumni Feedback:

- The I/O program conducts a Bi-Annual Survey of Alumni. The most recent evaluation was completed in 2001. In this survey, graduates of the Master's program in Industrial/Organizational (I/O) Psychology are surveyed using a questionnaire designed to collect information about the post-graduate work experiences of alumni and how they view various aspects of their educational experiences in the program. These surveys are now conducted using web-based technologies and the most recent survey attempted to include *all* alumni rather than "recent graduates".

Curriculum Evaluation:

- The I/O faculty completed a curriculum evaluation of our program in June 2002. We evaluated how well the program's courses were covering the set of competencies that the Society for Industrial-Organizational Psychology (SIOP) has established for masters-level I/O programs (SIOP, 1994). These competencies, together with guidelines promulgated by the Council for Applied Masters Programs in Psychology (CAMPP, 1990), served as the standards that guided the design of the curriculum when the program was originally developed a decade earlier. Each of the 5 full-time I/O faculty members evaluated their courses identifying covered competencies and learning related activities.

Course Level Evaluation

- All courses are evaluated using the psychology department's course evaluation forms.

Individual Student Competency Evaluation

- In order to evaluate our program success it is essential to evaluate individual student attainment. Student knowledge and skill attainment is assessed in numerous ways.

Course performance.

- Coursework is evaluated by the students' grades and by students' progression through the program. Faculty meets regularly with each other and with students to discuss class performance, to provide feedback, and discuss issues and experiences.

Performance Appraisal.

- Individual narrative feedback is given to all students at the end of each semester through our performance appraisals (each student is evaluated on technical knowledge; administrative and organizing skills, problem solving skills, professional and ethical values, oral communication skills, written communication skills, interpersonal skills, and motivation). See attached Semester Performance Appraisal form and dimension definitions.

Comprehensive Exams

- The comprehensive exam is designed to assess the knowledge, skills and abilities consistent with the objectives of the I/O track. All students are required to successfully complete comprehensive exams to meet graduation requirements. Faculty prepares questions in technical knowledge areas; students are provided with preparation items; faculty selects questions from pool for testing and students are tested on a subset of items that capture competencies. Student responses are evaluated by at least one faculty member (if a student's performance is considered unsatisfactory on that item, a second reader is required to assess the response). If both faculty members agree that the question is unsatisfactory the student must retake the item (students can retake up to 3 questions). If a student is required to retake more than 3 questions that student must rewrite the entire exam. A student may not rewrite more than 3 times. Failure to successfully meet the comprehensive exam requirement leads to expulsion from the program.

Culminating Experiences

- All graduates are required to complete either a thesis or seminar paper. Both of these experiences are evaluated by subject matter experts. In the case of thesis, student performance is evaluated by a three member committee. The seminar paper must be completed in conjunction with an internship. Internship supervision is onsite by a professional practicing in some aspect of I/O practice. Supervising faculty keeps in touch with the onsite supervisor to avoid potential issues. Both thesis and seminar paper topics must be approved by a committee of graduate faculty (3-person committee for thesis, 2 person committee for seminar papers).

C. Results Applied to Program Improvement

The Bi-Annual Survey suggested students' desire for more practical/field experience.

As a response to this consistent feedback several courses including PSY 616, 672,674, and both 696 Practicum courses (Personnel and Organizational) require projects conducted in an applied setting.

The examination of the collected course-competency matrices revealed that coverage for the competencies in the "Additional I/O Domains (considered desirable but not essential)" area (e.g., Career Development Theory, Human Performance/Human Factors, Consumer Behavior, Compensation and Benefits and Industrial and Labor Relations) was variable and contingent upon the choices individual students make regarding the elective courses (if any) that they choose to take.

The recommended course schedules and class offerings were restructured during the 2000-2001 academic year; all students were provided with the opportunity to take at least two elective courses during their second year. In fact, the current curriculum structure encourages students to take *at least two* elective courses (i.e., two non-required I/O track courses) and, based upon the student's career goals and personal interests, students are directed toward course offerings in Management and elsewhere (Communication and Guidance and Counseling) for courses related to these competency areas.

Current course evaluations indicate that students are satisfied with the applied experiences they receive in courses and several of our current students have taken coursework in the management department gaining experience in the related competency areas.

As a result of the curriculum evaluation, courses were moved in the sequence to better prepare students for internship (e.g., Training and development was moved to 2nd semester of the first year). This also allows all faculty members in the I/O program to have contact with students in their first year of the program.

The most recent alumni survey indicated that our graduates are successful in using the knowledge and skills developed in the program:

- All respondents were either employed or pursuing a doctoral degree.
- Most of those employed were working as HR specialists in corporate settings.
- Employment settings were geographically dispersed from coast to coast, north to south.
- Median income of those employed was over \$48,000; mean income was over \$52,000; median number of years since graduation was 3.

When compared with earlier surveys of graduates, the income of recent graduates was substantially higher (\$40,000 vs. \$30,000). Although most graduates were employed in corporate settings as HR specialists involved with training, management/organizational development, and survey research, many were employed in governmental and other settings as HR specialists. Fewer alumni were employed in HR generalist positions in both corporate and other settings, where the work involved a variety of activities (EEO/AA compliance, compensation administration, employee relations/discipline, selection, etc.).

The pattern of graduates' views of the program and their program-related experiences was similar to that found in past surveys. The areas of greatest satisfaction included:

- Opportunities for institutional support and financial aid.
- Faculty support/concern and opportunities to interact with faculty.
- Overall quality of the program.

Experimental Master's Program

Program Description

The Psychology Department at Southwest Missouri State University offers a Master of Science degree in Psychology - Experimental Track. The two-year program is limited to no more than one student per Experimental Track faculty member per academic year. The Experimental Track is designed to prepare students for doctoral studies; that is, it is for those students who wish to pursue primarily an academic/research career (to teach at the university level and to conduct basic or applied research in an effort to advance the science of behavior). The Experimental Track uses an ***apprenticeship system*** for educating and awarding a MS degree in psychology. The apprenticeship system provides a learning model, whereby the student and sponsoring professor are bound by a contractual relationship of mutual obligations. Specifically, each sponsoring professor's task is to foster the professional and intellectual development of the student by providing prodigious research experience. The student's task is to become immersed, with enthusiasm, in basic psychological research and theory. This model requires a close working relationship between the sponsoring professor, thesis committee, and student. For success, this working relationship should be marked by reciprocity, respect, patience, trust, open communication, and fairness. By virtue of the student's proven accomplishments and the sponsoring professor's and thesis committee's training and guidance, the student should be well prepared for doctoral work.

Objectives of the Experimental Track include:

- Development of skills needed to design, conduct, analyze, and report research.

- Acquisition of a broad background in psychology (theory and measurement) as well as specialized knowledge in an area of interest, such as learning, memory, and cognition; attention and perception; physiological; developmental; ethological; or quantitative psychology.

Degree Requirements

A total of 47 semester credit-hours is required for graduation. Students are expected to enroll on a full-time basis. Because most required courses will not be offered nights or weekends, and because research practicums and thesis research require time blocks to be available during the day, students may not be able to complete all the degree requirements on a part-time basis. Students must maintain a cumulative GPA of at least 3.25, show satisfactory progress toward completion of degree requirements, and correct any unsatisfactory performance. If deficiencies are not removed during the semester after they are incurred, the student may be terminated from the program.

The curriculum of the M.S. - Psychology program is designed to meet the objectives and goals stated above.

1. Core Course Requirements (21 credit hours)

- PSY 645 Statistics and Research Design (3 credit hours)
- PSY 650 Advanced Survey of Psychology (3 credit hours)
- PSY 652 Research Methods (3 credit hours)
- PSY 661 Ethical and Professional Issues (3 credit hours)
- PSY 680 Social Psychology (3 credit hours)
- PSY 696 Practicum- Research (6 credit hours)

2. Experimental Track Course Requirements

- A. Required Courses (21 credit hours)
- PSY 699 Thesis (6 credit hours)
- Plus at least 12 credit hours from the following
- **Experimental Track Course List:**
 - PSY 506 Perception* (3 credit hours)
 - PSY 508 Behavior Management & Change* (3 credit hours)
 - PSY 512 Personality Theory & Systems (3 credit hours)
 - PSY 519 Cognitive Development (3 credit hours)
 - PSY 521 Physiological Psychology* (3 credit hours)
 - PSY 525 Motivation & Emotion* (3 credit hours)
 - PSY 529 Psychology Tests & Measurements* (3 credit hours)
 - PSY 534 Psychology of Infancy (3 credit hours)
 - PSY 601 Symposium in Psychology # (3 credit hours)
 - PSY 603 Human Growth and Development (3 credit hours)
 - PSY 605 Psychology of Adolescence (3 credit hours)
 - PSY 608 Learning, Memory, and Cognition * (3 credit hours)
 - PSY 651 Seminar in Methods of Research # (3 credit hours)
- * Recommended
- # Course offered when enough graduate students express an interest

- **B. Electives (at least 8 credits)** With the approval of the student's advisor, 500- and 600-level courses from psychology and other departments may be used to complete the electives.

3. Comprehensive Examinations:

A comprehensive examination must be passed by the MS candidate before the master's degree will be granted. The comprehensive examination has two parts: an oral exam and a written exam. The **oral exam** will be an assessment (by the thesis chair and one other faculty member) of the student's competence in basic research design/methods, statistics, and the relationship between psychological theory and research methodology. The **written exam** will consist of answering two comprehensive questions (each from an area approved by the thesis chair). Once the questions have been approved by the thesis chair, the student may begin a review of the literature and the writing of a nine-page (not including references, in APA format) answer for each of the approved questions. Students are encouraged to discuss written comprehensive options during the first semester and to have *completed successfully* the written comprehensive answers by the *beginning* of their *fourth semester*. The answer to each of the comprehensive questions is to be submitted to the thesis chair. The thesis chair will read and grade each answer. Also, the thesis chair will submit each answer to two other faculty members. At least two of the three readers (the thesis chair, and the two other faculty members) must approve each answer before a **passing** grade will be granted.

4. Research Experience (Experimental Thesis):

Research experience is crucial to the M.S. Experimental program because such experience is typically a major consideration for admission to doctoral programs. Students must complete six hours of PSY 699 (Thesis) before earning their degree. The primary purpose of the **thesis** is to allow the student to establish and demonstrate research competency.

Objectives and Assessment of Objectives

- As stated in the above description of the Experimental Track, the objective is to prepare the students for doctoral work. Assessment of such an objective is based upon the success of the student being admitted to a doctoral program, completion of a Ph.D. degree, and finally a position held in academia. Given the youth of the Experimental Program, it will be several years before we will be able to observe the final objective (students acquiring a position in academia). However, the Experimental Track is seeing preliminary success.
- The Experimental Track has had two graduates. The first graduate was accepted in a Ph.D. program at the University of Texas. This student is in his 2nd year and is beginning his dissertation. The second graduate has been working during her first post-masters year as a data analyst at the Department of Psychiatry at Washington University School of Medicine and is completing her Ph.D. applications this fall for developmental psychology programs specializing language acquisition with normal and autistic children.

What department activities are undertaken for development and improvement ?

A. Planning and preparation for the future:

- Senior majors are required to take PSY 495 during which they take the major field achievement test and conduct a program evaluation of the Psychology program.
- The faculty developed a three year plan last spring through an ad hoc committee. Some faculty members continue formal planning to (a) encompass a time frame beyond three years, to (b) integrate departmental plans with those of the college and university, and to (c) give a specific forum to the ideas of individual faculty members.
- The departmental ad hoc Program Review Committee, in considering changes to the undergraduate program, sought student input regarding the characteristics of required courses.
- Virtually the whole faculty was involved in plans to establish offices and labs in new space acquired in Sicheluff Hall.
- Over 80% of faculty members attended workshops through the Academic Development Center.
- Faculty members are members of Listservers devoted to teaching and their research specialties.
- The faculty's involvement in original research and publication enhances their teaching.
- Most faculty members are Master Advisors.

- Several faculty members have attended national teaching workshops.
- Some members of the faculty have informal "brown bag" discussions on future initiatives for the department. Topics in which the faculty has expressed interest include such things as the following: International collaboration, a Center for Research, undergraduate advising, occupational health certification, an online training center, graduate programs in Gerontology, and a psychological services clinic.

B. Encouraging collaborative efforts with other departments at the University:

- Dr. Newman's Center for Multidisciplinary Health Education, Research and Services is an outgrowth of her collaboration across campus.
- The Center for Research & Service is performing program design and evaluation activities for the Missouri Training Program grant of SWK
- Dr. Lutz has begun collecting and distributing information on faculty achievements.

C. Policies and procedures used by the department to improve student learning:

- Students evaluate all courses in psychology. These evaluations are used as a part of the decision making process when considering tenure and promotion.
- IT in all priority classrooms with computers, monitors or overhead projectors. Also, all are internet capable.
- Ad hoc Program Review Committee and its predecessor have been meeting for about a year.
- Both graduate and undergraduate students are involved in faculty research. Included here are graduate assistantships, volunteer work, directed studies and paid research work.
- Psi Chi and the Psychology Club sponsor field trips, lectures, etc.
- Faculty members routinely sponsor students' work at the CHHS Student Research Symposium.

D. The department encourages and supports innovative and effective teaching and the creation of effective learning environments in a number of ways:

- We extensively use IT in the classrooms.
- PSY 203, Introduction to Research, currently has a strong integrated service learning component.
- Dr. Ragozzine regularly takes undergraduate student researchers to the Great Plains Psychology Conference. Many students have won place recognition.
- Undergraduate and graduate student travel to conferences has been supported fiscally. (for example 11 students just returned from the Association for Advancement of Behavior Therapy in New Orleans)
- The faculty has received have received Funding for Results grants designed to improve their course pedagogy.
- The department regularly gives equipment for enhanced teaching. For example, Mission Enhancement Funds have been used to purchase SuperLab, Cool Edit, and audio- and video-tape equipment for use in mock interviews and treatment, all of which have helped the department advance its curricular goals.
- Updates to psychological testing materials are made when they become available.

Charge for Disability Student Services Advisory Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE DISABILITY STUDENT SERVICES ADVISORY COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Disability Student Services Advisory Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is your committee planning for the future? ([Criteria 1-5](#))
2. What procedures, processes, and policies are in place that address the diversity of learners? How effective are the procedures, processes, and policies in meeting the future success of the University? ([Criterion 1.B](#))
3. Show how your program's activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support the creation of effective learning environments. ([Criterion 3.B-D](#))
4. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
5. How has/should your committee evaluate(d) the services provided to constituents? How inclusive are your committee's services to the community/constituents? How is/should your committee interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Disability Student Services Advisory Committee

1. How does the mission of the Disability Student Services Advisory Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is your committee planning for the future? (Criteria 1-5)

Southwest Missouri State University (SMSU) is committed to providing an accessible and supportive environment for students with disabilities. Equal access for qualified students with disabilities is an obligation of the University under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. SMSU takes this responsibility seriously and did so prior to this legislation being developed. SMSU does not discriminate on the basis of disability against otherwise-qualified individuals in any program, service or activity offered by the University. The University is committed to insuring that no otherwise-qualified individual with a disability is excluded, denied services, segregated or otherwise treated differently than other individuals because of the absence of auxiliary aids or other appropriate services; however, accommodations cannot result in an undue burden to the University or fundamentally alter the requirements essential to a program of instruction. SMSU policy and procedures ensure that students with disabilities have the accommodations they need in order to level the playing field. To enhance the students' future learning we have developed these procedures to ensure student responsibility and development occur. It is important that students learn how to self-advocate for themselves. This student development will carry on through their academics and future career. SMSU, [Disability Services](#), has been selected as a host university for the last three years for the Workforce Recruitment Program (WRP). This honor is given to approximately 200 universities in the nation are selected to participate in the WRP. 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 disability, interview for jobs, request accommodations and learn how to self-advocate for their future career(s). Disability Services will enhance student learning through our new on-line faculty/staff orientation; Accommodating Students with Disabilities (ASD Project). This was implemented in Fall 2004. This is mandatory training for all new faculty and is available for all current faculty. The Disability Services office typically does an annual survey with students at the end of the academic year. Disability Services is planning for the future through researching new ideas for further faculty development. These trainings may include a workshop on Universal Design (the process of making the goals of learning attainable by all students regardless of learning style, physical, sensory, organizational, or linguistic abilities) as well as a workshop on Preparing Students with Disabilities for Experiential Learning Experiences.

2. What procedures, processes and policies are in place that address the diversity of learners? How effective are the procedures, processes and policies in meeting the future success of the University? (Criterion 1.B)

Academic accommodations are to level the playing field for students with disabilities. All accommodations are determined on a case by case basis according to the student's medical documentation. Accommodations are never provided solely based on the student's type of disability. Disability Services is in the process of research and development of faculty training for Universal Design (the process of making the goals of learning attainable by all students regardless of learning style, physical, sensory, organizational, or linguistic abilities). The process emphasizes meeting the unique educational needs of each student.

3. Show how your program's activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support the creation of effective learning environments. (Criterion 3.B-D)

Disability Services provides Awareness Programming to the campus community (students, faculty and staff). Disability Services provides training programs by request to students, faculty and staff. These programs go beyond merely teaching strategies but also include issues surrounding disability culture and how best to communicate with students with varying types of disabilities. Disability Services provides training on a regular basis to the following groups: Master Advisors, Student Orientation and Registration Leaders, Graduate Programs and New Faculty Orientation. Disability Services is planning for the future through researching new ideas for further faculty development. These trainings may include a workshop on Universal Design as well as a workshop on Preparing Students with Disabilities for Experiential Learning Experiences. Disability Services will enhance student learning through faculty participating in our on-line faculty/staff training; Accommodating Students with Disabilities (ASD Project). Disability Services provides programming to academic departments upon request regarding disability and deaf cultures; so that faculty and staff can better understand cultural issues.

4. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee

to its constituents shaped by the university mission? How are your outreach programs responding to community needs? (Criterion 5.A)

Disability Services has a Questions/Comments/Suggestions mailbox on the departmental website. Disability Services has completed surveys in the past to assess services. The Disabled Services Advisory Committee plans to implement a survey on all campus services this year. The Disabled Services Advisory Committee has utilized consumers membership in the past. The committee will look into having consumer membership in the future.

5. How has/should your committee evaluate(d) the services provided to constituents? How inclusive are your committee's services to the community/constituents? How is/should your committee interface with professionals in the community? (Criterion 5.D)

Disability Services has a Questions/Comments/Suggestions mailbox on the departmental website. Disability Services has completed surveys in the past to assess services. The Disabled Services Advisory Committee plans to implement a survey on all campus services this year. Disability Services conducts evaluations on sign language interpreting services. These evaluations are done by faculty and students who utilize these services. Accommodations are promoted through the following ways: Admissions Publications, numerous websites, Residence Life and Services Publications, all syllabi are required to have an accommodations statement, faculty/staff on-line training, Disability Services publications, and community event publications. Disability Services has contact with the following community groups on a regular basis: Southwest Center for Independent Living (SCIL), Disability Connections, the ADA Hotline, Missouri Association for Higher Education and Disability (MOAHEAD), and the Missouri Association for Blind Students (MABS is an SMSU student organization and a chapter of the National Federation for the Blind). Disability Services receives newsletters from the Governor's Council on Disability and SCIL. Disability Services' on-line newsletter passes on to students pertinent community information and community disability resources. Disability Services has trained faculty and staff to make appropriate referrals to the Disability Services office. SMSU has the largest population of students who are blind/visually impaired in the state. These students have formed the Missouri Association of Blind Students (MABS). MABS is an official SMSU student organization and is also a chapter of the National Federation for the Blind. Disability Services has assisted MABS in their endeavors and the Director of Disability Services attempts to attend one of their meetings at least once a semester to enhance services and obtain feedback regarding services.

Last Modified: September 08, 2005

Charge for Distance Learning/Internet Policies Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE DISTANCE LEARNING/INTERNET POLICIES COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Distance Learning/Internet Policies Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Distance Learning/Internet Committee planning for the future? ([Criteria 1-5](#))
2. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? ([Criterion 2.B](#))
3. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? ([Criterion 2.B](#))
4. Show how your program's activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support the creation of effective learning environments. ([Criterion 3.B-D](#))
5. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
6. What resources does your committee have to engage with constituencies and communities? What types of activities provided by your committee are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your committee's planning process engage students, staff, administrators, and faculty? Is your committee involved with the University's planning process? If so, how? ([Criterion 5.B](#))
7. How has/should your committee evaluate the services provided to constituents? How inclusive are your committee's services to the community/constituents? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Early Childhood and Family Development Program

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- It defines and gives justification to how departments, programs, administrators, and instructors organize the programs to maximize student growth as learners and citizens.
- It was emphasized during orientation of new faculty and during the interview process
- University events relate to the mission-speakers on the political process. The environment and social issues.
- CASL prominence recognition of faculty and staff for volunteerism
- The operations of the university appear to be in direct line to the mission of public affairs. Funds are allocated and the public affairs mission is supported in terms of goals and priorities
- The mission is restated as a justification of both policy and practices in College Bulletin, promoted material and news releases to the community

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- It appears to be heavily connected as is discussed in meetings, publications, and financial decisions made from the top down (really from the state as well)
- Priorities in planning of the administration and the faculty do not always seem to match. At the program level, department head lets us know of money available and encourages us to go for grants etc., but do not always see links with the planning and the budgeting in the overall picture.
- Budgets are made available to all faculty-library and on-line. The details of the implementation process are often obscure.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- The planning documents define the relationship among educational quality and student learning. However at times the spending policies fail to reflect this. For example laboratory classes in some instance lack the needed resources and laboratory supervisors to provide the best learning environment for students. The "cheapest" way to provide learning environments for students appears to take priority over quality.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- Hiring for the president—committee calls for input from university and beyond
- Recent public dialogues for faculty, staff and the community represent an attempt on the university's part to seek insight from all constituencies.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- Given that most of these long range plans appear to be for 3 to 6 to 10 years, each time the issue of long range planning is addressed, that would be another opportunity to re-prioritize/re-look at goals and determine their effectiveness for the given amount of time.
- The modification long-range plan due to state funding has been confusing to some faculty, staff, students and parents. In the recent past the rationale for departmental decisions were not specifically or clearly communicated to faculty. In the process specific actions did not follow previous departmental planning.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- "Developing education persons" portion of mission statement
- We follow the "declaration of community principles" and the themes of professional education and health.
- Preparing professional educator for birth to age-8 with and without ECE certification program
- Preparing family life educators, child life specialists, teen parent educators
- Preparing graduates to work with all children and families with respect for diversity, individual differences and available resources
- Preparing individuals to manage human services agencies and work as managers within public agencies
- Department prepares graduates to help prevent circumstances that put children and families at -risk

How the activities of your department support the University's mission?

- professional education focus
- field experiences in the public schools and with other community partners
- creating and maintaining several community partnerships
- involvement in professional organizations/ with and without students
- focus on continued education for students following graduation by developing masters program
- Students are encouraged to take service learning classes
- Faculty serve on school, not-for-profit and public agency boards of directors, boards of professional organizations (local, state and national) and advisory committees.
- Faculty write grants to assist in the resolution of public issues in the best interest of child, youth and their families.
- Faculty study/research social, health and educational issues to maintain their own competency in the discipline.
- The Child Development Center (CDC) and Learning Connection (LC) provide quality educational services to the community.
- The CDC and LC provide model programs for groups and individuals in the community seeking to replicate programs for children and families.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- Faculty work with policy and advocacy groups/agencies of the community, region and state to re-solve important issues
- Recognize the many areas of scholarship and the need for continuous
- improvement in each area.
- Rewards the quality of scholarship, teaching and service
- Provides specific directions to assist all faculty in professional growth and development.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- Clear criteria established and shared with faculty.
- Faculty committee reviews faculty performance and makes recommendations to director.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- Continuing education
- Training opportunities
- Support from department head in choosing classes to teach as well as time of classes to facilitate professional development.

- Faculty allowed to "buy" out time to administer grants---use money from grants to hire per course to allow them administer grants
- Support of faculty achievement awards
- Assistance of a graduate assist or work study student to faculty limited faculty travel monies.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Acceptance into program
- Recommendation for student teaching
- Scholarships
- Internships
- Student awards, i.e, Centennial pins for outstanding students, Outstanding Graduates, First Generation Award, etc for graduating seniors, program honorary societies.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

After careful dialogue with colleagues in the College of Education and the College of Health and Human Services and with the support of faculty and administrators in both colleges, two programs (Early Childhood and Child and Family Development) were merged to form the Early Childhood and Family Development Program. This merger was based on the collective needs of students and faculty with the purpose of preparing graduates to work with children and families in a variety of settings.

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- Reference to MoStep, DESE, and NAEYC standards in each ECE syllabus; regular update of syllabi.
- ECE majors complete portfolios to demonstrate masters of standards and reflective decision making
- EC assessment plan is re-evaluated and updated accordingly, helps to guide practice and department policy
- State and National Accreditation
- CFD assessment plan is being developed.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- student end of semester evaluation of courses
- assessment plan is re-evaluated
- courses and programs are regularly discussed based on student need, feedback, and faculty specialty
- gather data on student performance in ECE courses, sample assignments
- syllabi are available and reviewed regularly to determine if objectives and content is contributing to student learning

How are the results of your assessment activities used by department faculty for program improvement?

- Department head collects samples of some assignments grades – make needed adjustments to assignments/ course plans
- Decisions on course maintenance are discussed and at weekly faculty meetings
- Relevance of courses to available employment opportunities
- Reorganization of courses/programs as needed
- Make needed adjustments to teaching methods, course plans, etc.

- Meeting of various advisory committees
- Revising core curriculum of Child and Family Development Program

What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- summer retreat day with ongoing planning
- development of mission statement with long and short term goals to be reviewed at least yearly
- 5 year goals developed by faculty
- Yearly individual development plan
- Development of masters degree
- Capping of ECE program
- Ongoing faculty meetings
- Setting realistic goals (department & individual)
- Having the ability (flexibility) to make necessary changes

What activities of your department encourage collaborative efforts with other departments at the University?

- Collaboration with Child Development Center
- Participating members of PEC
- Encouragement of participation in university committees
- Partnerships with community—UCCC, grants
- Service learning experiences
- Grant Funded Programs—Missouri Preschool Project

What policies and procedures are used by your department to improve student learning?

- small class sizes in ECE; reducing size in CFD classes
- individual attention given to students
- scoring rubrics for assignments
- feedback from evaluations from cooperating teachers in the field emphasis on critical thinking/reflective practice in journals/assignments/portfolios
- CFD faculty advise each of those majors which offers a one on one opportunity to address needs of the students.
- emphasis on critical thinking/reflective practice in journals/assignments/portfolios
- Easy access to faculty for academic assistance

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- weekly faculty meeting discussions
- encouragement from department head to participate in university sponsored professional development and creating professional development yearly plans
- class size
- reasonable teaching load
- use library funds
- departmental support of the CDC, an essential support program of the curriculum taught

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- Early Childhood Education Program accredited nationally by National Association for the Education of Young Children and with state approval by DESE.
- COE accredited by NCATE
- Child Development Center has Missouri Accreditation

Last Modified: September 08, 2005

Report from Economics Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

- The University's mission "to develop educated persons" is incorporated in all of the literature propagated by the University and is included in the literature disseminated by most, if not all, of the academic units.
- The long range planning documents are organized around the five themes. In the last couple of years, there has been some re-allocation of resources to new programs which appear to be tied closely to the themes.
- Most faculty members are not actively involved in the long range planning process even though they are invited to participate via open meetings and round table discussions. This lack of participation results from the general feeling that decisions are made at the top prior to campus-wide discussion.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

- ECO 155 "our general education course" should be required of all students expected to function as citizen-voters. The major macroeconomic issues before our citizenry are covered in this class. Exposure to this class helps our students to analyze and resolve contemporary problems at the national and international levels. Currently, all Business majors and Education majors are required to take ECO 155.
- The Bureau of Economic Research provides invaluable community service and an interface between the work of the department and local economic constituencies in southwest Missouri with the publication of four quarterlies and the annual *Southwest Missouri Economic Review*.
- Our students have participated in a wide range of internships including positions in the state legislator, the U.S. House of Representatives, and local businesses.
- Our offerings include telecable courses, interactive television courses and web based classes that strengthen the University's outreach efforts and are a part of the MBA program in the College of Business.
- Although the Merit Pay system was eliminated several years ago, faculty do have the opportunity to compete for university and college awards in teaching, research and service. Several Economics faculty have won these awards and thereby raised the visibility of the department. Additional reward incentives would be desirable.

What department activities are undertaken to collect and use program assessment information? (Criteria 3-4)

- A College-wide, common teaching evaluation is administered for each section of our courses. The results of this tool are used as part of each faculty member's yearly assessment by the Department Head as well as in promotion and tenure decisions. Student comments are also used to assist with curricular change and development.
- An exit interview is conducted with each graduating senior. Students are asked to assess the effectiveness of instruction and the curriculum, and to make suggestions that will assist future students.
- A survey of graduates is conducted every **five** years to determine salary levels, placement of graduates, and post-graduation assessment of their degree program. The results of this survey are placed on the Department website and used in recruiting and in the planning process.

What department activities are undertaken for development and improvement?

How does your department plan and prepare for the future?

- Historically, the department has prepared detailed three year plans and currently has a long range planning committee. Input is solicited from all members of the faculty and the ranked faculty vote on the planning documents.
- A faculty retreat is held prior to the fall semester to update faculty on new developments and to lay out plans for the academic year in terms of curricular changes, recruiting efforts, and public programming.

Collaborative efforts with other departments at the University.

- We offer a special section of our Principles of Macroeconomics for pre-service, teacher education students. The professor of this section is constructing a web site to be used by his students as well as by teachers in the region and supervises student presentations in regional elementary schools.
- Two capstone classes (GEP 397) have been developed and taught with faculty from other departments:
 - Economics and the Media with the Department of Media, Journalism and Film.
 - Money, Trade and Society with the Department of Sociology and Anthropology. This course is currently available through the Extended University via television.
- The Director of the Bureau of Economic Research solicits articles written by members of other departments to be published in the Bureau's annual **Southwest Missouri Economic Review**.
- Faculty members have served as panel members on issues involving both the environment and health care.
- The Economics Club collaborated with the Department of Finance in sponsoring a speaker from Trinity University in Dublin, Ireland.
- A faculty member collaborated with the Department of History on a grant proposal which was funded by the Department of Education for approximately \$900,000.
- Participated in the Academic Lecture Series.
- Several Economics courses are part of graduate degrees in Business, Public Administration, **Health Care Management**, and Planning.

Policies and procedures to improve student learning.

- Developing exercise sets used in classes.
- Utilize web technology (Blackboard presentation software) and statistical software in computer labs.
- Participation in on-campus faculty development workshops.
- Peer Tutors are made available to students in the ECO 155 and 165 courses at departmental expense.

Last Modified: September 08, 2005

Charge for Educational Technology Center/Advisory Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE EDUCATIONAL TECHNOLOGY CENTER/ADVISORY COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the ETC/Advisory Committee fit with the University mission? What policies and procedures are used by the ETC/Advisory Committee to improve student learning for the future? How is the ETC/Advisory Committee Planning for the future? ([Criteria 1-5](#))
2. Describe how the activities of the ETC/Advisory Committee are in alignment with the university's mission. What features of the ETC/Advisory Committee could be improved? How can this be accomplished? ([Criterion 3.A,3.B,3.C,3.D](#))
3. Show how the ETC/Advisory Committee activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support the creation of effective learning environments. ([Criterion 3.B,3.C,3.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Educational Technology Center/Advisory Committee

How does the mission of the ETC fit with the University mission? What policies and procedures are used by the ETC to improve student learning for the future? How is the ETC Planning for the future?

1.a How does the mission of the ETC fit with the University mission?

ETC MISSION STATEMENT: The Educational Technology Center (ETC) provides assistance and support for instructional technologies in a multi-campus environment, offering training, production, technical support, and consultation.

The ETC is here to help faculty realize their educational goals through the application of instructional technology and media resources. In the ETC, Instructional Technology (IT) means exploring, developing and applying the methodology, process and materials required to achieve teaching goals and learning objectives. More than handing-out equipment or producing media materials, ETC staff will assist in determining the most effective utilization of traditional and/or new technology, from the production of media materials, to the training, support and utilization of classroom presentation systems and multimedia resources.

For SMSU students, the 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.

- The University's mission and purpose is (in general terms): to develop educated persons, to the use of the most effective and regularly evaluated methods of discovering and imparting knowledge, and to appropriately utilize technology in support of these activities. Through the practice of actualizing the mission of the ETC, we directly support the teaching and learning activities across the university on a daily basis. ETC services directly impact our instructors in their ability and methodology to teach and therefore act to implement the University's mission statements outlined above. These services include:
 - Assisting faculty in planning upgrades and new technology installations for the classroom. - Providing training and support for the utilization of classroom presentation technology.
 - Maintaining and delivering media equipment to the classrooms and for pick-up.
 - Providing technology support for maintenance, repair, and installation of media systems.
 - Developing and producing supplemental materials or whole course programs.
 - Providing resources and training to produce their own multimedia materials.
 - Consultation and training to explore and develop technology applications.
 - Oversee the operations and support for the Multimedia Lab, Faculty Media Development Lab, the Gateway Instructional Lab, and the Academic Open Computer Lab.
- ETC resources impact the students through its role to support instructional delivery, developing materials that provide instructional activities and exercises, and by providing media equipment and multimedia workstations that allows the student to engage in the utilization of technology applications to better meet their academic pursuits. This includes:
 - Supporting the media and presentation technology systems in the classrooms.
 - Provide Equipment Lending, includes maintaining and training for the equipment.
 - Managing the operations and support for the media workstations in the Multimedia lab.
 - Maintaining the media viewing stations in the Library.

UNIVERSITY'S MISSION: Furthermore, the University understands that it has an obligation to draw upon the insights generated in this quest for knowledge in order to provide service to the community which supports it.

- One of the ways that ETC has reached out to the community is by having a cooperative partnership with the BASE program. The BASE program was developed by the Springfield Public School system for "at-risk" high school students.

This program has helped lower the drop-out rate for school district. Since 1998, the ETC has partnered with the BASE program here at SMS and has had over 15 BASE students participate by working for the equipment delivery area of the ETC. These students have ranged from those who simply hated school and threatened to drop out to the one student with OCD. All of these students have had a very positive impact on the ETC and the social and work skills they gain through their partnership is invaluable to their future success.

- Another way that the ETC has reached out to the community has been through the media services provided to the various conferences and SMS sports banquets. The conferences include some several hundred events a year and may involve up to as many as a 1,000 participants. The SMS Sports banquets have become a highlight event for the athletes and coaches as a way to celebrate their season and share it with people around the community. Since 1997, ETC has reached out to the community and represented the University by providing the staffing and equipment that support these special events.
- ETC personnel were part of the University's Staff Senate's effort to originate and organize an annual Veteran's Day recognition. The ETC provides production and equipment resources to support the full day of events each year that welcomes and acknowledges veterans from around the community and campus.

1.b What policies and procedures are used by the ETC to improve student learning for the future?

- The ETC has procedures that involve the coordination for the planning, implementation and support for classroom environments and technology upgrades. This has great impact upon the teaching and learning opportunities within the University.
- In its role as the University's contact point for instructional technology standards, specs, and consulting, the ETC strives in its procedures to ensure that the technology decisions and investments will not only serve as the best solutions for meeting the immediate needs of the faculty and students for teaching and learning but will also lend desirable options for future expansion and upgrades.
- The ETC provides a number of student employment opportunities including office assistants, production assistants, lab assistants, computer specialists, interns, and graduate assistants. While expanding the ETC's services across the campus, these opportunities provide students with on the job training that offers an income, experience and resume' references.

1.c How is the ETC Planning for the future?

- The ETC staff attend conferences and professional development opportunities that promote the learning of new skills and techniques which helps the ETC personnel stay informed about the latest developments for instructional technology.
- The ETC is currently involved with creating the planning process and time-line for the classroom upgrade procedures. This process also involves exploring other related issues such as funding allocation sources for 'Maintenance & Repair' and 'Upgrade & Replacement', procedures for classroom response and support, room scheduling guidelines, and inventory tracking.
- The ETC is in the process of filling a new position for a Multimedia Developer who will provide support for developing multimedia and web based materials, and offer consulting services for investigating instructional applications. This position could also offer ideas and encouragement for utilizing newly installed classroom technologies.
- The ETC is also involved in the process of acquiring a newly created position, the Classroom Coordinator, who would be responsible for carrying out and supporting the classroom upgrade process. This would involve the planning, installations, and support.
- The ETC continues to evaluate the budget and resources available to the Center and how this affects our ability for addressing the University's mission. This is reported to the administration so it can be considered in the Academic Affairs and University planning.
- The ETC is developing a maintenance schedule for the classroom systems and components and for the equipment in

Equipment Lending. This would be carried out by the ETC Media Systems Specialist/Technician and implemented as a process for preventative maintenance scheduling and a tracking system to better document the work as it's done.

- The ETC is also developing an automated on-line reservation and tracking system for the Equipment Lending service. This would be carried out from the ETC Office Coordinator desk, which acts as the contact point and schedules the deliveries. This system would implement e-mail confirmations, better tracking, and multi-point access.

Describe how the activities of the ETC are in alignment with the university's mission. What features of the ETC could be improved? How can this be accomplished?

2.a Describe how the activities of the ETC are in alignment with the university's mission.

- The ETC's activities and role in the planning, design, installation, and technical support for the University's classroom technologies are critical to the University's mission, directly impacting its ability to provide effective teaching and learning activities and environments.
- The ETC Equipment Lending service delivers and picks up media equipment to the classrooms, supplies and maintains equipment for student and faculty lending, and assists in technical support, equipment set-up and training.
- The ETC provides consultations and recommendations for media equipment selections, presentation system options, classroom design, and multimedia solutions for meeting various instructional and presentation needs across the university. The ETC works with Work Management and the Procurement Services to establish standards and insure that acquisitions are within the desired specs.
- The ETC provides operational supervision and technical support for various labs in the Library including the Open Computer Lab, the Multimedia lab, the Gateway Instructional Lab, and the Faculty Media Development Lab. These facilities provide capabilities for faculty and students to develop their own teaching and learning materials, training opportunities for faculty to explore and develop new instructional methodologies, stations that ETC student workers can produce materials for faculty, and resources that allow faculty to learn production processes and/ or develop their own materials.
- The ETC's production services develop, produce, and duplicate media materials that support instructional, research, and promotional applications for the University. This includes graphics, video, audio, multimedia, and web based materials.

2.b What features of the ETC could be improved?

1. The ETC continues its effort to identify and acquire the necessary resources, including personnel and funding, that are required to meet the growing instructional media technology needs of the University. For example, as more equipment is installed across the campus, additional funding would be required for the maintenance, repairs, upgrades, and replacement as well as the technician(s) required to maintain such a growing inventory. As more faculty become active in their utilization of technology, additional media resources and production personnel will also be required to address growing demands.
2. Another area for improvement would be to better inform the faculty, staff, and students about the resources and services available to them through the ETC.
3. Expand the training for faculty, staff, and students on the multimedia lab workstations and for faculty and staff on the classroom presentation systems.
4. Improve the communications and collaborations between the departments and personnel involved with the classroom upgrade processes and the on-going classroom support and troubleshooting response. Also, improve updates to the departments that are affected as the installations are completed and arrange for necessary training.
5. Streamline the classroom support process with clearly understood contact response point and funding source(s).
6. Have accessible inventory records with information for the ETC equipment and the SMS classroom systems that provide an available comprehensive classroom inventory.
7. Improve check-out and tracking process for Equipment Lending.

2.c How can this be accomplished?

1. Continue to evaluate our processes, resources, standards, and policies. Then make revisions where it improves our ability and effectiveness to provide the best services, resources, and support for the University. Continue efforts to keep the administration informed so appropriate policies and funding decisions can be determined.
2. Continue to publish and distribute promotional and informational materials. Make announcements at the AAA meetings and through ITAC. Have the Classroom Coordinator and other ETC staff attend departmental meetings. Do more articles in the school paper and better maintain the ETC web site. Brainstorm to discover and create new approaches.
3. Provide more training sessions for faculty, staff, and students on the multimedia lab workstations and for faculty and staff on the classroom presentation systems. Improve the promotions and communications for such events. Propose and implement a project-based training program, identifying funding sources and necessary resources.
4. Implement Jupiter, or another application, to track the installation process, providing access to all the units and personnel who need to be involved and informed. As the new installation process is adopted, the ETC will notify the faculty and departments affected about the completion date and arrange for the necessary training.
5. Identify a single contact point for all classroom locations, implement method for communications, and develop a well-defined response that would be common knowledge across the campus. This should involve clear guidelines, good understanding and effective collaborations between all the areas involved including DUSS, CUSS, ITSS, Work Control, Telecommunications, and the ETC.
6. Create an automated inventory database for ETC equipment and SMS classroom systems with multi-point access, easy interface for data entry, and appropriate security.
7. The ETC is developing an automotive program for the Equipment Lending service that would provide e-mail confirmations for all requests, tracking throughout the process, replace the cumbersome paperwork, and provide access from various points of contact.

Show how the ETC activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support the creation of effective learning environments.

3.a Show how the ETC activities encourage and support innovative and effective teaching on campus.

- With the ETC's strategic role involving the process for planning, installation, and support for the SMS Classroom environments, we participate in various activities that has a major impact upon the teaching and learning mission of the University. This process involves the coordination and collaborations with a number of units across the University and has a direct affect upon the faculty's capabilities to deliver instruction and for the student's opportunities for learning.
- Each year the ETC schedules the 'Technology Expo', bringing the latest in educational technology to the campus, providing hands-on opportunities and interactions with experts in the field. Sponsored by the Office of Academic Affairs, this event has evolved into a collaboration with the Regional Consortium for Education and Technology Southwest (RCET-SW) to bring a larger audience and a wider variety of training opportunities. It now includes break-out sessions that demonstrate applications of technology. Through an agreement with RCET-SW, these training opportunities are offered at no cost to SMSU faculty and staff.
- The ETC provides technical support and maintains the operations of the Gateway Instructional Lab. This multipurpose facility provides faculty development activities and training opportunities through the Center for Continuing Professional education, CCPE programs and ETC training sessions. This facility is also used by administrators and the faculty to explore technology solutions and to practice methodologies in order to determine appropriate instructional technology applications.
- Through the utilization of the ETC Multimedia Lab, faculty can engage the student in more learning activities and exercises. For example, students can prepare videos or multimedia materials that can be incorporated as presentations or activities in the classroom or as assignments to be turned into the instructor.
- Access to the Faculty Media Development Lab provides the faculty with media stations to learn new techniques and the resources to produce their own media materials in a more private setting, with support personnel available upon request.
- With the new ETC service point offered through the Multimedia Developer, the faculty have support and production assistance to develop and produce interactive materials that can be used to deliver instruction and/ or supplemental learning activities. Through this process the faculty has the opportunity to enhance their teaching possibilities while

directly learning more skills and ability to utilize instructional technology.

3.b Show how these activities encourage and support the creation of effective learning environments.

- The ETC plays a major role in the University's process for classroom upgrades and support. Over the past year the ETC has worked with the Instructional Technology Advisory Committee (ITAC), the academic departments and Deans, and the Instructional Facilities (IF) Team, to develop a time-line and process for: the planning and design, the installation and renovation projects, and the follow-up maintenance and troubleshooting response. This process involves the prioritizing and allocation for the two funding sources; 1) the CPU, Classroom Presentation Upgrades funding that is provided by student fees and to be applied for presentation technologies, and 2) the CUB, Classroom Upgrade Budget that has been assigned from university funding to be applied to all the classroom environmental issues including lighting, furniture, building construction, and technology solutions.
- The various ETC labs provide the opportunities and resources that support and promote teaching and learning activities. In addition, the ETC provides personnel who offer operational and utilization support for end-users.
- ETC staff provide consultative services which evaluate all aspects of the environment to ensure it fosters effective learning opportunities.
- The Media/ Classroom Technical Support component of the ETC provides: installations, upgrades, troubleshooting, maintenance, and repair services. This service directly impacts the learning capabilities and opportunities available to the faculty and students within the classroom and media lab environments across the Campus.

Last Modified: September 08, 2005

Report from English Department

Important Note: During Spring 2005, the English Department is committed to review and rewrite its most basic guidelines concerning departmental governance, evaluation, and assessment (rewriting its Bylaws, reconsidering its Tenure, Promotion, and Annual Appointment Guidelines, and reconsidering assessment in every program area, undergraduate and graduate). Although these important reviews will occur after the initial deadline for the English Department's HLC Self-Study report, they will be extremely important for our department and could still be made available to the Higher Learning Commission Self-Study Site Team.

1. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

Robert Diamond's recent published survey of SMSU faculty showed a general sense that faculty felt some disconnect between the University's mission and evaluation of faculty performance, allocation of resources, and day-to-day operations. This feeling holds true in general for [English Department](#) faculty, as well. Yet, interestingly, the English Department faculty enthusiastically embrace the ideals of the Public Affairs mission, the ideal of developing educated persons ("literate in the broadest sense," appreciating the responsibility of lifelong citizenship and enjoying the opportunities of lifelong learning, seeking "solutions to problems by means of a broad base of knowledge as well as in-depth mastery of at least one specific academic discipline."), and the ideals of the five (soon-to-be-six) themes (Creative Arts, Professional Education, Business and Economic Development, Health, and Science and the Environment, with the Human Dimension soon to be added).

In the past, English Department faculty, other than departmental administrators and faculty actively involved as faculty representatives on campus (serving in the Faculty Senate, on the Graduate Council, the SMSU Higher Learning Commission Self-Study Committee, etc., etc.), have felt somewhat left out of the long-range planning process (although they all know the meetings are open to faculty). Our faculty do see the connections with long-range planning and budgeting, educational quality, re-prioritization, etc., but these have remained somewhat vague concepts to them. **However, recently, it's clear in the department that there is a strong sense of re-engagement in the process of getting actively involved in planning for the future of the university. This type of engagement, this type of "buying into" the process of planning for the future, should make a huge difference in departmental morale, and should lead toward a very positive change in attitude toward the university as a whole.**

2. How do your department's mission, activities, and reward system align with the University's mission?

How does the mission of your department fit with the University's mission?

Our department's mission statement is as follows: "The Mission of the English Department is to foster literacy in the broadest sense through appreciation of the written word. We help students improve their language skills by teaching a variety of techniques and approaches to reading and writing. We teach creative and practical expression in traditional and innovative forms. We teach literature, past and present, of the Western and other cultural traditions, especially in the English-speaking world. In our classrooms and research, we question conventions, boundaries, ready-made answers, and complacency in order to create a society which appreciates aesthetic as well as material values and a free exchange of ideas and images."

This mission statement generally fits well with the university mission, but it could be made to fit more closely. The mission statement fits part of our department well, but doesn't cover all of our department well. It will be among the first things rewritten this spring when we rewrite our departmental Bylaws.

How do the activities of your department support the University's mission?

Since the overarching mission of SMSU is to "develop educated persons," the mission of the English Department, "to foster literacy in the broadest sense through appreciation of the written word," centrally supports the university's mission. Through the study of reading and writing in our Basic Skills classes, we help educate all the students on campus in a way that improves their language, analytical, and expressive skills. Through our General Education offerings, we build on these basic skills. In literature, linguistics, and creative writing courses in General Education, we help develop a student's understanding of both self, and culture and society, preparing them for a lifetime of learning. Through all of the courses in our program areas, we prepare students to learn how to learn, and therefore to cope with change in a rapidly changing world, and to learn specific disciplines that will lead them to professional fulfillment, along with the personal fulfillment a student gains through the process of life-long learning.

Public Affairs: This university's statewide emphasis on public affairs has always been a central concern of the English Department, and since the university was officially given this statewide mission, we have taken special care to enhance this area of our teaching and to use this ideal in our interaction with our students and the general public. Focusing on public affairs means an intense focus on individual and community responsibility, focusing on what is necessary to create an informed and responsible citizen. Everything taught in the English Department aims to further this study of shared responsibility in society. Our departmental mission stresses this focus on responsibility to society. We teach the literature, past and present, of the Western world and of other cultural traditions (as you might recall!). In our classrooms and in our research, in our study of writing and of literature, we question conventions, boundaries, ready-made answers, and complacency in order to create a society which appreciates aesthetic as well as material values and a free exchange of ideas and images. In our teaching and in our dealings with the rest of the world, we stress the importance of appreciating cultural diversity, and in our department we strive daily in every meaningful way to reach out to the larger communities around us (English Week, which reaches out each March to one thousand high school students in the region and their teachers, along with a wide range of members of both the campus community and general community, is but one example of this public affairs ideal put into practice by our department). Through internships and service learning classes, through all our classes, really, we encourage a university-wide and community-wide dialogue concerning the best that has been thought and written. Percy Bysshe Shelley summed up one aspect of this dialogue very succinctly and powerfully, "Poets are the unacknowledged legislators of the world."

General Education and the Five Themes: I feel it's worth noting, from the start, that the English Department leads the University in the most basic and fundamental education offered to all students: General Education. Writing I and Writing II are the most obvious examples of this type of crucial fundamental education that cuts across all majors and disciplines, but the department also offers an important array of such classes in literature, creative writing, and linguistics, as well.

Business and Economic Development: Our Professional Writing programs, both graduate and undergraduate, create the professionals who allow businesses, in fact, institutions of all kinds, to communicate both internally and externally. Our B.A. in English degree (both the Literature Option and Creative Writing Option) are very strong pre-law degrees, and very strong degrees to prepare for management positions, as well, because the analytical and communication skills developed in this course of study are crucial in these careers, as is the deep insight gained into human nature.

Health: Our Professional Writing programs, both graduate and undergraduate, create writers who can serve the health care field effectively. It is no accident that the Annual Public Affairs Panel Discussion (sponsored by the English Department during English Week) focused in the spring of 1999 on "Health and the Community." The discussion was held at the St. John's Hammons Heart Institute Auditorium and featured, along with faculty from SMSU, Larry Wallis, President and CEO of Cox Health Systems; Jay Eckersley, President and CEO of St. John'sHealth Systems; Dr. Peter Molberg, President, Greene County Medical Society; Harold Bengsch, Director, Springfield/Greene County Public Health and Welfare Department; and Tobias Meeker, Ethicist and Director of the Ethics Program at St. John's Health Systems.

Professional Education: Our B.S. Ed. in English degree helps fill our public schools around the state with qualified teachers at every level, and the English Area of Emphasis, M.S. Ed., Secondary Education, helps more established public school teachers in the state master their craft at an even higher level. Many of our B.A. and M.A. students use their education with us to support this theme of the university, as well. Results of the departmental survey of M.A. students who graduated in 2001 show that 47% of recent M.A. graduates are currently teaching English in public schools or at the community college or college level, while another 13% have gone on to doctoral programs, almost exclusively for the purpose of teaching at the college level. The Composition and Rhetoric track of our M.A. in Writing is busy teaching the teachers who will teach writing to the next generation of students, and the TESOL track of our M.A. degree is busy teaching the future teachers who will teach English to students who have English as a second language (on this campus alone during the ten years of its existence, this program has enabled the international student population to grow from around 100 students to over 500 students!). Graduate students may opt to take the TESOL Certification Option to prepare for a career as TESOL teacher, or they may get an M.A. in English, taking the TESOL Track.

Creative Arts: The articulation of the new name for this theme emphasizes the importance the University places on the "language arts." The B.A. in English, Creative Writing Option, and the Creative Writing Track of our M.A. degree support this theme. Some of our undergraduate creative writing students have been singled out by the Associated Writing Programs as the best in the country (in fact, our poetry students won more spots in their annual contests than students from **any** university in the country during the 1990's!). Our long-established Moon City Reading Series for creative writers and the university's literary magazine, *The Moon City Review*, produced by the English Department and edited by English Department students, also strongly support this theme on campus and in the community. The Soul of a Poet Reading Series, sponsored by the English Department and The Library Center in Springfield, and now in its fifth year, is the most popular such series ever presented by The Library Center.

Science and the Environment: Our Professional Writing programs, often labeled Technical and Professional Writing programs in our department, can serve all scientific fields effectively, and the focus on science is important in that discipline, as can be seen by our department's offering such classes as ENG 487, Analysis of Scientific Literature, and ENG 677, Scientific and Technical Editing.

Our department's Technical Writing internship class, ENG 574, often pairs students with non-profit organizations, as do Citizenship and Service Learning components of Technical Writing classes. Such internships and Service Learning classes frequently focus on some aspect of environmental protection.

The Human Dimension: This sixth theme to be added was conceived, in large part, with the College of Arts and Letters and the English Department in mind. Most of our undergraduate and graduate programs are tailor-made to fit this theme: Literature, Creative Writing, TESOL (Teaching English to Speakers of Other Languages), Linguistics, Composition and Rhetoric, and English Education.

Further, the activities associated with our academic programs and the faculty in each academic area clearly support the University's mission, as illustrated in the following sample of recent professional service and community outreach activities associated with our Literature and Creative Writing programs and faculty (although all these examples aren't perfectly updated, they do show the strong engagement of our departmental faculty to the university's mission):

Year	Name of Organization	Name of Award
1999	National Writing Project--aimed at teaching outstanding high school teachers of composition in the region	National Writing Project Grant (approx. \$20,000)
2002-2003	Missouri Arts Council Folk Arts Program	\$2,000 grant for research project "Telling Traditions: Discovering the Ozarks' Jewish Women"
1999	Missouri Humanities Council	Governor's Humanities Award in the area of Community Heritage, to Dr. Katherine Lederer for her work preserving, in her words, "Springfield's Lost Black History"
1999	Preservation Springfield	"Site-ation" for Achievement in Preservation Excellence, awarded to Dr. Katherine Lederer for her work Preserving the Lincoln High School building

- 2000 Soroptomist International "Women Helping Women" Award, for Dr. Katherine Lederer
- 2001 Writer's Hall of Fame Dr. Katherine Lederer inducted for her work, in her words, preserving "Springfield's Lost Black History"
- 2002 Midwest Archives Conference President's Award (for work on Katherine G. Lederer Ozarks African American History Archives)
- 2003 Gitana Productions Extraordinary/Ordinary Person of the Year, to honor "citizens who perform extraordinary deeds for others without regard to race or nationality, awarded to Dr. Katherine Lederer

Program activities and faculty accomplishments that affect the off-campus community and support the SMSU mission/themes for the last five years.

- Examples might include media appearances, panel discussions, History Bowl, recognition from national/regional learned society(ies), service on professional boards, etc.
- As with all the lists re-grading these different programs, the following items will be by way of example and will be a very small fraction of the items that could be listed.

Program Activities

- Vigorous and frequent cooperation with the Language Arts Departments of Southwest Missouri (for example, 40-50 faculty, emeritus faculty, graduate students, undergraduate students from our department [a third of **all** the judges])

spend a Saturday in March at Nixa High School [or Reeds Spring, or wherever] for "Judging Day," judging the 7,000+ writing entries from K-12 students for the LAD Writing Fair)

- English Week offers 28-38 events during a week in mid-March to up to 1,500 area high school students and their teachers, the campus community, and the general community (events featured cover an enormous range, from a "high tech" presentation on "*The World of Beowulf*," to a presentation on science and science fiction, to a discussion of Ozark folklore's roots in literature, to a discussion of teaching English in China, to a discussion of "Cowboy and Indian" stereotypes in literature, to a staged dramatization, in cooperation with the Ozarks Literacy Society, of how different types of adults in the Ozarks learn to read working with tutors from the Ozarks Literacy Society).
- Publication of *OzarksWatch* magazine (one, two, or three issues, typically, are published annually)
- The "Soul of a Poet Reading Series," at The Library Center on S. Campbell, features two-three readings each semester by departmental creative writing faculty and students (over the last four or five years this has easily become the most popular series ever held at The Library Center).
- The Katherine G. Lederer Ozarks African American History Archives (collection contains a wealth of carefully preserved history, including 2,500-3,000 photographs, which chronicles, in Dr. Lederer's words, "Springfield's Lost Black History")
- *Explorations in Renaissance Culture*, the internationally prestigious scholarly journal, is edited by Dr. Tita Baumlin and Ms. Angelia Northrip in the English Department on behalf of the South-Central Renaissance Conference (two book-length journals are published each year).
- Hosting the annual conference of the Midwestern American Society for Eighteenth-Century Studies at SMSU in fall 2002: During 2002, Professor William Burling served as President of the Midwestern American Society for Eighteenth-Century Studies, the regional affiliate of the American Society for Eighteenth-Century Studies, the most prestigious professional society in North America of scholars working in the general field of eighteenth-century studies. The job of the President of the MWASECS is to organize (basically, single-handedly) the annual conference, and this Professor Burling did for the conference, held at SMSU in fall 2002, with the theme "Historicism and the Long Eighteenth Century." There were 60 registered participants and hundreds of other guests, both faculty and undergraduate and graduate students from SMSU and from the community. The 16 sessions featured 45 papers presented by scholars from more than 35 colleges and universities in 20 states (including six presentations by faculty members in our department and two presentations by graduate students in our department). The full-dress stage presentation showcased the SMSU Department of Theatre and Dance. The keynote speaker, Professor Robert Hume, coaxed to SMSU almost surely because he was Dr. Burling's mentor at Penn State, is one of the most respected scholars in the world today.

Faculty Accomplishments

- Dr. Linda Benson in our department has served continually in recent years in important leadership positions in the Language Arts Departments of Southwest Missouri organization (described above). She has served as President (President-elect and Past-President), Coordinator for the LAD Writing Fair, and has been continuously on the Board of Directors during this period.
- Dr. Katherine Lederer served as guest editor for the special edition of *OzarksWatch* (described above) "African Americans of the Ozarks," Vol XI, No. 3 & 4, 1998 (actually came out after this date).
- Mara Ioannides served as guest editor for the special edition of *OzarksWatch*, "Documenting the Jews of the Ozarks," Vol. XII, No. 1 & 2, 1999.
- Marcus Cafagña has served, for most of this period, as coordinator for both the "Soul of a Poet Reading Series" and the Moon City Reading Series (both discussed above).
- Dr. Katherine Lederer is responsible for leading the research work collected and archived in the Katherine G. Lederer Ozarks African American History Archives.
- Dr. Tita Baumlin and Angelia Northrip are responsible for editing the scholarly journal *Explorations in Renaissance Culture* (described above)

Dr. William Burling, as President of the Midwestern American Society for Eighteenth-Century Studies in 2002, organized the annual conference of the organization at SMSU in the fall of 2002 (described above).

- Professor Michael Burns and Dr. James Jones have served as the faculty advisor for the *Moon City Review/Type* magazine during this period.
- Dr. James Baumlin and Dr. Marianthe Karanikas have served as coordinators (for the Humanities and Social Sciences, and the Sciences, respectively) for the Interdisciplinary Forum (described above) during this period.
- Dr. Linda Trinh Moser and Dr. Gayle Mercer have served as coordinators for the Critical Reading Series (described above) during this period.
- Dr. Judith John has been the grant writer for the Sky High on Reading/ Reading Round Up programs (in addition to being one of their principal organizers and one of those most active in their day-by-day activities). She has written approximately nine successful grants for these programs, totaling approximately \$40,000 (here are a few examples from just over a one-year period: \$5,000 from Gannett, 2001-02; \$3,650 from HBOC/McKesson, 2001-02; \$6,200 from Community Foundation of the Ozarks, 2000-01; \$5,000 from the Allen P. and Josephine Green Foundation, 2001-02; and \$5,000 from Gannett, 2000-01). The Sky High on Reading program was initially developed to interest children in reading (students in the program have been reading up to 1,500,000 books a year!). The program has evolved into Reading Round Up and is trying to help bring Springfield Public School libraries up to the required Level III standards imposed by the state. The program has put tens of thousands of new books in the 54 school libraries in the Springfield Public School system in the last several years.
- Mara Ioannides has teamed up with the new folklorist in the English Department, Dr. Rachel Gholson, to be awarded a \$2,000 grant for 2002-2003 through the Missouri Arts Council's Folk Art Program, "Telling Traditions: Discovering the Ozarks' Jewish Women."
- Dr. James Baumlin has served in important leadership positions in the South-Central Renaissance Conference (the oldest scholarly conference devoted to Renaissance studies in the United States) for many years, in recent years holding the all-important position for that organization of Secretary-Treasurer. He served as President of the organization during the 1997-1998 academic year, serving as Past-President during the 1998-99 academic year.
- Dr. Joel Chaston has served in important leadership positions in the International Children's Literature Association throughout this period. In addition to serving, in recent years, as associate editor of the *Children's Literature Association Quarterly*, a publication of the International Children's Literature Association, Dr. Chaston has held a remarkable number of important, prestigious, and time-consuming professional service roles for the International Children's Literature Association. This past academic year he served as President of the organization. He served as Vice President (President-Elect) the year before that, 2002-2003. He served on the Long-Term Planning Committee from 1995-98 and 2001-2002, and as Chair of the Carol Gay Award Committee for 2001-2002. He has served as the Elections Committee chair from 1995-98 and 2001-2002, and as Treasurer (an elected position) from 1997-2000.

C. How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

Our department's tenure, promotion, and annual appointment guidelines have been judged by both the university and our college to fit under the university's guidelines and the College of Arts and Letters' guidelines. However, it has been hard to fit our university's unique mission into our guidelines. I currently serve on the Faculty Handbook Revision Committee and the subcommittee on evaluation. Our subcommittee has spent months on this challenge (incorporating the university's mission into Faculty Handbook guidelines for evaluating teaching, research, and service). We are surely destined to spend a few more months on the topic before we are satisfied. Then the larger committee has to weigh in on our work, then the faculty across campus and the Faculty Senate. **Since our university's mission is unique and far ahead of its time, I don't find our predicament to be disastrous. We are a university functioning at a fairly high level in terms of research, graduate study, etc., and our departments and faculty are very comfortable with the roles of this type of university. Our faculty and departments embrace the general ideas of the Public Affairs mission, but this is a challenging mission to incorporate into guidelines for typical key personnel decisions at a university, such as tenure, promotion, and annual appointment.**

The clearest language in our PTAA guidelines encouraging faculty to remain current in their fields is in the area of teaching (near the start of the "Criteria for Tenure of Ranked Faculty" section):

Teaching

Tenure will be awarded only to a faculty member who has grown and matured as a teacher and demonstrated appropriate professional conduct. The following are among the most important characteristics of a mature and professional teacher:

- Develops clear goals for each course and a methodology for achieving those goals.
- Motivates students of various cultural and educational backgrounds.
- Reinforces concepts that relate to other areas of the Department of English, especially as they relate to National Council of Teachers of English (NCTE) or Department of Elementary and Secondary Education (DESE) standards. The NCTE and DESE standards are important because they establish the criteria for NCATE and DESE accreditation reviews.
- Respects all students and strives to provide equal educational opportunity for all students.
- Fulfills basic responsibilities, including meeting classes, keeping office hours, etc.
- In this same larger section, under the heading "Scholarly and Creative Accomplishments," the Boyer model of applied scholarship is embraced, and certainly illustrates one way for faculty to get rewarded for staying current in their research (serving the professional and larger community):
- The committee will consider work that falls under Ernest Boyer's expanded definition of scholarship (*Faculty Handbook* 2.3.1.2.1). Boyer discusses the importance of recognizing scholarly and creative work beyond the *scholarship of discovery* ("the commitment to knowledge for its own sake," Boyer 17) to include *scholarship of integration* ("fitting one's own research--or the research of others--into larger intellectual patterns," Boyer 19), *scholarship of application* (using knowledge to "serve the interests of the larger community," Boyer 21-22), and *scholarship of teaching* ("not only transmitting knowledge, but *transforming* and *extending* it as well," Boyer 24). It should be noted that serving on numerous committees or offering one's expertise to community organizations may not constitute scholarship of application. Similarly, being a good teacher may not, in and of itself, constitute scholarship of teaching. The term "scholarship" entails innovative, creative, and effective approaches to the "interests of the larger community" (for service) or "transmitting knowledge" (for teaching) in addition to the dissemination of these approaches.
- The idea of periodic publication in one's academic specialty in order to attain tenure or promotion implies, I feel, staying current in one's professional academic field, but this is not literally stated. This is true, I feel, in terms of professional service to one's specialized academic field.

D. Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions.

- For teaching, student evaluations can count for no more than 50% of the evaluation of teaching. Following university guidelines, student evaluations are used in combination with peer review of teaching, course materials, etc. Further, the department systematically seeks class observations from the department head and one faculty peer reviewer for cases of tenure and promotion in the department.
- For research and creative activity, in terms of evaluating publications, etc., the department's PTAA guidelines state: "The committee will consult the opinions of faculty members who are experts in the field of the candidate and who are qualified to judge the candidate's work on criteria appropriate to his or her area of specialty. Either the personnel committee or department head may decide that an outside credential reviewer is needed"
- For service, the department's PTAA guidelines state: "Tenure will be awarded only to a faculty member who has demonstrated a willingness to participate in shared governance of the University by serving on departmental, college, or university committees and by assuming an appropriate share of the requisite duties (*Faculty Handbook* 2.3.1.3). As a demonstration of service, the committee will consider documents that were authored or co-authored by the candidate, letters from the chair of committees on which the candidate has served, etc. Service to the community and the profession as well as scholarship relating to service will be considered significant accomplishments."
- Concerning the differences in the requirements for promotion to different levels, the department's PTAA guidelines

state:

Promotion to Assistant Professor

- A faculty member hired into a ranked position who has completed a master's degree but has not yet completed a terminal degree will hold the rank of Instructor (*Faculty Handbook 2.2.4.1*). Promotion to Assistant Professor will be granted only to an individual who has completed his or her terminal degree, met the university's "General Criteria" and rank-specific criteria for promotion (*Faculty Handbook 2.2.3 and 2.2.4.2*), demonstrated effectiveness as a teacher, and contributed service to the department. Typically, the demand for service is light on a faculty member who is in the process of finishing his or her degree, and the committee will take this into consideration.

Promotion to Associate Professor

- Promotion to Associate Professor will be granted only to an individual who has met the university's "General Criteria" and rank-specific criteria for promotion (*Faculty Handbook 2.2.3 and 2.2.4.3*), demonstrated genuine proficiency in teaching (consistent course evaluations, the ability to plan and design a course, the willingness to teach a range of courses, etc.), contributed significant service to the department (service on committees, a willingness to contribute to the tasks of the committee, etc.), and established a strong record in research and/or creative activity (a consistent record of presentations, a body of publications that indicate growth as a scholar and/or writer, etc.).

Promotion to Professor

- Promotion to Professor will be granted only to an individual who has met the university's "General Criteria" and rank-specific criteria (*Faculty Handbook 2.2.3 and 2.2.4.4*), demonstrated leadership in teaching (through creating new courses or programs, redesigning existing courses, mentoring TAs and new faculty, etc.), contributed significant service to the department and university or community (serving as chair of committees, membership on committees beyond the departmental level, taking the lead on committee projects, etc.), and established a strong record in research and/or creative activity at a national or international level (continued activity in the areas of presentations and publications, invitations to speak or write articles and chapters, awards, citations, serving as editor of a journal, etc.).

E. What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

Let me give a short sample of faculty development opportunities our faculty take full advantage of:

- Faculty Awards (I'm confident our department easily leads the university in this area)
 - 10 SMSU Foundation Awards
 - 26 other University Awards
 - 44 College Awards
 - 15 faculty who have become three-time University/College Award winners
 - 2 Community Service Awards
- Distinguished Professor (Joel Chaston)
- University Fellow (once Phyllis Bixler, now James Baumlin)
- Sabbaticals (5 awarded this academic year)
- Summer Faculty Fellowships (at one point several years ago, 9 applications in a row over a two-year period were accepted)
- CASL Fellowships (2 just awarded, to Barrie Talbott, James Baumlin)
- Professional Travel Funds

International Travel Funds

- Funding For Results Grants
- Faculty Research Grants
- Many, Many Faculty Development Classes on Campus
- Grants and Awards Off Campus (recently, the Governor's Award in the Humanities, in the area of Community Heritage, to Professor Katherine Lederer for her research work restoring "Springfield's Lost Black History," and a Missouri Arts Council Grant to Dr. Rachel Gholson and Ms. Mara Cohen-Ioannides for "Telling Traditions," a study of the history of the women of Springfield's Jewish community)

F. What mission-related reward structures are in place for students in courses and programs offered by your department?

The English Department has established a Public Affairs Essay Contest, with a \$200 award for the best essay from Writing I classes related to Public Affairs (in the past this winner has been taken from the reader anthologizing, annually, the best of the essays by Writing I students, *Process to Product*).

3. What department activities are undertaken to collect and use program assessment information?

As I said in my introduction to this report, our department will reconsider its approach to assessment this spring.

A. What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- The curricula for our academic programs are consistently revised to meet national standards and student needs. New classes are added, classes are changed, and classes are dropped from academic programs.
- Our department's record is outstanding in terms of General Education assessment, with no important negative assessment of any of our General Education classes so far: Writing I (ENG 110), Writing II (ENG 210, 221, 310, 321), ENG 200 (Introduction to Literature), ENG 203 (Creative Writing: Poetry), ENG 205 (Creative Writing: Nonfiction), ENG 215 (Creative Writing: Short Story), ENG 287 (Life Stages in Literature), ENG 296 (Introduction to Linguistics), and ENG 380 (Women's Literature).
- The program goals of our General Education classes have been assessed as clearly stating the goals for Our General Education classes in Literature, Creative Writing, and Linguistics. It's true that our undergraduate and graduate academic programs could take a lesson from our experience in General Education assessment and articulate its goals for all its academic programs more clearly. This tends to be mandated in English Education, and national standards and goals for our undergraduate and graduate Technical and Professional Writing programs are clearly stated and followed in our department.

B. What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- Frankly, we could still use some improvement in this area, and our department is determined to meet together and work this out more effectively. What follows are some assessment data from our department. These are somewhat dated (we really need to reconsider some of the assessment mechanisms we use):

Assessment in the Major: The following are used as assessment tools as indicated:

General Education Assessment Test for all our majors: From FY97-FY01 the mean score for all graduating English Department students was 461.5 (compared to the SMSU mean score of 451.2, and a mean score of 449.5 for all graduates in universities and colleges nationwide). The range of scores for English students was 413-494.

Graduate degrees: Exit assessment is by thesis or two seminar papers, and Comprehensive Exam, rigorously reworked 1996-1997, which includes an oral component for the M.A. in Writing.

B.S. Ed.: Supervised student teaching in the area of specialty and the Praxis II test provide exit assessment. Of the 30 graduates

who took the test in FY 99, 27 passed. In FY 00, 17-18 of our students passed the test, and in FY 01, 13-13 of our students passed the test. Several of our students in recent years scored a perfect score of 200 on the test.

B.A.: The Creative Writing Option requires ENG 508, the senior portfolio class, a class designed specifically for exit assessment upon the recommendation of a professional consultant; beginning with spring 1997, students in both B.A. options were required to take the Major Field Test in British and American Literature. Although two-thirds of our graduating seniors who take the test are Creative Writing majors, with only half the classes in their major in literature, the scores of our students as a group generally exceed national averages, with our students having a total score average of 159.6, compared to a national average of 155.65, and with our students having a subscore average of 59.4, compared to a national subscore average of 56.9.

Professional Writing: Exit assessment is through the internship class, ENG 574. Professional Writing faculty nation-wide have determined that no standardized assessment test approaches the level of assessment that can be achieved by a professionally directed internship working in the field.

Our department needs to improve its tracking of its graduates (and we need more university help in this area). Here (again, somewhat dated) are examples of student successes in our academic program areas:

Success of Graduates of All English Department Programs

Graduates of English Department Graduate Programs: As data from annual alumni surveys and exit interviews show, recent graduates of English Department masters' programs have gone on to a variety of careers and academic appointments. In recent years, former English Department students have enrolled in doctoral programs at the University of Wisconsin, Washington University (St. Louis), Indiana University, University of Texas at Arlington, University of Illinois-Champaign-Urbana, Illinois State University, University of Tulsa, University of Kentucky, and University of North Carolina-Chapel Hill. In recent years, English Department graduates have taught full-time in the English Department at SMSU, the SMSU English Language Institute, Ozarks Technical College, Drury College, San Antonio College, the Springfield Public Schools System and other public schools throughout Missouri, as well as in Japan and China and other international sites. Also in recent years, two English Department graduates in writing have distinguished themselves working for IBM, while others have established themselves in lucrative technical and professional writing jobs around the country. Some have had success in the public relations field, while others have begun work as freelance writers and editors, and others have gone on to management positions in area businesses. Recent English Department graduate students have distinguished themselves through numerous presentations at scholarly conferences and in publications. Even before graduating from English Department programs, English Department students have published books (St. Martins Press), book chapters (Princeton University Press, Peter Lang), and scholarly articles (in *Quest*, *Journal of Psychological Type*, *Writing and Self*, SMSU's *Journal of Public Affairs*, *OzarksWatch*, and *PMPA: Publications of the Missouri Philological Association*).

As but one example of our recent illustrious graduate students, Dr. Eric Carl Link received his M.A. in English from Southwest Missouri State University in 1991. In 1995 he received his Ph.D. in American literature from Purdue University, where he specialized in 19th-century American literature. In 1996 he joined the faculty of North Georgia College and State University, where he served as Interim Head of the Department of Language and Literature during the 1999-2000 academic year and where he currently holds the position of the Hugh Shott Professor of English (a position he has held since 1998). At North Georgia he teaches classes in American Romanticism, American Realism and Naturalism, Southern Literature, and Poetry and Poetics, among others. He has published a number of articles on various literary figures and topics. His first book, *Neutral Ground: New Traditionalism and the American Romance Controversy*, co-authored with G. R. Thompson, was published by Louisiana State University press in 1999, and was been nominated for the Christian Gauss Award and the Jean-Pierre Barricelli Book Prize and was listed by a columnist for the *Boston Globe* as one of the "five favorite" books of 1999. An essay Dr. Link wrote on Mark Twain's *The Adventures of Huckleberry Finn*, entitled "Huck the Thief," was awarded by *The Midwest Quarterly* the 2000 Victor J. Emmett Memorial Prize for the best literary essay of the year.

Undergraduates and Graduates of the B.A. in English, Creative Writing Option, Program:

The Creative Writing program in the English Department at SMSU, along with the creative writing programs of 300 colleges and universities in the U.S. and Canada (universally considered the top 300 schools in this field), belongs to the Associated Writing Programs. Every year for the past thirty, the AWP has had a nation-wide contest for all the students in all the AWP's 300 member programs. In the AWP poetry contests in the 1990's, the undergraduate students at SMSU have had more student winners (undergraduate and graduate) than any college or university in the U.S. or Canada! This means that English Department undergraduate poets rank, in this nationally-recognized competition, ahead of graduate student poets at Harvard, Yale, Stanford, the University of Iowa, etc.

Kevin Brockmeier, a recent SMSU graduate in Creative Writing, is a fiction writer who had **two** books published several years ago, with a lengthy review of his work in *The New Yorker*.

June Spence received her B.A. in English with a Creative Writing minor from SMSU in 1991 and an M.F.A. in Creative Writing from Bowling Green State University (Bowling Green, Ohio) in 1994. She was the winner of the Willa Cather Award from Helicon Nine Press, Kansas City, in 1995 for a short story collection, *Missing Women and Others*. In 1998, Riverhead Books published the hardcover version of the book, and the paperback version in 1999. In 1998, the book was named a "New York Times Notable Book of the Year." Ms. Spence's work has been published widely, including in the highly respected *The Best American Short Stories* annual series and in *The Southern Review*. For the academic year 2000-2001 she served in the prestigious position of Visiting Writer at Vanderbilt University.

Other graduates of this program have published their work in magazines like *Ms.*, *The Atlantic*, and *Harper's*. English Department graduates in Creative Writing have gone on to graduate school at institutions such as the University of Arkansas, Washington University in St. Louis, the University of Pennsylvania, the University of Iowa, and the University of Florida.

Undergraduates and Graduates of the B.A. in English, Literature Option Program:

Shannon Wooden, a 1992 graduate of SMSU's B.A. in English program, with the Literature Option, was a Ph.D. student in English at the University of North Carolina at Chapel Hill and the fiction editor of *The Carolina Quarterly*. She has also published work, with co-author George Jensen of the English Department faculty, on writing and personality type. At English Week in April 1998, Ms. Wooden and Ms. June Spence were named the first Outstanding Young Alumni of the SMSU English Department.

Jill K. Rauk, a B.A. in English graduate in 1997, won the Outstanding Graduate of 1996-1997 Award for the entire university. Among her many accomplishments: Honors College graduate; membership in many honor- and service-oriented organizations and many collegiate awards (Gamma Sigma President, Golden Key, Phi Eta Sigma, Sigma Tau Delta, Phi Kappa Phi, Omicron Delta Kappa, Who's Who Among Students in American Universities and Colleges); Student Government Academic Affairs Chair and Communications Director; SMSU Homecoming Queen 1994; president of the English Society; and Assistant Poetry Editor for Type magazine 1994.

Many of the graduates with the B.A. in English, Literature Option, have gone on to graduate schools such as the University of Illinois, Kansas State University, and the University of Missouri-Columbia Law School.

Graduates of the B.A. and B.S. in Professional Writing Program:

Andre Evans, who mapped out his study and career plans as a beginning Technical and Professional Writing student in the English Department, and went on through our graduate program in Professional Writing, was hired a few years back by IBM, in Raleigh, North Carolina, where he had done an internship the summer before. His starting salary was \$59,000 per year. He was given a \$5,000 signing bonus, and his travel expenses were paid! Several summers ago M. Casey Reid, a Technical and Professional Writing graduate in our department, was the first student at SMSU ever to win both the Outstanding Graduate and Outstanding Student awards for the university! Earlier, at the December graduation, Sarah Jacobson, another graduate from that program, graduated *Summa Cum Laude* in the Honors College. Ms. Reid and Ms. Jacobson both became graduate teaching assistants in our department to pursue M.A. degrees in Professional Writing. Technical writing graduates from this new program have gone to graduate schools such Oklahoma State University and Miami University of Ohio, and have begun technical writing careers in such corporations as Syntex (Springfield, MO) and Tyson Foods (Springdale, AR), in addition to IBM (Raleigh, North Carolina).

Graduates of the B.S. Ed., in English, Program:

Graduates in this area enter their first teaching positions well-prepared in their subject area, as indicated by both their student teaching supervisors and test scores. Several years ago, Kim Sullivan, a student in this area, reported to one of her literature survey teachers, Professor Mark Trevor Smith, that she had just scored a perfect 200 score on the Praxis test required of Education graduates. Sarah Robinson, who graduated *Summa Cum Laude* in the Honors College several years ago, also won the Greef Award as our top Education student. A recent English Education graduate in our department, Teresa Streckfuss, served as the student member of the SMSU Board of Governors and was also chosen to be a member of our department's English Education Advisory Council.

The placement record of our B.S. Ed. graduates is excellent; students who do well in our program almost without exception find jobs, often in the schools where they do their semester of supervised teaching. After these students graduate, SMSU continues to support them through on-campus workshops and other meetings, special summer offerings, and less formal contacts with our faculty.

Departmentally, the academic program areas that do the best in terms of tracking graduates have been our graduate program in general, English Education, TESOL (Teaching English to Speakers of Other Languages), and Technical and Professional Writing.

C. How are the results of your assessment activities used by department faculty for program improvement?

To answer this, let me focus on one academic area, English Education, by way of example, specifically on the book-length English Education accreditation reports compiled by Professor Judith John in our department (the following is from a recommendation I made for her recently for a research award):

I would say that Dr. John's work on three recent book-length accreditation portfolios very much fit in the category of applied scholarship described by Glassick and Boyer (and described, as well, in our university's *Faculty Handbook*). Dr. Chris Craig, Associate Dean of the College of Education, writes in his letter in support of Dr. John's application for promotion to professor rank, "Since 1996, Dr. John has written professional documents which have brought national recognition to the Department of English and SMS. . . . Reviewers of the folio [the NCTE accreditation report] referred to the exemplary nature of the design and indicated that the folio could be presented as a model for other teacher education programs in the nation." Part of the exact commentary from the reviewers in 2001 reads, 'A very well prepared folio--complete, easy to read, and one in which each Standard is clearly supported by multiple pieces of evidence. This folio could easily serve as a model for many similar programs.'" Dr Craig also writes, "Dr. John's work is valued and appreciated by her colleagues in the PEU. I would greatly appreciate your time and consideration of this work as providing evidence of her scholarship and potential for scholarship as a full professor." He also very clearly implores all of us doing such crucial evaluations as this one: "I would ask that the RPT committee give careful consideration to the scholarship associated with being an active member of the PEU. I believe that in order to maintain a viable PEU and for faculty to actively engage in all aspects of the governance process, that the work must be validated by colleagues and administration." I can assure you that the English Department values these three book-length works as important, useful, applied, crucial research work, and our department can't really see any other reasonable interpretation than the one Dr. Craig describes. Among the practical values of Dr. John's scholarship in this area is that our department's B.S. Ed. program survives! This steadily growing program recently had 142 students. I can't really see how our department would have maintained accreditation without the efforts of Dr. John, who, as detailed below, did almost all this work single-handedly (if others in our department had been willing to do the work, they simply wouldn't have known how).

Let me illustrate, further, why I feel so strongly that these book-length accreditation portfolios, at least as Judith John creates them, are important applied research for our department. For most of the last six years, Dr. John has assumed the Professional Education Unit leadership in our department, and handled the mountainous work of that job with a quiet dignity, determination, and grace. She, virtually single-handedly, led our departmental efforts in such areas as the recent NCATE, DESE, and NCTE accreditation reviews (one of these reports was actually slightly under 150 pp., a real rarity for such reports!). This type of work shapes our department in very direct and important ways because Dr. John takes what she learns about state and national guidelines and makes sure our faculty and students know these guidelines and that our curriculum reflects them. She has led recent important curriculum revisions (in consultation with leading high school teachers in the region) in our B.S.Ed. major and minor to fit these guidelines. Even Dr. John's syllabi very carefully reflect these guidelines, point by point, and she is now guiding our faculty in consistently developing this approach for pertinent classes they teach. I have watched her study all applicable classes in the English Department, scouting to see how they would hold up to an upcoming accreditation review (such as DESE), and studying for curriculum changes that needed to be made to pass the review. Changes she has engineered in recent years include the changes to ENG 200, Introduction to Literature, to cover "multi-media teaching approaches for literature" for prospective public school teachers (we have made this class a requirement for our department's B.S. Ed. students), as well as a new Shakespeare and World Literature requirement (among others). Dr. John has taught herself to become master of the methods that are required nationally and in the state of Education majors, and all our faculty who teach courses taken by Education majors and all those students themselves benefit from Dr. John's scholarly research in this area.

I hope the impact on departmental curriculum design resulting from important national education accreditation reports is clear in what I said above.

4. What department activities are undertaken for development and improvement?

A. How does your department plan and prepare for the future?

- Beginning this academic year (in August), our department began a series of expanded Planning Committee meetings (each one open to the entire department). The Planning Committee was expanded to include representative from every faculty rank in the department and every academic area in the department. Meetings last fall focused on such areas as the graduate program, technology needs for the future, and the composition program. Meetings this spring will focus on rewriting the Bylaws (with the preliminary rewrite done by subcommittees), reconsidering key sections of our department's Tenure, Promotion, and Annual Appointment Guidelines, and reconsidering assessment in every academic program area in the department!

- What follows is a typical annual plan developed in the past by the department (typically this was done by a small group and discussed in one departmental meeting—the new model we aim for is more faculty input, "buy-in," and discussion of departmental plans in the future):

English Department Plans for 2003-2004, 2004-2006 (July 2003)

I. Personnel Needs

- A. Hire Assistant/Associate Professor, tenure-track, creative writing, fiction (taking Roland Sodowsky's place) **(Position frozen)**
- B. Create an effective system to oversee Freshman English program, replacing Nancy Walker **(New initiative has begun, future search under consideration)**
- C. Hire tenure-track English Education faculty member (filling Phyllis Bixler's line) **(Search failed, will begin again this fall)**
- C. 1 Lecturer to teach General Education creative writing classes **(One search succeeded last year)**
- D. Up to 2 Writing II Lecturers still needed **(No searches underway, some selected, trained graduate assistants teaching 200-level Writing II classes)**
- E. Redefine the "Writing for the Computer Industry" position, using talent available internally **(Classes in this area currently taught by faculty in the department)**

2004-2006: Continue work in the areas listed above

II. Curricular Plan

- A. Create templates for all General Education class syllabi to communicate clearly to students, our faculty, and the general campus the excellent way in which our Gen. Ed. Classes meet the appropriate University Gen. Ed. goals
- B. Begin discussion of possible curricular changes for the department's undergraduate Education and Literature programs
- C. Continue to implement move of English Education to the English Department **(Progress continues)**
- D. Continue to manage and utilize the explosion of student interest in creative writing classes **(Progress continues, but could be hampered by frozen tenure-track position)**
- E. Continue tight scheduling to maximize student-semester-credit-hour production for full-time faculty **(Continues to be stressed in our department)**
- F. Continue, and creatively expand, aggressive recruiting of undergraduate literature students **(Recruitment continues)**
- G. Continue to evaluate the graduate curriculum as it serves M.S.Ed. or M.A. students **(Evaluation continues)**
- H. Continue debate about ideal structure of graduate programs **(Debate continues)**
- I. Continue aggressive approach to offering English General Education literature and creative writing classes **(This initiative continues)**
- J. Catalog clean-up **(Continues, but massive overhauls have only been done by academic area, for ex., TESOL/Linguistics)**
- K. Complete needs survey concerning the desirability of again proposing a cooperative Ph.D. in Comp/Rhet **(Not accomplished)**

2004-2006: Continue work in the areas listed above

III. Assessment

- A. Implement Writing II assessment, fall 2003

B. Continue to refine assessment of undergraduate and graduate programs (**Refinement of assessment continues**)

C. Continue to develop clearer measures of student outcomes (**Continues . . .**)

D. Continue to follow up vigorous and successful Writing I assessment (**Follow-up continues**)

2004-2006: Continue work in the areas listed above

IV. Physical Plant (2003-2006, wait to implement move to Sicheluff) (**Plans are virtually all in place**)

V. Public Affairs Initiatives

A. Continue public affairs outreach initiatives during English Week (**English Week continues!**)

B. Continue the successful new Soul of a Poet creative writing reading series at The Library Center (**Series continues**)

C. Involve the community more in our Moon City Reading Series and the Critical Reading Series (**Some success in this area, but short of ideal involvement**)

D. Continue to sponsor Interdisciplinary Forum events each semester (including focus on COAL Odyssey Project) (**Interdisciplinary Forum/Odyssey Project events going strong**)

E. Work with Advisory Council to coordinate important outreach activities (**Still in the initial stages of this**)

F. Incorporate Public Affairs topics into ENG 110 classes and other English classes (**Done**)

G. Continue Public Affairs Freshman Essay Contest (chosen by the Freshman Composition Committee from the best of freshman essay writing, published in *Process to Product*) (**Continued**)

H. Continue to encourage Service Learning classes in the department (**Continued**)

I. Continue to encourage faculty in the department to teach Capstone classes (**English leads the way in these**)

2004-2006: Continue to develop and refine public affairs initiatives like those listed above

VI. Technology

A. New Initiatives

1. Continue Distance Learning classes (**Continued**)

2. Continue and increase developing and offering Telecourse classes (**Continued and increasing**)

3. Continue to offer Internet classes (**Continued**)

4. Continue to increase departmental web presence under the leadership of the departmental webmaster (**Continues**)

2004-2006: Continue these new technology initiatives

B. Prioritized List of Technology Needs

1. Continue to upgrade one-quarter of faculty computers annually (**Continues**)

2. Obtain ongoing funding for data connections (after pioneering efforts resulting in receiving such help this past year) (**So far, that has been a one-time thing, but the campus seems to be leaning towards doing this**)

3. Equip four computer classrooms (**No progress—hinges on move to Sicheluff**)

4. Increase number of internet accessible classrooms available to our teachers (**Gradual increases continue**)

5. Upgrade the computers in the current computer lab (**Continues**)

6. Upgrade faculty and staff software (**Continues**)

2004-2006: Complete equipping three computer classrooms

VII. Other Equipment Needs

- A. Our previous top equipment priority, obtaining a new photocopier, has been fulfilled (**Disastrously--it was mis-bid, and we were forced to take a machine that doesn't suit our needs at all!**)
- B. Obtain some relief for monthly departmental phone charges (taking special care concerning charges for connecting phones in Siceluff during our move) (**No progress**)

2004-2006: These equipment needs will probably carry over

VIII. Other Major Budget Priorities

- A. Raise awareness about the need for an equity adjustment for English Department faculty salaries (**Hopefully, awareness raised--but no such adjustment made**)
- B. Maintain current level of support from University for Operations, travel, teaching not done by full-time faculty, etc. (while creatively enhancing funding for faculty professional travel) (**Maintained**)
- C. Retain our thirty-two Graduate Teaching Assistants, utilizing them fully as teachers (while exploring the possibility of professionally training and utilizing research assistants) (**GTA's retained, no current opportunity for graduate research assistants**)
- D. Maintain support for current departmental publications (**Maintained**)

2004-2006:

IX. Fund-Raising Activities and Grant Writing Goals

- A. Take full advantage of the fund-raising capabilities of our new Advisory Council (**Not fully realized**)
- B. Continue aggressive campaigns to increase scholarship funding (**Continuing**)
- C. Continue to seek funding in reasonable ways from Springfield Literary Society groups (**Continuing**)
- D. Explore possibilities for alternative funding for the campus literary magazine, *The Moon City Review*, and our newsletter, *Edition* (**No alternate funding found**)
- E. Continue to pursue grant funding for both the department and individual faculty (**Continues, with modest success**)

2004-2006: These plans would all continue through 2004-2006

X. Outreach (mirrored in V. Public Affairs)

XI. Mentoring

- A. Continue to implement new departmental Promotion, Tenure, and Reappointment Guidelines (**Continuing**)
- B. Continue formal mentoring of Graduate Teaching Assistants (through the Director of Freshman English and the Director of Graduate Studies and with individual faculty mentors) (**Continuing**)
- C. Continue to implement aggressive mentoring policies for Personnel Committee and Department Head outlined in new departmental Promotion, Tenure, and Reappointment Guidelines (**Continuing**)

2004-2006: These plans would all continue through 2004-2006

XII. Recruitment and Retention Initiatives

A. For Recruitment:

1. English Week (with up to 38 events, and especially the day up to 1,500 high school students and their teachers come to campus--with a special focus on luncheon for especially targeted outstanding students) (**Continues**)
2. Continue to increase involvement with area schools through our new High School Dual Credit program, through

initiatives to attract the most talented high school students in the area (through revised advanced placement guidelines, etc.), through English Week, as part of B.S.Ed. advising, through the LAD Fair and Missouri Writer's Hall of Fame, and through the English Department Education Advisory Committee **(Continues)**

3. Participate vigorously in University and College activities on and off campus (using departmental student groups to help in recruitment efforts) **(Continues)**

4. Better establish protocol (and everyday procedure to implement it) for responding to student inquiries **(More improvement needed)**

5. Continue to distribute beautiful English Department recruitment brochure **(Continues)**

6. Continue to recruit outstanding students in English Gen. Ed. courses **(Continues)**

7. Use departmental web sites and links to professional organizations and subject areas **(Underway)**

8. Consider ideal time to re-establish Pre-College Academy offerings (bringing talented high school students into our classes, for example, in creative writing) **(Not much movement here)**

9. Promote TESOL programs and explore international graduate student exchange programs **(Continues)**

10. Cooperate fully with new China student/faculty exchange programs **(Continues successfully)**

11. Continue to have ENG 110 teachers identify outstanding students in their classes, whom the department head will contact to inform about the opportunities in the English Department and career opportunities in the field **(Continues)**

12. Continue to contact outstanding high school students identified by strong test scores, declaration of interest in various areas of English studies, etc. **(Continues)**

13. Continue to increase the number of graduate students (M.S.Ed. or M.A.) who are middle school or secondary school teachers, and who need graduate hours to keep their certification current **(Continues)**

B. For Retention:

1. Incorporate involvement by majors into English Dept. activities (English Week, the Moon City Reading Series, the Critical Reading Series, *The Moon City Review*, *Edition*, etc.) **(Continues)**

2. Encourage faculty interaction with student groups (the English Society and the Society for Technical Communication) and actively support student groups **(Continues)**

3. Support service projects such as those with the Ozarks Literacy Council **(Continues)**

4. Keep using *The Moon City Review* and *Edition* as vehicles for students to gain experience in writing and submitting work for publication, editing, and publishing **(Continues)**

5. Involve students in faculty research projects **(Continues)**

2004-2006: All these recruitment and retention initiatives should continue through 2004-2006

B. What activities of your department encourage collaborative efforts with other departments of the University?

- Seven years ago, the English Department pioneered annual Interdisciplinary Forum discussions each semester, alternating between the arts and humanities and the sciences
- (examples from the Interdisciplinary Forum panel discussions in the arts and humanities area include Darwin, Freud, Marx and those about Post-Modernism, Genetic Engineering, and Unpopular Culture, for example, and, "The Future of the Humanities, The Humanities of the Future").
- The Capstone class developed in our department, "Public and Private Identities in Biography and/or Autobiography," is shared with faculty all across campus.
- English Week each March consistently features faculty outside the English Department from all across campus, especially from the College of Arts and Letters (for example, last year's and this year's coming English Week featured the following faculty from the College of Arts and Letters outside the English Department: Dr. Larry George, Department

of Modern and Classical Languages ("An Illustrated History of Armor and Knighthood"); Dr. George Cron, Department of Theatre and Dance ("The Basics of Unarmed Combat and Simple Stage Violence"); Dr. Jodi Kanter (with Dr. Tita Baumlin in our department), Department of Theatre and Dance ("Reading and Interpreting Shakespeare"); and Professor Eric Pervukhin, Department of Art and Design ("Understanding Comics").

- Professor James Jones in our department and Professor Eric Pervukhin from the Department of Art and Design collaborate on producing our department's newsletter, *Edition*, and our department's literary magazine, the *Moon City Review*.
- The campus's *Journal of Public Affairs* has always been published using editors in the English Department.
- *Explorations in Renaissance Culture*, an internationally recognized scholarly journal edited for the South Central Renaissance Conference by Professor Tita Baumlin in our department, was published with the aid of graphics provided by technicians from the Meyer Library on campus.
- The Meyer Library has been a consistent collaborator with Professor Katherine Lederer in archiving, preserving, and presenting her important collection The Katherine G. Lederer Ozarks African American Historical Archives.
- Our TESOL (Teaching English to Speakers of Other Languages) program is directly responsible for raising the number of international students from less than 100 to well over 500 (before 9/11!), training all the members of the English Language Institute.

C. What policies and procedures are used by your department to improve student learning?

Basically, our faculty oversight procedures are the most important to improve student learning in our department. The following faculty experts supervise our faculty, our students, our programs, our assessments, and our curriculum in all our specialized academic program areas:

- Director of Composition (supervises ENG 100 [the developmental writing course]; Writing I [ENG 110]; and the "Academic Writing" Writing II classes [ENG 210 and ENG 310]), along with Composition and Rhetoric studies in the department)
- Director of Graduate Studies
- Coordinator for Technical and Professional Writing (supervises the Technical and Professional Writing Writing II classes [ENG 221 and 321]), the undergraduate major and minor and the graduate degree program)
- Coordinator of Creative Writing (supervises the undergraduate major and minor and graduate degree program)
- Coordinator of Children's Literature (with undergraduate and graduate responsibility)
- Coordinator of TESOL (Teaching English to Speakers of Other Languages)–supervises undergraduate minor and graduate degree), and coordinates with Linguistics area
- Coordinator of undergraduate Literature (supervises undergraduate minor and major)

D. How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

Our department encourages and supports teaching as described above through informal departmental recognition and the university system in place for rewarding teaching and faculty development. The 1996 "Faculty Roles and Rewards" document aimed at drastically raising faculty salaries to national averages (by rank and discipline) and adjusting inequities in faculty salaries on campus (to reflect national averages by rank and discipline). In the summer of 1997, the most inequitably low of faculty salaries on campus, by rank and discipline, were increased to do away with 40% of the salary equity gap that existed on campus. After that point, however, faculty salary averages resumed, generally, a slide in a negative direction. The new faculty award system was, in essence, the cherry on the top of the cake (higher faculty salaries, with a more equitable distribution on campus, to reflect national averages by rank and discipline), but the faculty never got the cake. Given this state of affairs, departments had to create a culture of valuing teaching within the department, and accessing those rewards and supports for teaching available at the university. Each academic area within the department (Children's Literature, Technical and Professional Writing, etc.) has mentored faculty in its area closely and clearly has demanded and valued strong teaching within its academic area. Likewise, the department head has been closely involved in evaluating teaching by faculty, reading student evaluations and reporting on class observations of new faculty and faculty going up for tenure and promotion. Also, **the department head has tried to support strong teaching by**

recommending (successfully, ideally) appropriate faculty for teaching awards, grants to aid strong and innovative teaching (Funding For Results, for example), and faculty development classes, programs, and fellowships to support strong and innovative teaching. For the 2000-2001 academic year, English Department faculty won five University Awards in Teaching! For the 2003-2004 academic year a Lecturer in the English Department, Barrie Talbott, won what is probably the first University Teaching Award won by a Lecturer. (See 2. E. for a list of other reward structures English Department faculty have taken advantage to gain recognition, rewards, and support for strong and innovative teaching.)

E. What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

See 3. C. for the best example of how external program accreditation contributes to the items listed in this question. Revising the curriculum to match nationally mandated goals is obviously designed to make student learning (and thus faculty teaching) meet the national ideals in the area of Education. The department's outreach to the public schools is a perfect fit for SMSU's Public Affairs mission.

Last Modified: September 08, 2005

Charge for Environmental Focus Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE ENVIRONMENTAL FOCUS COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Environmental Focus Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Environmental Focus Committee planning for the future? ([Criteria 1-5](#))
2. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
3. What collaborative activities does your committee have with constituents? ([Criterion 5.C](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Environmental Focus Committee

How does the mission of the Environmental Focus Committee fit with the University Mission?

- The Environmental Focus Committee contributes to the theme of Science and the Environment by improving awareness of environmental issues in the campus community and in the general public, and in providing an Environmental Sciences and Policy minor that integrates Science and the Environment with other themes. Understanding the many applications of environmental sciences to society contributes to the development of educated citizens and encourages life-long learning. Examples:
 - Curriculum development and content of courses in the Environmental Sciences and Policy minor including RIL 537 (Environmental Regulation), PHI 302 (Environmental Ethics), PLS 555 (Public Policy for a Global Environment), and ECO 540 (Economics of the Environment)
 - The Environmental Regulation course fosters understanding of issues that bridge the business & economic theme and the science & environment theme and of the importance of scientific data in the development of parameters for government regulations.
 - The elective course in the minor can be tailored to student's individual focus and allows integration into other University themes.
 - Public Environmental Focus Forum sponsored each spring semester

What policies and procedures are used by the Environmental Focus Committee to plan for and improve student learning in the future?

- The Environmental Focus Committee monitors the course offerings and content of the Environmental Sciences and Policy minor to ensure relevance and breadth of content
- Future needs are assessed and incorporated into curriculum through discussion among committee members concerning their interactions with environmental groups and natural resource agencies
- Information concerning environmental majors and minors at other universities is being collected.

What steps are taken/should be taken to obtain and analyze information regarding the needs and expectations as they relate to the committee's constituents?

- The committee's composition is intentionally diverse to enhance interpretation of feedback from instructors and students of courses in the Environmental Sciences and Policy minor.
- Active involvement by committee members with community organizations improves understanding of key local environmental issues
- Attendance by at least one committee member at the annual Mo Environmental Conference (sponsored by the Mo Bar and Chamber of Commerce)

How are commitments made by the Environmental Focus Committee to its constituents shaped by the University Mission?

- The many impacts of environmental issues on society provide a strong public affairs focus to the committee's commitments and course content.
- Started as an interest group of cross-disciplinary faculty members with a strong interest in integrating environmental issues in the curriculum, Environmental Focus Committee evolved as an example of public affairs involvement.

How do the Environmental Focus Committee's outreach programs respond to community needs?

- The Environmental Focus Forum sponsored each spring semester by the committee often targets topics of local environmental interest and importance including population growth, and various water quality issues.
- Committee members have participated in Earth Day activities.

What collaborative activities does your committee have with constituents?

- Students minoring in Environmental Science and Policy are directly involved with many committee members as instructors of their courses
- Local citizens and the campus community are invited to attend each Environmental Focus Forum to promote learning and discussion about key environmental issues
- Team-teaching approach is used in RIL 537 (Environmental Regulation) course – taught by an attorney/M.B.A and a chemistry PhD. (who is an environmental compliance officer in the business community).

Last Modified: September 08, 2005

Charge for Executive Committee for Enrollment Management

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE EXECUTIVE COMMITTEE FOR ENROLLMENT MANAGEMENT'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the ECEM fit with the University mission? What policies and procedures are used by the ECEM to improve student learning for the future? How is the ECEM planning for the future? ([Criteria 1-5](#))
2. What procedures, processes, and policies are in place that address the diversity of learners? How effective are the procedures, processes, and policies in meeting the future success of the university? ([Criterion 1.B](#))
3. How do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Does the university's planning process include effective environmental scanning? Do the university's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change? ([Criterion 2.A](#))
4. How does SMSU use its evaluation processes to ensure that its performance meets its stated expectations for effectiveness? How does the ECEM support its evaluation and assessment processes? ([Criterion 2.C](#))
5. What systems does SMSU use to collect, analyze and use organizational information? What data and feedback are used to support continuous improvement of the organization? How do administrative units and sub-units contribute to the improvement of the organization? How is this information reviewed? ([Criterion 2.C](#))
6. Is implementation of the university's planning evident in its operations? If yes, give examples. Does the planning process at SMSU link with budgeting processes? Please provide examples. Do planning documents give evidence of the organization's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist? Do the planning processes involve internal constituents and, where appropriate, external constituents? Does the long-range planning process at the university allow for reprioritization of goals when necessary because of changing environments? ([Criterion 2.D](#))
7. What steps are or should be taken to obtain information regarding the needs and expectations as it relates to the ECEM's constituents? How is the information analyzed and utilized? How are commitments made by the ECEM to its constituents shaped by the university mission? ([Criterion 5.A](#))
8. What collaborative activities does ECEM have with constituents? ([Criterion 5.C](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Executive Committee for Enrollment Management

The charge of the Executive Enrollment Management Committee (EEMC), which includes the president of the University and other members of the senior leadership (1D), 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.

The enrollment management plan developed by the EEMC has been included in each of the past two five-year plans developed by the University (1A – 1E, 2A).

- The current plan is available at: <http://www.missouristate.edu/countdown/enrollmentmanagement.htm>

The University has been successful in achieving its primary enrollment objectives (2B). Measures of success include:

- Increases in the requirements for admission of first-time freshmen for eight of the past ten years.
- The largest increase in average ACT of entering freshmen of any public, four year institution in the Missouri from 1994 to 2003 (Source: Coordinating Board for Higher Education statistical summary reports)
- Overall stability in enrollment, with growth in many segments over each of the past five years.

Relevant information and data to the campus community through various means, including a website (www.missouristate.edu/enrollmentmanagement) that includes current and historical enrollment data and summaries of research on SMSU students. Dr. Keiser regularly incorporates elements of the enrollment management plan in his opening of semester State of the University addresses and makes reference to enrollment management objectives periodically in his monthly Focus newsletter for faculty and staff. (1C).

The committee plans for the future **(2A-2D)** by identifying target areas of greatest need and focusing energy and attention on those items. Recent and current initiatives include:

- **Student satisfaction survey:** In 2001, the Committee employed Noel-Levitz, a national enrollment management consulting firm, to survey students regarding their satisfaction with the University. Summaries of the results are available at:
 - <http://www.missouristate.edu/enrollmentmanagement/secure/noellevitz.htm>
- The 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.
- **Graduate enrollment issues:** 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, and SMSU 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 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 at between 2,500 and 3,000 over the period covered by the next five year plan. Graduate enrollment under the postbaccalaureate classification would be in addition to the target for degree-seeking students. **(2C)**
- **Enrollment of adult and nontraditional students:** Given our status as a metropolitan university, adult and nontraditional students comprise a significant component of our 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 website to provide a direct link for adult student information. Other proposals are currently being reviewed and evaluated. **(2C 5A, 5C)**

- **Marketing messages:** The EEMC developed and endorsed the marketing message that is used in student recruitment. The Committee has also affirmed the importance of academic quality as a factor in students' college choice decision and established a budget from which colleges and departments could draw to develop recruitment publications. The fund is administered by the Recruitment and Marketing Committee, a subcommittee of the EEMC charged with recruitment of undergraduate students. That same committee developed guidelines for departments to follow in promoting academic quality. **(1E)**
- **International student enrollment:** The EEMC has affirmed our commitment to increasing our 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. **(1B, 2A)**
- **Admission policy decisions:** The EEMC annually reviews the freshman 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 entering freshman should contribute to a better learning environment for all students **(3C)**. As noted above, the selection index requirement for freshmen has been increased eight times in the past ten years. For the fall 2005 semester, the policy was also adjusted to compensate for grade inflation in high schools.
- **Transfer issues:** Transfer students comprise about one-third of our 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 service to 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 as well as other two-year institutions throughout the state, and has made a commitment to service to this population. A subcommittee of the EEMC is currently designing a study of transfer student success that will produce information we can share with officials of our major feeder community colleges that may lead to improvements in student success. **(5C)**

Other activities of the EEMC have included support for the development and promulgation of summer youth programs on campus **(5C)** and a review of data from other institutions in the state to assess our position within the marketplace **(2C)**. The Board of Governors was apprised of the work of the Committee by a series of presentations during the spring of 2004 **(1C)**.

Several of the performance measures from the current long-range plan relate to enrollment management. They are as follows:

- [29. SMSU-Springfield Retention Rate](#)
- [32. SMSU-Springfield Graduation Rate](#)
- [34. Transfer Students](#)
- [36. High School Core Curriculum](#)
- [37. SMSU-Springfield Minority Enrollment \(1B, 2A\)](#)
- [39. SMSU-Springfield Grants, Scholarships, Waivers](#)
- [40. SMSU-Springfield Need-Based Aid](#)
- [41. SMSU-Springfield Priority Aid Applicants](#)
- [43. SMSU-Springfield Average ACT](#)
- [63. SMSU-Springfield Completion Rate](#)
- [64. Graduate Enrollment](#)
- [65. SMSU-Springfield Selective Admissions Index](#)

The enrollment management component of the next five year plan, currently under development, will incorporate enrollment objectives at the college level **(1D, 2D)**. Each college will be responsible for establishing enrollment targets (undergraduate and graduate). The following is an excerpt from a document developed by the EEMC related to this planning process:

Each year, following the fourth week of the fall semester, a report will be prepared comparing target enrollment with actual enrollments. That information will be reviewed by the academic deans and the Executive Enrollment Management Committee and considered along with factors such as those listed above to update targets for the next three years. Colleges will also be given the opportunity to report on perceived opportunities and/or threats that represent potential increases or decreases from enrollment targets. Examples include, but are not limited to:

- Potential enrollment increases that may result from development of new programs or initiatives;
- Capacity to expand enrollment with additional faculty; and,
- Potential enrollment loss due to elimination of a grant-funded program.

Committee members:

- Dr. John Keiser, President
- Dr. Don Aripoli, Vice President for Student Affairs
- Dr. Frank Einhellig, Associate Vice President for Academic Affairs and Dean of the Graduate College
- Dr. Ron Fairbairn, Dean, College of Continuing Education and the Extended University
- Kent Kay, Associate Vice President for Financial Services
- Dr. Paul Langston, Director of Institutional Research
- Dr. Curtis Lawrence, Dean, University College
- Paul Kincaid, Associate Vice President for University Advancement
- Dr. Bruno Schmidt, Vice President for Academic Affairs
- Don Simpson, Assistant Vice President for Enrollment Management and Services (Chair)

Last Modified: September 08, 2005

Report from Faculty Concerns Committee

Question: How do faculty help assure competent faculty are hired, reappointed, promoted, and granted tenure?

The Faculty Concerns Committee reviews the broad area of faculty rights and responsibilities. It can, when directed by the Faculty Senate, dialogue with University Administration; also it can gather data from other university parties, which includes the surveying of the faculty, in order to determine whether items of concern warrant Faculty Senate action. In this capacity the Faculty Concerns Committee helps boost the competency of faculty through the targeting and bringing to treatment concerns that affect the performance of faculty.

The Committee members offered the following practical suggestions to answer this question.

Some of the most effective ways to assure that competent faculty are hired, reappointed, promoted, and granted tenure are: (1) the maintenance of University-level faculty committees to establish and police the hiring and promotion policies; (2) a strong faculty senate and committees dedicated to promoting faculty concerns; and, when necessary, (3) the protection of faculty from unreasonable requirements. This seems to be the surest way to establish the climate of security necessary for departments to make proper decisions relative to faculty hiring and retention.

In order to hire and retain the best people, a department needs to:

1. have vision for its future development. This means discussing how future vacancies will be filled (what area of study should be continued / added) before they arise.
2. begin the hiring process quickly when a vacancy arises.
3. have a clear (and transparent) idea of what kinds of persons will and will not be asked to serve on hiring committees.
4. treat courteously and equitably candidates who are invited to campus.
5. be able to honestly say to new faculty, "Here are our expectations. If you fulfill them to our satisfaction, then we expect to tenure you."
6. establish clear, detailed requirements for promotion, reappointment, and granting of tenure and give a printed copy of the requirements to each faculty member. Non-tenured faculty should be told exactly what is expected of them in terms of how much and the type of research that is expected. They should be told how their teaching will be evaluated -- either through faculty evaluations or peer review. They should be given guidelines on the type and amount of service expected. And they should be told how much weight will be given to research, teaching and service for tenure and promotion.
7. give new faculty specific instructions about what a personnel committee wants in a dossier and the order that material should be presented. An evaluation form may be created to evaluate faculty based on specific criteria so as to lessen the political aspect of the assessment process. Requiring each member of the personnel committee to be responsible for filling out an evaluation form on the faculty member under review, perhaps may help to ensure that a dossier is carefully examined.
8. have an open and collegial atmosphere which is likely to contribute to candidate retention.
9. become actively involved in mentoring new faculty members (providing them with specific direction in terms of teaching, research, service, etc., demands of their department). A mentor should be appointed for new faculty to answer their questions and be a sounding board for ideas and frustrations. The mentor should be a senior faculty member who is sincerely interested in helping new faculty succeed. The mentor could be the first evaluator of the material (dossier) the faculty member will present to the personnel committee.
10. in addition to the mentoring process, have the department head take an active role in monitoring the progress of the young/new faculty member and make opportunities available in which he/she can become involved - be it teaching, research, or service. Sometimes a new faculty member needs additional help in the very beginning of their career. Both the mentor and the department head are crucial at this stage of a junior faculty member's career.

Charge for Faculty Grants Committee

-  [Cover Letter from HLC Steering Committee](#)
-  [Guidelines for Responding to Charge](#)

THE FACULTY GRANTS COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Faculty Grants Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Faculty Grants Committee planning for the future? ([Criteria 1-5](#))
2. How do the activities provided on campus under the review of your committee allow faculty and staff to pursue a life of learning? ([Criterion 4.A](#))
3. What reward structures are in place for faculty to promote a life of learning? ([Criterion 4.A, 4.B](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Faculty Grants Committee

1A. How does the mission of the Faculty Grants Committee fit with the University mission? (Criterion 1-5)

This report was developed from discussions of the six members of the Faculty Grants Committee and historical data provided by the dean and staff members in the Graduate College Office.

The Faculty Grants Committee (FGC) evaluates applications and recommends funding for two types of grants. Research grants are awarded for new research and creative activities unlikely to receive external funding. Curriculum grants are awarded to support curriculum development, including production of teaching aids, equipment purchases, and other activities that enhance student learning. The mission of the Faculty Grants Committee directly supports the University mission in the following ways:

- The faculty grants program, through the FGC, provides all ranked faculty the means to pursue scholarly inquiry and creative activities that directly enhance faculty intellectual development and, indirectly, the intellectual development of students. The grants program also allows faculty to model for students the kind of continuing intellectual development that is a hallmark of the educated person.
- The program demonstrates tangibly, through the Faculty Research Grants, the value the University places on research and creative activity.
- The program also provides, through University (curriculum) Grants, evidence that the University intends to stimulate creativity and change as faculty sense the need for new approaches to classroom teaching.
- Although the Faculty Research Grants do not mandate student involvement in every project, student involvement is evaluated positively by the committee in awarding grants. Faculty Research Grants directly affect student learning in several ways. First, both graduate and undergraduate students frequently participate in research and creative projects under the guidance of the faculty. Second, students frequently are involved in the distribution of findings by presenting conference papers, scholarly publications, creative performances, and MA theses. Finally, research grants expand the recipients' knowledge in their respective subjects, which in turn enhances the faculty's classes and presentations, thereby benefiting students indirectly. Examples of MA theses funded at least in part by Faculty Research Grants include the following:
 - Psychology: "Test of a Model of Work-Family Conflict and Emotional Management," in progress
 - Psychology: "Development and Validation of the Male Body Size and Shape Inventory"
 - Chemistry, two separate theses stemming from the grant titled "Nanoconstruction of Honeycomb-like Materials as Potential Chemosensors"
- The University (i.e., curriculum) Grants are expressly designed to enhance instruction and, thereby, student learning.
 - One notable example involved the creation of the University's first ethnography field school in Oklahoma, organized by a faculty member in the Department of Sociology and Anthropology; students lived and worked among Native Americans during the summer, 2004.
- The Faculty and University Grants program has provided a consistent and stable funding source for faculty who wish to exceed the routine activities of and expectations for faculty.
- These grants—particularly the research grants—have often provided funding for initial work which, once completed, can be used subsequently as a basis for seeking external funding support.
- Faculty from all colleges of the University and representing all five themes of the University's public affairs mission have received funding for research and creative activity. The University's mission statement says that SMSU has ". . . 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" (SMSU Undergraduate Catalog, 2004-2005, p. 6). The FGC has awarded grants for every discipline, every field, and for every kind of research. Grants have supported original and applied research that serves multiple purposes. Recent examples, one from each college, include the following (see Appendix A):

- Dance Project: REACT: Original choreography to be performed locally and in New York (Theater and Dance, Arts and Letters)
- Web Application Intrusion Detection: Using a Generic Algorithm-trained Neural Network (Computer and Information Science, Business Administration)
- The Impact of *No Child Left Behind* Law on Elementary Principals' Curriculum and Instructional Decisions (Teacher Education, Education)
- Effects of Uncertainty on Our Ability to Exhibit Self Control (Psychology, Health and Human Services)
- SMSU Ethnography (Native American) Field School, 2004 (Sociology and Anthropology, Humanities and Public Affairs)
- Variable Temperature Optical Spectroscopy of Anti-Cancer Active Molecules (Chemistry, Natural and Applied Science)
- Curriculum grant funding for enhancement of classroom activities to improve student learning has likewise represented all areas of the university. Recent examples illustrating the variety of curriculum enhancements that have been funded include the following:
 - Multimedia projector for use in media, journalism, and film classes: to permit a variety of mediated examples to be shown to large lecture classes
 - Opera Out of the Box: to permit opera performances to be designed and delivered to sixth- through twelfth-grade classes in rural areas by SMSU Opera Workshop students
 - Electronic portfolio assistance: to permit teacher education students on the West Plains campus to create electronic portfolios
 - Specialized equipment to improve the effectiveness both of service delivery to community children in the Perceptual Motor Development program and lab instruction for SMSU students evaluating the children

1B. What policies and procedures are used by your committee to improve student learning for the future?

- Funding for the faculty grants program has been consistent and stable since program's inception. For example, in the last five years, the committee has had approximately \$150,000 available for distribution; on average, \$147,188 has been awarded each year. Grants are awarded in fall and spring; the committee has received about 42 applications on average per year and has recommended funding for about 28 projects, or about 67%. Appendix B summarizes the number of applications received, amounts requested, and grants awarded for the past five years.
- The consistency of this funding source has allowed faculty to plan ahead as they develop their research programs.
- The work of the FGC applies the criteria for University Grants and Faculty Research Grants rigorously, objectively, and fairly, through a peer review process that is not tainted by outcomes dictated by the University administration, but does serve to provide good stewardship over University resources. For example, the FGC can take one of four options with respect to a given application: it may fund the proposal in its entirety (as it does with superior proposals); partially fund the proposal (removing items that are already available, perceived as unnecessary, or expressly disallowed by the criteria); request improvement and/or clarification prior to resubmission for proposals that are potentially fundable; or reject a proposal (as it does with poorly conceived, incomplete, or unclear proposals).
- The FGC constantly re-evaluates and updates the criteria for University Grants and Faculty Research Grants in order to make them clearer, more effective, and contemporary with university policy regarding travel, curriculum development and research. Grant guidelines have changed over the years to respond to the evolving nature of the University and to specific situations.
 - For example, the FGC once funded development of an on-line course, but other funding sources have since been instituted specifically for this purpose.

1C. How is the Faculty Grants Committee planning for the future?

- The faculty who are in the forefront of their disciplines are with respect both to research/creative activity and teaching are the ones whose proposals are supported by the Faculty Grants Committee. This serves as incentive and recognition for faculty to continue their own professional development.
- By delivering on its charge effectively and responsibly, the FGC provides the Dean of the Graduate School with a stronger position from which to obtain increased funding for future research proposals and to advance graduate studies on and off campus.
- The committee has supported the integration of new technologies, new research methods, and new teaching methods on which future educational endeavors will be built.
- The committee's criteria and emphases change so that changing faculty needs may be met more effectively. For example, the committee has supported international travel for faculty research purposes, which is becoming increasingly important for faculty productivity and development.
- The FGC is presently considering offering workshops for faculty to help enhance changes for funding through the University and Faculty Research Grants process. Informal work by past and present committee chairs has helped improve application quality; the committee will likely formalize this mentoring process next year.
- The FGC is also considering adding "student involvement in research" as an explicit, preferred criterion. Informally, student involvement in faculty research has served to enhance a faculty member's application. Adding this to the grant guidelines would formalize that criterion.

2. How do the activities provided on campus under the review of your committee allow faculty and staff to pursue a life of learning? (Criterion 4.A)

- The FGC provides the opportunity in financial support, student assistance, and research time for faculty to continue their lifelong learning. Faculty both mentor and model for students the continuing intellectual development in which educated persons engage.
- Funding recommended by the FGC makes possible travel to research locations that would otherwise be impossible. More and more, faculty research involves projects that cross national borders. For example, projects have been funded that have involved travel to the following countries:
 - China, to study the Mao's personality and China's "great leap forward" in 1958-60 (History)
 - Sri Lanka, to study the religious and literary aims of Buddhist poetry (Religious Studies)
 - Central Asia, to investigate Chinese the perceptions compared to the realities of China's strategic objectives in Central Asia (Political Science)
 - Spain, to investigate Mayan religious texts and rituals in the Yucatan during the Spanish colonial period
 - Egypt, to study the peace process between Egypt and Israel from 1967 to 1979 (History)
 - Germany, to investigate the relationship between gender and creativity among 19th century German women writers (Modern/Classical Languages)
- Funding by the FGC has also made possible purchase of needed equipment, which remains available for use by faculty and students after the specific grant project has been completed, and employment for student workers or graduate assistants who serve as research aides. In the latter case, student assistants can free up faculty time from the project and permit the faculty to mentor students, one-on-one, as the students learn how to investigate questions in their disciplines. On occasion, this has resulted in students co-authoring their first publications or expanding the research into a master's theses.
- The grants program also provides an inducement for prospective faculty members to join the SMSU faculty.
- To faculty whose salaries are often low, particularly over the past several years, the University and Faculty Research Grants provide incentives and real support potentially as high as \$7,500 per proposal for faculty members to continue their life of learning and their career promotion through the professorial ranks in difficult budgetary times.

3. What reward structures are in place for faculty to promote a life of learning? (Criterion 4.A, 4.B)

- Beyond the obvious financial and research assistance mentioned above, the University and Faculty Research Grants allow faculty to pursue work that often will result in concrete benefits and rewards in the tenure and promotion process and in aligning faculty roles and rewards. Receiving university or faculty research grants enhances faculty applications for other programs, such as Summer Fellowships, University Fellowships, and the Distinguished Professor rank. More generally the FGC, through its activities, conveys in both symbolic and substantive ways the genuine support of the University governing board for faculty interested in advancing their commitments to teaching and learning advancing both their commitment to learning and enhancing their career goals.

Appendix A

Summary of University and Faculty Research Grants

College	Applications Submitted	Applications Funded	Percent Funded
COAL	40	25	63%
COBA	6	2	33%
COED	16	10	63%
CHHS	39	28	72%
CHPA	37	23	62%
CNAS	73	57	78%
Overall	211	145	69%

Appendix B

Summary of Funding

University and Faculty Research Grants

Semester	Type	Received	Funded	Funded	Requested	Awarded	Awarded
Fall 99/ Spring 00	Univ	10	7	70%	\$ 59,870	\$ 41,744	70%
	Res	31	24	77%	\$161,014	\$128,537	80%
	Total	41	31	76%	\$220,884	\$170,281	77%
Fall 00/ Spring 01	Univ	7	4	57%	\$ 39,839	\$ 24,540	62%
	Res	38	24	63%	\$187,033	\$126,035	67%
	Total	45	28	62%	\$226,872	\$150,575	66%
Fall 01/ Spring 02	Univ	6	5	83%	\$ 33,698	\$ 28,375	84%
	Res	33	24	73%	\$175,598	\$119,607	68%
	Total	39	29	74%	\$209,296	\$147,982	71%

Fall 02/	Univ	6	4	67%	\$ 37,622	\$ 21,475	57%
Spring 03	Res	34	23	68%	\$193,772	\$117,674	61%
	Total	40	27	68%	\$231,394	\$139,149	60%
Fall 03/	Univ	8	2	25%	\$ 49,240	\$ 13,480	27%
Spring 04	Res	38	24	63%	\$203,456	\$114,477	56%
	Total	46	26	57%	\$252,696	\$127,957	51%

Overall Summary:

University Grants: 22 (Average, \$5,891 per award)

Faculty Research Grants: 123 (Average, \$4,929 per award)

Average award, combined: \$5,075

Average amount awarded annually: \$147,188

Last Modified: September 08, 2005

Charge for Faculty Leave Committee

-  [Cover Letter from HLC Steering Committee](#)
-  [Guidelines for Responding to Charge](#)

THE FACULTY LEAVE COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Faculty Leave Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Faculty Leave Committee planning for the future? ([Criteria 1-5](#))
2. How do the activities provided on campus under the review of your committee allow faculty and staff to pursue a life of learning? ([Criterion 4.A](#))
3. What reward structures are in place for faculty to promote a life of learning? ([Criterion 4.A, 4.B](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Charge for Faculty Senate

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE FACULTY SENATE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Faculty Senate fit with the University mission? What policies and procedures are used by the Faculty Senate to improve student learning for the future? How is the Faculty Senate planning for the future? ([Criteria 1-5](#))
2. Where appropriate to the Faculty Senate's area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples. ([Criterion 1.A](#))
3. Upon review of reports and other documentation, how pervasive in the Faculty Senate is the understanding and support for the University mission as defined in its broadest sense? ([Criterion 1.C](#))
4. Do existing administrative structures promote effective leadership and support collaborative processes enabling SMSU to fulfill its mission? Will the current structures allow SMSU to meet future trends in higher education? ([Criterion 1.D](#))
5. What is the quality of educational programs that SMSU claims to provide? Does SMSU provide adequate resources to support the level claimed? How is SMSU planning to continue providing adequate resources in the future? ([Criterion 2.B](#))
6. To what extent have previous plans documented commitment to supporting and strengthening the quality of education (programs) provided by SMSU? How do present planning activities document a continuing commitment? ([Criterion 2.B](#))
7. Has SMSU effectively used its human resources? How has SMSU assured effective use of human resources in the future? ([Criterion 2.B](#))
8. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? ([Criterion 2.B](#))
9. How are new courses and programs reviewed in light of the university mission? ([Criterion 4.C](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Faculty Senate

1. How does the mission of Faculty Senate fit with the University's mission? What policies and procedures are used by the Faculty Senate to improve student learning for the future? How has the Faculty Senate prepared for the future? (Criteria 1-5)

The Academic Relations Committee is a [Faculty Senate committee](#) with the following mandate: "[It] [s]hall review institutional quality of academic standards and instructional methodology; [it] shall evaluate and promote faculty development programs and procedures." Thus, through its mandate this committee works in support of the university's mission to develop educated persons.

Specifically, the ARC strives to maintain and improve the academic quality and standards through its consideration and recommendations to the Faculty Senate on the various charges given it. Sample charges to the ARC within the last five years include:

- Evaluate the capstone course
- Distance learning course: look at it in terms of standards, quality, and costs
- Study the issue of Credit by Exam
- Address the issue of too many students graduating with honors
- Continue to monitor grade inflation
- Work with the Student Government Association to produce a student evaluation instrument.

The ARC also on occasion considers new programs (see below, Question 9), some of which specifically address the university's mission of public affairs. It also reviews issues related to the academic development of faculty. In this capacity it has influence upon the direction the university will take in developing educated persons, as well as the manner in which the university fulfills its public affairs mission.

3. Upon review of reports and documentation, how pervasive in the Faculty Senate [– specifically in the ARC as an arm of the Faculty Senate –] is the understanding and support for the University mission as defined in its broadest sense? (Criterion 1.C)

Review of the charges to the ARC in the last five years and the reports back to Faculty Senate generated by those charges (see examples below under Questions 6 & 9) indicate that the members of the ARC take the committee's mandate very seriously and are both familiar with and in support of the University mission.

4. Do existing administrative structures promote effective leadership and support collaborative processes enabling SMSU to fulfill its mission? Will the current structures allow SMSU to meet future trends in higher education? (Criterion 1.D)

The ARC committee members are appointed by the Chairperson of the Faculty Senate for a one-year term. Members may include faculty, administrators, students, and alumni, and the membership is structured so that each college has a representative. A representative from Records and Registration is included as an *ex officio* member – a fairly recent change that has improved the committee's effectiveness. Also the Chair-Elect of the Faculty Senate, thus improving communication between the committee and the Faculty Senate. The ARC is given yearly charges by the Chairperson of the Faculty Senate; it may also generate its own charges, as deemed necessary. The committee then, usually via the committee chair, delivers a report of its findings to the Faculty Senate for information purposes and/or for action.

This administrative structuring of the ARC (as just described), has resulted in productive and effective committees that have been able to work with various constituents, departments, and offices across campus. Thus, existing administrative structures have both promoted effective leadership and supported collaborative processes that have helped enable SMSU to fulfill its mission.

As for meeting future trends in higher education, the ARC has, because of the diversity of its members and their expertise, been able to establish and expand its contacts and resources outside the university so that it remains aware of national and international trends in higher education.

6. To what extent have previous plans documented commitment to supporting and strengthening the quality of education (programs) provided by SMSU? How do present planning activities document a continuing commitment? (Criterion 2.B)

In Academic Year 2003-2004 the ARC reviewed the quality of the Capstone Course, GEP 397—Public Affairs Issues for the 21st Century (see p. 360 of current Undergraduate Catalog). This is a variable content course, many different sections are offered by faculty in different Colleges and Departments, and each section of the course addresses a different topic. The ARC investigated course outlines and other course materials so as to determine whether the course met the goals of the General Education Program and fulfilled the course description. The ARC concluded that the various sections of the course passed muster.

In Academic Year 2003-2004 the ARC was involved in a multi-committee revision and review of IDS 110—Introduction to University Life (a.k.a. the Freshman orientation class; see p. 361 of current Undergraduate Catalog). The largest part of the effort was done by the Continuous Orientation Committee (COC), which did a comprehensive reorganization of the course goals, course content, teaching schedule, and choice of textbook. One member of the ARC (Dr. James Miller) was also a member of the COC and provided liaison between the two committees. Upon completion of the comprehensive changes to the course by COC, the new curriculum was reviewed by ARC, was endorsed, was sent along through the curriculum approval process, was approved, and was implemented Fall Semester, 2004.

During consideration of GEP 397 and IDS 110, the ARC noted a staffing problem common to both of these required courses yet somewhat different for each course. In general, faculty are not assigned (required) to teach either course. For GEP 397, no faculty is required to develop new topical sections of the course or to teach an existing topical section with any special periodicity. As faculty who teach this course retire or move to another University, the diversity of available topics and the number of sections offered tends to decline, so that students have may difficulty finding a place in a classroom. For IDS 110, some sections are taught by Faculty, but others are taught by Staff who may be inherently less qualified to teach such a class. The problems of Staff teaching too many sections of IDS 110 and the relatively small stipend paid to teach the course were partly addressed by the Continuous Orientation Committee. In light of the importance placed on these courses by the University Administration, the ARC recommended further changes to improve the staffing problems of these two courses. Suggestions included the recommendation that Deans and Department Heads give "extra credit" to the efforts of faculty who teach these courses and who develop new sections of GEP 397 when promotion and salary increases for such faculty members are being considered.

7. Has SMSU effectively used its human resources? How has SMSU assured effective use of human resources in the future? (Criterion 2.B)

The matters of staffing GEP 397 and IDS 110, discussed as part of Question 6, relate somewhat to this question.

In addition, during Academic Year 2004-05, the Faculty Senate charged the ARC with two topics that address human resources issues. These charges are: 1) "Investigate the turnover of ranked, tenure-track faculty over the past several years with emphasis on whether and how the replacement of ranked faculty with lecturers has affected academic quality on campus. Compare the loss of ranked faculty by department to academic deficiencies identified in the recent report from the program review committee," and 2) "Review Repeat Policy."

The problem of slow replacement of tenure-track faculty by lecturers who cannot earn tenure is a nation-wide problem. It is on the balance-point between a University administration that has to staff the curriculum with dwindling legislative appropriations and increasing tuition charges versus the faculty that has to address whether students are receiving a quality educational experience and the citizens are having their tax dollars spent efficiently.

The Repeat Policy addresses whether students can repeat courses in which they received a low grade, how often they may repeat, etc. This matter, in part, is a consideration of how much of the faculty resource is to be spent allowing students to take up a seat in a classroom more than once.

Both of the above are topics of current consideration by the ARC, so no conclusions are available. However, the topics are evidence of issues that are being addressed on a continuing basis.

9. How are new courses and programs reviewed in light of the University mission? (Criterion 2.B)

The ARC is not part of the usual process of reviewing new courses and programs, although we reviewed a major overhaul of IDS 110, as discussed in Question 6. However, this year the ARC received the following charge from the Faculty Senate: "Review the American Humanics program and make a recommendation as to its academic merits in light of our recent tight budgets...."

The American Humanics program is a nationwide academic program that is being considered for adoption at SMSU. After due consideration, the ARC adopted the following statement at its December, 2004 meeting:

"At the present time, the Academic Relations Committee does not recommend the creation of an American Humanics program for the following reasons:

1. No department has formally volunteered to host it

2. No program director has been identified
3. Although the program fits the Public Affairs mission, its requirements do not match the standards of other programs at SMSU. This is a certificate program involving 180 contact hours of coursework (approximately four 3-hour courses) and 300 hours of internship (approximately six months). The committee did not feel that this program would enhance the image of the university in terms of academic strength."

Last Modified: September 08, 2005

Report from Finance & General Business Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- Public affairs is emphasized throughout campus activities.
- Developing educated persons is of primary significance, especially in the area of business and economic development.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- Long-range planning documents are open to the SMSU Community and the public.
- The mission of the University could not be achieved if budgeting processes did not match the long-range planning process.
- As budgets are prepared, the items they include must be linked to the SMSU mission.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- The planning documents must be and are extensive and detailed enough to provide clear guidance in achieving the goals of a major metropolitan University such as SMSU. The planning documents address these issues.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- All constituents with a vested interest in the operation of the University should be and are allowed the opportunity to provide input to the long-range planning process. The University endeavors to include all of these groups in various aspects of the planning process.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- A long-range planning document should be adaptable to change as underlying circumstances change.
- The planning process is carried out with a view on the University's environment and the needs of its various constituents.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- Our [Department](#) is most concerned with educating persons in the area of Business and Economic Development.
- The Departmental mission was developed within the framework of the SMSU mission.

How the activities of your department support the University's mission?

- Our classroom teaching, research, and service to the community and the University support the University's mission, including our student organizations sponsored through the Department.
- We specifically direct our efforts toward activities that support the mission.
- Because we are a part of COBA, many of our efforts are directed toward fulfillment of the Business/Economic

Development mission of the University, but we carry on related activities within the overall framework of the entire mission.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- The University's guidelines were developed in light of the University's mission, as were the departmental guidelines. This helps insure reinforcement of that mission.
- The Department's tenure and promotion guidelines and reappointment procedures are based on performance in teaching, research, and service which are a direct reflection of the University's mission.
- Tenure, promotion and reappointment are unlikely unless the faculty member maintains professional currency.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- High performance expectations must be met in the areas of teaching, research, and service.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- Examples include: annual recognition awards; course load reductions for significant research contributions; small stipend for research published in refereed journals; appropriate teaching, and research support and resources; quality computer resources and support; encouragement from University, College and Department administrators.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Examples include: challenging courses; public affairs opportunities; student organizations; committed faculty and staff; various scholarships and awards; some research opportunities.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- Hiring quality faculty members, asking them to assemble clearly-stated course policy statements, and then adhering to these policy statements.
- Administering fair and timely examinations that hold students accountable for course materials.
- The on-going COBA assessment process.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- Department head holds faculty accountable and also receives student feed-back, including student evaluations.
- Peer evaluations of teaching.
- COBA core course assessment.
- The entire retention/promotion/tenure process ensures courses contribute to student learning.
- Feedback from employers.

How are the results of your assessment activities used by department faculty for program improvement?

- Faculty receiving significant positive or negative feedback should respond accordingly.
- The assessment activities will be used to identify problem areas of knowledge that need attention.

What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- The regular, annual FGB planning process is part of the COBA planning process. This is accomplished either through one-on-one discussion with the Department Head or, if a significant proposed change, through deliberations of a departmental meeting.

What activities of your department encourage collaborative efforts with other departments at the University?

- Teaching cross-discipline courses.
- Co-authoring research.

What policies and procedures are used by your department to improve student learning?

- See above.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- Examples include: general encouragement; good facilities; some control over class sizes; excellent equipment in the classroom, excellent clerical support; support for travel & research.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- All COBA programs are AACSB accredited.
- The Department responds to the AACSB requirements.

Last Modified: September 08, 2005

Charge for Financial Aid Office

-  [Cover Letter from HLC Steering Committee](#)
-  [Guidelines for Responding to Charge](#)

THE FINANCIAL AID OFFICE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Financial Aid Office fit with the University mission? What policies and procedures are used by your office to improve student learning for the future? How is the Financial Aid Office planning for the future? ([Criteria 1-5](#))
2. Describe how SMSU financially assists students with the opportunity for a life of learning and for their development as educated persons. ([Criterion 4.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Financial Aid Office

1. How does the mission of the Financial Aid Office fit with the University mission?

- The work of the [Financial Aid Office](#) is integral to the enrollment and retention of students at SMSU. While not directly involved in the classroom education of students, we support the University's mission of creating educated persons by removing or reducing the financial barriers to higher education. Over 13,400 students received some type of financial assistance during the 2003-04 school year.
- We strive to provide information for students in a manner which facilitates their utilization of our services and guides them and their families through a process that can be very challenging and burdensome. Staff members conduct approximately nine "Financial Aid Nights" during January and February at various high schools in southwest Missouri. We also participate in the training of area high school counselors on the financial aid process so that they are better able to assist their students.
- During the past year we have initiated a new scholarship and modified two existing ones to better exemplify our commitment to public affairs. The Presidential and Governors Scholarships recipients will participate in at least two public affairs activities annually. For our most academically gifted students, this provides an opportunity to enhance their awareness of their obligations as citizens.
- The Hutchens/SGA Centennial Leaders Scholarship was developed to commemorate our 100 year history and provide financial assistance and the opportunity to enroll in the Emerging Leaders Program to entering students who demonstrate leadership in the performing arts, athletics, student government and their community. Financed by a partnership between the Student Government Association and a private donor, we will select our first cohort of 25 recipients in February 2005.
- We are committed to integrity in our operation and adhere to the National Association of Student Financial Aid Administrator's Statement of Ethical Principles.

What policies and procedures are used by your office to improve student learning for the future?

- There are numerous tools on our web site that allow students to investigate topics related to financial aid and financial management. For many of our students, the financial responsibilities associated with enrollment at SMSU present their first opportunity for managing funds and paying bills, and their ability to do so determines their future financial stability. In addition to electronic information, we make presentations in IDS classes, at residence halls, and in the community. One indicator of our success is our low default rate in the Federal Family Educational Loan Program. For the last year statistics are available, our default rate was 4.3%. This figure marks the fifth consecutive year that our rate has decreased.
- Our scholarship programs also set an expectation for performance. By requiring students to achieve a certain scholastic benchmark for continued support, we communicate our belief in their abilities and encourage a commitment to learning.

How is the Financial Aid Office planning for the future?

- We are continuously striving to improve the delivery of information and funds to students. With the recent implementation of a new financial aid management system, we are exploring its full capabilities and working to deliver information in electronic format.
- Along with technological improvements, we recognize that the increasing costs of an SMSU education will not be offset by increases in state and federal funding. As a result, we are analyzing data to determine what, if any, institutional funds should be used as a need based grant program (one is not currently in place). It is critical to our mission that qualified students in need not be denied an SMSU education because it is unaffordable.
- In the financial aid field, continuing education of staff is essential to keep current on changing rules and regulations. Our goal is to assure that every staff person attends at least one professional development activity each year. Knowledge of potential changes in policy regarding student aid allows us to plan for possible implementation and make comments and suggestions to our legislative representatives when warranted.
- Most significantly, we need to stress that financial aid policy at the state and federal level is largely driven by political forces, and it is essential that we be aware of potential legislations and regulations that can change the allocation of aid to students. When practical and upon request, we provide feedback and recommendations to those lawmakers who are in positions to impact aid policy. Currently, the federal government has set the course for increased student borrowing.

It views rising student debt as acceptable due to the direct benefit of higher education to the borrower. While studies do confirm that college graduates significantly increase their lifetime earnings making borrowing less burdensome, we are concerned about those who are less successful in their educational endeavors and are forced to borrow funds that they may be unable to repay in order to make college a possibility.

- At the state level, the protracted decline of direct state funding to public institutions drives costs up for students. This increase in costs without an accompanying increase in state or federal funding is presenting challenges for families who we would denote as middle class. Families with incomes in the \$45,000 to \$60,000 range often do not qualify for any grant aid and would need to borrow over \$45,000 to attend SMSU. Given that reality, many are turning to lower cost alternatives.

2. Describe how SMSU financially assists students with the opportunity for a life of learning and for their development as educated persons.

- With over 70% of our students receiving some type of financial aid, and total expenditures exceeding \$100 million in 2003-04, we clearly provide a resource necessary for students to realize their educational goals. Our packaging philosophy attempts to allocate scarce grant resources to minimize student borrowing while still providing adequate funds to support enrollment and retention.
- Our Student Employment area provides the dual benefits of placing students in work situations and assisting community organizations in staffing their organizations with paid and volunteer workers. The experience of part time employment can help students with their financial needs, provide valuable work experience, and develop references for their resumes.
- In support of our public affairs mission, the Volunteer Center assists students, faculty and staff in locating opportunities to provide public service in the Springfield community.
- We are also continuously seeking out funding possibilities for students. In the past, we received an AmeriCorps grant which supported our program of placing federal work study students in paid positions in local not for profit agencies. The Student Community Action Team, or SCAT program, aided up to forty students each year who worked 15 hours per week in these agencies. The purpose of SCAT is to promote civic responsibility among college students through community service which addresses priorities of the local community in the areas of education, the environment, public safety, the economy, or human needs. When the focus of the AmeriCorps program changed in Missouri and we were not awarded a grant, we continued with the SCAT program because of its impact on students and the Springfield community.
- Another funding source comes from a waiver we receive from the U. S. Department of Education exempting us from matching the Title IV campus based aid programs. This waiver is granted because we receive Title III funding. Thought not a requirement, we created a fund equivalent to the required match and targeted grant funds to two populations: TRIO students and those who are in need of emergency funding. This has been helpful in retaining high risk students and addressing our needs for a diverse student population.

Last Modified: September 08, 2005

Charge for Fringe Benefits Committee

-  [Cover Letter from HLC Steering Committee](#)
-  [Guidelines for Responding to Charge](#)

THE FRINGE BENEFITS COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Fringe Benefits Committee fit with the University mission? What policies and procedures are used by your committee for future improvement? How is the Fringe Benefits Committee planning for the future? ([Criteria 1-5](#))
2. What is the role of fee-waivers for SMSU employees in their pursuit of a life of learning? How wide-spread is the use of this benefit? ([Criterion 4.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Fringe Benefits Committee

1. How does the mission of the Fringe Benefits Committee fit with the University mission? What policies and procedures are used by your committee for future improvement? How is the Fringe Benefits Committee planning for the future?

The mission of the [Fringe Benefits Committee](#) is "To examine and make recommendations concerning all aspects of the fringe benefits package available for all University employees."

There is also a Healthcare Plans Review Committee whose charge is "To examine and make recommendations concerning the University's employee group healthcare plans."

There are discussions underway to clarify the responsibilities of each committee with regard to healthcare issues.

The very nature of a university requires a great number of faculty and staff to carry out the mission, in this case, to create educated persons. These employees must be provided adequate remuneration and sufficient benefits to encourage them to be part of the university.

The structure of the Committee is such that there is equal representation between faculty and staff, men and women. This provides the opportunity for concerns that may be specific to one group to be brought before the entire committee. Separate surveys dealing with job satisfaction and concerns are conducted regularly among staff and faculty. Results of these surveys are considered by the Committee for future development and enhancement to fringe benefits. In addition, since the university does provide fringe benefits to retired personnel, there is one retired faculty or staff member on the committee at all times.

For the new Five-Year Plan, the Fringe Benefits committee prepared a report detailing a list of seven recommendations which would lead to the Fringe Benefits program for SMSU to be truly excellent.

These seven items are:

- Build an SMSU Health and Wellness Center.
- Increase Employee Educational Benefit.
- Seek Reciprocal Agreements for Employee Educational Benefit.
- Develop a Policy to Allow Leave Sharing.
- Commit to Funding Employee Dental Plan and Offer Retired Employees the Option of Purchasing Dental Coverage.
- Add a Fully Insured Vision Plan.
- Establish a University-Wide Committee to Recommend Options for Providing Domestic Partner Benefits for Employees.

2. What is the role of fee-waiver for SMSU employees in their pursuit of a life of learning? How wide-spread is the use of this benefit?

There are two types of fee waivers available for employees.

The Credit Course Fee waiver is applied to up to 12 hours of course work during an academic year and summer session for either the employee or his/her spouse or eligible dependent children. Employees are expected to work 40 hours weekly but work schedules can be adjusted within a department. Such adjustments require the agreement of appropriate supervisors and must not interfere with departmental operations. For the past 15 years approximately 25% of the full-time employees have taken advantage of the Credit Course Fee Waiver benefit. The current allowable waiver is for 12 credit hours in an academic year.

The Fringe Benefits Committee has proposed a graduated increase in the Credit Course Waiver to eventually reach 30 hours a year. This would be particularly beneficial to students of employees and provide a competitive advantage with other academic institutions in Springfield which offer full tuition waiver for dependent children.

The Noncredit Course Fees for courses offered through the College of Continuing Education and the Extended University or the Management Development Institute are partially paid. One-half of the course fee up to \$150 per employee per fiscal year is paid to

cover these courses. These courses can be taken during work hours if the courses are part of an approved professional development program offered by one of the units above. This fee assistance is only for the employee. The Noncredit Course Fee waiver benefit was implemented in 1995. The amount of participation varies greatly from year to year from a low of 28 participants in 2002 to a high of 106 in 1997. Program offerings vary and in the earlier years it may be that participants took the general course in computer software related to their positions.

**Southwest Missouri State University
Course Enrollment Employee Benefit Vouchers**

2003 - 2004

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	41 = 22.9%	42 = 23.5%	84 = 46.9%	12 = 6.7%	179 = 34.4%
Staff	103 = 54.5%	21 = 11.1%	51 =26.9%	14 = 7.4%	189 = 36.3%
Administrators	65 = 42.5%	20 = 13.1%	52 = 33.9%	16 =10.5%	153 = 29.4%
Totals	209 = 40.1%	83 = 15.9%	187 = 35.9%	42 = 8.1%	521

2002 - 2003

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	47 = 25.3%	47 = 25.3%	80 = 43.0%	12 = 6.4%	186 = 34.1%
Staff	108 = 55.9%	21 = 10.9%	46 = 23.8%	18 = 9.3%	193 = 35.3%
Administrators	80 = 47.9%	29 = 17.4%	45 = 26.9%	13 = 7.8%	167 = 30.6%
Totals	235 = 43.0%	97 = 17.8%	171 = 31.3%	43 = 7.9%	546

2001 - 2002

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	59 = 28.6%	53 = 25.7%	85 = 41.3%	9 = 4.4%	206 = 36.0%

Staff	115 = 57.5%	22 = 11.0%	44 = 22.0%	19 = 9.5%	200 = 34.9%
Administrators	86 = 51.8%	29 = 17.5%	42 = 25.3%	9 = 5.4%	166 = 29.0%
Totals	260 = 45.4%	104 = 18.2%	171 = 29.9%	37 = 6.5%	572

Southwest Missouri State University

Course Enrollment Employee Benefit Vouchers

2000 - 2001

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	43 = 25.9%	53 = 31.9%	62 = 37.3%	8 = 4.8%	166 = 32.4%
Staff	119 = 62.3%	21 = 11.0%	41 = 21.5%	10 = 5.2%	191 = 37.3%
Administrators	93 = 60.0%	21 = 13.5%	37 = 23.9%	4 = 2.6%	155 = 30.3%
Totals	255 = 49.8%	95 = 18.6%	140 = 27.3%	22 = 4.3%	512

1999 - 2000

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	51 = 31.5%	39 = 24.1%	65 = 40.1%	7 = 4.3%	162 = 32.2%
Staff	117 = 67.0%	27 = 8.4%	51 = 19.7%	11 = 4.9%	206 = 41.0%
Administrators	67 = 49.6%	25 = 18.5%	36 = 26.7%	7 = 5.2%	135 = 26.8%
Totals	235 = 46.7%	91 = 18.1%	152 = 30.2%	25 = 5.0%	503

1998 - 1999

Employee Category	Course Enrollment Voucher Used By:				Totals

	Employee	Spouse	Dependent	Shared	
Faculty	49 = 27.5%	44 = 24.7%	81 = 42.6%	4 = 2.2%	178 = 35.0%
Staff	136 = 67.0%	17 = 8.4%	40 = 19.7%	10 = 4.9%	203 = 40.0%
Administrators	57 = 44.9%	21 = 16.5%	41 = 32.3%	8 = 6.3%	127 = 25.0%
Totals	242 = 47.6%	82 = 16.1%	162 = 31.9%	22 = 4.3%	508

**Southwest Missouri State University
Course Enrollment Employee Benefit Vouchers**

1997 - 1998

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	51 = 27.9%	44 = 24.0%	78 = 42.6%	10 = 5.5%	183 = 38.1%
Staff	114 = 62.9%	18 = 9.9%	38 = 20.9%	11 = 6.1%	181 = 37.7%
Administrators	60 = 51.7%	20 = 17.2%	31 = 26.7%	5 = 4.3%	116 = 24.2%
Totals	225 = 46.8%	82 = 17.1%	147 = 30.6%	26 = 5.4%	480

1996 - 1997

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	34 = 18.9%	58 = 32.2%	77 = 42.8%	11 = 6.1%	180 = 39.6%
Staff	100 = 57.8%	20 = 11.6%	40 = 23.1%	13 = 7.5%	173 = 38.0%
Administrators	43 = 42.2%	19 = 18.6%	36 = 35.3%	4 = 3.9%	102 = 22.4%
Totals	177 = 38.9%	97 = 21.3%	153 = 33.6%	28 = 6.2%	455

1995 - 1996

Employee		
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Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	32 = 18.3%	45 = 25.7%	88 = 50.3%	10 = 5.7%	175 = 38.6%
Staff	99 = 58.6%	20 = 11.8%	38 = 22.5%	12 = 7.1%	169 = 37.2%
Administrators	53 = 48.2%	22 = 20.0%	30 = 27.3%	5 = 4.5%	110 = 24.2%
Totals	184 = 40.5%	87 = 19.2%	156 = 34.4%	27 = 5.9%	454

**Southwest Missouri State University
Course Enrollment Employee Benefit Vouchers**

1994 - 1995

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	45 = 22.4%	52 = 25.9%	99 = 49.2%	5 = 2.5%	201 = 42.1%
Staff	103 = 59.5%	16 = 9.3%	40 = 23.1%	14 = 8.1%	173 = 36.3%
Administrators	48 = 46.6%	18 = 17.5%	28 = 27.2%	9 = 8.7%	103 = 21.6%
Totals	196 = 41.1%	86 = 18.0%	167 = 35.0%	28 = 5.9%	477

1993 - 1994

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	32 = 16%	59 = 29%	110 = 53%	5 = 2%	206 = 43%
Staff	94 = 55%	24 = 14%	45 = 26%	9 = 5%	172 = 36%
Administrators	39 = 40%	20 = 21%	31 = 32%	7 = 7%	97 = 21%
Totals	165 = 35%	103 = 22%	186 = 39%	21 = 4%	475

1992 - 1993

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	48 = 22%	55 = 25%	102 = 47%	12 = 6%	217 = 44%
Staff	81 = 49%	26 = 16%	45 = 27%	14 = 8%	166 = 34%
Administrators	49 = 46%	21 = 20%	30 = 28%	6 = 6%	106 = 22%
Totals	178 = 36%	102 = 21%	177 = 36%	32 = 7%	489

Southwest Missouri State University

Course Enrollment Employee Benefit Vouchers

1991 - 1992

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	64 = 28%	54 = 24%	95 = 42%	13 = 6%	226 = 45%
Staff	104 = 56%	26 = 14%	43 = 23%	12 = 6%	185 = 37%
Administrators	48 = 53%	12 = 13%	24 = 27%	6 = 7%	90 = 18%
Totals	216 = 43%	92 = 18%	162 = 32%	31 = 6%	501

1990 - 1991

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	62 = 26%	63 = 26%	102 = 43%	11 = 5%	238 = 49%
Staff	83 = 52%	23 = 14%	41 = 26%	12 = 8%	159 = 32%
Administrator	38 = 44%	16 = 18%	23 = 26%	10 = 12%	87 = 19%

Totals	183 = 38%	102 = 21%	166 = 34%	33 = 7%	484
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1989 - 1990

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	63 = 26%	60 = 25%	102 = 42%	18 = 7%	243 = 50%
Staff	79 = 50%	18 = 11%	42 = 27%	19 = 12%	158 = 32%
Administrators	43 = 49%	17 = 19%	23 = 26%	5 = 6%	88 = 18%
Totals	185 = 38%	95 = 19%	167 = 34%	42 = 9%	489

Southwest Missouri State University

Course Enrollment Employee Benefit Vouchers

1988 - 1989

Employee Category	Course Enrollment Voucher Used By:				Totals
	Employee	Spouse	Dependent	Shared	
Faculty	64 = 28%	51 = 23%	89 = 40%	21 = 9%	225 = 49%
Staff	92 = 58%	11 = 7%	37 = 23%	18 = 12%	158 = 35%
Administrators	38 = 51%	13 = 17%	19 = 25%	5 = 7%	75 = 16%
Totals	184 = 38%	95 = 19%	165 = 34%	44 = 9%	458

Officer of Human Resources 10/20/04

Education Assistance Program

Faculty/Staff Benefits Summary of Expenditures

Fiscal Year	Fee Waiver Totals
2003-04	\$698,610
2002-03	\$671,131

2001-02	\$588,610
2000-01	\$510,213
1999-00	\$469,286
1998-99	\$389,820
1997-98	\$360,393
1996-97	\$346,156
1995-96	\$345,598
1994-95	\$328,635
1993-94	\$297,478
1992-93	\$330,872
1991-92	\$290,895
1990-91	\$200,751
1989-90	\$263,954
1988-89	\$224,552
1987-88	\$202,882
1986-87	\$166,993
1985-86	\$136,822
1984-85	\$142,178
1983-84	\$30,752

Educational Benefits for Employees

Major Enhancements

- Policy was revised for Fall, 1984, to allow employees for the first time to assign part or all of their educational benefits to a spouse and/or eligible dependent. The benefit level at that time was ten (10) credit hours per academic year.
- Policy was revised for Fall, 1987, to allow faculty and staff to take up to twelve (12) credit hours in an academic year and have waived the regular incidental fees. Provisions continued to allow employees to assign part or all of their 12-hour benefit to a spouse and/or dependent.

Office of Human Resources

October 20, 2004

Noncredit Courses Waivers and Costs

Fiscal Year 2002

Classification	Number of Employees	Cost
Administrator	12 (42.8%)	\$1,369.50
Faculty	1 (3.6%)	\$92.00
Staff	15 (53.6%)	\$1,364.00

Totals	28	\$2,825.50
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Fiscal Year 2001

Classification	Number of Employees	Cost
Administrator	15 (34.1%)	\$1,790.50
Faculty	3 (6.8%)	\$450.00
Staff	26 (59.1%)	\$2,620.50
Totals	44	\$4,861.00

Fiscal Year 2000

Classification	Number of Employees	Cost
Administrator	11 (35.5%)	\$1,014.50
Faculty	2 (6.4%)	\$132.50
Staff	18 (58.1%)	\$1,537.00
Totals	31	\$2,684.00

Fiscal Year 1999

Classification	Number of Employees	Cost
Administrator	22 (42.3%)	\$1,983.00
Faculty	4 (7.7%)	\$267.50
Staff	26 (50.0%)	\$2,644.00
Totals	52	\$4,894.50

Noncredit Courses Waivers and Costs

Fiscal Year 1998

Classification	Number of Employees	Cost
Administrator	13 (20.3%)	\$1,180.00
Faculty	16 (25.0%)	\$1,178.00
Staff	35 (54.7%)	\$3,058.00
Totals	64	\$5,416.00

Fiscal Year 1997

Classification	Number of Employees	Cost
Administrator	35 (33.0%)	\$3,041.50

Faculty	25 (23.6%)	\$1,422.50
Staff	46 (43.4%)	\$3,759.50
Totals	106	\$8,223.50

Fiscal Year 1996

Classification	Number of Employees	Cost
Administrator	26 (29.9%)	\$1,577.50
Faculty	12 (13.8%)	\$1,023.00
Staff	49 (56.3%)	\$3,423.75
Totals	87	\$6,024.25

Fiscal Year 1995

Classification	Number of Employees	Cost
Administrator	33 (33.3%)	\$2,308.50
Faculty	5 (5.1%)	\$454.50
Staff	61 (61.6%)	\$3,741.75
Totals	99	\$6,504.00

Last Modified: September 08, 2005

Charge for Funding For Results Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE FUNDING FOR RESULTS COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Funding for Results Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Funding for Results Committee planning for the future? ([Criteria 1-5](#))
2. How do activities sponsored by the Funding for Results Committee support and contribute to effective teaching and curriculum design? How is assessment information linked to improving the learning environment on campus? ([Criterion 3.B,3.D](#))
3. How do the activities provided on campus under the review of your committee allow faculty and staff to pursue a life of learning? ([Criterion 4.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Funding For Results Committee

1. How does the mission of the Funding for Results Committee fit with the University mission? b. What policies and procedures are used by your committee to improve student learning for the future? c. How is the Funding for Results Committee planning for the future? (Criteria 1-5)

- The Funding for Results committee mission is to provide award money to faculty members, based on a proposal review by faculty representatives from each of the Colleges, to develop educated persons, in all its programs by using the most effective and regularly evaluated methods of discovering and imparting knowledge incorporating the use of technology when appropriate.
- In the application review process, the FFR committee gives careful consideration to the potential number of students impacted by the project (both during implementation and future semesters); the number of faculty involved in collaboration in the project; the validity of the evaluation plan to measure the project objectives and anticipated outcomes.
- The FFR committee is discussing new marketing plans to increase the number of proposals submitted and reviewing criteria for what the award should fund related to technology as there is an increase in proposal requests for purchasing technology equipment and software.

2. How do activities sponsored by the Funding for Results Committee support and contribute to effective teaching and curriculum design? b. How is assessment information linked to improving the learning environment on campus? (Criterion 3.B,3.D)

- The purpose of the Funding for Results (FFR) grant is provide monetary support (up to \$4,000) for faculty members seeking creative projects to enhance teaching and learning.
- The FFR project requires applicants to state the objectives and anticipated outcomes based on student performance. In addition, the project must specifically address how the faculty member(s) will determine the degree to which the objectives and anticipated outcomes will be met by the project. The project evaluation report is due one month after the project completion date and must be submitted before future FFR proposals will be accepted for review.

3. How do the activities provided on campus under the review of your committee allow faculty and staff to pursue a life of learning? (Criterion 4.A)

- The Funding for Results award allows faculty to pursue innovative teaching and learning projects through implementation of such things as new instructional strategies or technologies. Faculty members who apply for the award are examples of those at SMS who strive to be lifelong learners and are exploring ways to improve their teaching and subsequently student learning.

Last Modified: September 08, 2005

Charge for Gender Studies Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE GENDER STUDIES COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Gender Studies program fit with the University mission? ([Criterion 1](#))
2. How is the Gender Studies Committee planning for the future? ([Criterion 2](#))
3. Describe the way your committee and program contribute to the institution's function in a multicultural society? ([Criteria 1 & 2](#))
4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning? ([Criterion 3](#))
5. How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement? ([Criterion 5](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Gender Studies Committee

The Associate Dean of the College of Humanities and Public Affairs at Southwest Missouri State University administers six Area Studies minors:

- [African Studies](#)
- [Asian Studies](#)
- [Latin American Studies](#)
- [Middle Eastern Studies](#)
- [Native American Studies](#)

Gender Studies

1. How does the mission of the Gender Studies program fit with the University mission?

The [Gender Studies program](#) at SMSU was founded over twenty years ago by a group of interested faculty members. Over the years it has been revised based on the need for new courses, the retirement or departure of GST faculty, and the comments of its students. Throughout its existence, the program has contributed to the university's mission in the following ways:

- "...to develop educated persons" and "citizens of enhanced character": Students are introduced to the nature of gender as it has been perceived, defined and imposed on peoples across cultures and across time. A core component of the introductory course is to facilitate students' making their non-conscious ideologies conscious so that they might become less sexist and, in so doing, develop a new civility that includes an understanding of and respect for individuals based on their shared humanity rather than on some artificial, socially constructed prescription for behavior.
- ...the five themes of the SMSU mission: Gender Studies is an interdisciplinary program that has faculty from each of the five areas (Professional Education, Health, Business and Economic Development, the Creative Arts, and Science and the Environment). Our program, courses and Faculty encourage individuals to expand their knowledge of how gender influences one's self-concept, relationships, career choices, economic situations, business practices and political ideologies.
- "...more sensitive to the needs of the community": By understanding the objective research findings, it is expected that students will come to appreciate that the needs of the community too often reflect sex- and/or gender-based inequities in the social, economic, and/or political spheres of peoples' lives and will keep these in mind as they work toward a common good which includes a continuing diminution of prejudice and discrimination against their fellow humans.
- "...competent and committed in their ability to contribute to society": It is expected that GST students will learn to "see the world as their oyster," that is, to develop a self-understanding that includes an ability to accurately assess their own talents and abilities which is not constrained by sex stereotypes or gender-based prescriptions for behavior, which facilitates their own urge toward authenticity and self-fulfillment and which engenders a commitment to improving the welfare of all others.

How is the GST Committee planning for the future?

The Committee

- is increasing its efforts to attract students to the GST minor through the use of its web site, recruiting fairs, flyers distributed in classes, and the encouragement of GST faculty.
- is reviewing the GST curriculum to identify, for example, which courses have been "lost" due to Faculty attrition; what "gaps" currently exist; and what courses students would like to have Faculty develop in order to better meet

these students' perceived needs and to complement their majors and anticipated careers.

- c. is preparing for its triennial review by the Committee on General Education and Interdisciplinary Programs.
- d. will be attempting to identify new Faculty who have expertise (research and teaching) in gender related areas. The goal is to expand the number of GST Faculty as well as the breadth of the GST curriculum, and to facilitate interdisciplinary discourse.
- e. will encourage the development of a capstone (GEP 397) course which has gender as its core theme.
- f. will continue to share its sole source (an allocation for the purchase of materials for Meyer Library) with its constituent Faculty, as they continue to share their with GST, in order to maximize the availability of educational and research materials for GST students and Faculty.

3. Describe the way your committee and program contribute to the institution's function in a multicultural society?

The Committee and Program contribute to the University's function in a multi-cultural society through its emphasis on the cross-cultural aspects of gender, viz., the myriad ways in which various cultures within our community and society as well as across the globe define gender and the ways in which these cultures valorize or denigrate individuals in the social, economic, and/or political spheres based on subjective beliefs about gender, its nature, and gender roles.

4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning?

In GST 170, the introductory course,

- a. students are surveyed the first week of the semester in order to identify, in particular, their reason(s) for taking the course, their class rank, and their major and minor. This information directs at what level the course should be taught (e.g., Freshman versus Senior) and which topics might be emphasized, e.g., in order to complement their majors.
- b. a pre-test of knowledge of basic terms and concepts is administered the first day of class to assess what they do not yet know, and a post-test is administered at the end of the semester to objectively assess students learning outcomes. This informs the Instructor of what needs to be taught, of the effectiveness of his/her teaching and what areas require remedy.
- c. a survey that assesses whether students believe their course goals were met, and to what degree, is administered at the end of the course to garner subjective data for the Instructor which also is used to identify strengths and weaknesses.
- d. the Instructors implement additional methods to assess student learning, as they wish, such as weekly logs/journals and traditional tests.
- e. the quality of the course is evaluated every three years by the Committee on General Education and Interdisciplinary Programs, and that committee's recommendations are incorporated.

In the other courses which students complete for the GST minor, assessments of learning outcomes and teaching effectiveness are controlled by the Instructors' home departments.

5. How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support such engagement?

- a. The program content is interdisciplinary.
- b. The Faculty represent the five themes of the University and the Committee represents most of the University's Colleges.
- c. A GST Newsletter is produced each year. This is available on-line and thus is available to all of SMSU's constituencies.
- d. The GST Committee and Faculty liaison with the Women's History Month Committee to produce and support the

projects for that event.

e. The GST Committee is a member of Alliance, an association comprised of representatives from most women's organizations in Springfield such as the American Association of University Women. (AAUW).

Other than contributions by external donors, the GST Program has no monetary resources of its own other than its Library allocation. Consequently, the Committee has had to rely on the generosity of a variety of academic departments and offices as well as upon contributions from individuals and external agents for projects. Otherwise, the primary source of support for the GST program has been, and will continue to be, the GST Faculty's commitment to the Program and to serving its students.

Last Modified: September 08, 2005

Charge for Graduate College/Graduate Council

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE GRADUATE COLLEGE/GRADUATE COUNCIL'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Graduate Council fit with the University mission? What policies and procedures are used by the Graduate Council to improve student learning for the future? How has the Graduate Council planning for the future? ([Criteria 1-5](#))
2. Where appropriate to the Graduate Council's area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples. ([Criterion 1.A](#))
3. What is the quality of educational programs that SMSU claims to provide? Does SMSU provide adequate resources to support the level claimed? How is SMSU planning to continue providing adequate resources in the future? ([Criterion 2.B](#))
4. To what extent have previous plans documented commitment to supporting and strengthening the quality of education (programs) provided by SMSU? How do present planning activities document a continuing commitment? ([Criterion 2.B](#))
5. What steps are taken by the Graduate Council to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible? What steps are taken by the Graduate Council and the participating departments to ensure that the classes comprising graduate programs contribute to student learning? ([Criterion 3.A](#), [3.C](#))
6. Show or describe how the activities of the Graduate College are in alignment with the University's mission. What features of the Graduate College and its oversight could be improved? How can this be accomplished? ([Criterion 3.A](#), [3.D](#))
7. Describe how your programs assist students in a life of learning. What professions development opportunities are presented to students? How are they assessed? ([Criterion 4.A](#))
8. How are new courses and programs reviewed in light of the university mission? ([Criterion 4.C](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Graduate College/Graduate Council

This response to the HLC Steering Committee was developed by the ten members of the Executive Committee of the Graduate Council along with two additional college representatives, and included preliminary discussions and final review and revisions from the entire 38-member Graduate Council.

Introduction

The programs and activities of the [Graduate College](#) have made tremendous growth in the interval since the 1995 review by the Commission of Institutions of Higher Education of the North Central Association. Graduate enrollment and number of programs increased by a factor of two in this period. Programs expanded from 22 in 1995 to the present 43 graduate-degree programs and 9 graduate-certificate programs. This was a planned expansion that is at the very foundation of the SMSU public affairs mission, as new programs were instituted to address critical educational needs of society, Missouri, and particularly the immediate SMSU service region. Now one in six enrolled at SMSU is a graduate student. The expanded dedication to graduate education has reshaped the University, and it involves an ongoing transition in the academic culture and environment that will continue for the foreseeable future.

One of the six concerns noted in the report of the North Central Association site-visit evaluation team of 1995 regarded the University-planned expansion of graduate education. Their report stated, "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." The primary focus of this concern was on new graduate programs in health care. The seven health-related programs listed in the 1995-2000 plan were implemented since that concern was expressed, and in each case SMSU was successful in employing the needed, qualified faculty. Those programs are in Nursing (MSN), Nurse Anesthesia (MS), Physician Assistant (MS), Physical Therapy (MPT), Social Work (MSW), Health Administration (MS), and Health and Wellness (MS).

There are multiple evidences showing the success of these graduate health-care programs. Professional accreditation is required in the first five listed, and in each case SMSU has met those standards and gained accreditation with the site-visit evaluation reports being exceedingly positive and complimentary regarding program quality. Second, enrollment in a number of these programs has exceeded expectations. For example, the M. 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 M. of Social Work program reached a steady-state enrollment of approximately 100 by its fourth year. A third evidence of success is on licensure exams that are required of the Nurse Anesthesia, Family Nurse Practitioner, Physician Assistant, Physical Therapy, and Audiology program graduates before they enter practice. The graduates of these programs have exceeded the mean score and passage rate of their respective groups taking these exams. Students from the first three programs have a 100 percent licensure pass rate, and it is 90 percent for MPT students. (Most recently, we transitioned the graduate degree in audiology to a Doctorate in Audiology and, although the first cohort of the doctoral students in audiology has not yet graduated, we point to the fact that all students of the former master's in audiology met licensure.)

The staffing and overall success in new programs beyond the health-care theme is illustrated by the M.S. in Material Science. Since its implementation in 1996, the program faculty and students have become a nucleus for work 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 direct-federal appropriations. SMSU has focused this work in the Center for Applied Science and Engineering and is currently developing partnerships with industries that will work jointly with SMSU research efforts in the developing Jordan Valley Innovation Center.

Overall, SMSU 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 MPT program, but every program mentioned received some new funds because this graduate expansion occurred in consort with encouragement and support of the Missouri Department of Higher Education. Looking to the future, planning is in progress for further strengthening graduate programs and related infrastructure. This is evidenced by the inclusion in the next long-range plan of a chapter on research as well as one on graduate education. SMSU is committed to an even greater development of its public service as the graduate education center of the region.

1. How does the mission of the Graduate College fit with the University mission? What policies and procedures are used by the Graduate College to improve learning for the future? How has the Graduate College prepared for the future?

The university is committed to developing educated persons through its statewide mission in public affairs, thereby serving the needs of the local and statewide community. This is evident in the Graduate College through its responsiveness to various educational needs. For example, a need for advanced health care programs led to the development of the Physician's Assistant and Physical Therapy programs. Also, the Master of Arts in Teaching program was created in response to a pressing need for public education teachers. The Material Science program was developed based on data and community involvement as to the needs of business and industry. Future plans include the development of the [Jordan Valley Innovation Center](#) to integrate university research with industry in product development.

The Graduate College is committed to improving learning for the future and preparing for that future. This forward momentum will be a continuation of the expansion of the graduate programs experienced during recent years. The past ten years have included extensive growth in graduate programming and graduate student numbers. Traditional, as well as collaborative, programs have been introduced and have succeeded. The ever-changing nature of graduate student needs requires the Graduate College be responsive and flexible. This responsiveness can also be seen in the development of three tracks for Graduate Faculty, i.e., Clinical, Research, and Performance. This responsiveness can be seen in more distance learning opportunities, clinical doctorates in additional fields, and MBA's in China.

An educated person, at the graduate level, is someone who can conduct research, make research-based decisions, and apply these interpretations in a global context. The Graduate College is committed to developing graduates with these skills, and this commitment can be seen in the vast array of research-focused professional development opportunities for [students](#) and [faculty](#). A research task force is currently in the process of ensuring that this commitment is further enhanced in the upcoming years.

To prepare for the future, the Graduate College is continuously discussing ways in which programs and services can be expanded or improved. This HLC Self-Study, for example, has been embraced by the Executive Committee of the Graduate Council, not just as a perfunctory task, but as an opportunity for reflection for the future. That future focus will be summarized at the end of this document in a list of recommendations and areas for future consideration. The conversations that served as the impetus for this document will thereby serve as a foundation for future progress for the Graduate College.

2. Where appropriate to the Graduate Council's area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples.

Criterion 1A: The organization's mission documents are clear and articulate publicly the organization's commitments.

Woven throughout the University publications and informational websites are threads connecting and reinforcing the graduate mission to the University mission. The Graduate Council provides clear connections to the University mission and integrity through a variety of documents and communications. Evidence includes:

Graduate Catalog

- Mission; Setting. reaching out to the community and beyond to provide graduate programs; Heritage, (p. 9)
- Role, and Scope
- Graduate College

You may need to obtain [Acrobat Reader](#) to view these files.

Long Range Plan Documents

- [Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan 1995-2000 Plan](#) - Graduate Education (¶ 1-2, 4, 6)
- [Countdown to the SMSU Centennial 2000-2006 Plan](#) – Graduate Education (¶ 1-2, 8-9)
- [College Long Range Plans](#) – individual colleges connect their long range plans to the University and the Graduate College in terms of their graduate programs.
 - Department long range plans
 - Graduate College plan

Recruitment materials

Graduate College website:

- History & Mission
- Catalog

Daring for Excellence: SMSU Graduate Education (2004)

Individual programs (websites, brochures)

Advertising, including:

- GradSchools.com; Radio: KSMU, KTTS, KGBX, KGMY; Print ads in 10 collegiate newspapers; Print materials including catalog and program brochures;
- Display at College Fairs

NCATE and other learned society program, department, or college folios

- Example: College of Education <http://accreditation.missouristate.edu/default.asp?AccreditationID=1>

3. What is the quality of educational programs that SMSU claims to provide? Does SMSU provide adequate resources to support the level claimed? How is SMSU planning to continue providing adequate resources in the future?

Criterion 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Southwest Missouri State University is the graduate center of the region where our goal is to assist students in a life of learning. The high quality and diverse offerings of SMSU's graduate programs add value to the regional community, particularly in Missouri. SMSU's graduate-level programs have consistently sought and achieved special discipline accreditation where there are such approvals. The high quality of SMSU's graduate programs attracts excellent students who contribute to society. These quality graduate programs require a commitment of providing adequate resources that is at the center of SMSU's effort to remain the graduate center for this region. Specific examples of graduate program excellence include the following:

- At present, 16 different external professional organizations accredit 24 graduate degree programs.
- On licensure exams, SMSU graduate students consistently score above the national average. For example, students in the three programs of Nurse Anesthesia, Physician Assistant Studies, and Family Nurse Practitioners have a pass rate of 100 percent, with other programs producing student pass rates of 90 percent or better.
- In a 2004 national survey comparing MA/MS programs of Industrial Organizational Psychology programs, SMSU ranked 10th on programs with resources and 2nd on being less expensive when it comes to program costs.
- Over the past five years, the use of ITV and distance learning online class technology has been greatly expanded.
- The Master of Science in Administrative Studies online degree program has gone from 17 students in its inaugural year 1997 to over 150 students in Fall 2004.
- The Master of Science in Computer Information Systems was recently ranked 8th nationally according to *Computer World* magazine.

Efforts are made to provide the needed resources for students and faculty to sustain and improve the quality of SMSU's graduate programs. These resources include:

- Start up funds provided to new faculty
- Matching funds provided for external grant applications for equipment funds
- Orientation courses and ongoing training for faculty

Research awards for faculty

- Funding for faculty to develop on-line courses
- Thesis funding grants for students
- Field equipment and other lab components
- Grants for travel to conferences and workshops
- Tutorials to use internet search engines
- Workshops on writing grants, writing abstracts and literature reviews, and making research presentations at conferences
- Graduate assistant fee waivers with a commitment to increase the stipends for graduate assistants

Criterion 2C: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Since 2001, every graduate department has been asked to revise their criteria for membership on the graduate faculty. This action has led to healthy discussions and scrutiny, as well as a better understanding of what different departments do in the areas of research, clinical, and performance scholarship.
- SMSU welcomes the ongoing challenge of sustaining our recent growth in graduate programs, and adapting to the changes of the graduate education landscape. An ongoing effort is made to address needs and improvements for continued excellence. For example, a lack of library resources was identified ten years ago as a concern for our graduate programs and our campus in general. Since then, SMSU has tackled the challenge by doubling the physical size of the [library](#). The library has become home to a Depository of United Nations documents, and contains archive collections enabling researchers to focus on topics important to Southwest Missouri and the Ozarks. In 1994 the library had just under 5000 subscriptions to print journals. Through a consortium arrangement with academic libraries around the state (Mobius), the SMSU campus library now has over 11,000 electronic or print subscriptions. Electronic access is provided to students and faculty who can now conduct searches and do research from anywhere in the world, including SMSU's graduate connections in Dalian, Qingdao, Beijing, and Zhengzhou China.

4. To what extent have previous plans documented commitment to supporting and strengthening the quality of education (programs) provided by SMSU? How do present planning activities document a continuing commitment?

Criterion 2B: The organizations resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Selected comments from public documents illustrate commitment to planning and to quality.

Welcoming the 21st Century (1995-2000)

- In the fall of 1995 there were 21 programs leading to seven graduate degrees with 1,873 graduate students.
- The commitment to providing programs and a scholarship base to make SMSU the center for graduate education in the metropolitan region serves to provide certain graduate opportunities for students beyond the immediate locality.
- The primary thrust of graduate program expansion is at the master's level, and is complemented by selected doctoral programs in areas of recognized need where the university has the academic strength to support high quality programs.
- A projected increase in the proportion of graduate student to undergraduate student from 9% to 14% by 2000 included 18 new graduate programs. Some of the new programs were focused on serving health care needs and restructuring professional education to address current needs.

Countdown to the Centennial (2000-2005)

- SMSU is committed to providing the programs and scholarship base that make it the center for graduate education in

the region it serves.

- In the fall of 1999, there were 39 graduate programs leading to 17 graduate degrees, and the number of graduate students was 2,962, making SMSU the third largest provider of graduate education in Missouri by 1999-2000. Through these changes, SMSU earned "master's institution" status from the Missouri Board for Higher Education.
- While focusing on graduate education needs of the region and the demands of a global society, SMSU provided graduate education opportunities for students beyond the region.
- Only a few selected programs were anticipated to be added as SMSU planned to mature, refine, and strengthen existing graduate programs.
- The goal was to reach a plateau of 3,100-3,300 graduate students and university recognition of the workload differences inherent in graduate education and resources for strengthening infrastructure supporting faculty scholarship and recruitment/retention of high-quality graduate students.
 - Graduate faculty scholarship will be enhanced by increasing support for grant writing, expanding library holdings and access, continued expansion of internal grant and sabbatical opportunities, and enhanced allocation for faculty travel.
 - Graduate student recruitment, retention and graduation of a more diverse and highly qualified graduate student body.
 - Recruiting nationally and internationally
 - Increasing support for graduate student research
 - Providing increased opportunities to present at national meetings
 - Offering graduate scholarships and fellowships
 - Increasing graduate assistant stipends
 - Increasing distance learning technologies
- Accelerated Master's programming will be expanded.
- Certificate programs will be increased.

Graduate College Three-Year Plan (2003-2006)

- Mission is to be an advocate for all graduate education and provide quality service to graduate programs, faculty, and students to develop individuals who have advanced abilities to address issues of significance for the quality of life.
- GC will work in concert with academic community to strengthen existing graduate teaching and research infrastructure and to facilitate modification of existing programs and graduate opportunities.
- GC will focus recruitment efforts to meet enrollment and retention goals of graduate programs and SMSU.
- GC will facilitate interdisciplinary interactions and collaborations.
- GC will encourage and facilitate graduate involvement in Public Affairs.

Excerpts from the status of the Graduate College address, September, 2004: *Daring for Excellence: SMSU Graduate Education*

- SMSU affirms graduate education has a pivotal position in developing the knowledge infrastructure, advancement of our nation, and enrichment of society.
- SMSU offers 43 graduate degrees, professional masters and doctorates with ten accelerated master's programs utilizing new models of access benefiting about 3,000 students each semester.
- Currently, four complete master's programs are offered through the Joplin site and two fully online master's programs (MSAS and CIS).
- Graduate student profile as of fall 2004 consisted of 6.5% international students from 56 countries, 93.5% US students from 47 states, 82% from Missouri representing 102 counties, 5.1% minorities, 31% full-time students.

5. What steps are taken by the Graduate Council to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible? What steps are taken by the Graduate Council and the participating departments to ensure that the classes comprising graduate programs contribute to student learning?

Criterion 3A: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Criterion 3B: The organization creates effective learning environments.

Program goals and program assessment are the responsibility of individual departments. However, these are reviewed by the Graduate Council before new graduate programs are approved and/or existing programs are revised. The quality of graduate classes is the foremost consideration in evaluating a new graduate program, or assessing an existing one. Departments structure/evaluate their programs to provide rigorous experiences that will prepare their graduates for success in the workforce and/or continuing education. Most departments do this in ways appropriate for their discipline, usually with some combination of:

- Performance on standardized certification/licensure exams
- Exit interviews
- Alumni surveys
- Employer surveys
- Advisory Committee input
- Written (and sometimes oral) comprehensive exams

In addition, virtually all graduate programs include research components. These result in a [thesis](#) (118 in FY04) or other forms of scholarly products. For this, the university must provide adequate space and equipment for these research experiences/classes. In large part, this is done by providing research resources for faculty, and by maintaining access to primary literature, research facilities and centers (see the Graduate Catalog (p. 11)).

Each graduate student has a graduate advisor who assists them through the degree process. Graduate students conducting thesis research have a faculty mentor who personally aids them in the research process, and similarly, students conducting seminar/degree paper research are mentored either by their instructor or faculty within the area of their focused research. Where research/performance is part of the degree requirements, additional venues and opportunities for students include:

- Publications in professional journals
- Presentations at professional meetings
- Presentations at the SMSU Graduate Interdisciplinary Forum
- Grant proposals submitted/funded
- Performances

On a campus-wide basis, the Graduate Council ensures the rigor and appropriateness of coursework (and other associated graduate experiences) by striving to ensure top-quality instructors are teaching these courses and directing the research, the clinical experience, and/or other scholarly endeavors. This is done primarily by maintaining high standards for awarding Graduate Faculty status to faculty. In 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. This resulted in the enactment of higher standards, which are more flexible to fit the variety of graduate programs on campus. Each faculty member wishing to have Graduate Faculty status must be recommended by his/her department faculty and approved by the Graduate Council. Only these faculty are approved for teaching classes at the 600-level or higher. The quality of faculty is assessed via criteria such as:

- Publications in peer-reviewed professional journals
- Presentations at professional meetings
- Grant proposal 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

In addition, the Graduate Council reviews and approves all new graduate courses, changes in existing graduate classes, and changes in graduate policies. Graduate courses (numbered 600+) inherently involve more depth of information and require more personal student involvement. In addition, graduate courses usually require/develop different skills than undergraduate courses, such as more extensive synthesis/analysis of information or extensive data collection and presentation. Classes with numbers 500 – 599 either incorporate these higher standards for all students or have higher standards for the graduate students than for undergraduate students.

Graduate curriculum development and review are strengthened through a systematic process of program assessment at the department, college, and university level. Assessing whether existing graduate curriculum is rigorous, is responsive to student needs, and meets the expectations of external constituents is carried out in a variety of ways at different levels of the university. Selected examples of assessment strategies include:

- *University.* The university conducts a university-wide [program review](#) every eight to ten years. This review covers both graduate and undergraduate programs. The university also conducts a university-wide 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 graduate curriculum.
- *Graduate College.* Each semester the Graduate College surveys graduating masters students to determine their satisfaction with their graduate school experience including programs and courses.
- *Graduate Student Council.* The Graduate Student Council has conducted a biennial graduate student satisfaction survey with the results broadly shared, including direct discussion of results with the Graduate Council.
- *Colleges.* Each college reviews all departments and programs within those departments on a three year cycle. In some instances colleges review graduate programs as part of accreditation processes—the College of Business (AACSB) and the College of Education ([NCATE](#)) are examples of this type of assessment.
- *Departments.* Departments assess the effectiveness of graduate programs and courses using a variety of strategies including: 1) research requirements such as thesis and seminar papers; 2) comprehensive exams; 3) portfolios; 4) internship and externship experiences and evaluations; 5) external advisory committees; 6) exit surveys of students; 7) alumni surveys; and 8) student scores on nationally normed tests and licensure exams.

6. Show or describe how the activities of the Graduate College are in alignment with the University's mission. What features of the Graduate College and its oversight could be improved? How can this be accomplished?

Criterion 3A: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The university's mission in public affairs and purpose of developing educated persons are clearly shown in the work of the Graduate College. The Graduate College is committed to the creation of a teaching and learning environment that maximizes each student's opportunity. SMSU is a Master Level I institution (as categorized by the Carnegie Classification of Institutions of Higher Education) with a commitment to graduate education demonstrated by the programs and scholarship base that make it the center of graduate education for the region and beyond. Master's degrees have increasingly become the entry requirement for many careers, particularly for positions that make a substantial impact by addressing societal problems. SMSU offers master's degrees in 40 areas, a Specialist in Educational Administration, a Doctorate in Audiology, and a jointly offered Doctorate in Educational Leadership (with University of Missouri, Columbia).

Other examples of alignment with the university mission include:

- All current graduate degrees programs offered by SMSU fit with one or more of the University themes, and future programs are planned to fit within these theme areas.
- The major portion of the extensive expansion of graduate programs in the last ten years came in health care education (nine graduate programs added) with the intent to better serve community needs and thus address our public affairs

commitment to provide the educational programs needed.

Learning outcomes and assessment are made possible through the following:

- Research requirement: Graduate Catalog, "To be eligible for a master's degree, a candidate must....satisfy a research requirement" (p. 16).
- Comprehensive examination: Graduate Catalog, "To be eligible for a master's degree, a candidate must....pass a comprehensive examination (applies to all programs except the MBA, MAcc, MS in CIS and MS in PAS)" (p. 16).
- Where applicable, students in health-sector graduate programs that have a licensure exam for entering practice will take that exam upon completion of the degree program.

Criterion 3D: The organization's learning resources support student learning and effective teaching.

Examples of the use of resources to support student learning include the following:

Graduate Interdisciplinary Forum

- Held for 11 years (2005 will be the 12th) for a total of 760 student presentations from all colleges
- Outstanding Oral Presentation awards (since 1999).
- Outstanding Poster Presentation awards (since 1999).
- Other awards presented (since 2002) include:
 - Outstanding Research Assistant
 - Outstanding Teaching Assistant
 - Outstanding Graduate Assistant
 - Outstanding Graduate Student Council Member

Thesis funding

- Fund thesis work since Fall 1997.
- Total amount awarded = \$279,197. Total number of awards = 562 (through Spring 2004).

Travel funding

- Fund student travel to professional conferences since December 1997
- Total amount awarded = \$51,943. Total number of awards = 298 (through October 2004).

Professional development workshops for graduate students

Thesis documents submitted (see searchable thesis database at <http://graduate.missouristate.edu/ThesesSearch/ThesisSearch.asp>).

- 1416 theses are on file with the Graduate College
- Breakdown of thesis submissions by college

Note: Areas for improvement will be addressed in the recommendations section at the end of this document.

7. Describe how your programs assist students in a life of learning. What professional development opportunities are presented to students? How are they assessed?

Criterion 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff

that it values a life of learning.

Graduate education is characterized by different methods of learning, higher expectation of student performance, encouragement of creativity, and development of skills for professional practice and independent research. Depending on specific program objectives, the graduate programs at SMSU provide numerous opportunities to advance the development of students who will enter professional careers with the knowledge, experience, leadership, and research skills that help ensure a continuous contribution to human advancement. The research, scholarly works, and other graduate program requirements at SMSU prepare students for a life of learning by requiring students to master the acquisition and evaluation of pertinent information and the skills of critical thinking in the decision-making challenges of their discipline.

Professional development opportunities include the following:

- The preparation and defense of a thesis or seminar paper
- Graduate research assistantships
- Graduate teaching assistantships
- Clinical traineeships, internships, and externships
- Course assignments
- Personal mentoring, tutoring
- Campus service, practicums
- Portfolios
- Readings
- Art exhibits, recitals, and theatre performances
- Roundtable and classroom discussions
- Presentation and participation in special programs, seminars, journal clubs, and summer reading programs

Various combinations of these opportunities are utilized by each graduate program within the University to prepare students for leadership and excellence in their professional field.

The Graduate College has established a number of mechanisms whereby students can further their education in graduate work. Over 200 students are taking graduate classes as post-master's students. Procedures that permit students to work simultaneously toward two master's degrees or to achieve a second master's degree are in place. The Graduate College offers nine certificate programs so students can gain further expertise in specific fields at the graduate level. Both faculty mentors and students may be provided with space, [travel funds](#), and released time to pursue specific learning activities and to attend conferences and conventions. The Graduate College offers several [workshops](#) each year to improve student skills in topics such as research, poster presentations, and thesis writing to increase the efficiency of student learning and performance. Monetary awards to support research and travel are awarded by the Graduate College and departments to students who demonstrate promise and excellence in professional development. Excellence of student achievement is judged and recognized across disciplines in competitions sponsored by departments, colleges, subject disciplines, professional groups, and the Graduate College. Graduate mentoring programs such as the [BEARS](#) Program in the College of Education provide support to students after graduation. Departments track their graduates after graduation and seek assessment information from them and their employers to evaluate program effectiveness.

Other assessment activities include:

Graduate Student Council Satisfaction Survey

- Most recent survey completed on-line in Spring 2001
 - Conclusions included the following:
 - Graduate students seemed to be generally satisfied with their experience at SMSU.
 - Areas highly rated included faculty and peer interaction and relationships, as well as the ability of SMSU to help students achieve relevant educational and career goals.

Areas rated lower, which therefore deserve further investigation, included library resources, career services, and campus orientation programs.

- The next survey is being planned for this academic year (2004-05) by the [Graduate Student Council](#).

Graduate Student Survey (exit survey)

- Surveys have been conducted since 1995.
- Positives (FY 2002 information):
 - 94% were confident in being able to apply the skills and knowledge gained in graduate study to future employment and in their community life.
 - Satisfaction with SMSU graduate study and confidence in key abilities were strong indicators of quality graduate programs.

Selected areas for further study (as identified in FY 2002 report):

- Opportunities to work with faculty on their research projects.
- Opportunities to participate in student organizations.
- Opportunities to gain experience in teaching other students.
- Adequate and timely advisement in developing program plans and completing work toward degree requirements

8. How are new courses and programs reviewed in light of the university mission?

Criterion 4C: The organization assesses the usefulness of its curricula to students who live in a global, diverse, and technological society

The University's mission in public affairs and its goal to develop educated persons versed in the responsibilities of being citizen scholars, coupled with its commitment to respond to the complex and changing needs of its community, is the foundation upon which graduate curriculum is built. The graduate faculty is central in the review and development of graduate programs and courses at the university. However, the process of curriculum development and review is characterized by a symbiotic relationship between faculty and university administration who work collaboratively to assess and respond to community needs and societal trends that impact curriculum. Faculty and administration also work closely with entities in the larger metropolitan community and beyond to develop collaborative relationships and graduate programs that are innovative, responsive to community needs and societal trends, enhance student learning, and contribute to students' appreciation of the relationship between scholarship and the public good. This approach, which brings multiple parties together in a collaborative partnership focused on graduate curriculum, is strong, and several programs have been developed in recent years that are exemplars of this collaborative process. Examples of these programs include the Master of Arts in Teaching; Master of Public Health, Administrative Studies, Physician Assistant Studies, and a variety of international alliances.

The development and review of new graduate programs, certificates, courses and changes in existing curriculum is a multi-step [process](#) that further strengthens graduate curriculum. New programs and changes in existing programs and courses originate in academic departments and colleges, and are fully vetted through the curricular review process described below.

- New graduate programs are developed by faculty in academic departments and colleges. New programs that are interdisciplinary and include more than one academic department and college, are typically developed by interdisciplinary committees composed of faculty administrators, and (when appropriate) external constituents. Program developers work closely with the Graduate Dean to ensure that new programs meet the guidelines established by the Missouri Department of Higher Education (formerly Coordinating Board for Higher Education, CBHE). Examples of these guidelines include such things as establishment of a compelling need and systematic assessment procedures. Once new graduate programs have been thoroughly researched and developed, they proceed through the curriculum review process and then are sent to the VPAA and the CBHE for final approval.
- New graduate programs and changes in existing graduate programs and courses are sent to each College Council affected by the program or course as an informational item. Courses at the 500 level (those able to be taken by both

undergraduate and graduate students) are voted on by the College Council, and once approved are sent to the Graduate Council. Any curricular item related to education is concurrently reviewed by the Professional Education Committee ([PEC](#)). New graduate programs, graduate courses at the 600 level and above, and changes in existing graduate programs and courses are sent to the [Graduate Council](#) for review. The Graduate Council has a unique two-step curriculum review process. Curriculum is reviewed first by the Graduate Council Curriculum Screening committee. This committee has representatives from each of the six academic colleges as well as ex officio representatives from the Graduate College, records and registration, library and the PEC. The screening committee thoroughly reviews each program and course from a variety of perspectives including consistency with CBHE guidelines (in the case of new programs) as well as need, rigor, monetary support, faculty availability, library resources, and the like. Once a program or course is fully vetted the screening committee may recommend to the full Graduate Council in favor or against the curricular item. All programs, program changes and courses are reviewed by the full Graduate Council. Approved curriculum is forwarded to the Faculty Senate for further review, and if approved to the VPAA.

The Graduate Council also works in concert with the Graduate Dean to develop and approve graduate programming that enhances the accessibility and effectiveness of graduate programs throughout the university. Examples of this programming include graduate certificate program guidelines, mixed credit and senior permission, and accelerated master's options.

Recommendations from SMSU Graduate College/Council

SMSU is committed to continuing the excellence of its graduate programs through an ongoing vision of initiatives and strategies. These are outlined in the *Graduate College's Three-Year Plan: 2003-2006*. Some of these include:

- Facilitate the modification of existing programs, and development and implementation of new graduate programs and graduate opportunities in order to meet student needs. In planning for new programs, all seven academic colleges in the SMSU system discussed strengthening the graduate dimension and two interdisciplinary programs have been suggested. Another direction for future programming includes assisting with the initiation of a doctorate in Physical Therapy.
- Encourage the use and expansion of new technologies in the delivery of graduate education.
- Facilitate interdisciplinary interactions and collaborations in graduate education across campus and with external partners. Developing external partnerships, such as those with industries, can provide new equipment and student internships. Promote initiatives that strengthen existing graduate teaching and research infrastructure. The Graduate Council Curriculum Committee reviews all new courses and programs and determines if adequate resources are available for a quality graduate education for students.

Improve Process of Program Development and the Curricular Process

Trends in graduate education suggest the need for increasing interdisciplinary graduate program offerings as well as innovative curriculum and collaborations that may not emerge out of existing departments. For this reason, we recommend establishing a standing committee of the Graduate Council whose charge would be to work with faculty to facilitate the development and administration of interdisciplinary graduate programs and collaborations.

A central feature of a vibrant and responsive curricular process is the ability to respond to student, community, and societal needs in a measured yet timely fashion. While graduate curriculum development is generally effective, it can at times be cumbersome; and thus, limit the university's ability to respond to societal trends and craft programs and courses that are the most effective in preparing graduate students. To respond to this concern, we recommend Academic Affairs appoint a committee comprised of representatives of Graduate Council and the Faculty Senate to expedite the curricular process.

Improve Process of Program Review

The university reviews all undergraduate and graduate programs approximately every eight years. The VPAA establishes a committee comprised of faculty and administrators to undertake this process. Depending upon the make-up of this committee, which may or may not include graduate faculty, graduate programs often do not receive the same kind of attention as undergraduate programs. Because the criteria defining excellence in graduate programs differs from those for undergraduate programs, we recommend future university academic program reviews be conducted by two separate committees: one committee would review undergraduate programs; and a second committee, made up of graduate faculty and representatives from the

Graduate College and Graduate Council, would review graduate programs.

The majority of graduate programs are overseen by various certifying and accrediting bodies. This helps assure that program assessment is taking place on a regular basis for most programs. Some programs have external advisory committees that help ensure course and program objectives are met. Also, some programs survey alumni. What is not certain, however, is if all programs are participating in regular assessments. A centralized program review process could encourage more consistent use of assessment instruments, such as alumni surveys, in the assessment process. We recommend the establishment of a separate committee in the Graduate Council for conducting systematic assessment review.

Infrastructure Considerations

The recent and anticipated growth of the Graduate College necessitates a reexamination of the existing infrastructure and available resources. This increase in graduate enrollments and responsibilities includes:

- [Admission](#) procedures are now handled by the Graduate College
- Graduate Interdisciplinary Forum
- [Graduate Student Orientation](#)
- [Teaching Assistant Orientation](#)
- [Graduate student workshops](#)
- Graduate program development
- Quality marketing publications and appropriate media exposure in order to be competitive
- Financial and technical support for continuing and increasing publications
- Increased support for developing and sustaining the Graduate College website

To improve operations, these areas have been identified:

- Need to make advancements in distinctiveness in graduate work and processing that are not just adaptations of undergraduate standards (e.g., forms, degree check, work load)
- Need to continue to make progress as was done with the separate and distinct [Graduate Admissions](#) form
- Need to determine the appropriateness of developing an automated degree check capability for graduate degree checks (currently done entirely by hand)
- Need to remove redundancy in record keeping (e.g., system of monitoring graduate assistant appointments requires duplication of effort)
- Need to establish a clearer, and enforced, academic chain of command for student concerns that would expedite the functioning of the graduate office (i.e., department > academic college > Graduate College).

An increase in staffing and resources in the Graduate College is needed to remain the premier Master's institution in southwest Missouri. We recommend additional staff be added to the graduate office to meet the demands of a growing graduate enrollment and increasing number of programs, but also to improve the existing procedures. With staff already stretched to keep up with the current demands, new and desirable initiatives do not have opportunities to emerge.

We are concerned that the Graduate Council does not operate with sufficient autonomy in order to adapt to the changing environment of graduate programming. Consequently, we recommend Academic Affairs appoint a committee comprised of representatives of Graduate Council and the Faculty Senate to explore a realignment of authority in the role of the Faculty Senate regarding Graduate Council policies. This committee could also look at the expedition of the curricular process.

Report from Greenwood Laboratory School

Committee: Emmett Sawyer, chair; Judy Gregg, Candace Fisk, Kathy Gibson, Becky Freeman

I. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- The Public Affairs mission of the University is embedded in the day-to-day operations and directed by the University's long-range plan. The long-range plan permits benchmarking of goal related activities in order to determine the effectiveness of the implementation process.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- [Greenwood's](#) long-range plan is aligned with the University's planning documents (i.e., Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan; Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan) and are available to faculty.
- The University's and Greenwood's long-range plans are available to all faculty and staff in the department and the budget process is reviewed with the faculty on an annual basis. Decisions regarding the allocation of departmental funds are driven by the Greenwood long-range plan.
- An attempt is made to involve as many faculty members as possible in the long-range planning of the department.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- The University's and Greenwood's long-range planning documents are very clear regarding this relationship. To that end, Greenwood has acted on several initiatives that demonstrate the faculty members' awareness of this relationship.
- Examples of initiatives:
 - eMINTS (grades 2-6)
 - Inquiry-based instruction (k-12)
 - Technology supported instruction (grades 7-12)
 - Student Learning Support Center
 - Graduation Exhibition
 - Public Affairs Symposium
 - Public Affairs Scholars and Honors Diplomas
 - Public Affairs Capstone

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- The Greenwood long-range plan involved input and service from all faculty members and representatives from community, student and parent populations. The process was guided by the Department Head from the Department of Educational Administration.
- Initiatives, such as the public affairs program at Greenwood, involved similar constituencies as cited above.
- Greenwood faculty members are also involved at the University level in the long-range planning process.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of

environmental changes?

- The Greenwood long-range plan allows for some degree of flexibility when such factors such as funding change. The plan has specific statements regarding this issue. Goals and objectives appear to be constant; however, the strategies and activities allow for a wide-range of actions to accomplish the goals and objectives.
- Budget is perceived as a significant brake to implementing the long-range plan or, as need be, to re-prioritize goals based on environmental needs.

II. How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

Departmental activities and programs support the University's public affairs mission.

- Major core courses at the secondary level have embedded public affairs activities in the curriculum.
- Secondary students are required to earn a minimum of four public affairs merits in order to graduate.
- Elementary faculty members are preparing to realign their curriculum with public affairs.
- The K-12 program supports the professional education theme of the university.
- A Greenwood faculty member directs the Missouri Public Affairs Academy for juniors and seniors from across the state.
- Faculty members present to teachers from across the area on education topics related to pedagogy and technology.
- K-12 students are involved in community organizations, boards and projects.
- Greenwood collaborates with other departments and colleges (e.g., business; nursing; Child Development Laboratory; School of Teacher Education; Health, Physical Education Resources).

Departmental activities and programs support the University's theme of Professional Education. Examples:

- Faculty members teach college courses related to the training of professional educators (e.g., foreign language; middle school; history; educational administration).
- Greenwood serves as a training center for pre-service teachers at all levels of preparation (i.e., field experience, practicum, student teaching, graduate assistant).
- Greenwood administration supports graduate students from across the university in conducting action research on education related topics.

Departmental activities and programs support the University's theme of Health, Business, and Economic Development. Examples:

- Wellness faculty members conduct wellness fairs annually that involve K-12 and University students.
- Wellness faculty member is a member of the governor's committee on health related issues in the state.
- Two faculty members teach in the HPER department as well as at Greenwood.
- Business faculty members collaborate with elementary faculty members and fourth, fifth and sixth grade students on business and economic topics.

The Department encourages and rewards student achievement. Examples:

- Scholarships are available for students who excel in academics.
- Student achievements are recognized on web pages, in publications and hall displays.
- Fair and Sir Greenwood are selected for all-around achievements.
- Valedictorian and Salutatorian are the top ranked students academically in the class.
- Departmental budget supports student participation in academic fairs and competitions.

The Department provides incentives and opportunities for faculty to engage in life-long learning. Examples:

- Promotion and tenure require research, professional presentations, peer-reviewed publications and professional development.

- Departmental budgets support faculty participation in unique educational experiences that has included foreign travel.
- Department provides travel funds for conferences and workshops.

Departmental guidelines for reappointment, promotion, and tenure provide diverse opportunities for faculty to excel:

- Teaching, research, and service are recognized as equally valuable contributions to the Department's mission, thus fully enfranchising all faculty members.
- Teaching effectiveness, scholarly productivity, and service can each be assessed and documented through a large variety of indicators.

III. What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

Review of student assessment data

- Missouri Assessment Program
- Terra Nova (standardized, norm referenced)
- Teacher generated assessments
- PSAT, EXPLORE, PLAN assessments
- SAT and ACT

Assessment of Programs

- *Program evaluations for the following programs: Professor in Residence/Resident Practitioner; Graduation Exhibition*

Review of Student and Parent Survey Data

- *Survey of graduates, one and five year cycle*
- *Survey of parents, students, faculty (MSIP)*

IV. What department activities are undertaken for development and improvement? (Criterion 3)

Collaborative efforts implemented with other departments:

- Secondary and elementary faculty (sub departments within the school) collaborated to create the Graduation Exhibition, Public Affairs Scholars Program, etc.
- Greenwood faculty collaborated with the following departments for development and improvement: Business, HPER, STE, Office of the President, CASL, CNAS, and CHHS.

Activities used by the department to improve student learning:

- Faculty members attended workshops through the Academic Development Center.
- Faculty members attended workshops on technology offered through the Office of Academic Affairs.
- Faculty attended national workshops. Examples:
 - National Council for the Social Studies
 - National Association of Laboratory Schools
- Faculty are members of professional organizations for education. Examples:
 - National Council for Teachers of Social Studies
 - Association for Supervision and Curriculum Development
 - Phi Delta Kappa
 - National Council for Teachers of Mathematics
 - National Council for Teachers of English
 - International Reading Association

- National Association of Laboratory Schools
- National Science Teachers Association
- National Association of Secondary School Principals
- Missouri Professors of Educational Administration
- Missouri Association of Secondary School Principals
- Missouri Middle School Association
- Network of High Schools with Results
- Elementary faculty members participate in a DESE sponsored network of teachers for eMINTS.

Innovative and effective teaching and the creation of effective learning environments.

- Learning experiences have been Integrated beyond the classroom.
- Students enroll in University courses and secondary courses (dual enrollment).
- Students enroll in mentoring and internships in the school and community.
- Inquiry based learning has been implemented in K-6.
- Technology has been integrated into the curriculum to support learning and expand resources beyond the classroom.

Last Modified: September 08, 2005

Report from Health, Physical Education and Recreation Department

Committee: Dr. Keith Ernce, Dr. Dave Oatman, Dr. Sarah McCallister, Dr. Dalen Duitsman, Dr. Gayle Runke and Dr. Tim Passmore

I. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- The mission of the university has a purpose to develop educated persons (professional education), wellness and health related enhancements, business and economic development, fostering of creative arts, observance of science and the environment and strong public affairs and campus initiative.
- Within [HPER](#), the instructional budget has decreased, resulting in the loss to two faculty lines. McDonald Arena is antiquated and shares space with Athletics, Dance and Campus Recreation. We lack space for research and activity courses. The facility needs significant renovation.
- Recognition and value of accreditation from governing bodies/agencies and learned societies.
- Programs are linked to mission statements and planning documents. New programs are evaluated as to pertinence to mission.
- Supports institutional themes of health, professional education and creative arts.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- The previous plan allowed new mission enhancement monies for specific program development (in HPER this included the M.S. Health Promotion and Wellness Management).
- The renovation of McDonald Arena is on the Master Plan; yet, its priority ranking has not been acted upon. Other projects continue to move ahead, while McDonald deteriorates.
- New mission-supported programs receive funding.
- Accreditation needs are funded.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- There is an increased emphasis on research, focused in applied areas as the institution has added graduate programs.
- There is an increased emphasis on diversity awareness and plans in place to address diversity issues through educational avenues and administrative policies.
- There is an increased emphasis on technological advancement through distance learning, on-line courses, computer labs and electronic media. Technological expertise for faculty, staff, and students is encouraged and development opportunities are available.
- Institutional documents are readily available and distributed with the goals of the university.
- Enhancement funds exist that support faculty development opportunities in these areas.
- Computer technology enhancement in the faculty offices and student labs are replaced on a scheduled cycle.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- The Physical Education Teacher Education program (PETE) is nationally recognized and accredited.
- The program is accredited by Department of Elementary and Secondary Education (state level).
- The program has been reviewed by the departmental faculty and completed the College program review process.
- The long-range planning process is evaluated by numerous groups at different levels: departmental, college, university, Professional Education Committee (PEC), College Councils, Committee on General Education and Interdisciplinary Programs (CGEIP), National Council on Accreditation on Teacher Education (NCATE), National Association of Sports and Physical Education (NASPE), National Recreation and Parks Association /American Alliance of Leisure and Recreation Accreditation (NRPA/AALR), etc.
- University level committees involved with the long range planning process.
- Departments present and prioritize needs for resources and facilities.
- The Recreation and Leisure Studies Program is nationally recognized and accredited.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- Systematic review of need and funding appears to be ongoing.
- Funds are available to meet pressing emergencies.
- Evidenced by new programs being added to meet national shortages or employment trends.

II. How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- Countdown to the SMSU Centennial, the University's six-year plan, contends that "developing educated persons is the purpose of SMSU" (p.7), and affirms in the Professional Education theme statement that "...teaching will remain the essential profession" (p. 25). In support of this mission, the Department of HPER is heavily committed to teacher preparation. Its faculty deliver programming in teacher education preparation programs for 160 – 200 physical education majors annually, to other teacher education students seeking certification in health education, to dual majors with sports medicine, to those pursuing coaching minors, to students preparing for graduate work in one of the discipline's content specialty areas, to post-baccalaureate students seeking certification in health and physical education, to teacher education majors in elementary education, and majors in child and family development. Undergraduate BSEd. Degree programs lead to state certification in K-12 Physical Education and Health Education.
- The nationally accredited Recreation and Leisure Studies program qualifies students to be employed as Certified Therapeutic Recreation Specialist and Certified Parks and Recreation Professionals.
- Majors in Respiratory Therapy are qualified for national credentialing at the completion of their curricular program.
- Majors in Radiography are qualified for national credentialing at the completion of their curricular program.
- Radiological Technology and Respiratory Therapy accepts students nationally from accredited two year programs.
- In developing educated persons the university focuses on five themes. Two of the themes, "health," and "science and the environment" are effectively addressed by the department graduate programs in Public Health, Health Promotion and Wellness Management, and Physical Education.
- Wellness and health-related fitness are curricular threads throughout every program in the HPER department.
- Faculty within the department enhance the educational experience of graduate students by involving them in addressing timely health and environmental issues through participation in community projects, faculty research, and course assignments.
- GOALS 2000 (grant) laid a foundation of outreach that has had lasting impact on our department, area schools and sister universities in Missouri. The collaborative relationships established through this project have continued to grow and through our efforts we have shared our mission of developing educated persons. We were the catalyst and those

we invited along have joined our efforts.

- The Physical Education Teacher Preparation (PETE) program recognizes that it is not enough to just prepare our students in the content our area but that we are preparing "responsible citizens."
- PETE program has been accredited through NASPE/NCATE and received national recognition, thus, enhancing our visibility at the local, state and national levels. This substantiates that our program provides a quality educational experience and develops educated individuals in the discipline specific area of physical education teacher education.
- The PETE program has infused multicultural and technology strands throughout the program of study.
- There is a conscious effort to incorporate service learning and delivery activities into the physical education program in order to provide direction and facilitate a smooth transition into the work force for the students completing our program. Teacher education students are mentored to become involved with cooperative opportunities with businesses.
- There is a conscious effort to prepare our students to have the flexibility to go directly into a graduate school.
- Departmental faculty serve in leadership positions at local, state and national level.
- Through PED 100 Fitness for Living the department contributes to the general education of each student. The contribution to the student is attention to individual health practices, self-assessments, and lifestyle behaviors.
- The department supports The Creative Arts Mission through human movement as a recognized art form. Physical education majors study the anatomy and mechanics of human movement, the physiology of improving it, and the combining of separate movements into efficient and aesthetic performance. Several courses in the physical education curriculum prepare physical education teachers to use creative movement activities and dance in instruction. Creativity and movement exploration is used widely in elementary physical education classes; music is used to encourage individual expression in movement. Service activities in the community by faculty involve the Sister City Board of Directors, Board of Directors for Springfield Ballet, and service to the Springfield Little Theatre.
- The department fosters a respect for maintaining a safe, clean environment and conservation practices associated with such are emphasized in the required outdoor leisure education course, in the methods of teaching courses, and in dedicated units of the health education methods courses.
- Public Affairs are at the heart of health education, health care, health promotion, and teacher education. As service professionals, students and program faculty are immersed in the community through the public school system.
- Our visibility is excellent. We have acceptable accreditation at all undergraduate levels, service learning and delivery, successful teacher education programs, public school aiding and cooperation.
- We fit nicely under the mission themes (all programs are accredited):
 - Deliver service courses in the general ed. Program.
 - Teacher ed. Program fits under professional education theme.
 - Health is a theme within all our programs as well as the emphasis of 2 Master's programs, the Radiography major, Respiratory Therapy, and Recreation and Leisure Studies Programs.
 - We help to develop skilled movers that can teach others.

How do the activities of your department support the University's mission?

It is the mission of the Department of Health, Physical Education and Recreation to sustain its role of preparing professionals, conducting research, scholarly activity and service, in teacher education, in allied health and other health-related professions, and in human service professions. This is accomplished through academic programs that encompass professional education, public health, health promotion and wellness management, exercise science, physical, psychological, and social rehabilitation, therapeutic and adaptive programming of disadvantaged populations and those of special needs, perceptual motor development, leisure services (government, nonprofit and commercial), and allied health. The department maintains strong alliances with the medical community, elementary and secondary schools, corporate and public health entities, community leisure service agencies, and the community at large as academic programming is enhanced and made more accessible, and as service opportunities are expanded. To that end we offer eleven undergraduate and graduate academic course of study purposed to preparing graduates to transition immediately into the workplace:

- B.S. in Physical Education
- B.S. in Recreation and Leisure Studies
- B.S. in Radiography
- B.S. in Respiratory Therapy
- Master Of Science In Education With Emphasis In Physical Education (M.S.E.)
- Master of Science In Health Promotion and Wellness Management (M.S.)
- Master Of Public Health (M.P.H.)
- Graduate Sports Management Certificate Program
- Coaching Minor
- Health Education Certification
- Driver Education Certification

The physical education program is committed to helping elementary and high schools do a better job of teaching children by preparing the best pre-service teacher possible.

We supervise our own student teachers and are firmly connected to external constituents in the public/private schools.

Consistently involve external constituents – Physical Education Teacher Education Advisory Board, supervisors of student teachers, and supervisors of practicum placements.

Our students participate in a variety of practicum experiences and professional development activities.

Delivery of the PED 100 Fitness for Living for the General Education program.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- Most faculty are active in all three areas: teaching, research and service (as required in our document) with some faculty members having developed a significant and recognized area of expertise in one or more of the three areas. The department evaluative document is currently undergoing committee revision for department and administrative approval.
- Faculty members recognize the need to increase scholarship aimed in applied areas that deal with issues and problems currently facing our society.
- Faculty members are actively involved in service to the community and profession.
- Our current guidelines have been accepted for the past five years, and are reviewed and/or revised annually.
- Faculty members have a responsibility for continual improvement in all three areas in relation to the level commensurate of the professorate.
- The current document reflects the Faculty handbook, putting equal emphasis on teaching, research, service. Evidence must be presented supporting each area. Individual strengths can be highlighted by placing a greater emphasis on different areas for each faculty member.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- Our tenure and promotion document is in compliance with the Faculty Handbook and has been detailed to reflect the specialty of our disciplinary area.
- A notebook to document ones annual and accumulative effort is created and viewed by all tenured faculty and then a professional presentation is presented to the faculty. Feedback is provided by the department committee and

department head annually.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- College and University award systems, university fellow positions, educational leaves, sabbaticals, salary equity adjustments.
- Time reassignments for research activities are available.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Major scholarship awards, teaching assistantships, professional scholarships and recognition by the state professional association in Physical Education and Recreation, graduate assistantships.

III. What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- All course syllabi for the teacher preparation program have student learning outcomes and assessments that are directly linked to state (MoSTEP), SMSU Conceptual Framework, and national (NASPE) standards.
- Participate in internal and external review and accreditation processes.
- Course outlines, accreditation processes (state and national), advisory committees in RLS and HPER, CBASE exams, PRAXIS, PE exit interviews, some courses in CASL program, and RLS program annual evaluation.
- Graduate students are required to provide curricular feedback of their graduate program as part of their internship/field experience document. Feedback from the agencies that are supervising our student interns also provide valuable feedback on student preparation. This information is used to update, add, or delete courses within the curriculum.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- Solicit input from the Physical Education Advisory Board, public/private school teachers, and student teacher supervisors.
- Review of CBASE and PRAXIS scores.
- Review of selected surveys: Physical Education students are asked to respond to three different surveys at the end of their program of study (i.e., AAHPERD/NASPE Guidelines for Pre-Service Teachers, Teacher Efficacy Scale, Student Teacher Exit Survey). The results of these surveys are reviewed and tabulated and then both formally and informally used as guide for the program and/or course revision.
- Review and monitor student e-portfolios.
- Require students to demonstrate competency of course objectives in an applied setting requiring evaluation from an expert in the area – be it a university faculty or public/private school teacher/administrator.
- Course outlines, accreditation processes (state and national), advisory committees in RLS and HPER, CBASE exams, PRAXIS, PE exit interviews, some courses in CASL program.
- Recreation and Leisure Program annual evaluation and student advisement.
- CEGIP review of PED 100.
- Registry exam required of Radiological Technicians.
- Registry exam required of Respiratory Therapy.
- Students evaluations are used as one source of effective teaching and learning.

How are the results of your assessment activities used by department faculty for program improvement?

- The Physical Education Undergraduate Curriculum Committee reviews and discusses input from a number of sources (i.e., Advisory Board, external constituents, surveys, results from national exam, accreditation reports, pertinent issues identified through faculty professional development activities and visionary direction) and then defines suggestions/revisions that are brought to the faculty.
- Feedback from course evaluations are used by faculty to improve content delivery and to maintain currency of content.
- Review and discuss the results of accreditation and internal and external reviews of program.
- Faculty review results of accreditation results and make necessary changes. There is also an active undergraduate curriculum committee that discusses these issues.
- Undergraduate curriculum committee recommends program changes to faculty.
- Accreditation reports identify changes necessary.
- Feedback from students and agencies that are supervising our student interns. This information is used to update, add, or delete courses within the curriculum.
- Faculty within departmental disciplines meet to ensure that course content is not duplicated and to ensure that core content is covered.

IV. What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- Plans are driven by department mission statement, learned societies and certification requirements.
- Faculty participation in professional development activities/workshops and membership in professional organizations.
- Collaboration with external constituents as well as bodies across the SMSU campus.
- Faculty members remain current with campus issues, directives, and policies through active participation on departmental, college, and university committees.
- Continued review of our program and emerging specialty area initiatives at the state and national levels.
- Linking with external constituents – public schools, city parks & recreation department.
- Five year accreditation plans, goals and objectives (RLS and HPER), accreditation guidelines, linking with constituent groups, advisory committees.
- NRPA Accreditation document guidelines.
- Responding to new accreditation guidelines in all programs.
- Student teaching evaluations.
- Exit interviews and surveys conducted with graduating seniors in Physical Education, Recreation and Leisure Studies, and Masters in Public Health and Health Promotion and Wellness.
- Compare our programs to programs at other universities.
- Look for professional trends discussed at national conferences and published in pertinent professional journals.
- Obtain input from the professionals in the field to determine needs.

What activities of your department encourage collaborative efforts with other departments at the University?

- Present a strong presence in Disability Services.
- GEP Capstone courses, IDS 110, delivery courses (PED 341, 358, 545, 360, 362, ATC 222).
- Research opportunities with other departmental members across campus.

- Master of Public Health includes Health Promotion and Wellness also, and is interdisciplinary in that it utilizes courses from complementary disciplines across campus and contributes courses that are used by other disciplines.

What policies and procedures are used by your department to improve student learning?

- The Physical Education Undergraduate Curriculum reviews and discusses input from a number of sources (i.e., Advisory Board, external constituents, surveys, results from national exam, accreditation reports, pertinent issues identified through faculty professional development activities and visionary direction) and then defines suggestions/revisions that are brought to the faculty.
- Review and discuss the results of accreditation (NASPE/NCATE & DESE).
- Development of partnerships with teachers and administrators in public/private schools for practicum placements, student teaching experiences and their expertise in helping us provide applied learning experiences for our pre-service teachers.
- CGEIP (for PED 100), State accreditation, National Association for Sports and Physical Education (NASPE), National Recreation and Parks Association (NRPA) and National Council on Accreditation for Teacher Education (NCATE) accreditation processes.
- Utilizing professionals in the classroom and involving students in addressing timely health and environmental issues through participation in community projects, faculty research, and course assignments.
- Involve students in relevant professional organizations at the local, state and national level.
- The Commission on Accreditation of Allied Health Education Programs for Respiratory Therapy and the Joint Review Committee on Education in Radiologic Technology have accredited curriculum and licensure requirements that are also accepted as transfer credits towards completion of their BS degree from SMS.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- Development of a designated computer lab for the PETE program, expansion of adapted physical education lab, continued development in exercise science, anatomy and kinesiology lab through expansion of technology software and equipment.
- Development of partnerships with teachers and administrators in public/private schools for practicum placements, student teaching experiences and their expertise in helping us provide applied learning experiences for our pre-service teachers.
- Utilization of on-line courses, smart classrooms, CASL aligned courses, blackboard and e-portfolios.
- Implementation and requirement of infused technology throughout the curriculum by faculty teaching a course and requirements of students to demonstrate technology in an applied setting.
- Recognition of the value of cooperative learning strategies and the implementation of these strategies in both delivery of course content and application in field based experiences.
- GOALS 2000 (grant) laid a foundation of outreach that has had lasting impact on our department, area schools and sister universities in Missouri. The collaborative relationships established through this project have continued to grow and through our efforts we have shared our mission of developing educated persons. We were the catalyst and those we invited along have joined our efforts.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- The department first takes ownership and responsibility for our program of study and then actively participates in all review processes of local, state, and national governing bodies.
- The BSEd Program in K-12 Physical Education has been fully accredited by the National Association of Sport and

Physical Education (NASPE), the learned society. Deemed in full compliance with national teacher preparation standards on the first submission of the self-study, it was recognized nationally as a model for other programs to follow, thus enhancing SMSU's visibility at the national level. This recognition has allowed our program to share its expertise with external constituents at the local, state and national levels and meet the public affairs mission. Additionally, the physical education program also contributes to the wellness/health, business/economic development, creative arts, science/environment missions as described in the section "how does the mission of your department fit with the university mission."

- Through the curricular, laboratory, and experiential opportunities honed by the accreditation requirements our students have had the opportunity to become reflective decision-makers, develop a respect for individual differences and have the skills to adapt to change and to affect it.
- External constituents that we work with, NASPE, RLS, NCATE, Radiography and Respiratory Therapy programs (all accreditations) and five year plans.
- Follow annual and 5 year NRPA Accreditation and Reaccreditations Plans.
- University pursued NCATE accreditation and was successful.
- Department achieved NASPE accreditation and the document was used as a model for other schools.
- All these outside agencies closely scrutinize our programs and make sure that content and delivery is effective and results in a quality education for our majors.
- The MPH program goal is to submit an accreditation self study report during AY 05-06.

Last Modified: September 08, 2005

Report from History Department

I. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

To what extent is implementation of the University's mission evident in University operations?

- The University's overall mission is to develop educated persons with five themes: professional education, health, business and economic development, creative arts, and science and the environment. This is clearly formulated and repeatedly reiterated to the faculty and students alike.
- From what we can observe in terms of how this [department](#) and the college have been operating, the mission is evident in what we do on a daily base.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- Only few faculty members have been actively engaged in the long-range planning and the budgeting process, although the *Five-Year Plan* and the *Six-Year plan* are available to faculty, and our representative to Faculty Senate routinely report to the faculty the Senate's discussion and actions.
- At the department level, the budgeting processes have had little change before and after the long-range planning process so far.
- Many faculty members believe that to realize the long-range plan the faculty-staff morale is essential, but there seems to be a disconnection between the planning process and concrete steps taken to boost faculty-staff morale, such as addressing the concerns over inflation/fee-increase vis-À-vis lagging salary.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- The documents clearly reflected the understanding that to enhance the quality of the teaching/learning process, one has to be aware the nature of the modern world as being diverse, complex, increasingly globalizing, and technologically dependent.
- Evidence:
 - Continued effort to improve instructional technology in classrooms and elsewhere on campus.
 - Impressive effort to develop self-sustained programs in Asia, China in particular.
 - Various study abroad programs welcomed by students who can afford them, such as the MO-London program.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- Only few faculty members have been actively involved in the process, although information about the process has been available.
- Through the department's representatives in Faculty Senate and other university committees, issues concerning the institution's long-range planning, such as the "Humanity dimension" as the sixth theme, have been discussed and the faculty input has been felt.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- From the favorable reaction toward adopting "Human Dimension" as the sixth theme, the process does seem to have room for re-prioritization of goals when necessary.

II. How do your department's mission, activities, and reward system align with the University's mission?

How does the mission of your department fit with the University's mission?

- The department's programs fit the university's overall mission of producing educated persons by providing large amount of students with five writing-intensive and analytically-oriented General Education courses, which will fit the "humanity dimension" theme rather well. Our Social Studies Education program fits the Professional Education theme perfectly.

How the activities of your department support the University's mission?

- The department's activities support the university's mission in following ways:
 - 77 undergraduate and 15 graduate courses offered with an emphasis on the collective human experiences in the past, including US history, European history, and the history of Africa, Asia, Middle East, and Latin America.
 - The BSEd Social Studies major currently enrolls 182 students; the program received the rating of "Exceptionally Strong" from the NCSS in its last accreditation review.
 - The BA history major currently enrolls 104 students, with state-grant-funded internships in local archives and museums.
 - The graduate program currently enrolled 39 students, including the American History Education Enhancement Program (AHEEP) funded by the Education Department, which is in cooperation with local public school boards.
 - Annual History Day involving regional public schools.
 - Annual History Bowl involving regional public schools with two scholarships for the winners.
 - Organize and sponsor the Mid-America Conference in History once every five years, drawing participants nationwide, while providing opportunities for our students and local community.
 - Presentations on popular topics, such as the Middle East-Islam and religion-politics in recent time, in various public venues on and off campus, such as the city library center, etc.
 - Sponsoring guest speakers programs by inviting well-known scholars to address important and popular issues to give scholars and students on campus extra academic stimuli.
 - In co-operation with Phi Alpha Theta, a faculty sponsored history honor society, the department hold monthly History Forum, presenting faculty members' research results to the students and public.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- The department's tenure/promotion policy and procedure emphasize the quality of teaching, research, and service as essential in measuring faculty members' suitability for tenure/promotion and reappointment.
- We recognize the imperfection in our current teaching evaluation system; the Personnel Committee has been leading a discussion on how to improve the teaching evaluation.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

information no longer available

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- We recognize that in the post-merit-pay era, there is a fundamental lack of a reward structure on this campus.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- The department has currently 13 scholarships, with total of \$12,525 awarded to qualified students annually.
- We offer prizes to two best essay
- We are working on establishing a number of new scholarships to be offered in the future.
- The department currently has 6 graduate assistantships. Each graduate assistant gets \$4200 per semester.

III. What department activities are undertaken to collect and use program assessment information?

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- We have five General Education courses, serving more than 1500 students each semester. The goals are spelled out in each syllabus, assessment instruments are developed for each courses, assessment surveys are taken each year, and a report for each course is written by the assessment coordinator, and distributed to and discussed by the faculty.
- Our BSED program is routinely assessed by DESE/NCATE and NCSS. Accordingly, we continuously reexamine our program in alignment with the accreditation requirements to ensure that we are making progress toward the program goals.
- MFAT is taken routinely. The Undergraduate and Professional Education Committee (UPEC) uses the data to examine the program quality and make recommendations to the department for further improvement.
- The most frequently used assessment method is the routine tests in each class. The problem we all face is grade inflation, which hinders the assessment of learning outcomes. We make the grade distribution a part of the tenure/promotion and reappointment process. One is put on notice if his/her grade distribution is out of line.

IV. What department activities are undertaken for development and improvement? (Criterion 3)

- Based on the routine data collection/analysis, the department seeks to improve the quality of the programs through the committee system. Example:
- Based on the data we collected, such as MFAT, the UPEC is holding target group discussion among faculty members, aiming at a major curricular change to reduce 100-level credit hour requirements and to increase upper-division requirements. It is expected that the UPEC will formulating a proposal to be acted upon by the department in the near future.
- The BSED program is run in cooperation with the COE. Our regional history courses, such as African, Latin American, East Asian, Middle Eastern histories, support the Globalization Requirement of the COBA and respective area study minor programs. We have always been a part of the campus-wide activities such as the Women's History Month, African-American History Month, etc.
 - Given the fact that our students are of the "internet generation," the department has devoted much resource and energy to improve instructional technology in the classroom. The majority of faculty members have their course websites on-line. The AHEEP courses have been taught exclusively on-line.
- Our BSED program is accredited by DESE/NCATE as well as NCSS. The rating we received from the last NCSS accreditation visit is "Exceptionally Strong."
- We have a mentor system for tenure-track faculty members, whose classroom evaluation by peers is done routinely to form a part of his/her professional portfolio.

Charge for Honors Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE HONORS COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Honors Committee fit with the University mission? What policies and procedures are used by the Honors Committee to improve student learning for the future? How is the Honors Committee planning for the future? ([Criteria 1-5](#))
2. Where appropriate to the Honors Committee's area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples. ([Criterion 1.A](#))
3. What is the quality of the honors program that SMSU claims to provide? Does SMSU provide adequate resources to support the level claimed? How is SMSU planning to continue providing adequate resources in the future? ([Criterion 2.B](#))
4. Describe how SMSU financially assists students with the opportunity for a life of learning. ([Criterion 4.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Honors Committee

How does the mission of the Honors Committee fit with the University mission? What policies and procedures are used by the Honors Committee to improve student learning for the future? How is the Honors Committee planning for the future?

Since the Honors Committee is an advisory body to the [Honors College](#), and is thus an extension of it, responses in this narrative will be focused on how the Honors College addresses the issues at hand.

The current mission of the Honors College ("HC") is:

"â€ to provide high-achieving students the opportunity to pursue an enhanced, advanced course of study, which will lead to recognition of the students' achievement upon graduation. Honors classes are smaller and enriched, provide direct contact with outstanding faculty members, and give students opportunities to pursue their own intellectual, research and creative interests."

Thus, the Honors College mission and practices mirror SMSU's larger public affairs mission most directly by its commitment "to develop educated persons" by offering smaller and enriched sections of courses across the general education curriculum. The Honors College specifically supports the public affairs mission by promoting it throughout its course offerings. For example, in the Freshman Honors Seminar (UHC 110), a required course, students learn about public affairs as defined by the university. While core topics may vary in individual sections, one of the three specific goals universal to all sections is: "to help students understand the SMSU mission in Public Affairs".

Additionally, the Honors College "recognizes the diversity of [SMSU's] learners", acknowledging the particular learning needs of "students of unusually strong academic achievement and motivation." These needs include educational opportunities that:

- include more than the traditional classroom formats found in the various disciplines;
- are advanced in terms of the quality of work expected from the students; and
- are considered more rigorous than the traditional offerings by virtue of both the types of academic opportunities and the level of advanced study.

To show value and support of effective teaching that helps to create effective learning environments for honor students, the Honors College allows only those faculty members deemed outstanding to teach honors courses, sections and components. Departments nominate instructors who are 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.

The Honors College encourages instructors of honors courses to state student learning outcomes in the form of goals and objectives. For example, instructors of UHC 110 a list of Goals & Objectives. Furthermore, it provides an assessment tool for these goals in the form of a questionnaire given on the first and last days of the course. The Honors College also provides further assessment in the form of evaluations. For each honors course, students fill out questionnaires evaluating the effectiveness of the instructor and the course; individual instructors can then use the evaluations to enhance and improve their future courses and, more particularly, student learning outcomes. These evaluations also enter into the future planning process for the College.

To help all instructors of honors courses create effective learning environments, the Honors College's "Course Criteria" emphasizes critical thinking, requiring honors courses, sections and components to 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 in such courses are 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" (SMSU Undergraduate Catalog).

The Honors College, in consultation with its students, instructors, advisory committee, and staff, continually evaluates the structure and content of honors courses to maintain high standards. Thus, planning for the future is both an on-going and evolutionary process, with close oversight by the Honors College Dean. By 2006, the Committee will design and begin implementation of a more systematic assessment of Honors College students and graduates. You may need the [Microsoft Word Viewer](#) to view this file.

Where appropriate to the Honors Committee's area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments?

Yes. "The (Honors) College offers enhanced and advanced study to students who show exceptional academic achievement and motivation." (SMSU Undergraduate Catalog, 2003-2004, p 328)

The commitment made in this description is to provide a program of study where the exceptional student (further defined as a student achieving a minimum ACT score of 27 and graduation from the top ten percent of their high school class) is provided a set of course offerings where expectations are higher. The idea of "enhanced and advanced" is captured in the Course Criteria for Honors courses sections and components. (SMSU Undergraduate Catalog, 2003-2004, p 331).

In addition the requirement that honors students complete a total of six honors classes with varying content addresses the criteria of the person who is "à€literate in the broadest sense."

Potential Honors students are provided this information in the Undergraduate catalog and online. The short description of the Honors College is also included in the Class Schedule.

Additional materials that the potential Honors student may come into contact with include, the Honors College Handbook, the Honors College brochure, and the letter sent to eligible candidates for admission to the Honors College. The letter of eligibility points out enhanced access to resources, smaller class sizes, superior faculty and an encouragement to internationalize the honors student's education with study abroad. The recruitment of high achieving students is an important part of enhancing the mission of the university. These students when spread throughout the university community provide role models for other students and also encourage the faculty of the university to improve the community of learning. The encouragement to study abroad extends the idea of community will beyond the city of Springfield, or the state of Missouri, and recognizes the idea of service to a much larger community.

This material is extended and enhanced in the Handbook and the brochure. Both of these documents describe in much more detail examples of the course criteria in action and the value of the community of learning that is SMSU.

What is the quality of the honors program that SMSU claims to provide? Does SMSU provide adequate resources to support the level claimed? How is SMSU planning to continue providing adequate resources in the future?

The purpose of the Honors College is to provide students of unusually strong academic achievement and motivation with intellectual opportunities beyond those generally found in the more traditional programs. Specifically, as noted previously, students in the Honors College attend smaller, enriched classes, with increased expectation regarding quality of student work. Honors courses are reading and writing intensive, and they typically involve a research project. Exams require synthesis and critical evaluation in written or oral form. Students in the Honors College have extra direct contact with outstanding faculty member and they are encouraged to pursue their own intellectual, research, and creative interests. Students in the Honors College are encouraged to apply for prestigious scholarships, fellowships, grants, and other awards. These awards have very high standards for selection.

The average graduation rate of students in the Honors College is 78.15%, approximately 30 percentage points higher than that of all of the SMSU student body. Information submitted voluntarily to the Honors College and gathered each semester finds our honors graduates in a wide range of professional fields and in the graduate programs across the country. Large number of graduates chose to pursue graduate degrees. We see honors program graduates attending universities from Pepperdine to Harvard, from Florida State to the University of Chicago, and many institutions in between. Those that have entered the workforce are employed by various school systems, area businesses and large companies in the Kansas City and St. Louis area. Further, the Committee is currently discussing conducting a more extensive follow-up study of graduates, from the inception of the Honors College to the present. You may need the [Microsoft Excel Viewer](#) to open this file.

All honors students have faculty advisors in the field of their major. Students who have not declared a major are advised in the Honors College. In some colleges, students receive basic advising from the college advisement center and the faculty member serves as a mentor for assistance with graduate school applications, job placement, etc. In other colleges and some specific departments, there is an advisor designated specifically for honors students.

Describe how SMSU financially assists students with opportunity for a life of learning.

The Honors College's operations expenses are included in the appropriated budget for University College. The budget is sufficient to cover costs of the Honors College. In addition, the Honors College receives a Mission Enhancement distribution of \$196,000 each year. That money is used to pay a graduate assistant to help in advisement of honors students. It is used to reward faculty for teaching the Freshman Honors Seminar. It is also used to distribute to the departments money as a reward for their offering an

honors section of a general education course. The money can be used by the departments as they see fit. The money we have for Honors College will support up to 300 freshmen each fall. The Honors College does not award any scholarships. Instead, all members of the Honors College that apply for admission prior to 1 March qualify for one of the academic scholarships sponsored by the University. The Honors College works closely with the Scholarship Committee in the administration of the scholarship budget.

Residence Life at Southwest Missouri State University has dedicated its newest residence hall, Scholars' House, to Honors College members. It houses 118 honors students who compete for the privilege of living in one of the finest residence halls in the Midwest.

Last Modified: September 08, 2005

Charge for Human Resources/Training and Development

-  [Cover Letter from HLC Steering Committee](#)
-  [Guidelines for Responding to Charge](#)

THE HUMAN RESOURCES' CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of Human Resources fit with the University mission? What policies and procedures are used by your office for future improvement. How is Human Resources planning for the future? ([Criteria 1-5](#))
2. How has SMSU effectively used its human resources? How has SMSU assured effective use of human resources in the future? ([Criterion 2.B](#))
3. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? ([Criterion 2.B](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Human Resources/Training and Development

1. How does the mission of Human Resources fit with the University mission?

The mission of [Human Resources](#) is to attract, develop, and retain the human resources necessary to support the University's teaching, research and administrative functions. Therefore, Human Resources' mission directly supports the ability of faculty and staff to achieve the University's statewide mission of public affairs whose purpose is to develop educated persons.

2. What policies and procedures are used by your office for future improvement?

Through the utilization of annual goal setting, the Office of Human Resources develops a departmental plan to achieve its stated goals and objectives for the immediate and successive years. Invariably this process requires anticipation of and planning for future human resource needs as well as the establishment of performance measures to track or assess the degree of achievement of the goals and objectives so identified. Feedback from these performance measures allows the University's leadership to determine whether an adjustment is required to workload, methodologies, priorities, and/or resources. Most recently, the decision to add a chapter specifically for human resources within the University's five-year plan provided the vehicle for identifying future human resource improvements.

3. How is Human Resources planning for the future?

The Office of Human Resources' participation in the development of the University's five-year plan verifies the University's recognition of the importance of compensating its workforce, providing a quality benefits package, and providing on-going professional training/development opportunities to its faculty, staff, and student workforce. More specifically,

- introduction of a healthcare plan which will reduce the rate of medical cost increases in the future through a greater emphasis on consumerism, wellness, and appropriate plan design changes;
- continuous evaluation and identification of Human Resources processes that can make greater use of current technologies and implementation of those processes appropriate for automation, such as a web-based workflow of various Human Resource forms to include online submission, approval, tracking and archiving of these documents; and
- redesign the compensation system to provide greater flexibility and salary equity in order to improve employee recruitment, retention and morale.

4. How has SMSU effectively used its human resources?

By determining the types of skills, knowledge, and abilities required to perform the various and diverse jobs within the University through publication of specific job descriptions, selecting the person whose qualifications best fit the requirements of the position by following the established Hiring Guidelines, evaluating employee performance through the performance appraisal system, enforcing the policies contained in the Employee Handbook, and providing a curriculum to enhance specific skills through the Leadership Essentials for Administrative Professionals Program (LEAP), the University Staff Ambassadors (USA) Program, A+ Certification Program, and the Basic Maintenance Certification Program.

5. How has SMSU assured effective use of human resources in the future?

Continue to assess the human resource needs. Plan to develop web-based training modules which will include a library of modules addressing a variety of University policies and business processes.

6. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends?

Yes. Providing computer skills training in support of current technology utilized by employees in their jobs; financial and retirement planning to assist employees in preparing for their future monetary needs; sexual harassment and rape prevention (SHARP) training to sensitize and build awareness among employees of self-protection measures; CPR, AED and First Aid training to maintain a safe environment in the workplace; preventing sexual harassment and discrimination training; and professional development training in communication, organizational development skills, conflict management, and leadership.

7. What policies and procedures are in place for staff and faculty development?

Mandated training programs are in place, such as "Matter of Respect" (Preventing Sexual Harassment, Diversity, Inclusive Teaching in the Classroom, and Accommodating Students with Disabilities) and Search Briefings for faculty and staff to ensure compliance with the Hiring Guidelines. Credit and noncredit course tuition fee waivers are available to facilitate employee professional and personal development.

8. How have resources been allocated to utilize development activities?

A staff training development budget, credit course and noncredit course fee waivers, faculty development budget, and departmental budgets are available to support the professional and educational needs of the employees. Funding was allocated for the creation of the Training and Development Manager's position and establishment of the Academic Development Center.

Last Modified: September 08, 2005

Charge for IDS Advisory Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE IDS ADVISORY COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the IDS Advisory Committee fit with the University mission? What policies and procedures are used by the IDS Advisory Committee to improve student learning for the future? How is the IDS Advisory Committee planning for the future? ([Criteria 1-5](#))
2. Describe the procedures used to assess the IDS 110 program. How were the results of assessments used in developing recent program changes? ([Criterion 1.A.1.C](#))
3. What steps are taken by the IDS Advisory Committee to ensure that the program's goals for student learning outcomes are clearly stated and make effective assessment possible? ([Criterion 3A.3.C](#))
4. Describe how the activities of the IDS Advisory Committee are in alignment with the university's mission. What features of the IDS Advisory Committee could be improved? How can this be accomplished? ([Criterion 3.A.3.B.3.C.3.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from IDS Advisory Committee

1. How does the mission of the IDS Advisory Committee fit with the University mission?

- This year, the advisory committee restructured the [IDS 110 course](#) to reflect the Public Affairs Mission of the University and to support the goal of graduating "educated persons." To advance that mission, the advisory committee approved a new IDS 110 program mission statement, "to offer a foundation for student success." To sharpen the focus, the name of the committee and program were changed to Student Success.
- All sections of IDS 110 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 includes teaching the Public Affairs Mission. To assist instructors, a Public Affairs tutorial has been added to the Student Success website. This tutorial is also available to student and staff populations.
- Instructors are encouraged to include in their curricula one of the University's five themes that supports the Public Affairs Mission. Community service and service-learning models are also encouraged.
- IDS 110 helps advance the Public Affairs Mission into other areas of the University. For example, every academic college is represented in the IDS 110 faculty and on the Student Success Advisory Committee. IDS 110 is the only course that is required of all freshmen during their first semester at the University and is offered to day and evening students.

What policies and procedures are used by the IDS Advisory Committee to improve student learning for the future?

- Student evaluations, administered at the end of the course, assess students' core curriculum knowledge. These evaluations provide us with data indicating whether IDS students have learned the goals and objectives developed by the Student Success Advisory Committee. Peer Leaders, who work with faculty in the individual IDS 110 classrooms, are also queried to improve student learning.
- With more faculty willing to teach IDS 110, the competition has allowed for more selectivity in instructor recruitment. The advisory committee continues to listen to input from all faculty.

How is the IDS Advisory Committee planning for the future?

- The advisory committee adopted a text that supports the new mission statement, goals and objectives and is authored by the foremost authority for first-year students. In addition, the Student Success Committee revised the text to address specific concerns at SMSU. The IDS 110 committee arranged for the author, who is the founder and director of the Policy Center on the First Year of College, to come to the University in September 2004 to speak on societal and economic trends that will affect future students.
- To encourage increased involvement of senior faculty, the advisory committee requested and received an increase in instructors' stipends.

2. Describe the procedures used to assess the IDS 110 program. How were the results of assessments used in developing recent program changes?

- The advisory committee appeared before the Committee on General Education and Intercollegiate Programs (CGEIP) in September 2003 with the new mission statement and portfolio. The new plan passed the review "without required action" after being on probation the previous three years.
- The advisory committee conducted two faculty surveys prior to the approval and implementation of the new program. All topics that received over 60% support were incorporated into the restructuring. Additionally, three student focus groups were conducted. The students' concerns were discussed and implemented.

- Based upon input from faculty, the required informational sessions for all IDS 110 instructors were consolidated from the previous 18 hour trainings to a clear, concise three-hour professional development discussion. The use of technology is a large part of our information-sharing among staff and instructors.

3. What steps are taken by the IDS Advisory Committee to ensure that the program's goals for student learning outcomes are clearly stated and make effective assessment possible?

- The program's mission statement, goals and objectives are included in the common policy statement and syllabus of each instructor. The end-of-course student evaluations measure student learning of the core curriculum.
- Instructors' professional development is based upon achieving our "mission." Additionally, all weekly electronic bulletins to instructors and Peer Leaders reflect, as well as repeat, the mission statement. It is prominently displayed on the Student Success website. Each IDS 110 classroom has a poster designed with the mission statement.

4. Describe how the activities of the IDS Advisory Committee are in alignment with the university's mission.

- The University's Administrative Council, composed of the president and vice presidents, approved and publicly recognized the restructured program as being highly supportive of the Public Affairs Mission. The new program also received unanimous support from the Faculty Senate and a unanimous vote of confidence from the Student Government Association. As the university seeks to graduate "educated persons," IDS 110 seeks to lay the groundwork in the students' first semester. Mentorship is encouraged and instructors teaching first-block only are required to meet with each student individually during the second block to continue mentorship. It is the committee's intent to develop the formative role into the summative role.
- The advisory committee encourages instructors to engage their students in public affairs activities such as voter registration, community participation and civic discourse. Diversity discussions are in the required core curriculum.

What features of the IDS Advisory Committee could be improved? How can this be accomplished?

- Because the course has been significantly revised this year, we are in the early stages of data collection and will use this information to continue the revision and modification process.
- The advisory committee also approved an external faculty committee to begin preparing to conduct focus groups as part of a separate scholarly study of the new program. The results will be presented to the advisory committee for integration into the program.

Last Modified: September 08, 2005

Charge for Information Technology Council

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE INFORMATION TECHNOLOGY COUNCIL'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Information Technology Council fit with the University mission? What policies and procedures are used by your council to improve student learning for the future? How is the Information Technology Council planning for the future? ([Criteria 1-5](#))
2. How do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Does the university's planning process include effective environmental scanning? Do the university's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change? ([Criterion 2.A](#))
3. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? ([Criterion 2.B](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Information Technology Council

1. How does the mission of the Information Technology Council fit with the University mission? What policies and procedures are used by your council to improve student learning for the future? How is the Information Technology Council planning for the future? (Criteria 1-5)

The Information Technology Council (www.missouristate.edu/itcouncil/) is directly charged to maintain alignment between information technology initiatives and the University's mission.

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 SMSU System. The IT Council serves as the SMSU System's "strategic clearinghouse" to ensure information technology initiatives are appropriate, sustainable, and funded in the most appropriate 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 very first 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. SMSU is currently developing new policies and procedures to ensure our 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.

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 SMSU students, this fee has funded many projects critical to the academic success of students, such as hardware, software, support staff, and assistive technologies.

The IT Council is 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 the University's next five-year plan. The committees involved in the planning include the Instructional Technology Advisory Committee, SMSU-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 throughout the entire SMSU System -- all three campuses.

2. How do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Does the university's planning process include effective environmental scanning? Do the university's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change? (Criterion 2.A)

Technology is the focus of the Strategic Information Technology Plan, as well as the Information Technology chapter of the two previous five-year plans and the next five-year plan. The list of committees working with the Information Technology Planning Task Force (see answer to Question #1 above) indicates that attention is being paid to a wide variety of technology-related issues.

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 Summer Orientation 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.

No recent tool has contributed to increased globalization more than the Internet and other related technologies. The use of electronic mail, in support of both academic and administrative services, is encouraged and widely used. Additionally, a significant cache of library resources are available to our students, faculty, and staff via the Internet. Obviously, all higher education institutions must constantly take a global perspective when planning for, implementing, and maintaining information technologies. 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 SMSU's faculty and students with classrooms internationally for the purpose of increasing multicultural awareness.

SMSU is very supportive of innovation and change. In fact, innovation, change, and information technologies are tightly integrated. The Process Improvement Committee is responsible for developing and maintaining a structure and support system for the University's Change@SMSU process improvement initiative. The University's Chief Information Officer serves as chair of the Process Improvement Committee, ensuring a close linkage between the "process improvement" mindset and the information technology infrastructure and services provided to support those improvements. The majority of the Change@SMSU initiatives involve the application of one or more information technologies to transform a University process to become more effective and/or efficient. The Process Improvement Committee recently completed a ten-month environmental scanning exercise and reported their findings to the Administrative Council in August, 2003. During this exercise, the Process Improvement Committee interviewed the following individuals to discuss how effective SMSU is meeting its mission and serving the state and local community:

- President, Springfield Area Chamber of Commerce
- President, Springfield Remanufacturing Corporation (local business which hires SMSU 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 Technical Community College
- Professor, Department of Sociology and Anthropology (expert on future demographics and environmental scanning)
- President, St. John's Health Care System

3. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? (Criterion 2.B)

[Note: This question was forwarded to Paula Wilhelm on 10/5/04 since it appears the Training & Development Committee is better positioned to provide a response. The IT Council provides the following response to potentially augment the response that will be provided by the Training & Development Committee.]

The University recently received a five-year, \$1.8 million federal Title III grant. The major goals being funded via this grant include providing training to our faculty, staff, and students. These training initiatives will 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 where faculty and staff are trained to use computer and network resources.

The College of Continuing Education and the Extended University provides a variety of training opportunities for the University's faculty and staff. In addition, the Academic Development Center provides professional development for faculty. In FY2004 (July 1, 2003 - June 30, 2004), 297 full-time individual faculty (41% of population) and 52 individual academic administrators (88% of population) participated in one or more professional development activities sponsored by the Academic Development Center. These individuals represented all faculty ranks and department heads and deans in each of the six degree-granting colleges. Sixty-two percent of the faculty engaged in two or more Center offerings, and 16% of the participants engaged in five or more Center offerings. On average, each participant engaged in about three offerings. The total number of participants (duplicated counts across categories but not within categories) was: Showcases on Teaching (196), individual and small-group consultations (146), five workshops on institutional priorities and faculty rewards (132), six teaching seminars (114), five research seminars on teaching and learning (76), and eight projects and eight new proposals supported by the Teaching Fellowship Program (70). Based on participant feedback, 96% of the ratings reflected positive outcomes from these professional development activities, including "helped to inspire and/renew my professional commitments or practices," "stimulated me to actually implement an idea or practice that I learned," and "contributed to improvement in my teaching, department, and/or student learning."

The University's information technology professionals and support staff regularly attend professional development events, workshops, and conferences.

Beyond the traditional training, the University provides documentation, email, and phone support, as well as weekly one-on-one training opportunities for faculty and staff. Additionally, the University is currently developing web-based "training modules" that will provide just-in-time training opportunities to faculty and staff. A wide variety of topics will be covered as a master menu of training modules is created over time. By making this training available to faculty and staff via the web, it will truly be available anytime, anyplace.

Last Modified: September 08, 2005

Charge for Institute for School Improvement

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE INSTITUTE FOR SCHOOL IMPROVEMENT'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Institute for School Improvement fit with the University mission? What policies and procedures are used by the Institute for School Improvement to improve student learning for the future? How is the Institute for School Improvement planning for the future? ([Criteria 1-5](#))
2. Describe how SMSU financially assists students with the opportunity for a life of learning and for their development as educated persons. ([Criterion 4.A](#))
3. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your unit's constituents? How is this information analyzed and utilized? How are commitments made by your unit to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
4. What resources does your unit have to engage with constituencies and communities? How does your unit support engagement with constituencies and communities? What types of activities provided by your unit are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your unit planning process engage constituencies and communities? Is your unit involved with the University's planning process? If so, how? ([Criterion 5.B](#))
5. What collaborative activities does your unit have with constituents? What is the response of constituents to these ventures and agreements? What types of partnerships have been/could be forged on shared goals? How supportive is your unity to the mobility of learners (i.e. articulation agreements, transfer policies, etc.)? ([Criterion 5.C](#))
6. How has/should your unit evaluate the services provided to constituents? How inclusive are your unit's services to the community/constituents? How is/should your unit interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Institute for School Improvement

How does the mission of the Institute for School Improvement fit with the University mission? What policies and procedures are used by the Institute for School Improvement to improve student learning for the future? How is the Institute for School Improvement planning for the future? (Criteria 1-5)

[The Institute for School Improvement](#) (ISI) was established in September 1998, upon approval by the SMSU Board of Governors. The ISI is currently one of the three support units in the College of Education and is an affiliate of the Professional Education Unit. The ISI mission of "linking theory to practice" and Institute initiatives contribute to the SMSU statewide mission in Public Affairs. ISI staff work collaboratively with University and community partners to establish and maintain a number of projects aimed at improving teaching and learning at all levels (PK-12 and post-secondary). The Institute supervises a number of professional development programs for PK-12 administrators, faculty and staff; conducts research and program evaluations; and develops special projects that connect communities with schools. These research and professional development activities are guided by "best practices" in the field with findings from evaluation reports utilized to improve student learning. In addition, the ISI contributes to the College of Education's NCATE / DESE accreditation efforts by completing policy briefs, research summaries, and a variety of statistical analyses and reports from student, faculty, departmental, college and PEU data.

The Institute's long range plan is updated continually via annual reports and staff continually seeks grant funding to support research efforts. In addition, Policy Briefs disseminated through the ISI address current research and "hot topics" as well as examining national trends in education such as teacher shortages, grade span configuration and community perceptions of public school performance.

Describe how SMSU financially assists students with the opportunity for a life of learning and for their development as educated persons. (Criterion 4.A)

The Institute holds a strong belief that the best teaching comes by providing students the opportunity for "hands-on" experiences. As such, the ISI supports both graduate assistants and students workers involving them in research projects that allow them to learn by doing. Students gain valuable computer skills working with programs such as SPSS 13.0 for data entry and analyses. They are mentored through the process of writing technical reports of research findings and also learn to examine data utilizing statistical techniques including Analysis of Variance, Regression, Correlations, as well as Descriptive procedures.

What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your unit's constituents? How is this information analyzed and utilized? How are commitments made by your unit to its constituents shaped by the university mission? How are your outreach programs responding to community needs? (Criterion 5.A)

The Institute utilizes both qualitative and quantitative approaches to conduct evaluative, descriptive, predictive, and applied research studies that focus primarily on curricular and instructional processes as they relate to classroom practice and student outcomes, including but not limited to student achievement. The ISI research team conducts studies which contribute to the redesign of programs and the establishment of policies to address areas of need throughout Missouri. The research team has completed several technical reports and policy briefs addressing these issues. In addition, the team has also presented these findings to educational organizations at the national level.

The following are a list current research projects along with each project's respective goals that are being conducted by ISI staff:

- **College of Education (COE) Graduate Follow-Up Study:** The primary purpose of this study is to provide the COE and the Professional Education Unit (PEU) with perceptual data from graduates and employers regarding the degree to which they believe pre-service teacher program(s) prepare graduates for work in the public school system.
- **Masters of Arts in Teaching (MAT) Evaluation:** The purpose of this evaluation is to determine program (topics and issues) effectiveness, assess student performance, and monitor the quality of the MAT program.
- **Viticulture and Enology Science and Technology Alliance (VESTA) Evaluation:** The goal of this evaluation is to examine the various levels and degrees of impact that the collaborative multi-state viticulture and enology degree programs have on student learners –both while participating in the program and on the job while working in vineyards and wineries. Currently vineyards and wineries in Missouri, Illinois, and Iowa are being studied as part of the three-year

National Science Foundation (NSF)-funded project.

- **Phi Delta Kappan Community Survey:** The annual PDK survey regarding community perceptions of schools is being replicated by ISI with a regional focus on Greene County. Public opinions and attitudes toward P-12 schools are being examined and compared to the national perspective. One major focus of this year's survey is the perceived impact of No Child Left Behind Act on schools, teachers, and students.
- **Middle Grades-Span Configuration:** ISI staff are addressing one of the most perplexing issues associated with middle level educations: to determine the most effective grade-span configuration associated with positive student outcomes for young adolescents who are "caught in the middle" of our elementary and secondary system of education.

Past Research 2002-2004 Studies include:

- Ozarks Partnership Teacher Enhancement Initiative (OPTeI) Evaluation 2004
- Discovery Center of Springfield (DCS) Evaluations 2002-2004
- COE Graduate Follow-up Study 2001-2003
- Regional Professional Development Centers (RPDC) Statewide Evaluations 2000-2002
- Select Teachers as Regional Resources (STARR) Statewide Evaluations 2000-2002
- SuccessLink Statewide Evaluations 2001-2002
- Teacher Supply & Demand Policy Brief 2002
- Early Childhood Special Education IEP Study 2002
- Missouri's Blindness Literacy 2001
- Missouri Teacher Supply & Demand 1999-2001

In addition to these evaluations, reports and briefs are disseminated statewide to various constituents. The Institute is also focused on outreach to areas schools such as Niangua and Wheaton, responding to these schools' / communities' needs to improve student achievement and maintain community identity by keeping these schools open.

What resources does your unit have to engage with constituencies and communities? How does your unit support engagement with constituencies and communities? What types of activities provided by your unit are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your unit planning process engage constituencies and communities? Is your unit involved with the University's planning process? If so, how? (Criterion 5.B)

As a University "umbrella" organization the Institute manages, supervises, and administers a number of grants and contracts and is continually seeking new grant opportunities to support research. Since its inception in 1998, the ISI has been awarded over ten statewide contracts to conduct studies of teaching and learning throughout Missouri. In response to these requests for evaluations, ISI staff has conducted over 100 focus group interviews with community members, public school teachers and administrators as well as families of children receiving special education services. Additionally, staff members have served on community boards / councils including but not limited to the Downtown Springfield Association, Discovery Center of Springfield and Springfield's Vision 20/20 Committee. In working with University constituents, the Institute utilizes the College of Education's Community Advisory Council and staff participates collaboratively in University planning by serving on various SMSU committees.

What collaborative activities does your unit have with constituents? What is the response of constituents to these ventures and agreements? What types of partnerships have been/could be forged on shared goals? How supportive is your unity to the mobility of learners (i.e. articulation agreements, transfer policies, etc.)? (Criterion 5.C)

Constituents include schools, University units, state agencies and funders of research and evaluation. The Institute collaborates with these entities by working collaboratively to plan, conduct, and disseminate research findings.

How has/should your unit evaluate the services provided to constituents? How inclusive are your unit's services to the community/constituents? How is/should your unit interface with professionals in the community? (Criterion 5.D)

Services provided by ISI include evaluations of community-based and PK-12 school programs as well as targeted grant funded initiatives. ISI staff work with boards, planning teams, etal. to plan and conduct evaluations which provide both formative and

summative feedback aimed at responding to goals specific to each constituent's needs.

Last Modified: September 08, 2005

Charge for Institutional Animal Care and Use Committee

-  [Cover Letter from HLC Steering Committee](#)
-  [Guidelines for Responding to Charge](#)

THE INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Institutional Animal Care and Use Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Institutional Animal Care and Use Committee planning for the future? ([Criteria 1-5](#))
2. How does your committee ensure that policies and procedures of ethical conduct in research are followed? ([Criterion 4.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Institutional Animal Care and Use Committee

1. How does the mission of the IACUC fit with the University mission?

The development of educated persons is the University's central mission. Investigating complex questions about the cellular and behavior functions of the human body and of different species of animals often require the use of live animals in research and educational programs. The use of animals in these programs (such as mice, rats, rabbits, etc.) enhances the students' understanding of life systems and skills in using research methods and develops educated persons with advanced skills in the health and natural sciences. The IACUC is responsible for assuring that the use of animals in research and educational activities is in compliance with federal government regulations and the University's policy on animal care and use. The committee is responsible for implementation of the University's policy on animal care and use which includes review of protocols to assure compliance with federal government regulations and the University policy, inspection of animal facilities, and training of students and faculty in animal care and use. The University currently has an Assurance from the U.S. Department of Agriculture and is in the process of re-activating its Assurance with the U.S. Department of Health and Human Services.

2. What policies and procedures are used by your committee to improve student learning for the future?

Students learn ethical practices in research as well as the specific guidelines for proper animal care and use as they comply with procedures established by this committee. Those learning venues include:

- How to develop a protocol for any activities involving animal use;
Training on federal regulations, safety practices, and specific procedures on animal care and use. This training is conducted through individual training by their mentors, and through online training programs.

Their experience can result in presentations, publications, successful grants and postgraduate studies that build from the foundation established in their research with animals at SMSU. Further, the SMSU policy requires that faculty, staff, or students that continue in their animal use functions at SMSU complete retraining/ updating education at a minimum every three years.

3. How is the IACUC planning for the future? (Criteria 1-5)

The committee regularly updates its oversight activities in order to keep abreast of new regulations. Currently, the ICAUC is developing a standard operating procedure that will provide a more organized approach and structured sequence for informing faculty, staff and students concerning needed protocols and requirements for human care and use of animals. The SOP will be submitted to the Office of Laboratory Animal Welfare (OLAW) of the NIH for their review and feedback to assure that the procedures are consistent with federal regulations. Acceptance of the SOP by OLAW will open additional opportunities for faculty and students to participate in federally funded research projects. The Animal Care and Use Policy and the SOP will be disseminated to faculty, staff and students through training programs and online thereby enabling a greater understanding of the ethical principles and acceptable practices for use of animals in research and educational activities.

4. How does your committee ensure that policies and procedures of ethical conduct in research are followed? (Criterion 4D)

The committee reviews all protocols for programs involving animals to assure compliance with federal regulations and the University's policy animal care and use. Students and faculty receive information on ethical issues through the training provided through online training programs, as well as through information disseminated by the IACUC and the Office of Sponsored Research and Programs. The committee conducts a semi-annual review of the animal care and use program including the animal facilities. Discrepancies found in the program or facilities are reported to the Institutional Official along with specific plans for corrective action. Activities found to have significant discrepancies can be suspended by the Committee. In addition, there is an unannounced twice yearly inspection by a veterinarian from the USDA. This inspection includes review of the policy, procedures and active protocols, as well as inspection of the animal facilities to evaluate whether these are in compliance with government regulations, as outlined in the *Guide for the Care and Use of Laboratory Animals*, developed by the National Research Council. To justify the use of animals, protocols must include justifications for the use of animals versus alternative methods, e.g., computer modeling or tissue cultures, demonstration that the project will not duplicate previous research, and methods for minimizing pain and stress on the animals.

Charge for Institutional Biosafety Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE BIOSAFETY COMMITTEE CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Biosafety Committee fit with the University mission? What policies and procedures are used by the Biosafety Committee to improve student learning for the future? How is your committee planning for the future? ([Criteria 1-5](#))
2. How does your committee ensure that policies and procedures of ethical conduct in research are followed? ([Criterion 4.D](#))
3. How do you coordinate with the Environmental Management office operations? ([Criterion 5.C](#))

Thank you in advance for your cooperation.

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Institutional Biosafety Committee

1a. How does the mission of the Institutional Biosafety Committee (IBC) fit with the University mission?

The University is dedicated to promoting a safe and healthful environment in which to conduct student learning and research on its campuses, as well as at field sites. Individuals well trained in biosafety are required to ensure that SMSU remains a community leader in the implementation of safe laboratory practices in the research and learning environments.

The mission of the IBC is to evaluate the risks associated with proposed projects that will involve recombinant nucleic acids, pathogens and toxins (hereinafter referred to as "biohazardous substances"). To carry out its mission, the IBC is guided by and uses applicable federal regulations and guidelines including the following:

1. 7 CFR 330 – Federal Plant Pest Regulations; General; Plant Pests; Soil; Stone and Quarry Products; Garbage.
2. 9 CFR 121 – Possession, Use, and Transfer of Biological Agents and Toxins (implemented by Animal and Plant Health Inspection Service of the US Department of Agriculture)
3. 29 CFR Part 1910.1030 – Occupational Exposure to Bloodborne Pathogens
4. 39 CFR 111 – Mailability of Etiologic Agents
5. 42 CFR 71 – Foreign Quarantine. Part 71.54 Etiologic Agents, Hosts and Vectors.
6. 42 CFR 72 – Interstate Shipment of Etiologic Agents
7. 42 CFR 73 – Select Biological Agencies and Toxins (implemented by the Centers for Diseases, Control and Prevention of the US Department of Health and Human Services)
8. 42 CFR 171-178 – Hazardous Materials Regulations
9. Dangerous Goods Regulations (DGR). International Air Transport Association (IATA)
10. Guidelines for Research Involving Recombinant DNA Molecules (NIH Guidelines)
11. Biosafety in Microbiological and Biomedical Laboratories Manual.

The University IBC is registered with the National Institutes of Health Office of Biotechnology Activities.

b. What policies and procedures are used by the Institutional Biosafety Committee to improve student learning for the future?

The University's policies and procedures regarding activities related to biosafety are published on the Sponsored Research and Programs web site (<http://www.srp.missouristate.edu/SRP%20University%20Policy.htm#Biosafety>) and are contained in the SMSU Biosafety Manual. Protocols for proposed projects are submitted to the IBC for review and approval to ensure compliance with federal regulations and guidelines regardless of whether external funding is involved. In accordance with the guidelines provided in the Biosafety Manual, training is provided by the responsible faculty member for those who will participate in projects involving biohazardous substances. The training and laboratory experience provided to the students are an integral part of their learning experience while at the University, but will be important in their future post-graduate training, as well as professional careers.

c. How is your committee planning for the future? (Criteria 1-5)

The IBC is developing plans for providing a standardized training program via the web and requiring certification of those to be involved with biohazardous substance prior to approval of protocols. In addition, as the modules of the recently acquired Grants Management System are phased in the application and review process will be conducted electronically to increase the timeliness and efficiency of these operations. The IBC is providing input for revisions to the Faculty Handbook to cover activities involving the use of biohazardous substances.

1. How does your committee ensure that policies and procedures of ethical conduct in research are followed? (Criterion 4.D)

The IBC is responsible for review of projects involving biohazardous substances to ensure compliance with federal regulations, NIH guidelines and University policies and procedures. This includes assessment of the facilities, procedures, practices, training and expertise of personnel involved in such projects. In addition the committee is responsible for ensuring the reporting significant

violations of these regulations and guidelines, as well as any significant research-related accidents or illnesses to the appropriate University official and the NIH.

2. How do you coordinate with the Environmental Management office operations? (Criterion 5.C)

The Director of Environmental Management is an ex-officio member of the IBC. This provides a direct involvement with this Office and brings a synergy to the work of the two areas.

Last Modified: September 08, 2005

Charge for Intercollegiate Athletics Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE INTERCOLLEGIATE ATHLETICS COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Intercollegiate Athletics Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Intercollegiate Athletics Committee planning for the future? ([Criteria 1-5](#))
2. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
3. What resources does your committee have to engage with constituencies and communities? How does your committee support engagement with constituencies and communities? What types of activities provided by your committee are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your committee's planning process engage constituencies and communities? Is your committee involved with the University's planning process? If so, how? ([Criterion 5.B](#))
4. What collaborative activities does your committee have with constituents? What is the response of constituents to these ventures and agreements? What types of partnerships have been/could be forged on shared goals? How supportive is your unit to the mobility of learners (i.e. articulation agreements, transfer policies, etc.)? ([Criterion 5.C](#))
5. How has/should your committee evaluate the services provided to constituents? How inclusive are your committee's services to the community/constituents? How is/should your committee interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Intercollegiate Athletics Committee

1. How does the mission of the Intercollegiate Athletics Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Intercollegiate Athletics Committee planning for the future?

In the University's plan for 2000-2006, intercollegiate athletics is highlighted along with other extra-curricular activities as a "major educational activity." In a related statement, the current long range plan promotes the educational benefits of athletics participation and other extra curricular activities by stating, "These educational activities and many others teach students to manage their lives and to participate in society, both of which are important traits for an educated person. The university seeks excellence in each of these areas, as well as maximize the capacity to build community. The university will accomplish this, in part, by coordinating the scheduling and promotion of special events, and by consciously increasing the educational value of each event. Through these efforts, SMSU intends to make it clear to all constituencies that these activities are both an educational and a social good."

The athletics program is central to the University's mission of graduating educated persons. Through participation in intercollegiate athletics, students learn the importance of teamwork in working to achieve common goals. These experiences in a competitive environment teach these young people how to handle success as well as adversity. They learn how to balance multiple demands on their time for practicing, conditioning, traveling, and competing, along with successfully meeting requirements for their degree. These experiences will be invaluable in preparing these students to successfully meet the challenges of the workplace as well as to provide leadership for a global society.

According to the By-Laws of the Intercollegiate Athletics Committee (IAC), "the committee will study policies, procedures, programs, and issues pertaining to athletics as they affect the student-athletes, the Department of Intercollegiate Athletics staff, the University community, the alumni, the general public, and conference participation." Through the work of its four standing committees and monthly meetings, the IAC is committed to enhancing the welfare of the student-athlete in developing academically as well as athletically. This is accomplished by:

- Providing The Achievement Center for Intercollegiate Athletics services to student-athletes to assist them in having study hall hours, tutoring assistance, computer services, and advisement.
- Monitoring of grades and academic progress of student-athletes by the IAC subcommittee on Academic Integrity.
- Reviewing competition schedules to minimize missed class time.

IAC plans for the future are guided by the 21 goals listed in the September 2002, Self-Study Report for Certification by the NCAA, annual student-athlete surveys, student-athlete exit interviews, monthly reports by the Director of Athletics as well as from the Student-Athlete Advisory Committee (SAAC) chairperson, and periodic reports from each of four standing subcommittees.

2. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs?

Sources of information to the IAC include:

- An annual student-athlete survey
- An exit interview of student-athletes
- A monthly report of the Director of Athletes
- A monthly report of the SAAC chairperson
- A periodic report of standing subcommittees
- An annual report of the Director of the Achievement Center for Intercollegiate Athletics
- An annual report of the University's Controller
- An annual report of the University's Internal Auditor

- An annual review of the Department of Intercollegiate Athletics' budget
- An annual review of the Statement of Revenue and Expenditures for Athletics
- An annual review of the EADA report

Outreach programs include:

- Student-athlete participation in community service activities including Just Read, Adopt-A-Family, Adopt-A-Street, Habitat for Humanity, elementary school lunch visits, reverse trick-or-treat, and collecting food and toys for needy families.

Information from the above mentioned sources is analyzed, and when necessary, acted upon by appropriate standing subcommittees of the IAC. Based on conclusions drawn from this analysis, the IAC makes policy recommendations to the Department of Intercollegiate Athletics. Policy recommendations are crafted within the context of the University's mission of developing educated persons. The chair of the IAC annually presents a report to the Board of Governors with copies to the Faculty Senate, the Staff Senate and the Student Senate. An annual survey of student athletes is used to monitor student-athlete welfare and gender equity issues.

3. Is your committee involved in the University's planning process? If so, how?

Although not directly involved in the University's planning process, a number of University goals have a parallel in goals established by the IAC through two NCAA athletics certification self-studies completed in 1995 and 2002, respectively. Examples include:

- Improving the retention rate of student-athletes.
- Increasing/maintaining the relatively high percentage of student-athletes that represent minority racial/ethnic groups.
- Increasing the percentage of minority coaches.
- Increasing the graduation rate of student-athletes.
- Improving the academic performance of student-athletes.

4. How supportive is your unit to the mobility of learners (i.e. articulation agreements, transfer policies, etc.)?

The IAC is the appeal panel for hearing student-athlete appeals for release from the Athletics program in order to transfer to another institution and be immediately eligible for financial aid as well as participation.

5. Gender equity related materials.

According to the institution's 2000-2006 long range plan: "In 1995, the university completed the Southwest Missouri State University Self-Study Report for Certification by the National Collegiate Athletic Association and adopted the self-study as a plan to guide development and administration of intercollegiate athletics. In the self-study, SMSU reaffirmed its support for equity in men's and women's sports and the principles articulated in Title IX legislation. The university will continue to strive to meet goals developed in that plan and will present an annual progress report to the SMSU Board of Governors."

As a result of the 1994-1995 NCAA athletics certification self-study, gender equity goals and a gender equity management plan were adopted by the University. As a part of a second self-study completed in 2002, new gender equity goals were established. As a result of goals and plans for improvement included in the two self-studies, the University established additional participation opportunities for female student-athletes. Since the conclusion of the 1994-95 self-study, the University has increased participation opportunities (including two additional sports teams) for female student-athletes, increased the number of scholarships awarded to female student-athletes parallel to the increased participation rate, increased the amount of operational dollars for female sports teams in substantial proportion to the number of participants, provided locker and shower facilities for student-athletes in sports programs that did not have these facilities at the time of the first self-study, developed an academic support center for all student-athletes, and increased the marketing and promotional efforts for non-revenue sports programs including volleyball, softball, and women's soccer.

- 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. Since the conclusion of the first self-study in 1995, two sports (soccer in 1997 and swimming in 1999) were added for female student-athletes bring the total to 11. Ten sports programs are provided for male student athletes. The SMSU full-time, baccalaureate, degree-seeking undergraduate student body is 55% female and 45% male.

- 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 has increased steadily since FY1995 and has been in substantial 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. Athletics administrators and the IAC 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. 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 volleyball, softball and women's soccer.

Approved by the Intercollegiate Athletics Committee, December 14, 2005.

Voting Members of the Intercollegiate Athletics Committee

- Bruce Johnson, Chair of the IAC and Professor, Agriculture
- R.G. Amonker, Professor, Sociology and Anthropology
- John Catau, Associate Dean, University College
- Suzanne George, Director, Early Childhood and Family Development
- Charlotte Hardin, Director, Multicultural Student Services
- Terry Loveland, Assistant Professor, School of Accountancy
- Marvel Maunder, Assistant Professor, Hospitality and Restaurant Administration
- Harold Meyers, Professor, Communication Sciences and Disorders
- Belva Prather, Professor, Music and University Bands
- Scott Nasby, Co-Chair of the Student Athlete Advisory Committee
- Lesley Weaverling, Co-Chair of the Student Athlete Advisory Committee

Ex-Officio Members of the Intercollegiate Athletics Committee

- Bruno Schmidt, Vice President for Academic Affairs
- Greg Onstot, Vice President for University Advancement
- Bill Rowe, Director of Athletics
- Darlene Bailey, Associate Director of Athletics
- Bill O'Neill, Special Assistant to the Director of Athletics
- Casey Comoroski, Assistant Director of Athletics/Compliance

Charge for International Education Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE INTERNATIONAL EDUCATION COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the International Education Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the International Education Committee planning for the future? ([Criteria 1-5](#))
2. Describe how SMSU assists students with the opportunity for a life of learning and for their development as educated persons. ([Criterion 4.A](#))
3. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
4. What resources does your committee have to engage with constituencies and communities? How does your committee support engagement with constituencies and communities? What types of activities provided by your committee are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your committee's planning process engage constituencies and communities? Is your committee involved with the University's planning process? If so, how? ([Criterion 5.B](#))
5. What collaborative activities does your committee have with constituents ([Criterion 5.C](#))
6. How has/should your committee evaluate the services provided to constituents? How inclusive are your committee's services to the community/constituents? How is/should your committee interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from International Education Committee

Mission

In support of the University's mission in public affairs, IEC aims to provide for a seamless integration of citizenship in a global setting and mastery of academic disciplines. It serves as a platform where international affairs of U.S. concern are brought into focus to help foster competence and responsibility in the six themes of professional education, health, business and economic development, creative arts, human dimension, and science and the environment. To achieve excellence, IEC draws strengths from each college and coordinates campus resources to create learning experiences that meet the highest standards of international education.

Objectives

1. To provide an infrastructure where diverse values of world cultures are compared and contrasted to create a global vantage of world affairs for SMSU constituents.
2. To cultivate an SMSU, U.S., and international identity through the use of this infrastructure for global competence and responsibility.
3. To develop an international dimension to general education participated in by SMSU faculty and students and their international counterparts.
4. To extend the international dimension by sponsoring fellowships and scholarships for SMSU faculty and students to travel and study abroad.
5. To advocate access to the international dimension by promoting academic and logistic supports that enrich the international experience.

1. How does the mission of the International Education Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the International Education Committee planning for the future? (Criteria 1-5)

The University's mission is to develop educated persons via fostering competence and responsibility in the common vocation of citizenship. IEC seeks to define and develop an international dimension to this mission, the goal being to prepare all students to be citizens of the world. This is a world which has witnessed an unprecedented level of international competition and collaboration, a world which is united by technology but divided by cultural values, a world where our students will live, work, and exercise their rights as world citizens. IEC contributes to the University's mission by developing a global citizenship that empowers the students for this global setting.

IEC acknowledges the perception that a main function of college education is career preparation. In this aspect, IEC recognizes that the U.S. economy is best served by full and vigorous engagement in the global economy, and that rigorous education should be provided so that students can capture the benefits of this engagement. IEC therefore encourages the internationalization of curriculum wherever appropriate. This is achieved by using strategic assets such as international knowledge and research and pedagogical tools such as foreign languages and study abroad. IEC also provides assistance in inviting international scholars and exchange faculty to create events that bring international experiences to campus.

IEC understands that components such as study abroad and faculty exchange are by themselves too restrictive in defining the international dimension. After all, a focus on global citizenship must begin with one's own heritage. IEC thus encourage SMSU faculty, who are well versed in U.S. core values, to participate in international events and to integrate the experiences into classroom activities. IEC believes that this process of compare and contrast allows for a balanced appreciation of the cultures our students will encounter when working and living in other parts of the world. For international students and faculty, it will also make their experience a rich one in much the same way.

IEC expects to see the international dimension assume a greater significance and visibility in the University's mission as the major powers of the world move to a unified front on security, trade, and environment but gravitate toward a multi-centered nexus on energy and natural resources. The need to articulate interests and resolve differences on such diverse and inter-dependent issues underscores the importance of the international dimension of the University's mission. IEC will continue to identify opportunities and threats as faced by future world citizens, and to make recommendations to University administration on aligning strategic resources to respond and excel.

2. Describe how SMSU assists students with the opportunity for a life of learning and for their development as educated persons. (Criterion 4.A)

The international dimension transcends the boundaries of the six themes of professional education, health, business and economic development, creative arts, human dimension, and science and the environment. The six themes in turn constitute the breadth of the dimension. The SMSU campus is in itself an international community. More than one hundred courses offered on campus include a foreign language component or an international theme. Internet and satellite links are made available in particular language labs to bring foreign events in respective native languages to campus. Academic departments also bring in exchange faculty, speakers, and visitors from around the world to enrich the learning experience. Currently, there are (x) international students from (y) nations or regions majoring in (z) disciplines.

IEC seeks to enhance the depth of the international dimension by sponsoring fellowships for faculty to participate in international conferences and educational events. In the past five years, (x) faculty members from (y) different disciplines have participated in such conferences and events in (z) countries. A special example is the Missouri-London Program. This is a program administered by forty-four universities (located in Missouri, Illinois, Kentucky, Virginia, North Carolina, Tennessee, and West Virginia) that administer the Missouri-London Program offering courses taught at the prestigious Imperial College of London University in London, England. As a portal to the Missouri-London Program, IEC invites faculty proposals to create learning experiences in a historical locale that has long been recognized as a cultural center of Europe. Students participating in the Missouri-London Program will travel to London to take the courses. Over the past five years, 15 faculty members from 10 different disciplines have created and taught 15 courses in the Missouri-London Program.

Further faculty development is facilitated through the Council on International Educational Exchange (CIEE). IEC invites faculty proposals to participate in the International Faculty Development Seminars. Each of the Seminars is characterized by a theme that highlights a geographical region or a global trend, and is composed of lectures, site visits, and meetings with local academics. IEC evaluates and funds the proposals based on their intellectual merits and their potential impacts to classroom activities. Over the past five years, 22 members faculty members from 10 different disciplines have participate in the International Faculty Development Seminars.

By defining the breadth and enhancing the depth of the international dimension, IEC helps advance the University's mission in developing educated persons for the lifelong vocation of global citizenship.

3. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? (Criterion 5.A)

IEC draws strengths from all colleges by having each college nominate candidates who have displayed accomplishments in internationalizing their scholarships. As such, IEC members have a keen, if not all-encompassing sensibility to global trends. They serve as liaisons between the campus-wide, mission-driven thematic emphases and the international dimension so that faculty and student interests can be channeled to IEC. Direct marketing tools such as mass fliers and e-mails are also used to invite faculty participation in all IEC activities.

Faculty needs, in the form of faculty proposals and accompanying budget requests, are evaluated based on their intellectual merits and potential impacts to classroom activities. Alignments to thematic emphases are assured by requiring respective departments and colleges to contribute funds in addition to those provided by IEC. Further evaluation on merits and impacts are based on how they contribute to the breadth and depth of the international dimension. In cases where department or college matching funds are absent, IEC returns the proposals to respective academic units for a re-evaluation in the context of relevant department or college missions. The IEC operations are thus completely mission-driven.

4. What resources does your committee have to engage with constituencies and communities? How does your committee support engagement with constituencies and communities? What types of activities provided by your committee are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your committee's planning process engage constituencies and communities? Is your committee involved with the University's planning process? If so, how? (Criterion 5.B)

IEC obtains administrative assistance from the University College in handling the flow of proposals and reports. IEC also administers a budget to fund the various proposals that advance IEC's mission objectives as delineated above. IEC does not applying funding to engage students directly. Rather, IEC provides funding to faculty members participating in the international dimension so that they can best integrate their international experiences into the curriculum.

IEC memberships are rotated every three years. New bloods and new perspectives are continuously brought into IEC's operations, and an active engagement with constituents is achieved. IEC continuously scans for opportunities and threats in the international dimension and makes recommendations on strategic planning through the University College and on to the University Planning Advisory Council.

5. What collaborative activities does your committee have with constituents (Criterion 5.C)

IEC relies on each college and department to nominate faculty who are best suited to advance IEC's mission objectives. These faculty members are each accomplished in their own areas of specialization, and have experience in creating an international dimension in that specialization. Since IEC's mission is derived from the University's mission, and the international dimension transcends and integrates the six mission themes, IEC's operations and those of various colleges and departments are strategically aligned by default. This alignment is further assured via fund matching practices. Through this collaborative process, the opportunities and threats in the international dimension as identified by IEC are communicated back to respective colleges and departments.

6. How has/should your committee evaluate the services provided to constituents? How inclusive are your committee's services to the community/constituents? How is/should your committee interface with professionals in the community? (Criterion 5.D)

IEC evaluates the mission-driven activities that it supports solely on intellectual merits in the international dimension and potential impacts to classroom activities. The subjects are taken from a broad spectrum of interests but fall within the international dimension as defined by the five themes of the University's mission. The intellectual merits are measured in terms of their capacity in enhancing the depth of the international dimension, and are often projections of professional achievements in the international dimension. The potential impacts are measured in terms of access to the international experiences and outcomes of student learning. Examples include the courses into which the international experiences will be integrated, their contribution to general education, their historical enrollments, and outcomes of student learning. Ideally, students who complete the courses should

1. have a renewed commitment to his/her own heritage,
2. develop an appreciation of world cultures,
3. be knowledgeable of issues that dominate the international agenda, and
4. make progress toward proficiency in a foreign language.

IEC sees its strategic assets in international knowledge as a communal good to be shared by all members of the community. IEC believes that it should actively seek replenishments of its strategic assets by engaging the international education community. This can be accomplished by periodically sending its members to national and international conferences and seminars that are devoted to international education.

Last Modified: September 08, 2005

Charge for International Student Services

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE INTERNATIONAL STUDENT SERVICES' CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of International Student Services fit with the University mission? What policies and procedures are used by your committee/office to improve student learning for the future? How is International Student Services planning for the future? ([Criteria 1-5](#))
2. As related to the mission of your office what procedures, processes, and policies are in place that address the diversity of learners on campus? How effective are the procedures, processes, and policies in meeting the future success of the University? ([Criterion 1.B](#))
3. As related to the mission of your office, how do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Do the university's planning documents show careful attention to the institution's function in a global society? If so, how? How is the environment at SMSU supportive of innovation and change? ([Criterion 2.A](#))
4. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your office's constituents? How is this information analyzed and utilized? How are commitments made by your office to its constituents shaped by the university mission? ([Criterion 5.A](#))
5. What resources does your office have to engage with international students? Is your office involved with the University's planning process? If so, how? ([Criterion 5.B](#))
6. What collaborative activities does your committee/office have with constituents? ([Criterion 5.C](#))
7. How inclusive are the service you office provides to its constituents? How does your office evaluate these services? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from International Student Services

1. How does the mission of International Student Services fit with the University mission?

The mission of the Office of International Student Services (ISS) at Southwest Missouri State University is to support the University's commitment to increase diversity and cultural awareness on campus and in the community.

This office assists in developing educated persons through work in five areas:

1. recruitment of international students
2. processing prospective students' international applications and evaluating credentials
3. assistance with immigration services for currently enrolled international students
4. retention programming for international students, and
5. cultural awareness programming for the campus and community.

What policies and procedures are used by your committee/office to improve student learning for the future?

The ISS Office staff takes seriously the mandates of the above mission statement. The University is aware of the need for its constituents to have increased knowledge about and experiences with cultures other than their own. Through the recruitment, admission and retention of more international students, both these students and domestic students are given more opportunities to learn. By sharing an office complex, maintaining close working relationships and co-sponsoring programming with the Multicultural Student Services staff and students, all cultures, both international and domestic, learn from each other.

How is International Student Services planning for the future? (Criteria 1-5)

The Director of ISS participates in the meetings of the Task Force for International Programs, which has compiled a projection of costs for the University to reach and maintain these international student enrollment goals.

2. As related to the mission of your office what procedures, processes, and policies are in place that address the diversity of learners on campus?

The Office of International Student Services has a goal of enrolling 800 international students at the Springfield campus. The Office began with 85 international students in 1989 and, using an aggressive recruitment plan including travel (as budgets allowed), postal and electronic communication (including web site development), attained a planned enrollment of over 500 students in the year 2000 (511).

How effective are the procedures, processes, and policies in meeting the future success of the University? (Criterion 1.B)

Although the events of 9/11/2001 have presented numerous challenges to the recruitment of international students to all U.S. educational institutions, SMSU's international application numbers have continued to grow. Following an anticipated reduction (to 477 students) in 2003, in reaction to stricter U.S. entry visa policies, SMSU's fall 2004 international student enrollment rose to 495. Growth will continue to be slower than originally hoped, but we expect our numbers to continue to rise.

3. As related to the mission of your office, how do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization?

The University's reaction to the events of 9/11/01 and the resulting demands placed on the ISS Office staff are to be commended. The administration provided funding for upgraded technology (computer hardware and a software interface) to assist the staff in complying with new U. S. Department of Homeland Security international student tracking regulations. The Task Force on International Programs is a new and important initiative which is bringing together the various campus entities involved in international activities. The Task Force has already increased communication across campus and promises to increase world-wide the visibility of the University's international programs, activities, and services.

Do the university's planning documents show careful attention to the institution's function in a global society? If so, how?

The Task Force for International Programs is currently studying the various ways the SMSU-Springfield campus functions in a global society. Academic departments, the Divisions of Student Affairs, Academic Affairs, University College, Financial Services,

and the President's staff all have input into planning future programs, services, and communication venues for the increasing SMSU's viability, visibility and service opportunities in the State of Missouri and throughout the world.

How is the environment at SMSU supportive of innovation and change? (Criterion 2.A)

The following are but a few examples of recent innovative projects which the University has begun, improved or expanded in response to societal, environmental, and economic changes. Academic departments have added on-line courses and programs, and the University opened a Branch Campus in China. The Branch Campus has opened for classes two years ago, and students are beginning to arrive at the SMSU-Springfield campus for further study. The University's full-time English Language Institute, in the College of Continuing Education, is used by both international and domestic students whose second language is English. Most of these students continue to study in degree programs at the Springfield campus.

An example of SMSU being supportive of innovation and change is a new international student scholarship account, opened during 2004 with a gift from a current faculty member in response to a financial need she saw among international students. The details are still being refined, but the intent is for the scholarship to be available for international students who are juniors or seniors and encounter financial need. Although small at this time, this scholarship stands to become an important international student retention tool.

International Education Week, Nov. 13-19, 2004. See programming details on the ISS Office web site, <http://www.missouristate.edu/iew/>. 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. (For more information see <http://www.tenthousandvillages.com/>.)

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.

International Student Graduation Reception and Ceremony, Dec. 1, 2004. A special Ceremony was created for graduating international students and their guests. The keynote speaker was Dr. Earle Doman, Dean of Students. Each graduate was called to the stage to receive a congratulatory certificate from the ISS Director and the Dean of Students. The ceremony was followed by a reception and photo session. Each graduate was given a packet of information on the SMSU Alumni Association and keeping the University updated with contact information. It is hoped that this event and the information received by the students will encourage them to maintain contact with SMSU and motivate them to assist us in the future with recruitment and other alumni activities.

4. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your office's constituents?

The International Student Recruitment Team (ISRT) was organized in 2004 to provide ideas and volunteer assistance for international student recruitment. ISRT members are carefully selected from international students who apply. Input is also regularly sought from students through the Association of International Students and other country/culture-specific students organizations. An advisory group made up of faculty and international students is in regular communication with the office staff. The community group, International Friends, is composed of area volunteers who are matched with new international students for friendship and cultural exchange. The ISS Office receives regular feedback from the coordinators of this group.

How is this information analyzed and utilized?

The ISS Staff meets weekly to evaluate office procedures and student programs and to share and incorporate information learned from the above groups and individuals into office policies and procedures. The Staff meets semi-annually for a one-day retreat to evaluate past and plan future programs and procedures.

How are commitments made by your office to its constituents shaped by the university mission? (Criterion 5.A)

The ISS Office centers its policies, procedures, programs, and activities on the concept that the University's mission is to produce educated persons. We believe that educated persons must learn about themselves and others in their own community and throughout the world. It is the central mission of our office to bring more students, international and domestic, together to participate in these experiences, which will increase their understanding of other cultures, domestic and international, and lead them to be responsible citizens of the community and the world. In order to bring and retain a higher number of international students, we must concentrate on visibility of the campus's programs and services and provide excellent service, which are our goals.

5. What resources does your office have to engage with international students?

The ISS Office has increased from three full-time staff and a shared secretary to 4 full-time staff and a full-time secretary in the past

five years. The Office needed these added personnel prior to the events of 9/11 in order to maintain the growth rate of the international student body. New government regulations and changes in protocol for student visa application have consumed most of the added staff time. If we are to reach the University's goals of 800-1000 international students, comply with U.S. government regulations, and provide the related necessary campus services, a programming coordinator, SEVIS coordinator, and suitable space are needed.

Is your office involved with the University's planning process? If so, how? (Criterion 5.B)

The ISS Director meets regularly with the Student Academic Support Services unit and the Directors of the Division of Student Affairs. The Director is also a member of the Task Force on International Programs. ISS Office staff are available and provide information for other departments and divisions as they participate in the University's planning process.

6. What collaborative activities does your committee/office have with constituents? (Criterion 5.C)

The ISS Office strives to be as inclusive as possible in planning programs and activities. Each semester the Association of International Students, Study Away Office, International Friends Program, International Student Recruitment Team, the Campus Ministers Association, and various student and community volunteers participate in Welcome Week and orientation activities for new international students. New students are picked up at the airport or bus station and transported to campus, provided an orientation program (one-and-one-half days) coordinated by the ISS Office, free meals and shopping trips, and other services. The Office staff participates as needed in preparation of the Association of International Students annual International Banquet and Show and other AIS programming. Each semester the staff also assists International Friends coordinators with recruitment and orientation of new host families and individuals.

7. How inclusive are the service you office provides to its constituents?

The ISS staff is determined to convince every student at SMSU that he or she is an international student due to the experiences of studying on a campus with and learning from international students and those international students learning from the domestic students. ISS plans all of its programs and activities with the goal of making them attractive to all students, domestic and international. Some programming is planned to attract faculty, staff, and the community.

How does your office evaluate these services? (Criterion 5.D)

The ISS staff regularly receives input from the students themselves, from the Division of Student Affairs, and other departments and divisions on campus. Staff discusses this input at our own staff meetings and in collaborative meetings with Student Academic Support Services. We evaluate all our programs and services against the mission, values, standards and ethics of NAFSA: Association of International Educators. The following is taken from the NAFSA web site (<http://www.nafsa.org/content/InsideNAFSA/StrategicPlan/StratPlan.htm>):

"NAFSA is the leading association in the field of international education and exchange. NAFSA is an association of individuals worldwide advancing international education and exchange. NAFSA serves its members, their institutions and organizations, and others engaged in international education and exchange and global workforce development. NAFSA sets and upholds standards of good practice; provides training, professional development, and networking opportunities; and advocates for international education. NAFSA's members share a belief that international education advances learning and scholarship, builds respect among different peoples, and enhances constructive leadership in the global community."

Last Modified: September 08, 2005

Charge for IRB for Protection of Human Participants

-  [Cover Letter from HLC Steering Committee](#)
-  [Guidelines for Responding to Charge](#)

THE IRB FOR PROTECTION OF HUMAN PARTICIPANTS' CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the IRB for Protection of Human Participants fit with the University mission? What policies and procedures are used by your board to improve student learning for the future? How is IRB for Protection of Human Participants planning for the future? ([Criteria 1-5](#))
2. How does your committee ensure that policies and procedures of ethical conduct in research are followed?

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Charge for Latin American Studies Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE LATIN AMERICAN STUDIES COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Latin American Studies program fit with the University mission? ([Criterion 1](#))
2. How is the Latin American Studies Committee planning for the future? ([Criterion 2](#))
3. Describe the way your committee and program contribute to the institution's function in a multicultural society? ([Criteria 1 & 2](#))
4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning? ([Criterion 3](#))
5. How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement? ([Criterion 5](#))

Thank you in advance for your cooperation.

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Report from Latin American Studies Committee

The Associate Dean of the College of Humanities and Public Affairs at Southwest Missouri State University administers six Area Studies minors:

- [African Studies](#)
- [Asian Studies](#)
- [Gender Studies](#)
- [Middle Eastern Studies](#)
- [Native American Studies](#)

Latin American Studies

1. How does the mission of the Latin American Studies program fit with the University mission?

As part of Southwest Missouri State University's mission in developing cultural awareness and cultural diversity, the [Latin American Studies program](#) was initiated in fall 2004. Its advisory Committee promotes lectures, films, performing arts, and other cultural events related to Latin America. These activities provide SMSU students and the greater Springfield community with information on Latin American arts and culture, history, politics and economics.

In support of SMSU's academic goals and university mission in Public Affairs, the Latin American Studies Committee promotes and serves an interdisciplinary minor in Latin American Studies. The minor aims to provide a broad cross-disciplinary familiarity with the Latin American region through course work in the following areas: anthropology, art history, history, political science, religious studies and Spanish.

Latin American Studies Committee Mission Statement:

The Latin American Studies Committee's Mission is to provide all students with a disciplined, academically challenging interdisciplinary minor program; to develop academically relevant curriculum; serve our growing more diverse, non-traditional student population, and promote cross-cultural understanding and the pursuit of social justice and excellence, as well as increase our students' awareness of global issues relating to the growing interdependence between the United States and Latin America.

2. How is the Latin American Studies Committee planning for the future?

In keeping with the reexamination of the University's mission, the Latin American Studies committee has decided that:

- Globalization is forging new links between Latin America and the United States. Immigration is at the heart of the process and the U.S. is the top destination for Hispanics/Latinos
- The mission of Latin American studies goes beyond traditional "Area Studies." Accordingly, it is critical to connect our diverse academic interests with our growing Hispanic community in Southwestern Missouri and to tie Latin American issues to dynamic global scholarship and developments across our Hemisphere.
- Hispanics are increasingly playing an important and critical role in the social and cultural expansion of the United States; therefore, Hispanics and Latinos are major contributors in the reconfiguration of America's emerging social, political, economic and cultural landscape.
- The Latin American Studies minor program has an obligation to reconstitute and redefine its mission, goals and vision in order to help prepare SMSU students for the challenge that will emerge as they assume future leadership and policy roles in the Americas.

The Latin American Studies committee's plans for the future include our goals to:

- Serve as a liaison with the community at large as a reputable informational resource on Latin

American issues and serve as a link to the Spanish speaking population of Southwest Missouri.

- Work together with our Multi-Cultural affairs office to enhance the outreach and retention of Hispanic/Latino students and other non-traditional students.
- Prepare students desiring an advanced degree with a solid foundation in Latin American Studies that will allow them the flexibility and competency to succeed in a broad spectrum of related majors.
- Develop a Latin American Studies fund to provide alternative funding support from private donors for speakers, programs, and other events.
- Serve as an academic resource for the Springfield Public school district and aid in the development of collaborative projects to foster knowledge about Latin American and Latino history in their current course curricula.
- To provide the opportunity for students to gain a better understanding of Latin American culture and values, and their contributions to the evolving social and political fabric of American society
- To promote cultural understanding and appreciation for the differences and similarities between various peoples in the North American hemisphere.

3. Describe the way your committee and program contribute to the institution's function in a multicultural society?

As our world's economic and political systems have become increasingly global in nature, the study of World regions, geography, politics, culture and societies is now more vital than ever to the future success of the students. In keeping with the stated mission of Southwest Missouri State University as a Public Affairs University, the Latin American Studies committee helps to administer a Latin American Studies minor program, which is a comprehensive academic minor program focusing on all aspects of Latin American geography, history, politics, literature and cultures. The minor program in Latin American Studies prepares students concentrating in this area of study to continue on to advanced degree programs. The approved courses in the minor also facilitate students in the Education and teacher certification programs, and they are also valuable to students studying careers in law enforcement, health professions, community medicine, pre-law studies, business administration, and social work. All of these careers are major targeted programs that work towards SMSU's goal as the State-Wide Public Affairs institution in Missouri.

4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning?

The Latin American Studies committee believes that it has the goal of helping to prepare critical thinkers. The minor program's educational model is based on a deep commitment to interdisciplinary methodology which empowers students to become creators of their own destiny. Our interdisciplinary approach teaches students that understanding and knowledge is based on critical analysis. Moreover, we believe that learning concepts and theories are meaningless without the ability to apply what has been learned in the classroom to life and the world around them. Both of these goals are meant to reinforce the University's campus wide Public Affairs mission.

One need that the Latin American Studies faculty recognizes is the need for Foreign Exchange and study programs. Here at SMSU, the members of the committee are currently working on developing several student and faculty exchange programs to Chile, Mexico, and Cuba. Unfortunately, a recently approved Study and Cultural Tour Program designed for travel to Cuba has recently been cancelled due to changing U.S. Policy issues.

The Latin American Studies faculty also uses a variety of service-learning assignments and extra-credit activities to enhance the classroom experience. Several of the Latin American Studies faculty also utilize audio-visual equipment and require students to use computer technology through on-line or e-mail communication. Our courses rely heavily on the use of projected visual images, through slides, overhead projection, projection of computer images, video and music. Additionally, the Committee's faculty make every effort to link, when appropriate, students to University services (i.e., Latino scholarship and grants, Multi-Cultural affairs, and other career information). Our committee also believes in its responsibility to refer students to community activities and events that can be incorporated into the overall classroom learning experience. The members of the committee also continue to be an important source of mentorship and the development of student leadership.

5. How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement?

The Latin American Studies committee attempts to engage both internal and external constituencies by means of collaborative and collegial relationships among faculty and between faculty and members of the Springfield community at large. In addition to occasional meetings, we are in the process of planning for the creation of quarterly faculty presentation and discussion sessions.

These sessions, which will be focused on issues of current interest to Latin American Studies, will serve as a vehicle to build connections between the faculty and the students. These presentations will provide an informal venue for faculty to debate and discuss individual pedagogy, curriculum development, and disciplinary philosophy.

In terms of engaging both external and internal constituencies, the Latin American Studies committee promotes respect for diversity and tolerance of differences among faculty, staff and members of the outside community. As one of the area studies programs on campus, the Latin American Studies Committee is committed to the promotion of respect for diversity and tolerance. We work collaboratively with other area studies programs in an attempt to promote respect for diversity and individual faculty are available to participate in campus wide activities, such as Hispanic Heritage Month and the Cinco de Mayo celebration, which are dedicated to the promotion of tolerance, diversity, and social justice. All of these are important parts of the University's goals as a Public Affairs institution.

The Latin American Studies program has no resources of its own. Its faculty are housed in several different academic departments and the program is administered by the Associate Dean of the College of Humanities and Public Affairs.

Last Modified: September 08, 2005

Report from Learning Diagnostic Center

1. The primary mission of the [Learning Diagnostic Clinic](#) (LDC) is to assist SMSU in complying with certain aspects of the American's with Disabilities Act (ADA) laws and guidelines. More specifically, the clinic reviews documentation and then makes academic accommodation recommendations for individuals with psychological disabilities (e.g., ADHD, LD, depression, anxiety). The primary populations served by the clinic are individuals diagnosed with Learning Disabilities. This is consistent with national surveys, which concluded that learning disabilities are the most frequent disability at postsecondary institutions (U.S. Department of Education's National Center for Educational Statistics, 1999). Moreover, individual's with learning disabilities are the fastest growing disabled population in postsecondary institutions. The LDC has also seen a substantial increase in other types of psychological disabilities (e.g., ADHD, depression, anxiety disorders, etc.). Overall, the clientele served at the clinic has increased from approximately 15 students in 1984 to approximately 180 students as of spring 2004.

- In addition to assisting SMSU comply with ADA laws, providing services to the community and training graduate students is also a significant part of the clinic's mission. For example, the LDC provides low-cost psychoeducational evaluations for individuals within the community. The LDC provides the most comprehensive as well as the least expensive evaluations in the state of Missouri. Due to the notoriety established by the founders of the LDC, clients travel as far as from St. Louis and Kansas City in order to be evaluated at the clinic. Most of the evaluations are conducted by clinical psychology graduate students, which provide these individuals with excellent training opportunities.
- The LDC also has a program entitled "Project Success". This program is designed to provide more comprehensive services than those covered under the ADA. The Learning Diagnostic Clinic and Project Success were nationally recognized as a top school for "The Student Who is Learning Disabled" (Kaplan College Catalog, 2000). The Project Success program has grown substantially in the past five years from serving approximately 3 students per semester to currently serving approximately 24 students each semester.

2. Graduate students employed by the LDC have periodically provided an academic support group for the LDC disabled population. This semester they provided students with psychological disabilities a four week (1.5. hours each week) group in which they addressed time management skills, study skills, organizational skills, and relaxation techniques.

- In addition, graduate students are always available for one-on-one meetings to assist the student with time management skills, study skills, organizational skills, and relaxation techniques.

3. LDC personnel have attended a number of departmental faculty meetings to discuss innovative teaching for individuals diagnosed with a psychological disability.

4. In the spring semester the LDC will have an online survey/suggestion mailbox on the website.

5. The LDC provides low-cost psychoeducational evaluations for SMSU students as well as individuals within the community. Furthermore, the LDC offers a sliding fee scale for the evaluations based on income and number of dependents.

- The LDC has graduate students from Forest Institute of Technology each semester. These students assist in the psychoeducational assessments and writing of the reports following the assessment.
- The LDC staff have gone to local high schools, PTA meetings and other agencies to provide information regarding the services the clinic offers as well as speaking on learning disabilities and ADHD.

Report from Library

Criterion One: Mission and Integrity

Criterion Statement: *The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

Core Component 1A: The organization's mission documents are clear and articulate publicly the organization's commitments.

The mission statement of the University Libraries clearly articulates and supports the mission statement of the University.

The mission of the [SMSU Libraries](#) is to provide, organize and assist in the use of information resources in electronic and traditional modes, sufficient to sustain and enhance the University's primary purpose of developing educated persons. To this end, the Libraries provide fundamental support for the teaching, research and service programs of the University and the foundation to support the University's statewide mission in public affairs.

The Libraries take an innovative leadership position to serve the information needs of the students, faculty and staff of the University community and, in addition, the University's historic 24-county service area. A program of Library Science instruction and the operation of the Library at Greenwood Laboratory School are integral parts of the Libraries' services. The Libraries are also a resource for the citizens of the state and other institutions of higher education throughout the broader scholarly community. Revised 3/10/2000

Core Component 1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The mission statement specifies that it serves all university faculty, students and staff, regardless of location, and citizens in the historic 24-county area. Additionally by participating in the state-wide consortium, MOBIUS, the Libraries serve all of the faculty, staff and students at the member institutions in the state of Missouri.

Core Component 1C: Understanding of and support for the mission pervade the organization.

Programs and activities are proposed and supported which reflect the university's and Libraries' mission. Librarians and support staff know what the mission of both is.

Core Component 1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

A recent reorganization in the Libraries has created four operational teams: Automation, Collection Development, Library Exhibits and Programs, and Public Services which will provide a more effective way for all areas to provide input for solving problems and developing new operations and services for the Libraries. (*Organization Chart and Committee Structure attached*). Each committee has a representative from each department in the Libraries. The Chair of each committee will meet with the Dean of Library Services and the Head of Cataloging each week to report, decide and work together on issues.

There are regularly scheduled meetings of Library Faculty, Support Staff, and All Employees to discuss issues of importance to each group.

Core Component 1E: The organization upholds and protects its integrity.

The Libraries have policies in place regarding services in order to provide consistent service to all patrons.

The Libraries have supported programs to combat plagiarism. On the Libraries homepage library.missouristate.edu there is a category called Term Papers which has several parts related to plagiarism.

The Libraries protect the privacy of their patrons by policies of non-disclosure of circulation information.

Criterion Two: Preparing for the Future

Criterion Statement: *The organization'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.*

Core Component 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.

The new facility and remodeling of the older part were undertaken after gathering a great deal of input from all constituent groups. The building is planned for the future with sufficient shelving and study space. There is adequate wiring and cabling to meet future needs.

Plans have been developed for the new Fine Arts Center which will include a new Music Library which is also planned for the future with greatly expanded storage, practice rooms, electronic capabilities and staffing areas.

During the past ten years, the Libraries have established access to over 110 electronic databases and that number continues to increase. By setting up a proxy server arrangement, the Libraries now provide access to these online resources for students and faculty using any off campus computer, thus meeting evolving access needs.

Core Component 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The primary resource with which the Libraries deal is the Library Materials Budget. It has carefully been divided into Discretionary Departmental Funds, Library Serials, Databases, and Preservation. Each academic department on campus has a discretionary fund from which to request books, audiovisuals and other materials. Serials have been sorted by the department to which they are most closely aligned. This is particularly useful when preparing subject-specific accreditation documents.

Special subjects are used in the online catalog to indicate materials from special groups such as the Missouri Campus Compact.

Continuous evaluation of the collections is carried out in order to insure that the collection is current and relevant for the programs offered.

Core Component 2C: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The Libraries participate in several assessment surveys used on campus and in the Faculty Morale Survey. Library questions normally have a positive response with regard to service, space and media equipment.

Core Component 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Planning within the Libraries and in conjunction with the University Library Committee focuses on the University's planning process and on meeting the established performance measures of this process. The Libraries report on progress toward these goals each year.

Criterion Three: Student Learning and Effective Teaching

Criterion Statement: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3A: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

As a result of extensive planning, the Libraries participate in the Freshmen Experience Course IDS110 by providing a session for EACH section on use of library resources. These sessions are conducted by librarians and are held in a computer classroom providing students the opportunity to have hands-on use of these library resources. Feedback at public service desks indicates that new students have been motivated to seek further assistance in making most effective use of library resources.

At upper levels, 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.

Core Component 3B: The organization values and supports effective teaching.

The Academic Development Center and the Educational Technology Center are located in Meyer Library. The Libraries participate in every Showcase on Teaching, New Faculty Orientation and Graduate Assistant Orientation.

Core Component 3C: The organization creates effective learning environments.

The addition and remodeling created a tremendous learning environment for the students using Meyer Library. A variety of study space, large tables, individual tables, group study rooms, comfortable seating and the Lobby Lounge all encourage students to come and stay at the library for study and research. Entrance counts indicate over 600,000 visits to Meyer Library each academic

year.

The Bibliographic Instruction Classroom provides a state-of-the-art learning environment for teaching students and others about library resources.

By providing extensive access to electronic databases, the Libraries enable effective learning in whatever location the student chooses to use a computer.

Core Component 3D: The organization's learning resources support student learning and effective teaching.

Library resources in all media embody the essence of learning resources for both student and faculty use.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criterion Statement: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The Libraries' resources, including the Curriculum Resources Collection which supports preparation of future teachers and school library media specialists, include books, kits and other learning materials pre-K on. Greenwood Laboratory School's Library is an active K-12 collection with services highly integrated into the teaching-learning program.

The Libraries' Exhibits and Programs Committee develops an extensive array of displays and presentations based upon learning opportunities in the collections. One current series, "Tell Me Another... Tales to Celebrate Our Multicultural Heritage," offers monthly storytelling programs. This series earned the sponsorship of the University's Centennial Committee. An open series of noontime programs is also widely publicized, including letters of invitation to emeriti personnel and announcements on the University's National Public Radio station.

Core Component 4B: The organization demonstrates that the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational mission.

The Libraries' emphasis on access to educational resources, including electronic databases, with both breadth and depth of coverage is stressed in sessions with all IDS 110 classes and in a wide variety of contacts with students and faculty.

The Libraries build collections that encourage intellectual inquiry in pursuit of the Public Affairs Mission. Acquiring the United Nations Depository Collection is a significant example of these efforts.

The Libraries' extensive displays, provision of bibliographies for a variety of interdisciplinary forums, and presentation of programs on a wide array of subjects promote the excitement of and opportunities for additional learning.

Core Component 4C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The Libraries host a variety of exhibits during each year celebrating multicultural events.

Continuous increases in attendance indicate the success of these efforts.

As Missouri's only United Nations Depository Library, numerous resources, programs reference services and activities are held to promote and educate patrons about the rest of the world.

As a founder of both Club de Cuentos, an early literacy program for Hispanic children in Southwest Missouri, and the Book Review Board, which reviews new children's publications representing world-wide cultures and makes these books available for library collections throughout the region, SMSU Libraries provide leadership in evolving areas. The growing popularity of these endeavors indicates their importance.

By organizing and indexing access to a large array of authoritative Internet resources via the Libraries' Website, the Libraries contribute to more effective uses of new technological developments. Internet instruction sessions by Library personnel are widely sought by faculty across academic departments and frequently commended.

Core Component 4D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The Libraries are constantly involved in enlightening students about proper citation of sources and responsible use of print and Internet resources. The Libraries' Website includes policies and information regarding plagiarism. Library faculty have been active in assessing and assisting the University in obtaining the Turnitin system to detect and deter plagiarism.

Criterion Five: Engagement and Service

Criterion Statement: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

A survey of Library users conducted in Spring 2003 clearly indicated that access to information, comfortable working space, and people available to help when needed were highly valued. Users correctly identified signage as less than adequate, a matter which is currently being addressed as a final step in the project which doubled the size of the main Library.

Core Component 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

The Libraries are advised by several appropriate groups. The University Library Committee has faculty representatives from each college within the University. It provides advice on library policies and procedures. Each academic department also has an officially designated Library Representative. This group meets together at the beginning of each academic year and exchanges information via a group email discussion list throughout the year. The Libraries also designates specific Library Faculty members as Liaisons to regularly communicate with each college. In addition, there are special committees for special purposes. The Library Building Committee included faculty and administration members and both undergraduate and graduate student representatives and there were meetings with the Student Government Association in addition to open forums to discuss needs for the new library facilities with the entire University community.

The Libraries were founding members of MOBIUS (Missouri Bibliographic Information User Service) consortium, which includes private as well as publicly supported academic institutions and several large public library systems. The Libraries also participate in MLNC and MOREnet. These cooperative ventures enable extensive and rapid resource sharing and provide benefits of group rate savings for licensing of various databases.

Core Component 5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

MOBIUS participation enables speedy inter-library lending of books and other materials that is triggered by a patron's direct electronic request. The Libraries also use Ariel for electronic delivery of articles requested from other libraries. During the past ten years, the Libraries have obtained online access to over 11,000 full-text journals, allowing access to these resources not only from campus offices and computer labs but, via proxy server, from home computers as well. Electronic reference assistance is also offered. Library service now extends far beyond the walls of the facilities.

Core Component 5D: Internal and external constituencies value the services the organization provides.

Results of the 2003 library user survey and other survey instruments, as well as memoranda of thanks from various constituencies confirm the perceived value of library services.

Library personnel are engaged in numerous professional activities, from participation in local groups to holding offices and committee appointments in state and national organizations. Library faculty are valued participants in major University Committees, including University Awards and the Presidential Search Committee. Research done by library faculty has been published by major peer-reviewed journals. International involvement has increased. In 2003, library faculty received summer fellowships for research in France and India. In 2004, a library faculty member made a presentation at a conference in Ireland. In 2005, a library faculty member will be a Fullbright Senior Fellow in India.

Report from Library Science Department

How do your department's mission, activities, and reward system align with the University's mission?

- The [library science program](#) (LIS) prepares graduate students to teach and service as Preschool-12th grade library media specialists (LMS).
- LIS combines academic instruction with practical application. Candidates for state certification interview, observe, and work with library media specialists in school settings to instruct and assess PreK-12th grade students in information literacy.
- LIS faculty interact visit area school libraries and participate actively in school library associations.
- LIS faculty lead professional development workshops and sessions for practicing library media specialists at regional, state, and national school library conferences.
- Preparing to lead these workshops and conference sessions requires library science faculty to stay abreast of continued changes in the field.
- Because librarianship is a field in which a variety of skills and talents are valued, evaluation for purposes of appointment, promotion or tenure includes consideration of the unique requirements of each library science faculty position. The quality of library operations is governed by distinctive professional performance in each of the various areas of responsibility. It is the intent of the tenure and promotion system to foster the professional development of the faculty member, but not at the expense of the Southwest Missouri State University Libraries. This philosophy makes excellent library service more of a priority than the need for librarians to conduct research as it is traditionally defined.
- Classroom teaching is a significant function of LIS faculty. Course development and preparations, out-of-class teaching, mentoring, advising, and instructional-development activities are included in LIS teaching activities.
- The process of identifying, gathering, organizing, and providing access to information affords a significant opportunity for scholarly activity. Provision of excellent library service is the primary function of all members of the Department; however each LIS faculty member has a responsibility to pursue a sustained level of scholarship to maintain appropriate levels of expertise in individual areas of library specialties.
- Full-time LIS faculty members are expected to serve on departmental, college, and university committees.
- LIS faculty participate in professional associations at the local, state, and national level by holding offices, serving on committees, and/or contributing to professional programs.
- LIS faculty contribute to the community through active membership in various community organizations, active attendance and participation in community activities, pro bono consultation in a field of specialization, participation in the recruitment and retention of students from the community and area.
- LIS faculty attend and/or participate in service activities, including Citizenship and Service Learning opportunities.

Reappointment, Tenure, and Promotion

Procedures for evaluating and recognizing faculty performance in reappointment, tenure, and promotion decisions mirror the University guidelines as set forth in Section 2.4 of the Faculty Handbook. Library Science faculty meet annually with the functional department head and then with the Department Head of Library Science (Dean of Library Services) to review accomplishments of the previous year and set goals and objectives for the coming year.

Following established dates in the academic calendar, untenured faculty compile and submit for peer review an annual professional data form (PDF), along with a current vita and supporting documentation. The PDF is evaluated by all Library Science faculty. Completed evaluations are given to the Library Science Appointment, Promotion and Tenure (APT) Committee whose charge it is to read the evaluations and write a summative letter that recommends action. The Chair of the APT Committee gives a copy of the letter to the faculty member and to the Dean. The Dean discusses the APT Committee's recommendation with the faculty member and then makes her recommendation to the Vice-President for Academic Affairs.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- LIS faculty are encouraged to apply for College and University awards, faculty research grants, and grants from the Missouri State Library to attend library workshops and conferences.
- Faculty are given time to attend on-campus and off-campus workshops and conferences.
- Faculty are supported in taking courses or participating in professional development workshops to broaden their knowledge and/or interest in either a topic that will enhance their current job assignments or will offer avenues of personal interest.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Librarianship is a service profession. Therefore, students are encouraged to participate in service-learning courses and perform volunteer activities in area public and school libraries.
- Upon graduation, undergraduates may apply for the Anderson Award to assist with graduate library science education at an ALA accredited institution.
- A scholarship has been established to assist a graduate student in the SMSU library science program.

What departmental activities are undertaken to collect and use program assessment information?

- Each course syllabus includes student learning outcomes (SLO) with specific learning experiences and assessment activities to address each SLO. SLOs are designed to meet American Association of School Librarians Association Standards and Mo-STEP Standards for school library media specialist certification.
- Department of Library Science faculty use student evaluations of courses, individual interviews with students, a self-assessment of the course by the faculty teaching the course, and surveys information collected from practitioners and administrators in area schools
- The LIS Curriculum Committee examines courses in light of changing developments in the field to ascertain that the courses cover the latest changes.
- The LIS Coordinator meets regularly with Missouri School Library Coordinators' group to identify specific needs and issues facing Missouri school library media specialists.
- Results of assessment activities are used to add, delete, or modify courses and to design special topics courses that provide professional development for area library media specialists.
- The Library Science Advisory Committee meets twice a year to give input about the courses offered, the focus of courses, and the future educational needs of area school librarians.

What department activities are undertaken for development and improvement?

- The Department of Library Science has a six year plan with a mission statement, goals and objectives. We review these annually and make adjustments as needed. In the monthly Library Science faculty meeting, we discuss issues that affect the program. Because the Library Science faculty are first and foremost academic librarians, the Coordinator of Library Science meets with the functional department heads before asking for faculty volunteers to teach the courses scheduled for upcoming semesters. The Coordinator is a member of the Library Management Team; in the weekly meetings of the LMT, we address any concerns that have arisen. This group, in conjunction with the Dean, makes recommendations and decisions about the program.
- The Department of Library Science collaborates with the Department of Instructional Media Technology and the Department of Reading to offer graduate students the opportunity to earn a master's degree and the added endorsement for library media specialist.

In further collaboration, the Department of Library Science has a cooperative agreement with the School of Information Science and Learning Technologies at the University of Missouri that allows people in southwest Missouri the opportunity to earn an American Library Association (ALA) accredited degree in library science. The agreement, now in its 5th year, continues to be successful and beneficial to each institution.

- The Department of Library Science has developed prerequisites for courses. The hierarchy of courses is designed to prepare students for the two capstone courses: Library Media Administration and the Library Practicum. We enforce University policy for academic integrity and assist students in learning the importance of instilling the practice in their students. We mentor our students throughout their program and continue this into the first year of their work as a library media specialist.
- Library Science faculty engage students in active, constructivist learning. We challenge them to "think outside the box" as they prepare to provide services to diverse populations. We challenge them to accept intellectual freedom and guide them in ways to purchase resources for their students, even though the resources may not agree with their own personal views. We integrate technology into all courses to enhance student learning. We give students the opportunity to learn how to evaluate and apply appropriate uses of technology in their library media center curriculum.
- The SMSU Library Science program is nationally recognized by the American Association of School Librarians (AASL). We submit a program portfolio to AASL one year prior to the submission of the University's NCATE application. The AASL standards guide the SMSU library science program. In following the new NCATE program guidelines for program evaluation, we know that the SMSU library science program is of high quality and requires students to become educated persons. Library Science faculty model best teaching practices for students to prepare them to become lifelong learners who will, in turn, prepare their students to do the same.

Last Modified: September 08, 2005

Report from Management Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- At the departmental level a majority of the faculty members in the department see an increasing reflection of the mission, specifically regarding public affairs, reflected in teaching activities and student actions. Other faculty, however, do not see the mission reflected in the actions of the students.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- It was felt that most of the action takes place at the university level and little trickles down to the departments. There was also perceived to be a recurring failure of the university to fulfill its goal of obtaining more equitable funding from the state.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- They are always very well written and produced and represent the university and its mission well. The data included present evidence of attained quality and well directed goals.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- Web sites and campus conversations and meetings provide avenues for a great deal of input into the planning processes. For the faculty who do get involved, however, there is often a lack of follow up information as to the status of their suggestions.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- The university has done an excellent job relative to other schools in the state of adjusting to events such as the financial shortfalls over the past four years. Most of the adjustments seem to be done at the president and vice-president level on an ad hoc basis. There is a common perception that many short falls are addressed at the expense of faculty raises.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- The department's mission is to promote excellence in the development of educated persons with an emphasis on the university's theme of business and economic development.

How the activities of your department support the University's mission?

- The [management department](#) has the heaviest service burden of any of the COBA departments with regard to the number of core courses offered at the undergraduate and graduate levels. The college could not complete its mission without the contributions of the management department. The department is also involved with the offering of several service learning courses that contribute to the public affairs mission. In addition, many faculty members from the department also are supportive, through their attendance, of many functions designed in concert with the mission.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- All management faculty members undergo a thorough evaluation annually which includes an assessment of their most current efforts with regard to teaching, research, and service. All probationary faculty members know the standard they must meet in order to be reappointed and ultimately tenured and or promoted. Faculty members not meeting these standards are not retained at the university.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- The department maintains a comprehensive set of guidelines surrounding the conduct of personnel evaluations for reappointment, promotion, and tenure. The guidelines are explicit in terms of procedures for the selection of personnel committees, the collection of evidence, criteria for evaluation, procedures for voting, and the making of recommendations. These guidelines are available in the faculty resource section of the departmental web site at <http://www.mgt.missouristate.edu>.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- Travel money is available to enable faculty who are active in their scholarship to attend conferences and seminars. Hardware and software is also regularly updated providing faculty with the latest in teaching and research technologies.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Scholarships are available in a number of areas for students demonstrating academic excellence. Departmental honors and honorary societies such as Sigma Iota Epsilon are also available to deserving students.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

- The College of Business Administration (COBA) has comprehensive majors for all of its programs. This involves taking a set of "core" classes and then specialized classes in the major field. The Management Department teaches 4 of those core courses. COBA went through a process over the past few years of having the faculty identify specific knowledges and skills that were expected of each business graduate. These were then mapped onto the core courses by the faculty to ensure coverage was occurring. Some modifications and adjustments were made in courses on this basis. Assessment measures were then developed for each of these knowledges and skills by the relevant faculty and those measures are given in all sections of those courses to all students. The results from these measures are then reviewed by the faculty teaching these courses to see if and what areas may need to be improved. Changes in curricular content, revision of emphasis, and use of best practices can all result from the feedback. The same process is underway for the courses that comprise the rest of the major within each department. The Management Department is currently finishing its list of additional knowledges and skills and next semester will develop the assessment measures to be used in each class. The faculty review and revision process will be the same as that for the core courses.

How does your department plan and prepare for the future?

- Annual plans and objectives are proposed by the department head and these plans are circulated by the faculty for their input. To encourage additional input into the future, some thought is being given to the formation of a strategic planning committee made up of departmental faculty.

What activities of your department encourage collaborative efforts with other departments at the University?

- No specific plans are in place to encourage such efforts, however, several faculty are working with faculty outside the department on joint publications and the departmental culture is one which embraces such activities.

What policies and procedures are used by your department to improve student learning?

- All probationary faculty members are annually evaluated for reappointment. All tenured faculty members are annually reviewed by the department head. In each of these processes, teaching methods and results are discussed and evaluated. Probationary faculty are also encouraged to work with mentors to help sharpen teaching skills.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

The environment of the department is such that faculty feel free to experiment with new methods of instruction. Faculty are encouraged to attend teaching seminars and several have submitted and won grants to support teaching innovations in the past five years.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- The College of Business at SMSU is accredited at all levels by the AACSB, the premier accrediting agency for schools of business. This level of accreditation puts us on par with the top 12% of schools of business in the world. To receive and retain such accreditation careful attention is given to the quality of faculty, programs, and mission. With a reaccreditation visit coming in 2007, these issues are prominent in the minds of all faculty and administrators in the college.

Last Modified: September 08, 2005

Report from Marketing Department

1. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- Perception of Mission: "public affairs whose purpose is to develop educated persons..."
- Perception of Implementation: The University's day-to-day activities related to planning, budgeting and operations center around the public affairs mission.
 - Approach to goal is through a well-formulated set of organizational priorities.
 - Prioritization is seen through annual performance measures and assessment reports.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- University documents clearly define long-range plan (*Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan*, *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan*) and are available to faculty.
- These documents link the plan to budgeting process at all administrative levels.
- Some faculty chooses not to review the budget-planning process and the long-range plans of the University and their perceptions differ somewhat from involved faculty.
- Only a few of our faculty are involved at the University/College level.
- The budget planning (and executing) process is the responsibility of the University Budget Office and very little information filters down to the faculty level.
- The library is particularly under-funded. The COBA is also under-funded and lines have been restricted. This has required non-tenure track Lecturers to substitute for terminally ranked, full-time tenure-track faculty.
- Many faculty take part in long-range planning of the [department](#).

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- Planning documents are clear about issues described in the question.
- Computer technology is widely available.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- Planning process is perceived by most faculty to be the responsibility of administration with input from faculty.

How does the University's long-range planning process allow for reprioritization of goals when necessary because of environmental changes?

- The long-range plan appears fairly fixed; flexibility is not built into the plan and changes are difficult.

II. How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

Evaluation procedures

- Faculty prepare a self evaluation summary each year that is reviewed by the department head. A meeting is held followed by written comments to the faculty member and the Dean. A departmental committee reviews all faculty for reappointment, promotion and tenure decisions. This review is summarized in a written evaluation for the record and submitted to the department head.

Education goals

- The department uses a variety of activities that aid in the goal of educating students including classroom instruction, portfolio management and construction, hand-on use of computer/computer technology to develop proper plans, promotional schemes, and other projects, and community involvement. All courses in the department contribute to public affairs and all fit the theme of the University public affairs mission

Reward system

- Departmental reward structures include recognition for faculty performance through the departmental e-Newsletter, email from the departmental office to all faculty, display cases, departmental meetings, formal written reviews, and college publications and announcements.

Service/public affairs activities

- Student clubs include: Marketing Club, Advertising Club, and Logistics and Transportation (L&T) Club. Students do service projects for the community, and develop professional relationships. Faculty perform countless public affairs activities through board memberships, presentations to organizations and other volunteer work.

III. What departmental activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

The College of Business Administration performs a nationally-normed test with seniors that measure their learning in the area or business. It can be compared to national averages in order to measure the knowledge-base of SMSU COBA students.

The department assesses their students in MKT 350 (Principles of Marketing) and QBA 237 (Principles of Statistics) in accord with criteria established by professors that measures standard competency for each course. These competencies are knowledge-based, skill-based, and value-based.

IV. What department activities are undertaken for development and improvement?

Department faculty attend regional, national, and international conferences to gain additional knowledge for improvement and development.

Faculty present at seminars and write proceedings for conferences and journal articles for selected blind-reviewed in-area journals.

Faculty collaborate with other faculty within and outside the department. These collaborations often lead to joint publications and presentations.

Faculty are encouraged to join professional associations and read materials that are sent to them for self-improvement.

Faculty are encouraged to engage in professional business activities including travel, international teaching, consulting, board membership, and other volunteer activities in the pursuit of continued improvement.

Charge for Master Planning Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE MASTER PLANNING COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Master Planning Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Master Planning Committee planning for the future? ([Criteria 1-5](#))
2. How do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Does the university's planning process include effective environmental scanning? Do the university's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change? ([Criterion 2.A](#))
3. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? ([Criterion 2.B](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Master Planning Committee

How does the mission of the Master Planning Committee fit with the University mission?

The mission of the Master Planning Committee is to assist in shaping the Springfield Campus Master Plan toward fulfilling the University's purpose and mission. The Committee's focus is to allow for campus-wide participation in the process of planning the future development of the Springfield Campus physical plant. The Committee reviews/identifies requirements and programs/plans for suitable facilities and space to develop educated persons at the Springfield Campus of Southwest Missouri State University. Representation on the Master Planning Committee includes the University's primary functional components (Academic Affairs, Administration & Finance, Advancement, and Student Affairs) and campus constituencies (Faculty Senate, Staff Senate and Student Government Association). Other technical representatives/ex-officio members who interact in the development of the master plan also participate with the Committee.

What policies and procedures are used by the Master Planning Committee to improve student learning for the future?

The Committee adheres to the various programmatic and resource components of the University's Long-Range Plan, policies prescribed by the SMSU Board of Governors and Missouri Coordinating Board for Higher Education, and procedures of the State Office of Design and Construction.

How is the Master Planning Committee planning for the future?

The Committee offers a forum where ideas can be surfaced for discussion and be referred for further evaluation by University components and constituencies. After considering requirements and proposals suggested by various campus constituencies, the Committee offers input to administrators regarding suitable sites for new/renovated campus facilities needed to develop educated persons or to support the learning environment. An annual output of the Committee is the Campus Master Plan Visioning Guide developed in graphic form to illustrate future campus growth for the next quarter-century. A copy is available to all students, faculty, staff and visitors at the master planning display adjacent to the Bursar's Office in Carrington Hall.

How do the University's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts and globalization?

Since 1994, the University has published a fresh long-range plan approximately every five years to assure its focus on emerging factors such as those identified. The latest edition, *Daring to Excel*, covers the period from 2005 to 2010. A chapter in the long-range plan deals with Facilities and Support Services; another deals with technology.

Does the University's planning process include effective environmental scanning?

Absolutely. Master planners work to stay abreast of change by continually scanning external phenomenon through participation in both on and off-campus committees, activities and events and attendance at annual professional development meetings and workshops. Diverse Committee representation helps surface new concepts and ideas in a variety of disciplines and staff areas/programs. Principal planners participate in the Society of College and University Planners (SCUP); facilities managers attend workshops and regional conferences of the Association of Physical Plant Professionals and monitor/contribute to professional "listserv" groups. Within the local/regional community, the University Architect is a member of the American Institute of Architects, and was a recent president of the local AIA chapter. The University collaborates regularly with City of Springfield planners and has been represented on key subcommittees of the City's dynamic Vision 20/20 planning process, contributing to efforts to link campus and city plans. Through its involvement, the University has served as a catalyst and highly visible partner in the rejuvenation of downtown Springfield, where SMSU maintains a solid presence today. The Committee Chair represents SMSU on the Metropolitan Planning Organization and works with the Missouri Department of Transportation, federal transportation planners and regional government representatives. Additionally, regular forums are conducted with the City staff and adjacent neighborhood associations to maintain communications and share plans for growth.

Do the University's planning documents show careful attention to the institution's function in a multicultural society? If so, how?

Daring To Excel: A Long-Range Vision and Five-Year Plan (2005-2010 addresses the institution's role in a multicultural society, adding a new theme, the human dimension, in this edition to address this feature. The University's Master Plan Visioning Guide reflects this theme in its vision for new housing requirements, including international student housing, in the area bounded by

Walnut-Kimbrough-Elm-Jefferson.

How is the environment at SMSU supportive of innovation and change?

The University environment supports change through a dynamic and open long-range planning process to capture and evaluate input from a host of on-campus constituencies. The master planning process is responsive to new requirements for physical space identified by various on-campus sources, through the conduct of physical space audits and from trends determined through participation in regional and national workshops and meetings. From these sources, the University's Office of Design & Construction assists in translating narrative requirements into specific space and cost data for evaluation and formulation into capital appropriations requests for consideration by the Missouri General Assembly and prospective donors.

Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends?

The University has provided resources to develop faculty and staff in the use of information and instructional technologies. Facility planning has been responsive to these needs, and in testimony thereto, new/renovated facilities exist throughout the campus to accommodate University requirements in faculty/staff offices, classrooms and laboratories. The University is also attuned to recognizing and responding to societal and economic trends. With respect to master planning and space utilization, five University representatives from the Master Planning Committee participate in various workshops and meetings of the Society for College and University Planners (SCUP) to remain abreast of evolving trends.

What policies and procedures are in place for staff and faculty development?

The development of policies and procedures for staff and faculty development is not a specific responsibility of the Master Planning Committee. With respect to development of master planning skills, five members of the Committee participate as University delegates at workshops and/or meetings of the Society for College and University Planners (SCUP). Four members of the Committee participate as University delegates at meetings of the statewide (MOAPPA) and regional (CAPP) Association of Physical Plant Administrators.

How have resources been allocated to utilize development activities?

Within campus facilities, spaces have been planned, constructed and dedicated to faculty and staff development, including training rooms and space within Meyer Library for the Academic Development Center. Additionally, facility planners collaborate with the Enhanced Technology Center to introduce state-of-the-art educational facilities and work closely with information technology and telecommunications leaders to "wire" the campus for technological enhancements.

Last Modified: September 08, 2005

Report from Mathematics Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- The university's mission in public affairs has been frequently articulated. Many initiatives have been developed and undertaken to implement this mission.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- The long-range planning process has significant budgetary impact at the university level. Unless new programs were proposed and accepted into the long-range plan, there were no noticeable affects at the college and departmental levels.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- All of these were mentioned as goals/objectives in the document.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- All constituents were given opportunities to provide input.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- Consideration for re-prioritization of goals both naturally and inevitably take place during the long-range planning process, especially when there is a grass-root participation.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- [Mathematics](#) awareness is part of public affairs, and providing mathematical instruction contributes to the university's mission to develop educated persons.

How the activities of your department support the University's mission?

- We make efforts to enhance the awareness of mathematics through on-campus and outreach activities. We strive to provide quality instruction of mathematics to help develop educated persons.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- Maintaining professional currency through scholarly activities and professional engagements is clearly articulated in the departmental guidelines. Faculty clearly understand that it is a major criterion for tenure, promotion, and reappointment

consideration.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- All tenured faculty serve on the tenured faculty committee to review tenure and reappointment applications. Only appropriate ranks will review promotion applications. The committee annually reviews the departmental guidelines to consider possible revisions. The committee will make recommendations to the department head, and the department head will make recommendations to the dean.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- The department has little resources and capability to reward faculty. Faculty are encouraged to apply for external and internal grants to implement initiatives. Reduced teaching load through grant buy-out becomes possible. Whenever possible, more convenient teaching schedules are assigned to allow faculty's more concentrated engagement in scholarly/professional activities.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- We annually grant freshman mathematics awards to recognize student excellence in mathematics. We also award many scholarships to outstanding math students.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- Our math education program has recently gone through the NCATE/DESE accreditation process, and our general education courses have recently gone through the CGEIP review process. Assessment plans for both are in place. We have begun participating in a nationwide initiative in assessing the regular mathematics program.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- Gradually expand course offering to generate broader interest, develop new courses as needed, and discontinue non-essential courses. Survey graduating seniors to better understand students' perspectives, and articulate to students more effectively the course objectives.

How are the results of your assessment activities used by department faculty for program improvement?

- We discuss them at the faculty meetings and make necessary revisions and/or improvements.

What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- We are currently developing our next five-year plan.

What activities of your department encourage collaborative efforts with other departments at the University?

- We provide service courses to many other departments, including developing new courses if needed. We are naturally engaged in ongoing collaborations with the COE faculty (including Greenwood). We encourage students to double

major, and continue to have conversations with other disciplines to look for possible collaborative initiatives. Some faculty members from other disciplines have been invited to talk with our student groups, and some of our faculty members have joint grant projects with other disciplines.

What policies and procedures are used by your department to improve student learning?

- While discussions and strategizing routinely take place among the faculty, each instructor is empowered to identify the most effective ways for his/her class.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- We are always committed to improving student learning. Some innovative and effective teaching naturally takes place in the classroom, some others are developed through elaborate grant projects. The most practical encouragement and support from the department is the willingness to work with faculty to develop timely pilot implementations whenever feasible.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- Our math education program has recently been re-accredited by NCATE and DESE. The former helps assure students of our quality program, and the latter is necessary for students to be certified to teach. Currently, there is no nationwide accreditation in the area of general mathematics.

Last Modified: September 08, 2005

Report from Media, Journalism & Film Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

The Department perceives the university's mission to be a worthy one and as a department of media, journalism, and film, whose very nature is public service, would like to see more planning and budgeting to make our program one of the top ones in this part of the country. We have two areas that in particular that are our signal areas: media production and internet journalism. We would like more resources to help build and grow these programs. In fact, just this year, we put together a graduate program in these areas. We believe we could offer the university uniqueness in these areas.

To what extent is implementation of the University's mission evident in University operations?

- It's hard to say. I see very little of the entire picture since I only see my own department's budget.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- I believe that department head, who really have more of a pulse on their fields and their departments, should be more involved in budgeting for the big picture.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- Again, I don't think I have been given a broad enough view to answer.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- Long-range planning for the university occurs at a higher level.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- See above.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- The mission of SMSU is public affairs whose purpose is to develop educated persons while focusing on five themes: professional education; health, business and economic development, creative arts, science and the environment.
- The university's mission is reflected in the efforts of the [department of Media, Journalism, and Film](#) to produce graduates who are skilled, disciplined, and intellectually aware communicators who understand their role and responsibilities in public life and who have developed the problem-solving skills necessary to become lifelong learners. The Department also provides professional preparation in audio and video production, media management, multimedia production, and print and broadcast journalism. It provides preparation for graduate-level work in these areas as well as in film studies. Informing the applied areas is a conceptual core that includes the study of media history, theory, aesthetics, and an overview of legal and ethical issues surrounding the media and social, political, and economic analysis of modern mass media.

How the activities of your department support the University's mission?

- We provides programs in which support a number of themes of the university. We provide professional education in audio and video production, media management, multi-media production and print and broadcast journalism. We address the theme of business and economic development in many of our classes which focus on the media as businesses. Our major in media operations and management directly address this theme. Finally, we train many students in the creative arts to be filmmakers by our emphasis on film as art.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- The Department of Media, Journalism, & Film seeks to motivate its faculty toward professional publication currency and creative achievement.
- Each year, the personnel committee, composed of tenured faculty, evaluates and recommends objectives and goals for all untenured faculty. A written evaluation is given to the candidates every year with recommendations to guide them. Faculty are required to publish or produce creative works in their field and to acquire peer evaluation from professional organizations, journals, and peers. When faculty are promoted or tenure, they are required to send copies of their profession work to external reviewers for evaluation. These reviews became a part of their promotion and tenure portfolio.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- When faculty member seek promotion or tenure, they begin the process by filling out an application with Academic Affairs. They then, working with a mentor from the senior faculty, prepare a portfolio of their teaching, research, and service achievements and accomplishments. Each of these areas must be well documented. Each candidates also write a page summarizing their achievements in each of these areas. The Department Head sends out a packet of research materials/creative projects to three external reviewers chosen by the department and the candidates. The external reviews are then inserted into the candidate's portfolios to become part of their record. Artistic creations must also be accompanied by peer reviews such as submission for evaluation to professional organization's and awards ceremonies where they receive feedback. Artistic creations may also be evaluated by the type of mainstream distribution achieved and other venues which demonstrate successful achievements.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- In order to receive either tenure or promotion, faculty must continue to demonstrate achievement within their field. Two years ago, we successfully implemented a faculty forum whereby faculty present their work to other faculty and receive feedback. This has proved very successful. Faculty are monetarily supported to encourage them to attend yearly conferences in their field.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Each year the department pays the entries fees for students film makers to encourage them to enter their work in the top professional conferences in the state and in their field. Currently, our broadcast and film students enter their work in the Missouri Broadcast Educators Awards The Broadcast Educators Association, the Missouri College Media Association. Students who receive awards are posted on our website. Students in many of our program are encouraged to work as interns in professional media organizations, such as the Springfield NewsLeader and KY3-TV. The Department also hosts a number of student-run media facilities: This includes the Standard, the campus newspapers, The Grawl, the campus internet radio status. We also host the university film series on campus to expose students to independent and foreign film not otherwise available. All of these provide students with professional practice and expertise in various aspects of media.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

We regularly examine the individual course objectives and program objectives. I am attaching our most recent reviews of our classes which distinguishes between cognitive and behavioral learning and examines methods of assessment. We have completed a matrix for both the journalism and our media program.

In addition, we conduct annual senior exit surveys to acquire student feedback.

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated

and make effective assessment possible?

We regularly assess our entire program twice a year at faculty retreats. We have an departmental assessment committee who works at the individual course level to assess outcomes and determine course relevance and overlap.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- Based on student feedback from student evaluations and class discussions, we examine each course to ensure relevance and lack of overlap. For example we have currently convened an ad hoc assessment committee that is evaluated four of our core courses in terms of textbooks, overlap, goals, and direction.

How are the results of your assessment activities used by department faculty for program improvement?

- We work simultaneously from the course level and the big picture levels in examining faculty strengths and direction of program.

What department activities are undertaken for development and improvement? (Criterion 3)

Our strongest development activity is our bi-annual retreats where we have the opportunity to examine pieces of the big picture. Many times we form committees from these retreats to address specific concerns.

How does your department plan and prepare for the future?

- We meet at retreats, discuss faculty ideas and visions for the future, and typically then form committees to address those ideas we decide to adopt.

What activities of your department encourage collaborative efforts with other departments at the University?

- We are part of the School of Communication so we have members of our faculty and faculty from the Communication Department have met recently in an effort to work in a more interdisciplinary fashion. This includes joint colloquia, initiation for students as a School, joint faculty parties, and the like. We are part of a College of Arts and Letters which has worked to provide interdisciplinary programs such as the Odyssey projects, a forum to bring speakers filmmakers, and the like to enliven the intellectual life of the college.

What policies and procedures are used by your department to improve student learning?

- We encourage faculty to explore new teaching methods. We often use a lab component to many of our classes to provide practical hands-on experience.
- We keep our class sizes limited to 20 students and our student labs to 12 to ensure personalized attention.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- Faculty are encouraged to apply for awards. The Department has ad hoc meeting to discuss teaching problems and successes.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- There is no external program accreditation for the department that exists. The field of journalism does have a means of accreditation but our journalism program is too small at this point to permit this.

Charge for Middle Eastern Studies Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE MIDDLE EASTERN STUDIES COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Middle Eastern Studies program fit with the University mission? ([Criterion 1](#))
2. How is the Middle Eastern Studies Committee planning for the future? ([Criterion 2](#))
3. Describe the way your committee and program contribute to the institution's function in a multicultural society? ([Criteria 1 & 2](#))
4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning? ([Criterion 3](#))
5. How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement? ([Criterion 5](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Middle Eastern Studies Committee

The Associate Dean of the College of Humanities and Public Affairs at Southwest Missouri State University administers six Area Studies minors:

- [African Studies](#)
- [Asian Studies](#)
- [Gender Studies](#)
- [Latin American Studies](#)
- [Native American Studies](#)

Middle Eastern Studies

Question 1: How does the mission of the Middle Eastern Studies program fit with the University mission?

The Public Affairs mission of Southwest Missouri State University emphasizes the need to create “educated persons” and this includes providing students with a clear sense of the issues that will impact their local area, their nation, and the world. In order to further the instilling of a global perspective, SMSU created a [Middle Eastern Studies](#) program in fall 2003. The impetus for this was the hiring of several faculty with expertise in this area and the huge influence of the ongoing Arab-Israeli conflict, the events of September 11, 2001, and the current war in Iraq. While the news media has raised our consciousness about the peoples and cultures of the Middle East and made it clear that we must learn more about them, a deeper examination is necessary and the courses in the Middle Eastern Studies program fill that need.

Question 2: How is the Middle Eastern Studies Committee planning for the future?

An advisory committee made up of faculty teaching Middle Eastern Studies courses was formed at the time that the program came into existence in fall 2003. Since the program has just begun operations, it is necessary to establish a sense of what courses need to be developed or added in the future to the program. This includes the teaching of Arabic, either on the campus or by distance learning from the University of Kansas or some other institution, such as the University of Arkansas at Fayetteville and Washington University in St. Louis, with a broader offering of Middle Eastern languages. There have also been recent efforts to establish ties with universities in the Middle East to promote student and faculty exchange programs.

Question 3: Describe the way your committee and program contribute to the institution's function in a multicultural society?

Although significant Middle Eastern population groups have lived in the United States for many years, the general lack of understanding about their culture and especially about Islam was made clear after the September 11th tragedy. Thus it was natural for the Middle Eastern Studies program at SMSU to step in and provide both traditional classroom instruction as well as informational forums. For example, throughout the 2003-2004 academic year the Anthropology Colloquium was dedicated to a series of presentations on the history, culture, and religion of the Middle East. Several members of the MES committee participated in this series, and nearly all of them have provided media interviews and served as local experts for the campus and the southwest Missouri area.

Question 4: What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning?

At the time that the Middle Eastern Studies program was proposed, a student survey was conducted to establish interest and the desired focus for the program. Since that time students also have organized a petition drive to encourage the administration to add Arabic language instruction. In addition, each MES class is polled as part of its course evaluation on ways in which the course and the MES program could be improved. These comments are shared with the MES committee and they will use the data for curricular development, periodicity of course offerings, and campus-wide programming/forums.

Question 5: How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement?

Since the interest in Middle Eastern studies has risen significantly over the last three years, the committee members have made themselves available for campus (internal) forums, presentations, and interviews. In addition, external constituencies are addressed through media interviews, newspaper op-ed pieces, and participation in community forums. A great deal of time has gone into these efforts as the committee strives to raise both the consciousness of its constituencies as well as to better prepare them to understand current world events. While there is no budget set aside for the activities of this inter-collegiate program, the office of the Dean of the College of Humanities and Public Affairs and the home departments of the committee members have been very supportive when asked to help fund outside speakers or to purchase additional teaching and library materials.

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Report from Military Science Department

1. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

- From the perspective of [The Military Science Department](#), the statewide mission of public affairs and the development of educated professional persons aligns directly with our departmental goals and principles. Additionally, our cadets represent a diverse group of students who participate in academic and extracurricular activities across the University that are embodied in the "five themes". In all cases the University's mission is evident not only in the written plans, but also evident in the support and execution of activities that are aligned with those missions. Colleges and departments are regularly engaged to participate in planning and to submit items for consideration as part of the five-year plan. Therefore, departments are not limited to "perception" of budget and operational execution, but are participants in the process.
- Again, it is our department's perception that the University is dedicated to educational quality, student learning and the necessity to prepare its graduates for a complex environment. University documents clearly state these goals and objectives and they are manifested in the investments made by SMSU in technology and educational tools for its students and faculty.

2. How do your department's mission, activities, and reward system align with the University's mission?

- As previously stated, the Department of Military Science relates very strongly with the public affairs mission in the broadest sense. As a training program for the future leaders of the U.S. Army, all levels of our curriculum emphasize commitment to public service and the nation. We espouse a philosophy of well-rounded individuals who demonstrate leadership, professionalism, academic excellence, integrity, service to others, and protection of our natural resources. Many of the attributes we look for before commissioning an officer are articulated in the University's mission statement.
- As federal employees, our award, promotion and education systems are not tied directly to those of the University. However, as an academic department, we encourage the continuing education of our staff and instructors. The educational opportunities relate directly to the professional development, and potentially the promotion and advancement of our personnel.
 - Two of the Sergeants on our staff are now competing for the opportunity to complete their degrees and be commissioned as Army officers.
 - Another of our Sergeants is completing his degree to prepare himself for retirement after over 20 years of service and will begin a second career.
- The performance of our instructors is evaluated regularly as part of the Army's Officer Evaluation Reporting system. Quarterly counseling and annual evaluation of our staff members ensures not only the quality of our service members but also supports continued high performance in the education and training of SMSU's cadets.

3. What department activities are undertaken to collect and use program assessment information?

- The Department of Military Science requires student evaluations regularly throughout the semester and at the end of each semester. Additionally, cadets are regularly counseled about their performance and provided the opportunity to give input to the program. The ROTC instructors have the latitude within the Army's curriculum to implement many of the feedback items from these evaluations and counseling sessions into future classes. Feedback to the academic program is also forwarded semi-annually to the U.S. Army Cadet Command and incorporated into changes across the nation.
- The ROTC program is also subject to external review, inspection and audit by our Brigade headquarters at Fort Leonard Wood, MO and the Region headquarters at Fort Lewis, WA. These inspections ensure the ROTC program is

meeting a broad range of administrative and training requirements and also provides a review of academic performance and curriculum quality.

- Cadets are a key and clearly measurable component of the assessment program. Their ability to make practical application of the educational and training material is conducted in various venues such as military schools, international internships, and practical field training. Their performance in these activities gives the Army and our department an indicator of our success or need for improvement.

4. What department activities are undertaken for development and improvement?

- The Military Science Department is required to adhere to standards and mission goals set by higher headquarters in the Army. Regular reviews of the organizations mission are conducted and adjustments in resourcing and focus are made based on the reviews that help the department meet future expectations. External inspections, as previously mentioned, support the University mission by ensuring cadets are properly trained to meet commissioning standards and to ensure instructional techniques are producing trained professionals.
- The department encourages the introduction of outside instructors and material to enhance student learning and experiences. Instructors have the latitude to adjust their instructional material, classroom or training site, and teaching methodologies to best suit their classes, their personal style and experiences.

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Report from Modern & Classical Languages Department

1. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

To what extent is implementation of the University's mission evident in University operations?

- There is a sense that the Public Affairs mission was initially not clearly defined, other than through offerings of a few service-learning classes. To better respond to the new mission the department initiated offerings in the new General Education Curriculum as well as Capstone courses. Additional initiatives were taken to involve the department in on- and off campus outreach activities encouraged by the Public Affairs Mission (Hispanic outreach initiatives, public affairs discussions with the president, lectures and seminars).
- The Department's definition of an "educated person" goes beyond the university's definitions since the [MCL Department](#) by its nature introduces languages and cultures of the globe and therefore becomes a natural center for the teaching of a strong global awareness and focus, increased sensitivity to the needs of the community when expanded to the global community. A university-wide commitment of resources and academic requirements would therefore be expected to maintain the role of Modern and Classical Languages in the broad educational goals of the university.

To what extent does the long-range planning process at SMSU link budgeting processes at the University, college and department levels?

- The long-range planning process seems driven by initiatives put forward by the upper administration with little input from the lower units. There is a perception of disconnection between planning and budget.
- Few faculty members are actually involved in long-term planning. Faculty involvement seems often reduced to ad hoc committees.
- There is, however, an open 'window' now: The University hosts long-range plan meetings that are open to all and also has a website with drafts of proposed plans.
- There is a perception that the budget process seems skewed toward heavy capital spending like parking lots, buildings and new properties at the expense of teaching and research.
- The University has made a strong commitment to upgrade technology in the classroom and for research; there is good departmental / faculty input in this area.

How do the University's planning documents give evidence of awareness of relationships among educational quality, student learning and the diverse, complex, global and technological world in which SMSU students exist?

- Most faculty would agree that the largest part of a university budget should support academic areas and missions. There should be more money designated for the maintenance of existing programs before looking at adding new ones.
- As planning applies to the MCL department there is recent evidence of a concerted effort to globalize SMSU so the University can play a bigger part in the global community.

How does the University's long-range planning process involve internal constituents and where appropriate, external constituents?

- Long-range planning appears to be done by the President and his advisors with the approval of the Board of Governors; middle administrators and faculty don't seem to have much influence. Most regular faculty members are involved in some planning process at the departmental level, although few have in-depth knowledge or direct input into either planning documents or budgets.
- Most generally, the faculty members of the Modern and Classical Languages Department have been concerned with growth and/or retention of courses and academic programs, rather than with radical changes of direction, mission or emphasis. Faculty is seeking greater participation in planning and budgetary matters.
- It seems that there has been none or little student participation in university planning. It is difficult for the faculty to gauge the involvement of outside constituents; however, on occasion, a paid-consultant for planning purposes has been contracted by the university.

In all fairness, it should be noted that most faculty in our department are much more concerned with teaching assignments, students, and immediate issues over the course of an academic-year, than with long-range planning for the university. There is a channel of communication and a venue for participation for faculty, and this is through the Faculty Senate.

How does the University's long-range planning process allow for reprioritization of goals when necessary because of environmental changes.

- Overall, the administration has dealt with recent hardships in a competent fashion, and the fact that faculty has not suffered more serious setbacks in salary and benefits reflect sensible, adaptive planning. However, faculty is very concerned with a stagnating salary structure and increasing medical expenditures; in addition faculty questions the university's commitment to continue to support JK Hammons Center for the Performing Arts and the acquisition of OPT when needs for programmatic support is at an all-time high.

2. How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- The department of Modern and Classical Languages strives to empower students to thrive in our own complex multicultural society and to become confident and capable in applying their linguistic and cultural knowledge both at home and abroad. To this end we offer courses in nine world languages and English-language courses promoting the understanding and appreciation of many cultures through their arts, history, literature, films, and business practices.

How do the activities of your department support the University's mission?

- We support the university's theme of professional education by preparing Bachelor of Science in Education majors and minors to teach French, German, Latin and Spanish.
- We support the university's theme of creative arts through teaching students to appreciate and understand a variety of creative works from many cultures and by working jointly with faculty and students in music, theater and dance in ways that range from training voice majors to accurately pronounce and comprehend the foreign-language songs they sing to lecturing to promote public understanding and appreciation of the ancient Greek plays performed in the Theater.
- We support the university's theme of health, business and economic development through promoting linguistic capability and cultural awareness in all our language courses. We address the needs of health professionals in the community through our outreach programs in medical Spanish.
- We support the theme of business and the College of Business Administration by promoting a high level of linguistic capability and cultural awareness in our language courses, preparing their majors for success in internships abroad, through our business courses in French, German and Spanish, and through our study away trips which provide students with real-life experience using the languages they study while immersed in another culture.
- We are committed to using the most effective, regularly evaluated and technologically up-to-date methods of discovering and imparting knowledge and to the appropriate use of technology to further our aims. Evidence of this is in faculty promotion of the use of technology, including the Internet and international media, both within and outside the classroom; also our excellent telecourses, and our distance-learning endeavors.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

The MCL Departmental guidelines for reappointment, promotion, and tenure reinforce the University's mission and encourage faculty to maintain professional currency in a number of ways:

- Promotion and tenure require original research that results in professional presentations and peer-reviewed publications.
- Class visitations by colleagues result in evaluations that provide suggestions for improvement as well as methods and facilities that could be used to improve performance.
- Also the departmental mentoring system provides guidance to faculty in developing professionally.
- Reports from the departmental Personnel Committee provide specific feedback that both reinforces areas of high achievement and targets areas that require attention.
- Yearly one-on-one meetings with the departmental head with all faculty provide specific feedback and guidance on performance.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- tenured and senior faculty visit classroom and written evaluations of the visit become part of the candidate's dossier
- departmental Head meets with candidates at least on a yearly basis and provides both verbal and written feedback on progress
- candidate compiles and submits a dossier that presents and documents professional accomplishments to the departmental Personnel Committee, which is made up of tenured faculty of equal or higher rank, for review and evaluation; Personnel Committee gives candidate a written evaluation with a recommendation, which is also sent to the departmental Head
- departmental Head, using the Personnel Committee's report and her/his own reports, evaluates the candidate in a written report and makes a recommendation; this report is then sent to the dean of the college

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- The department has a yearly reception at which faculty (and students) are given recognition for their accomplishments. At departmental meetings (monthly throughout the academic year) faculty are likewise recognized for their accomplishments. Similarly, at the yearly departmental retreat faculty are recognized for their accomplishments over the summer and previous academic year
- The Florence Painter Scholarship is used to award teaching improvements for the Spanish faculty
- As part of the MCL fund-raising plan, a Professional Growth Fund will be created to provide both incentives and awards for faculty initiatives to sharpen skills and enhance language training at SMSU
- Departmental Head hosts at least two dinners per year for faculty and staff; these gatherings strengthen departmental unity and encourage the exchanging of ideas and hence professional growth

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Seven undergraduate scholarships are available for Foreign Language majors and minors
- Student achievements are recognized on web pages and in the departmental newsletter
- Student scholarship recipients are recognized at an annual departmental reception and awards ceremony
- Poetry awards given for student poetry journal (ended 2002)

3. What department activities are undertaken to collect and use program assessment information?

Regarding assessment:

- Modern Languages Exit Exams
 - modeled on the Praxis II Exam
 - developed and revised by faculty
 - supported by university Funding For Results grants
- Student Evaluations
- LLT 121 and LLT 180
 - options under General Education, reviewed by CGEIP
 - specific evaluation and review structures
- modern languages curricula revisions
 - dept. curriculum committee forwards course and program revisions and additions which incorporate evaluation recommendations
 - appropriate program changes instituted
 - new interdisciplinary programs currently being developed: ie. Global Studies, Antiquities
- Study Abroad assessment portfolios
 - Spain and Quebec student portfolios used for program evaluation

- implementation of suggestions and feedback

4. What department activities are undertaken for development and improvement?

How does your department plan and prepare for the future?

- Faculty stay informed as to job market trends and try to make curricular/program changes that will better prepare our students.
 - The department regularly reviews its course offerings to fit the needs of today's society. Initiatives such as the development of business language courses (in French, German, Spanish) and Coping with Culture (MCL 303) are examples of such efforts.
 - We are currently evaluating our future direction within the context of language proficiency standards, considering whether to move towards proficiency certification, using such recognized standards as the ACTFL guidelines or the Common European Framework.
- We have regular department meetings and faculty retreats in which we discuss future directions for the department, its role within the University, curricular changes, faculty hiring, etc.
- The Department has various established and ad-hoc committees that regularly consider questions regarding preparation for the future. These include such committees as recruitment, technology, curriculum, and personnel.

What activities of your department encourage collaborative efforts with other departments at the university?

- The Classics' Section now houses the Antiquities Program, which is an interdisciplinary, inter-college major and minor granting program.
- Departmental faculty regularly offer sections of LLT 180 and LLT 121 in both traditional and telecourse formats.
- Departmental faculty have taught sections of IDS 110 and UHC 110, offer Honors Sections of LLT 180 and LLT 121, and offer sections of GEP 397.
- Our department is very active with Continuing Education, offering a number of Intersession courses and courses that benefit the community and non-traditional students, including courses in medical Spanish.
- Faculty in Spanish have been active in cooperating with COBA's trips to South America and in outreach to the growing Hispanic community of Southwest Missouri.
- The Department is actively procuring information for other department heads and deans to evaluate how we might better serve their existing programs. The College of Business Administration is emerging as one of the Department's most important allies for cross-disciplinary collaboration, but we continue to seek other partners across campus.
- The department plays a vital role in assisting the University College recruit students for Study Away programs, and gives these students the requisite language training.

What policies and procedures are used by your department to improve student learning?

- Our department consistently evaluates junior faculty by observing their teaching and providing evaluations several times per year.
- Junior faculty are encouraged observe senior faculty teach.
- Our department continues to administer end-of-semester student evaluations of instructors.
- Faculty engage in self-evaluation of their courses and use end-of-term evaluations of students and head-evaluations to improve or adjust their programs.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- The MCL department has a track record of providing teaching enrichment initiatives not only for its own faculty, but for the entire campus. Several faculty have participated in the Showcase on Teaching, as presenters and actively engaged audience members.
- Our department is supportive of faculty who wish to participate in numerous faculty/professional development

opportunities offered on or off campus. Faculty is encouraged to attend seminars and workshops and is always supported when they propose initiatives to improve teaching and learning (such as Funding for Results grants).

- Our department is committed to equipping classrooms and other learning spaces with technology that enhances language learning and the acquisition of other knowledge and skills.
- The department offers a series of roundtable discussions in which instructors can share teaching techniques. These discussions serve to stimulate new and productive thinking in the area of teaching.
- The department regularly nominates faculty for Teaching Awards and has distinguished itself with awards at both the college and university level.
- When scheduling allow, departmental faculty participate in the Citizenship and Service Learning program.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning and effective teaching?

- The department has elaborated its own set of standards (conceptual framework) that is compatible with the guidelines of accreditation agencies and professional organizations. This set of departmental standards also complements the University's mission to produce "educated persons" who can participate in public affairs.
- The BSed Programs have been accredited by NCATE and DESE.

Last Modified: September 08, 2005

Charge for Multicultural Student Services

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE OFFICE OF MULTICULTURAL STUDENT SERVICES' CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of Multicultural Student Services fit with the University mission? What policies and procedures are used by your committee/office to improve student learning for the future? How is Multicultural Student Services planning for the future? ([Criteria 1-5](#))
2. As related to the mission of your office what procedures, processes, and policies are in place that address the diversity of learners? How effective are the procedures, processes, and policies in meeting the future success of the University? ([Criterion 1.B](#))
3. How do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Do the university's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change? ([Criterion 2.A](#))
4. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? ([Criterion 2.B](#))
5. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your office's constituents? How is this information analyzed and utilized? How are commitments made by your office to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
6. What resources does your office have to engage with constituencies and communities? How does your committee/office support engagement with constituencies and communities? What types of activities provided by your office are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your office's planning process engage constituencies and communities? Is your office involved with the University's planning process? If so, how? ([Criterion 5.B](#))
7. What collaborative activities does your committee/office have with constituents ([Criterion 5.C](#))
8. How has/should your office evaluate the services provided to constituents? How inclusive are your committee's/office's services to the community/constituents? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

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Report from Multicultural Student Services

1) How does the mission of Multicultural Student Services fit with the University mission? What policies and procedures are used by your committee/office to improve student learning for the future? How is Multicultural Student Services planning for the future?

1a) The mission of the Office of Multicultural Student Services (MSS) focuses on the importance of a multicultural educational experience and an appreciation for cultural diversity throughout the university community. The recruitment and retention of minority students, multicultural education initiatives, multicultural programming, and community outreach promote the development of educated persons by enhancing academic performance, cultural sensitivity, and greater social awareness. The MSS Office is a critical campus resource in achieving the University's goal of creating a more diverse campus environment. The MSS mission statement is directly linked to the Division of Student Affairs mission, which is to support the University in its efforts to develop educated people.

1b) The MSS Office follows the established University and Division of Student Affairs policies. We actively work toward enrolling diverse students, providing essential student services, enriching the co-curricular opportunities available to students, and helping students develop a refined sense of values, integrity, acceptance, and social/cultural awareness, which is necessary for future leadership roles and a productive learning community. To achieve our desired goals our procedures include working collaboratively with various academic departments, administrative offices, student organizations, campus committees, and community groups.

1c) The MSS Office plans for the future by reviewing our mission statement on an annual basis and periodically providing updates. Each year we establish a set of goals and objectives to guide our direction. We also evaluate our success level in achieving these goals. Additionally, on a yearly schedule we develop a list of strengths, priorities, and needs.

2) As related to the mission of your office what procedures, processes, and policies are in place that address the diversity of learners? How effective are the procedures, processes, and policies in meeting the future success of the University?

2a) The MSS Office mission focuses on the University's goal of creating a more diverse campus community and environment. On a daily basis we work to address the diversity of learners by recognizing diversity as a strength and creating numerous opportunities to celebrate the various forms of diversity that exists throughout our campus community. We have campus-wide services and resources in place to meet the diverse needs of the diverse student population that we serve, such as the Honors College, the Learning Diagnostic Clinic, Disability Support Services, Adult Student Services, TRIO Student Support Services, International Student Services, and Multicultural Student Services, just to name a few. Within the MSS Office we coordinate multicultural education programs, such as month-long cultural heritage celebrations, inclusive education workshops, diversity presentations, community outreach partnerships, and numerous collaborative efforts with campus groups and offices. Additionally, our student recruitment and retention strategies are directly related to increasing the diversity of our student learners.

2b) Overall, our procedures, processes, and policies in meeting the future success of the University have been and will continue to be effective. We strive to make the campus community aware of our procedures, processes, and policies through various University publications and electronic methods of communication. As changes occur and new information becomes available, we make sure that the campus community is informed. Additionally, to ensure future University success we should evaluate any new procedures, processes, and policies to make certain that they are in alignment with our established mission.

3) How do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Do the university's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change?

3a) The University's planning documents demonstrate attention is being paid to emerging factors such as technology, demographic shifts, and globalization by the designation of specific segments and/or chapters to these topics after extensive study and research by comprehensive committees and/or task forces. These emerging factors are also woven into the University mission and merged into various University programs, procedures, processes, and policies.

3b) The University's planning documents show careful attention to the institution's function in a multicultural society by including references in the mission statement to a multicultural and diverse environment. We have specific performance measures related to our minority student enrollment and the new long-range plan will devote an entire chapter to multicultural and diversity issues, as well as weaving a thread of diversity throughout the entire document.

3c) The environment at SMSU is supportive of innovation and change when presented in a structured and strategic manner. The change and/or innovation must mesh with the University mission, as well as enhance or contribute to established goals and objectives.

4) Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities?

4a) The University has provided sufficient resources for faculty and staff professional development and training opportunities. Faculty and staff are allowed to attend short courses, workshops, seminars, and presentations on various topics such as technology, demographic shifts, and globalization during scheduled work hours. Additionally, the University provides some financial resources to assist with the cost of the professional development and training opportunities.

4b) There are several levels of policies and procedures in place for staff and faculty development, including individual offices/departments, vice presidential divisions, and the university community. For example, within the MSS Office our staff will review and determine which professional conferences and meetings that staff will attend on campus, in the local community, on a state-wide level, within the midwest region, and/or a national program. On the Student Affairs divisional level, participation in various conferences and professional organizations is encouraged. There is also an annual staff development program offered for the entire Student Affairs Division, which usually addresses specific issues related to Student Affairs, as well as national issues and trends. Additionally, through the University Human Resources Office, Equal Opportunity Office, and the Continuing Education Department, numerous training and professional development opportunities are offered to faculty and staff members.

4c) Faculty and staff members are encouraged to take advantage of professional development and training opportunities, which are often times scheduled during regular work hours. The University also provides some funding assistance as part of our benefit package to encourage utilization of the professional development and training opportunities.

5) What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your office's constituents? How is this information analyzed and utilized? How are commitments made by your office to its constituents shaped by the university mission? How are your outreach programs responding to community needs?

5a) The constituents of the MSS Office participate in various university-wide surveys and evaluations regarding their experiences, needs, and expectations. Applicant and enrollment information is gathered on a regular basis. Some retention and graduation rate information is collected; however, there needs to be a more efficient method for reporting and accessing information related to minority student retention and graduation rates. We also seek feedback from our office constituents through various program evaluations, surveys, and focus groups.

5b) The information is analyzed and utilized to help us determine if we're meeting our established goals and objectives and if we're meeting the needs and expectations of our constituents. Additionally, this type of assessment information helps with shaping and developing plans and strategies for the future.

5c) The University mission statement is our primary guide in the development of our specific office vision and plans. Therefore, all of our strategies, activities, and commitments fit within a framework directly linked to our Student Affairs mission, which supports the University mission.

5d) The MSS Office outreach programs respond to a variety of community needs, which include an ongoing emphasis on the importance of a multicultural educational experience, working toward the creation of an inclusive campus environment, and fostering a greater understanding and appreciation of tolerance, acceptance, and various forms of diversity. All of these factors are essential for a successful learning community.

6) What resources does your office have to engage with constituencies and communities? How does your committee/office support engagement with constituencies and communities? What types of activities provided by your office are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your office's planning process engage constituencies and communities? Is your office involved with the University's planning process? If so, how?

6a) The MSS Office utilizes resources such as our MSS brochure, our monthly newsletter, The Source, our MSS/MRC websites, personal interaction, and various posters, flyers, and announcements to engage our constituencies and communities. Additionally, we use a variety of educational, multicultural, and social programs to engage the campus and community constituencies.

6b) The MSS Office supports engagement with constituencies and communities by focusing on inclusiveness and encouraging

broad-based involvement and representation in our programs, services, and activities.

6c) The MSS Office provides activities such as month-long cultural heritage month celebrations, diversity discussions, multicultural guest speakers, diverse performers, inclusive education workshops, and social gatherings on an ongoing basis. All of these programs and activities are open and available to all students, faculty, staff, and administrators. We encourage interaction and participation by campus constituencies, as well as community representatives.

6d) The MSS Office's planning process engages constituencies and communities by gathering assessment information regarding our programs, services, and resources. This information is reviewed, analyzed, and then considered when strategic plans are being developed and/or revised for the MSS Office. Additionally, we strongly encourage our constituencies and communities to openly provide us with input and feedback regarding the strengths, weaknesses, questions, issues, and/or concerns that they may have about the MSS Office.

6e) Yes, the MSS Office is involved with the University planning process. We participate in the planning process by serving on committees and by providing information to various committees and task forces, which are charged with gathering university-wide information and developing university-wide plans. Our yearly MSS goals and objectives become a part of a Student Affairs Division priority document, which is shared with the President and then reviewed, evaluated, and updated on an annual basis.

7) What collaborative activities does your committee/office have with constituents?

7a) The MSS Office has extensive collaborative activities with constituents including: student organizations, academic departments, campus committees, departmental offices, community groups, state agencies, and individuals. A sample of our collaborative activities include: minority student recruitment/retention efforts, multicultural programs, diversity workshops, inclusive education presentations, and grant application preparation.

8) How has/should your office evaluate the services provided to constituents? How inclusive are your committee's/office's services to the community/constituents?

8a) The MSS Office evaluates many of our programs and services provided to constituents by seeking feedback through formal assessment instruments such as surveys and questionnaires. We also receive some information in the form of comments, phone calls, emails, and hand-written notes and cards. We should develop an evaluation instrument to provide to constituents when they visit the MSS Office or the MRC for a scheduled appointment, to pick up information, or to simply ask questions. It would also be beneficial to have a professional consultant evaluate our overall programs and services and help us identify our strengths and areas that need improvement. In addition to the evaluation of the MSS Office, I would also recommend that the University contract with an outside agency to conduct a campus climate survey to address issues such as diversity, race relations, tolerance, and cultural awareness/acceptance.

8b) The programs and services provided by the MSS Office are very open and inclusive. We encourage broad-based participation from our campus constituents, as well as community representatives. We stress our desire to be inclusive in all of our publications and promotional materials, and we incorporate a spirit of inclusiveness into our ongoing office operations.

Last Modified: September 08, 2005

Report from Music Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

To what extent is implementation of the University's mission evident in University operations?

- The activities of the University involving planning, budgeting and operations seem to support the Public Affairs mission well. There are aspects of budgeting, however, that could be of more support for the sub-themes of Professional Education and Creative Arts.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college and department levels?

- The University's long range plans have been clearly defined in the five-year plans that have been developed. The faculty tends to rely on the Department Head and the Dean to assist them with their awareness of aspects of these plans that affect them. The budgeting process at the department and college levels tends to be based on making the available resources cover as much of the mission and goals as possible in a given fiscal year.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

The University's planning has resulted in recent years in the following:

- Faculty computer upgrades (25% per year).
- Mission enhancement funds for equipment purchase.
- Establishment of the Academic Development Center.
- Establishment of the Educational Technology Center.
- Establishment of a Diversity Plan for each Department.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- The faculty and staff has been given ample opportunity for input regarding the latest long-range plan. Input from external constituents has been achieved through the use of Advisory Committees at the College and Departmental levels.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- The long range plans do not prohibit re-prioritization in and of themselves. Sometimes, however, a lack of flexibility in this regard has been exhibited by the decision makers. At the department level, it is possible to significantly adjust goals and objectives during the yearly planning process.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- The mission and goals of the department of music, shown below, fit clearly with the Mission of the University.

Departmental Mission Statement

- The Department of Music at Southwest Missouri State University serves as an agent of the University for the stimulation and motivation of creative and professional work in music. The Music Department is committed to the University mission by emphasizing the highest standards in scholarship, teaching, live performance, media interaction, and educational outreach.

Departmental Goals

- To recruit and retain an excellent faculty and staff with diverse and broad experience that will support the department's mission.
- To recruit and retain excellent students in all curricular areas, both undergraduate and graduate.
- To provide music students the opportunities to develop performance skills, both in ensembles and major applied areas, to their fullest potential.
- To produce highly-trained music educators to meet the professional needs of the field.
- To provide a thorough and comprehensive academic foundation for the music student.
- To present local, regional, national and international performances and scholarly presentations of the highest standard.
- To provide state-of-the-art facilities and equipment for both students and faculty.
- To align with the University's general education program by offering courses in music to all students.
- To support the Public Affairs Mission of the University.

How the activities of your department support the University's mission?

The activities and programs of the Music Department support the Professional Education and Creative Arts themes while also promoting the University's Public Affairs Mission. Numerous examples exist to show the department's efforts in Professional Education and Creative Arts. The following list indicates the department's work in the area of public affairs:

- Service-Learning components continue for MUS 305 (Survey of Classroom Instruments), MUS 530 (Vocal Pedagogy), Opera Workshop, and all private composition courses (MUS 516, 517, 520, and 521).
- The department continues the following annual public-affairs initiatives: The Ozarko Marching Band Festival, The Pride Classic Concert Band Festival, The Elizabethan Dinners, The Claude T. Smith Composition Contest, The Fite Piano Festival, The Orchestra Halloween Concert, The Summer Carillon Series, The Young Composers' Project, MHSAA District Music Festival, Missouri Lions Band, Opera Workshop Outreach, Hawthorne Trio Local Concerts, Outreach Brass Quintet, Christmas at SMSU Concert, Veterans Day Concert.
- The Department continues its support of the Ozark Celebration Festival.
- All first and second-year faculty are encouraged to find ways to integrate their interests and abilities with the public affairs mission of the university.
- The faculty continue participation and service in area, state, and national music teachers' organizations.
- Increasing numbers of faculty and students participate in the Complementary Alternative Medicine Program sponsored by Cox Health Systems.
- The Department has planned and produced a Centennial Compact Disk
- The Department planned and carried out a Centennial Concert in Hammons Hall

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- The Music Department guidelines adhere to those of the University and the College of Arts and Letters. They embrace

the Boyer model of types of scholarship (Discovery, Integration, Application, and Teaching) in an effort to provide faculty members with the incentive to maintain professional currency. In addition, the department has established three levels of research/creative activity that are used to determine whether or not faculty members have achieved the criteria necessary for tenure and promotion.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- Each candidate for evaluation presents a dossier which is reviewed by the 7-person personnel committee, which is assigned on a rotating basis within the tenured faculty. Each candidate also schedules a personal interview with this committee as part of the process. The committee then submits its report to the tenured faculty for approval, and finally to the Department Head. The Head meets with each candidate and submits both reports to the Dean.
- The Department Head also meets each year with every faculty member for annual performance review.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- The Music Department Faculty mentoring plan.
- Faculty travel funding for conferences and presentations
- Department Head's weekly e-mail news announcing faculty achievements
- The department is currently working on criteria that will allow faculty members to apply for reassigned time for research.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- Funding is provided for students to compete as performers or composers at state, regional, and national levels.
- Funding assistance is provided to assist needy students with costs associated with performance tours sponsored by the department.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

The department has an assessment plan, consisting of multiple parts, which is implemented on a yearly basis. Its components are as follows:

- Piano proficiency examination completed by each major by the junior year.
- Each student must meet level requirements in a major instrument or voice.
- Each student must perform before a jury of faculty members each semester.
- Each student in professional programs in Music must perform a senior recital.
- Each student must take a music assessment test prior to graduation.
- An assessment survey is sent out every three years to graduates from each program. The results are analyzed by the Departmental Assessment Committee and recommendations are made to the Head.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- Students have the opportunity to fill out course evaluations for every class in the Department of Music each semester.

How are the results of your assessment activities used by department faculty for program improvement?

The Departmental Assessment Committee makes a report to the Head each year based on the assessment activities listed above. Examples of this process having come "full circle" are as follows:

- In response to numerous 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 BSed. The result was a decrease of 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.

What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- Evaluation, planning, and projection take place on a regular and on-going basis using the Advisory Committee in conjunction with the Department Head and Assistant Head. This group meets on a semi-regular basis throughout the academic year to discuss various issues of evaluation, planning, and projections. The result of these meetings is the Departmental Plan (Appendix A) which specifies goals and objectives for both the upcoming fiscal year, and the upcoming three fiscal years. The plan is then sent to the full-time music faculty for comment, or to appropriate faculty committees which then forward recommendations to the faculty. The combined Departmental Plans are then submitted to the Dean of Arts and Letters for review by June 1 of each year. Along with the plans, an assessment of how successful the department was at implementing the previous year's plan is also submitted.

What activities of your department encourage collaborative efforts with other departments at the University?

- The BFA in Musical Theatre Degree (Theatre and Dance)
- The BS in Electronic Arts Degree (Art and Design, Media Journalism and Film)
- Elective courses in the Entertainment Management Degree (Management)
- The COAL Odyssey Project (all COAL Departments)
- Art as a Public Affair Capstone Course (Art and Design)
- Faculty recitals involving cross-college collaborations
- Faculty forum participation

What policies and procedures are used by your department to improve student learning?

- The Music Department Assessment Plan (see above)
- Faculty members are highly involved with professional music organizations, and they bring back innovative ideas to use in their classes.
- Faculty members are highly involved in research, performance, and composition, and they integrate these elements into their teaching.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

The Music Department is always supportive of faculty members who want to enhance their teaching through innovation. Examples are as follows:

- Use of powerpoint and blackboard by many faculty members.
- Development of a telecourse for MUS 241.
- Systematic upgrading of classrooms to level 3 and 4 "smart" classroom status.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

- The Department of Music maintains its membership in good standing with the National Association of Schools of Music (since 1967). In addition, the department's music education program is fully accredited by both DESE and NCATE.

Last Modified: September 08, 2005

Charge for Native American Studies Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE NATIVE AMERICAN STUDIES COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Native American Studies program fit with the University mission? ([Criterion 1](#))
2. How is the Native American Studies Committee planning for the future? ([Criterion 2](#))
3. Describe the way your committee and program contribute to the institution's function in a multicultural society? ([Criteria 1 & 2](#))
4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning? ([Criterion 3](#))
5. How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement? ([Criterion 5](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Native American Studies Committee

The Associate Dean of the College of Humanities and Public Affairs at Southwest Missouri State University administers six Area Studies minors:

- [African Studies](#)
- [Asian Studies](#)
- [Gender Studies](#)
- [Latin American Studies](#)
- [Middle Eastern Studies](#)

Native American Studies

1. How does the mission of the Native American Studies program fit with the University mission?

The mission of the [Native American Studies minor program](#), created in fall 2004, is to promote knowledge and understanding of the history, arts, societies, and cultures of the native peoples of the Americas, past and present, on the SMSU campus, in the Springfield community, and throughout Southwest Missouri. There are currently about 200 students at SMSU who identify primarily as Native American, and many more who claim some ancestry, as well as several Native faculty members. According to the 2002 census, 8,567 residents of Southwest Missouri are primarily Native, almost equal to the African American population. In Springfield alone, there are 1,142 Native Americans. Missouri is the ancestral home of the Missouri and Osage nations, and was for a time home to the Delaware, Kickapoo, Shawnee, Peoria, Michegamea, Sauk, Fox, and Cherokee too. There are over 900 enrolled members of the Cherokee Nation in the Springfield area.

The Native American Studies program serves to recognize and support the Indian heritage of Missouri and the Indian communities in our area today. It provides an opportunity for students of Indian ancestry to learn more about their ancestry and it gives all students an opportunity to learn about the achievements and contributions of Indian peoples. In doing so, the program serves the university's statewide mission in public affairs.

2. How is the Native American Studies Committee planning for the future?

SMSU is the first university in the state of Missouri to develop a program in Native American Studies. We believe we are therefore in the forefront. The Native American population is growing significantly, and native peoples and issues are gaining greater visibility and influence in American society. The recent opening of the new National Museum of the American Indian on the Mall in Washington, D.C. is the most conspicuous sign of this. Because of our program, SMSU is becoming better positioned to attract Indian students and thereby increase the diversity of the student body. In addition, it is becoming positioned to collaborate with and serve the Native American public and Native organizations and associations.

The Native American Studies Committee is comprised of faculty teaching courses in the program, from several different departments and colleges. We meet face to face at least twice a year to discuss issues and identify ways in which the program can be enhanced. We are currently developing some new courses and also plan to revise the program web page.

The university's Native American Heritage Month committee meets almost weekly through the fall and monthly in the spring to plan a series of events for Native American Heritage month, celebrated in November. This committee includes members from the Native American Studies committee, the Office of Multicultural Student Services, and the Student Activities Council. Every November we bring speakers, artists, and films to campus and organize a campus powwow. This is a huge and expensive undertaking. Success is easily measured by the number of problems that occur, the turn-out at events, and the comments of participants, and every effort is made to remedy problems and improve from year to year.

3. Describe the way your committee and program contribute to the institution's function in a multicultural society.

The main purpose of the committee and the program is to enhance understanding and knowledge about the native peoples of the area and the nation. This is achieved through the curriculum and through sponsored events, sometimes in collaboration with Native organizations. For instance, we made it possible for the Cherokee Nation of Tahlequah, Oklahoma to offer a non-credit course on Cherokee History for the Southwest Missouri community in spring 2003. We held a benefit powwow in fall 2003 and raised money

for the children of Lori Piestewa, a Hopi Indian who was the first casualty in the war in Iraq. In fall 2004 we planned the powwow in conjunction with the Southwest Missouri Indian Center and collected donations of food to contribute to their supply for needy individuals and families.

4. What steps are taken/should be taken to obtain information regarding the needs and expectations of your students? How is this information analyzed and utilized to improve student learning?

Planning for the program began only two years ago and it officially came into existence in fall 2004. Prior to proposing it, the committee conducted a survey of students in a number of classes to determine interest and demand. Courses in the program are assessed by the departments that sponsor them. The committee takes the number of minors and course enrollment into account in planning for the future. The committee also receives suggestions from students concerning courses and activities. A student representative from the Native students organization normally serves on the committee.

5. How does your committee engage with your internal and external constituencies and communities? What resources does your committee have to support this engagement?

The relevant constituencies for this program are 1) faculty involved in Native American Studies, 2) students and faculty of Native ancestry, 3) students with a minor in Native American Studies 4) non-Natives interested in learning about Native American culture, 5) the Native American community of Springfield and Southwest Missouri, and 6) the non-Native community of Springfield and Southwest Missouri.

The Native American Studies Committee brings together faculty with a common interest in Native American society and culture. Currently, this includes faculty from Anthropology, History, Art, and Geography. Members of the committee regularly give public presentations on campus and in the community concerning Native American heritage. Up until recently, the Committee worked closely with AILOTT – American Indian Leaders of Today and Tomorrow – a student organization, which unfortunately is not functioning at the moment as it lost its leadership. Members of the Native American Studies Committee are involved with the Choctaw, Kiowa, and Comanche Nations of Oklahoma and have working relationships with local organizations such as the Southwest Missouri Indian Center, the Native American Empowerment and Prevention Council, and the Amonsoquath Tribe of Cherokee. The Annual Native American Heritage Month brings students and non-students together in a series of educational events highlighting the history, arts and cultures of Native Americans.

Although the Native American Studies program does not have a budget of its own, the home departments of its faculty, the Multicultural Resource Center, and the College of Humanities and Public Affairs have contributed to its outreach and educational mission.

Last Modified: September 08, 2005

Report from Nursing Department

Committee: Kathryn Hope, Head; Vicky Cuthbertson; Elizabeth Fahey; Caroline Helton; Deborah Highfill; Susan Hinck; Debra Savinske; Susan Sims-Giddens; Rose Utley; Patricia Webb; Sue Yarbrough

I. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- The operations of the University support the primary mission of the University, that of producing educated persons emphasizing the five themes.
 - Many activities on campus reflect the University commitment to the mission and purpose of producing educated persons.
 - Within the long range plan, documentation exists on how the University assets support the themes of the University.
- [The Department](#) perceives the University's planning, budgeting, and operation activities as consistent with the public affairs mission of the University.
 - Institutional priorities established in the current 6-year plan document entitled "Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)" provide support for and are derived from the University's mission.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

- The long range plan of the University is clearly identified in Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006).
- The long range plan establishes priorities for the University and generally link with budgeting processes at SMSU. For example, new programs are identified in the long range plan in relationship to the themes they support.
- The section on "Funding the Plan" in the strategic plan identifies the budget to implement the plan.

How does the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which SMSU and its students exist?

- The long range plan of the University very clearly identifies as priorities the concepts of educational quality, student learning, and student involvement in society. The plan also defines the relationships among educational quality, student learning, and the world in which SMSU and its students exist.
 - University activities, priorities, and budgeting reflect support for providing experiences for students that promote understanding of diversity, environmental complexity, a global society, and an ever-expanding technological world. Examples include: the Study Abroad Programs and Activities, University support for student and faculty international travel, International Student Services, the TRIO Program, the Multicultural Resource Center and Student Services, the Public Affairs Grants Program, the many technology programs and workshops available, and the access to current technology and software for students and faculty.
- The long range plan identifies outcomes that follow directly from the established priorities. For example, a program review of all programs in the University was performed, and the results and recommendations of the review link to the outcome assessments identified in the long range plan.

How does the University's long-range planning process involve internal constituents and, where appropriate, external constituents?

- The faculty view the long-range planning process as being done by the administration at SMSU, with input from faculty (on task forces, town meetings, faculty comment periods).

From the Department's perception, the University has continual communication and input from external constituents (our potential students, community organizations, agencies, institutions, accreditation agencies, governing boards for education, etc.) that directly impact our long range plan.

- The University is responsive to external constituents in their planning process. In the middle 1990s, the majority of Southwest Missouri was a designated Health Professional Shortage Area (HPSA). Many organizations and community agencies were supportive of starting a master of science in nursing (MSN) program at SMSU. The MSN program was initiated in 1996. Our graduates are meeting the needs of the community, with over 50% of the graduates working in HPSA areas as nurse educators and family nurse practitioners.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- The long-range plan addresses broad concepts as opposed to being prescriptive, which allows for re-prioritization of goals when environmental factors change. For example, a severe shortage of nurses occurred nationally and locally. This shortage sharply escalated after the current SMSU long range plan was developed. SMSU was responsive to these needs and initiated the development of a 4-year Bachelor of Science in Nursing program. SMSU internally funded the initiation of the program, including the addition of five new faculty and two full-time staff positions.
- The budgetary process and long curricular approval process limit the flexibility in responding to environmental changes.

II. How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

How does the mission of your department fit with the University's mission?

- The mission of the Department was developed based on the university mission, and is consistent with it.

What activities and programs of the department support the University's theme of Health?

- All programs and all courses within the Department support the theme of health.
- Over 90% of our alumni are employed full-time in health care. o The Department faculty serve as consultants to the community (Hinck – legal, geriatrics; Utley – Parish nursing, breast cancer; Fahey – Women's Health; Sims-Giddens – Community Education; Helton – Nursing Education; Savinske – Disabled children; Webb – Child Neglect and Abuse; Yarbrough – Acute Care).
- All of the faculty serve as experts to the community and other departments in the University on various topics of health.
- The faculty currently have external grant funding that addresses health and care of at-risk preschoolers (Sims-Giddens), health of a rural Hispanic population (Hinck) rural health service learning (Hinck), and education of advanced health care providers (Hope).
- Two faculty (Yarbrough, Webb) maintain a faculty practice in the community. o Faculty publications address aspects of health.
- The faculty present research and other forms of scholarship at local, national, and international conferences.
- The faculty serve as reviewers of grants, conference abstracts and peer reviewed journals at local, regional, and national levels.
- The Department sponsors the Student Nurse Organization that does service activities in the community (e.g. flu shots, school health screening).
- The faculty have received state and national awards for their research (Hope, Hinck, Utley) on health-related topics.
- Over 80% of the masters students in nursing complete a thesis on a health-related topic.
- The Department offers interdisciplinary courses (e.g. Epidemiology with Public Health, Pharmacology with Physician Assistant Studies).
- The Department sponsors a chapter of Sigma Theta Tau, International that recognizes nursing leadership and academics.

How do departmental activities and programs support the University's mission of Public Affairs? Examples:

- The Department offers a GEP capstone course every semester.
- All students spend time in clinical experiences with underserved populations in the area.
- The Department has 3 externally funded grants and one internally funded grant that addresses health of underserved

populations.

- The Department offers 5 service learning courses – all dealing with health.
- Many masters students pursue thesis topics on underserved populations and health.
- The Graduate Public Policy and Health Issues course sponsors a “think tank” every year on a public affairs topic. The MSN students plan the event, which frequently draws 100-200 community members, including community leaders, legislators, and the media.

How do your department's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- The Department Faculty PTR plan encourages and recognizes excellence and achievement in teaching, service, and research, which are consistent with the University's mission.
- The Promotion, Tenure, and Reappointment (PTR) Plan recognizes broad forms of scholarship, such as clinical practice and national specialty certification, that promotes professional currency.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- The PTR Plan provides a flexible template for faculty achievement, and allows individuality in how faculty pursue achievement in the areas of teaching, service, and research.
- The PTR Plan provides guidelines and timelines for faculty to accomplish promotion, tenure, and reappointment. Faculty are given yearly written evaluation and feedback by the Department Head and by the Department PTR committee on their progress toward promotion, tenure, and reappointment. Areas of strength and areas for improvement are noted on an annual basis.
- The Department defines scholarship very broadly, based on Boyer's original work and allows many forms of scholarship, as well as combinations of scholarship to meet promotion and tenure requirements.
- The PTR plan differentiates scholarship expectations of clinical faculty and research faculty in the Department.
- The PTR plan rewards faculty teaching, service, and scholarship, and does not emphasize a particular area.

What other reward structures and/or processes are in place in your Department for faculty to promote a life of learning within the University's mission?

- The Department provides travel funds to faculty to attend conferences and workshops.
- The Department provides financial and secretarial support for faculty to pursue scholarship and development activities.
- The Department plans course schedules and workload to accommodate faculty who have clinical practices, and pursue other scholarship activities (research, fellowships, sabbaticals).
- The Department sponsors continuing education programs for nurses.
- The Department sponsors regional workshops and networking opportunities for nurses.
- The Department Promotion, Tenure, and Reappointment Plan promotes faculty scholarship.
- The graduate programs in nursing provide arenas for students to work with faculty and their research.
- Graduate Assistants in the Department provide faculty an opportunity for mentoring.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- The Department offers 7 scholarships annually to students.
- The Department has an annual recognition ceremony that recognizes scholarship donors and scholarship recipients.
- The Department has a pinning and recognition ceremony at graduation each semester that recognizes student academic achievement.
- Student achievements are recognized in the Department Newsletter “Bears That Care”, which is published twice a year.
- Student achievements are recognized on the [nursing web page](#).
- Faculty supports travel of student leaders to conventions.

- The Department and Graduate College provide financial support for all graduate thesis projects..

III. What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- The Department has a well-developed Department Evaluation Plan, which includes a student assessment plan. The Plan is evaluated yearly by the faculty at the Spring Department Retreat.
- The Department evaluates student learning outcomes each year at the Spring Retreat, and makes changes based on those outcomes.
- The program goals for student learning outcomes are clearly stated in the student handbooks given to students at the beginning of their programs, and on the nursing webpage.
- The Department utilizes a variety of formative and summative assessment methods to evaluate student learning. These methods include interview, standardized testing, benchmark attainment, and graduate and alumni surveys.

What steps are taken by your department to ensure that courses comprising departmental programs contribute to student learning?

- The faculty evaluate the curriculum each year at the annual spring retreat. The faculty evaluate the curriculum for currency in light of the changing professional environment, changes in the University, faculty input, and student outcomes.
- The faculty evaluate the curriculum based on changing professional standards (e.g. accreditation standards, State Board of Nursing standards)
- The faculty utilize students outcomes and solicit feedback when making changes in the curriculum.
- The Department has a Student Advisory Board that makes curricular recommendations to faculty, which is comprised of students from each program in the Department.

How are the results of your assessment activities used by department faculty for program improvement?

The faculty utilize assessment activities to make changes in the department policies and procedures (e.g. admission policies), the curriculum, and in the assessment activities. For example:

- BSN completion clinical courses were revised to modify the clinical experiences so that students would have more diverse experiences (based on student surveys, interviews and Student Advisory Board).
- The MSN students are surveyed every other year to assess their needs for course scheduling. The courses are currently all on one day a week to accommodate commuters and working students. The students are satisfied with this scheduling. (based on student survey and alumni survey).
- Faculty make revisions in course content based on student course evaluations done each semester.
- The Department Head discusses student course evaluations with faculty at yearly review.
- The students have requested electives in emergency nursing (which was added this semester) per their interviews, and student exit surveys.
- The faculty is evaluating the possibility of admitting students in their sophomore year, rather than their junior year, based on student feedback, and from standardized testing scores.
- The Family Nurse Practitioner graduates have a 100% pass rate on their standardized national exam and have a 100% employment rate. Also, students are highly satisfied with the program. No changes in this program.
- The Nurse Educator graduate students have given feedback about problems with commuting and class schedules. All of the specialization courses in the MSN track have been changed to internet format, which the students are very

pleased with. This format has accelerated their graduation time.

IV. What department activities are undertaken for development and improvement? (Criterion 3)

How does your department plan and prepare for the future?

- The Department has a 3-year strategic plan that is updated yearly by the faculty. This plan clearly outlines priorities and goals for the Department.
- The outcomes of the plan are evaluated yearly.
- The Department has a comprehensive Department Evaluation plan, which it reviews yearly and updates as needed. Within this plan, all of the major contextual factors that affect the Department and its planning are reviewed (e.g. professional factors, budgeting factors, resource issues, student issues, etc.)

What activities of your department encourage collaborative efforts with other departments at the University?

- The Faculty developed a Capstone (GEP397) course through collaboration with Nutrition and Physician Assistant Studies.
- The Department has 3 externally funded grants that are in collaboration with other departments (Nutrition, Social Work, Consumer and Family Studies).
- The Department co-offers courses with other departments (Public Health, Physician Assistant Studies).
- The Department shares space (storage space, and computer lab) and resources with the Physician Assistant Studies Program.
- The faculty serve on graduate student thesis committees in other departments, and faculty in other departments serve on our student thesis committees.

What policies and procedures are used by your department to improve student learning?

- Implemented standardized student testing after each specialty area in the 4-year BSN program gives student feedback on their areas of strength and weakness.
- Faculty utilize student performance on standardized testing (all programs) to evaluate the adequacy of their programs.
- The faculty evaluate supporting courses for the nursing programs (e.g. statistics, anatomy, psychology, nutrition etc.) for the adequacy in providing a foundation for the nursing programs. Information is obtained from student feedback (interviews and surveys) and faculty feedback.
- The curriculum, policies, and procedures are evaluated on a yearly basis.
- All faculty in the Department are master advisors.
- All faculty attend conferences or workshops that address teaching methods or information that affects teaching.

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

- The Department provides support for faculty (administrative, workload, etc.) for faculty who do research. Many of the faculty have received internal funding for research involving innovative teaching (Funding for Results Program, Faculty Research Grant, ADC Teaching Fellowship Grant). All faculty were involved in a grant last year to initiate a new teaching method throughout the undergraduate BSN program.
- The majority of faculty teach distance learning (internet, ITV). Workload is adjusted for course development and teaching at multiple sites.
- All faculty utilize technology in their classes, and integrate them in their courses (as stated in our strategic plan). Examples are computer simulations, computer resources, CAI, etc.
- The Department encourages faculty to submit applications for teaching awards (3 current faculty have received College Teaching Awards, and 1 has received a University teaching award).

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching?

The Department of Nursing has pursued national professional accreditation for all of its programs at the earliest time possible, as per accreditation guidelines.

- During the last accreditation visit in Spring 2004, the Department fully met all accreditation criteria for all programs.
- The Department self-study report, which is submitted to the Accreditation Review Team prior to the site visit, requires that the Department address how the program and the Department contribute to the SMSU mission. Also, the comprehensive self-study report addresses program outcomes, study learning, and effective teaching, among others.
- The accreditation process ensures that the Department programs are quality and that all resources (personnel, financial, facilities, student services) ensure that the programs are producing qualified graduates.

Last Modified: September 08, 2005

Charge for Office of Student Volunteers

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE OFFICE OF STUDENT VOLUNTEERS' CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Office of Student Volunteers fit with the University mission? What policies and procedures are used by your office to improve student learning for the future? How is the Office of Student Volunteers planning for the future? ([Criteria 1-5](#))
2. What resources does your office have to engage with constituencies and communities? How does your office support engagement with constituencies and communities? What types of activities provided by your office are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your office's planning process engage constituencies and communities? Is your office involved with the University's planning process? If so, how? ([Criterion 5.B](#))
3. What collaborative activities does your office have with constituents? What is the response of constituents to these ventures and agreements? What types of partnerships have been/could be forged on shared goals? How supportive is your office to the mobility of learners (i.e. articulation agreements, transfer policies, etc.)? ([Criterion 5.C](#))

Thank you in advance for your cooperation.

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Report from Philosophy Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

The University's mission, "to develop educated persons" is evident in University operations, as the bulk of what occurs is the administering of courses designed to that end.

The mission's five themes are reflected in the long-range plan, and clear connections can be made between that plan and the budgeting process at the University level. Decisions made at the University level, then filter down to college and department levels.

It is not obvious how needs are prioritized at the University level.

Although the University invites comment from faculty and staff, a common perception is that the course is set even before the comments are heard.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

The mission of the [Philosophy Department](#) is (1) to offer a major in philosophy both to prepare individuals to carry on the task of philosophy and to make available the depth of intellectual, liberal arts background needed to enhance exceptional pre-professional programs, (2) to participate in the program of general, liberal studies that form the educated person and equip one to deal with the tasks of citizenship, (3) to enrich the education of students pursuing a curriculum leading to a bachelor of arts, (4) to engage in research and scholarship that expand the understanding of our intellectual tradition and develop possible resolutions of contemporary intellectual, ethical and political problems, and (5) to contribute to the University mission in public affairs by participating in appropriate community activities and conducting forums in which public issues can be debated.

As one of the traditional humanities, philosophy is a core discipline supporting the University's general mission of producing educated persons. The basic introductory level courses (*Ethics and Contemporary Issues*, *Introduction to Philosophy*, *Critical Thinking*) are part of the general education curriculum. At a more advanced level, the philosophy department makes a contribution to several University themes: health (*Health Care Ethics*), business and economic development (*Business Ethics*), creative arts (*Aesthetics*, *Philosophical Ideas in Literature*), and science and the environment (*Philosophy of Science*, *Environmental Ethics*).

In addition to curricular offerings, the department sponsors an annual High School Essay Contest that promotes the examination of philosophical issues, the majority of which have been relevant to public affairs.

The Philosophy Club is active in presenting interdisciplinary presentations, and sets aside one meeting each semester for a student presentation.

Through volunteer service on community boards, guest speaking, and media appearances, members of the department are actively engaged in activities supporting the University's mission and enhancing awareness and understanding of public affairs issues.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

Each semester, the department head and faculty members review written student evaluations of all classes, with an eye to revision of course content and methods if deemed appropriate.

All majors undergo exit interviews, during which they share their perceptions of their experiences at SMSU, particularly their experiences within the department. This information has led, in the recent past (2000), to revision of the department's curriculum to better serve the interests and goals expressed by students. In addition, each major creates a portfolio of his/her work spanning courses taken in the department and exhibiting progress made by the individual.

The departmental policy on evaluation, promotion, tenure, and annual appointment is reviewed annually and revised as needed. An extensive addendum regarding the process for evaluating teaching was incorporated in 1998, and a policy on faculty recusal from evaluative proceedings was added in 2002.

What department activities are undertaken for development and improvement? (Criterion 3)

The department is currently engaged in the process of formulating a long-range plan.

The department is involved in several collaborative efforts with other departments at the University. Departmental offerings serve as integral parts of the Environmental Science and Policy minor, the Gender Studies minor, the Asian Studies minor, and the Antiquities degree.

Faculty members from the department have participated in the creation and teaching of three capstone courses, served as coordinators of the African-American Studies Program and the Gender Studies Program, assisted in the establishment of the Law and Society minor and the Environmental Sciences and Policy minor. And the Philosophy is one of the primary sponsors of the SMSU Interdisciplinary Public Forum Series.

The department's faculty make scholarly presentations of their work at regional, national and international conferences on a regular basis. Active membership in professional organizations also contributes to individual development and improvement of faculty members.

Development and improvement of students is accomplished through personal encouragement from faculty members and financial assistance from the department for students to create, revise, and present their own work at local and regional conferences.

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Report from Physician Assistant Studies Program

I. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting and operational activities? (Criterion 2)

- The University's mission is well known to this department through administrative directives, presentations, forums, memos and planning documents.
- Resource allocations in the previous 6 years have permitted significant expansion of the University's role in the promotion of professional education and health, including the establishment of this department and its physician assistant training program.
- This department enjoys excellent computer systems support and has benefited from the University's Academic Development Center and Educational Technology Center
- The University actively seeks input from this and other departments regarding the development and modification of long-range goals.
- Our faculty feels confident that the goals and plans of this department are given serious and fair consideration by the College and University administrations.
- The University strongly supports curricula that feature service learning components designed to foster enlightened citizenship.

II. How do your department's mission, activities and reward systems align with the University's mission? (Criteria 1-5)

- The selection process for this department's 2 year, master's degree physician assistant program favors applicants with well rounded undergraduate educations and previous participation in community or international service projects.
- This department's entire reason for existence is to promote public health and wellness by preparing "highly competent physician assistant graduates to practice primary care medicine in the context of team delivered care in a rapidly evolving health care arena." (Quotation is from the department's mission statement)
- Our physician assistant training program directly implements two of the University's mission themes: professional education and health.
- The department's curriculum includes instruction in medical ethics, public health and cultural diversity.
- The department recently decided to commit significant resources towards assisting faculty with research that focuses on issues of cost-effectiveness and availability of health care.
- Departmental promotion, tenure and reappointment are tied to demonstration of excellence in teaching, scholarship and service. Credit is given in the service category for participation in community service projects and sponsorship of student activities or organizations. Presentations to campus or community groups that promote health and wellness are considered as evidence of scholarship.

III. What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

- Two separate student manuals, one for the didactic first year of the [physician assistant](#) (PA) program and another for the clinical second year, clearly state all learning objectives for the curriculum. The learning objectives derive from those required by the national accreditation agency for PA programs.
- Students are assessed by departmental written examinations and quizzes, faculty observation of clinical skills, evaluations from clinical preceptors and two national comprehensive examinations. The department also receives feedback on the performance of its graduates on the national certifying examination that is required for licensure.
- Monthly faculty meetings address student performances and plan remediation and/or assistance for students not

making satisfactory progress.

- The curriculum is discussed at monthly faculty meetings and at an annual retreat. Factors considered prior to making changes include guidelines from the national accrediting agency, student evaluations of instructors and courses, our annual new graduate survey and a recently completed survey of clinicians who serve as student preceptors.
- Recent examples of change include additional instruction in genetics, enhancement of clinical skills training, increased clinical case-based instruction in several courses, addition of weekly quizzes to the physiology course and introduction of a clinically relevant course project in advanced pharmacology.

IV. What department activities are undertaken for development and improvement? (Criterion 3)

- The department funds travel for faculty to attend regional and national meetings where issues pertinent to the PA profession and PA education are discussed. Information thus obtained is used in an ongoing fashion, through the monthly faculty meetings and the annual retreat, to modify departmental plans, when necessary.
- To exploit available expertise and promote collaboration within the University, the department actively seeks guest lecturers from other departments to assist in the education of PA students. In reciprocal fashion, faculty from our department lecture to students of other departments.
- The department has ongoing educational collaborations with several departments including Nursing (pharmacology & gynecology) and Biomedical Sciences (anatomy & physiology).
- The department has worked with Dr. Hendrix of Biomedical Sciences to establish a highly innovative method of teaching anatomy using films, clinical scenarios and group discussions. The University supported this effort through an internal grant.
- The department supports the Multi-Disciplinary Forum and one of our faculty serves on its planning board.
- Faculty are encouraged & supported to attend presentations and workshops that improve teaching skills. This includes University offerings such as the annual Showcase on Teaching and national meeting such as the Educational Forum of the Association of Physician Assistant Programs.
- This department's PA program is nationally accredited and is due for re-accreditation in 2007. Two faculty members attended a national conference recently that addressed proposed changes in guidelines for PA program accreditation. Afterwards, at a faculty meeting, feedback to the accreditation agency was formulated and a departmental plan to implement the new guidelines was proposed and discussed.

Last Modified: September 08, 2005

Report from Physics, Astronomy, & Material Sciences Department

Mission

In support of the University's mission in public affairs, [PAM](#) aims to provide for a seamless integration of citizenship in a modern setting and mastery of academic disciplines. It serves as a platform where issues in physics, astronomy, and materials science are brought into focus to help foster competence and responsibility in the five themes of professional education, health, business and economic development, creative arts, and science and the environment. To achieve excellence, PAM draws strengths from each area of specialty to create learning experiences that meet the highest standards of higher education.

1. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

PAM acknowledges the University's mission to develop educated persons while focusing on the five themes that together foster competence and responsibility in the common vocation of citizenship.

Given the fiscal volatility, the University's activities in planning, budgeting, and operation contribute significantly to its mission and have made important advancements toward the objectives of the mission, as evidenced by the number of new academic programs and the facilities that support them. More emphasis, however, should be placed on the human dimension of the effort, particularly the ways to identify value creation and equity adjustment concerns.

Overall the planning process is adequately linked to the long-range objectives, although more can be done in articulating the value of this process. Faculty have access to forums and meetings where the University's long-range planning process is outlined and discussed. There exist adequate opportunities to propose new programs for the long-range plan, and latitude is provided for annual reviews and modifications.

Greater involvement can be anticipated if the values of the planning process are made more clear and specific, although this concern would have been greatly relieved had State budget been more inline with educational objectives.

2. How do your department's mission, activities, and reward system align with the University's mission?

PAM carries out the mission by offering undergraduate and graduate majors and minors in physics, astronomy, engineering physics, physics education, and materials science. PAM faculty devote their mission-oriented activities in teaching, research, and service to preparing students and other community constituents for the societal and economic trends we face in the 21st century and to providing a solid foundation for life-long education. This is accomplished in collaborating with other departments in the College of Natural and Applied Science, College of Education, Center for Applied Science and Engineering, Graduate College, and other academic units and committees for a learning experience which expressively promotes a physical-science professionalism of excellence in a modern society with diverse, heterogeneous interests.

The efforts find evidence in the number of college, university, and foundation awards received by the faculty, in grants from government and private agencies where scientific merits and societal impacts are clearly articulated and enthusiastically accepted by reviewing panels, and in journal publications that disseminate the results of the efforts to the public at large, all contributing to the University's public affairs mission.

The tenure and promotion policy promotes teaching effectiveness and student learning by emphasizing faculty responsibility in creating a research-oriented environment, in and outside the classroom, that foster acquisition and development of knowledge, curiosity, and skills as needed in a globally competitive setting. PAM reviews the performance of each faculty annually, employing evidence of excellence in teaching, research, and service that contribute to the mission of the Department. Particular benchmarks include curricular content, delivery, student evaluation, grants and publications, and measurable service efforts provided to the community.

3. What department activities are undertaken to collect and use program assessment information?

To ensure integrity in learning and preparedness for the future, learning objectives and schedule of delivery are announced and outlined in each course syllabus distributed to the students at the beginning of a semester. The goals reflect fully the purposes of the courses as described in the catalog and in respective program documents. Standard measures including homework, tests, and exams are used to assess progress towards the goals announced. In courses that advance the general education objectives, some

faculty have chosen to allow class activities for the discovery of how knowledge in physical sciences can contribute to the advancement of current societal concerns such as energy and environment policies.

As a capstone of the undergraduate learning experience, PAM stipulates as a part of degree requirement the completion of Major Field Achievement Test (MFAT) for physics and engineering physics majors, PRAXIS II for physics education majors, and a senior project. The MFAT and PRAXIS II results are compared to national norms to gauge departmental teaching effectiveness. The senior projects are used to assess student abilities in knowledge of physics, ability to apply physics, analytic thinking, experimental skills, and other capacities that are important for professional development. In many cases, results of the senior projects were presented in local and national conferences and published in refereed journals.

Additional measures specific to the graduate program include a general qualify exam, thesis research, and a final defense. The exam is given to all graduate students one year after admission to evaluate student achievements in graduate courses and preparedness for thesis research. Activities related to thesis research are supervised by respective thesis advisors and evaluated per performance standards commonly practiced in the research community. The final defense serves as the capstone of the graduate learning and research experience and is assessed in terms of discoveries made, data collected, and the general relevance with regard to advancements in science and technology.

4. What department activities are undertaken for development and improvement?

PAM promotes life-long acquisition, discovery, and application of knowledge among its faculty and students by encouraging all activities, internal and external, that qualify for funded release time, funded travel, publication authorship, departmental scholarships, and college and university awards. Through this process, PAM examines and discovers its strengths and weaknesses, identifies opportunities, and formulates strategies. Often the new opportunities lie outside the traditional disciplinary boundaries and call for an interdisciplinary approach. They include for example conceptual understanding of physics, adoption of technology in classrooms, using broadcasting for course delivery, employing image analysis tools for astronomical observations, and synthesis and characterization of advanced electronic materials. Such interdisciplinary interests and efforts continue to refine PAM's approach to its mission to better reflect the evolving needs of the society.

Last Modified: September 08, 2005

Report from Political Science Department

Committee: Beat Kernan, Head; Mehrdad Haghayeghi, MIAA Dir.; Patrick Scott, MPA Dir.

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

- The members of the political science department consider themselves to be in the very center of public affairs in their roles as professionals and academics. Our focus in teaching, research and service on citizenship, democracy, and public issues (health, the environment, political development, security, etc.) at all levels of government (local, state, national, international) put the Department at the center of public affairs as defined by the University's mission.
- The implementation of the University's mission in public affairs is thoroughly anchored in the institution's long-range plans. The documents, especially *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan*, define the purpose of the University's mission as the "development of educated persons." On the other hand, the [Department of Political Science](#) focuses on a somewhat narrower purpose by its endeavor to develop "educated **citizens**," especially from a political and legal perspective.
- Budgetary and operational activities reflect the focus on public affairs in the implementation process of the institution's priorities. As an example, Strong Hall, home of the College of Humanities and Public Affairs, is one of the corner stones of the University, directly reflecting the Public Affairs mission in both a physical and academic sense.
- On the other hand, the link between the long-range planning process and budgeting processes is more evident at the university and college level, and less so at the departmental level. Departments are given a budget (flat for several years) that does not reflect the activities of the department and its members in the realm of public affairs and other elements of the institution's mission and long-range plan.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

- The mission of the Political Science department is directly linked to and reflected by the University's mission in public affairs. The department's mission states that the purpose of its academic endeavors is to provide for "the study of government and public policy and of the political behavior of individuals and groups ... and training for public service, recommend practical reforms, and promote civic education to prepare citizens in a democratic republic to take an active role in public affairs."
- The activities of the Department directly support the University's mission in public affairs and especially its themes of professional education, health, business and economic development, and science and the environment, by the following examples:
 - Offer a course (PLS 101) on "American Citizenship and Democracy" as part of General Education every semester to some 1300-1400 students.
 - Offer courses on governmental institutions and public issues at the local, state, national, and international levels.
 - Provide students with the opportunity for service-learning in private (not-for-profit) and public organizations.
 - Encourage students to enroll in internships with law firms, elected officials, governmental organizations in order to acquire practical experiences and become involved as active and educated citizens.
 - Provide students with the opportunity to participate in field trips (Fort Leonard Wood, for example) and study tours to familiarize themselves with important public issues at the state, national, and international levels.
 - Offer credit for participation in an annual Model-UN for high school students from Missouri and surrounding states that trains high school students in important international issues.

- Maintain a large and active interdisciplinary pre-law program for SMSU students wishing to pursue a career in the legal field.
 - Offer programs at both the undergraduate level (B.A. and B.S. in Political Science and Public Administration), post-baccalaureate level (Certificate in Public Administration), and graduate level (Master in Public Administration and Master in International Affairs and Administration).
 - Offer four minors for students majoring in political science and other disciplines in the areas of political science, public administration, public law, and international relations.
 - Involve graduate assistants in teaching-, research-, and service-related activities with individual faculty members, and requiring graduate assistants to present a paper at the annual Interdisciplinary Forum organized by the Graduate College.
 - Involve graduate students in collaborative research projects with individual faculty.
 - Provide consulting work at the local, state, national and international levels by individual faculty on important public issues (public administration, city government, environment, health care, national security, and foreign policy)
 - Engage in and publish policy-relevant research on all levels of government and public issues.
- The Department's tenure and promotion guidelines and reappointment procedures reinforce the University's mission by promoting and requiring a professional portfolio that includes the elements of teaching, research (including the scholarship of application), and service. Faculty members are encouraged and required to maintain and enhance that portfolio in all three areas on an annual basis, and to submit the complete portfolio for reappointment, tenure, and promotion decisions.
 - The Department uses the following procedures in evaluation faculty performance in its reappointment, tenure, and promotion decisions: Faculty members to be reappointed, tenured, or promoted submit a complete portfolio (teaching, research, service) to the Department's Tenure and Promotion Committee for its evaluation and recommendation to the Head. All tenured members of the Department vote on annual reappointments and tenure decisions, whereas all faculty members in higher ranks vote on promotion decisions. The Head then evaluates the candidate, meets with the candidate to go over his recommendation, and submits the Committee's and his recommendation to the Dean of the College for the final decision.
 - The department also uses an annual performance evaluation by the Department Head for all (tenure-track and tenured) faculty to assess a faculty member's performance in the areas of teaching, research, and service during the previous academic year, and to discuss the member's professional goals for the next academic year. Annual performance evaluations include a written summary of accomplishments, a statement of goals, a personal meeting between the faculty member and the Head, and the Head's written evaluation (copied to the faculty member and the chair of the Tenure and Promotion Committee). The written evaluation is included in the faculty member's file and must be submitted as part of the portfolio for tenure and promotion decisions.
 - In addition, the Department Head performs an in-depth evaluation of tenured faculty members every three years in the areas of teaching, research, and service. This evaluation is submitted to the chair of the departmental Tenure and Promotion Committee and the Dean, and is included in the faculty member's personnel file.
 - The Department also awards faculty members for course development, conference participation, faculty development seminars, and other professional activities by, for example, reduced teaching loads, conference and seminar support, and teaching scheduling preferences when professionally required.
 - The Department has in place the following mission-related reward structures for its students at the undergraduate and graduate levels:
 - Seven undergraduate scholarships ranging from \$250 to \$5000, awarded on an annual basis.
 - One graduate (MIAA) fellowship (new for 2005) for \$500, to be awarded on an annual basis.
 - Subsidized field trips (Fort Leonard Wood) for undergraduate students, implemented on an annual basis.
 - University-subsidized legislative internships in Jefferson City, implemented during every spring semester.

- 14-16 graduate assistantships for MPA and MIAA students, awarded on an annual basis for two years (contingent upon satisfactory performance).
- Support for research and conference participation for graduate students.
- University-supported thesis research and best-thesis award.

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

The Department uses the following assessment tools for program assessment at the undergraduate level:

1. Assessment of programs offered by the Political Science Department has been going on for several years and will continue in the future. The department offers undergraduate programs that are being assessed on a regular basis. Students majoring in Political Science can pursue a non-comprehensive B.A. or B.S. degree in Political Science or Public Administration, a comprehensive B.S. degree in Political Science, and a minor degree (B.A. or B.S.) in International Relations, Political Science, Public Administration, or Public Law.

In addition to these specific discipline-based programs, the Department also participates in the General Education program with its PLS 101 course—American Democracy and Citizenship, and the Honors program with honors sections of PLS 101.

In all these programs, instructors in charge of individual classes employ various assessment techniques to evaluate the learning experiences and improvement of students. Among these techniques are the more traditional ones such as multiple-choice, true-false, short-answer, and essay-type exams. Instructors also use such techniques as oral presentations, group work, as well as assessment techniques using the computer, e-mail, and the internet.

For programmatic assessment purposes of the Department's General Education offering, the Department specifically uses a common final at the end of every semester for students enrolled in PLS 101. The common final is put together by a PLS 101 committee which solicits questions on various topics from every faculty member. The final draft is then submitted to the faculty for their review. In addition, a Major Field Assessment Test (MFAT) is administered to majors in their senior year. Last year, the Department decided to delete PLS 499 and require each senior to pass the Major Field Assessment Test as part of their enrollment in a new non-credit course (to be implemented in the fall of 2005).

2. The programs offered by the Political Science Department pursue several objectives that are partially achieved by individual courses or by the various degree programs as a whole:

A. As part of the General Education program, for the last three years the department has used a common final in all its sections of PLS 101, resulting in some 1300 students taking that common final at the end of every semester. The common final is from test-bank questions that cover the main topics in the American and Missouri constitutions, local, state, and national political institutions, as well as Public Affairs topics as found in a special Reader of articles put together by the Department.

The Department has deleted its own Writing II class (PLS 310—Writing II: Political Science and Public Administration). Instead, students majoring in political science are required to take similar classes (for example, HST 210, ENG 210, and ENG 310) as part of their General Education program and in order to achieve the objectives of PLS 310.

B. The general purpose of the Department's undergraduate programs is to prepare students for a variety of career paths. These include law school and graduate programs in political science, public administration, and international relations. Apart from our general academic forms of assessment as described above, the department keeps track of students' career choices and/or opportunities following graduation from this department.

C. Students are also offered numerous opportunities for internships in law firms, offices of representatives elected at the local, state, and national level, with the Missouri legislature in Jefferson City, and with international organizations such as the UN in New York City. Students can also participate in field trips and study tours organized and implemented by members of the Department. Students enrolled in these internships and participating in field trips and study tours must submit regular reports on their experiences, a final report summarizing the pros and cons of the academic experience, and fulfill other course-related requirements that are used for assessment purposes.

3. Every semester, we update the questions used in the various assessment instruments. For example, a PLS 101 committee puts together the common final for PLS 101 every semester. The members of this committee annually solicit questions relevant to the course from all faculty members, and create new questions from additional or amended readings used for the course. The draft of the final exam is then submitted to all faculty members who may suggest revisions to individual questions and the addition or deletion of questions. A similar policy is used for the other assessment instruments, but by instructors in charge of individual courses that form part of the overall assessment of the Department's programs.

4. The results of our successful assessment policy can best be seen by continued improvements in students' performance on the common final of PLS 101 and the Major Field Assessment Test given to all seniors. These two tests reveal the following results:

PLS 101 Common Final (Mean and Median)

	Mean	Median
F97	62.58	62.00
S98	60.75	60.00
F98	66.56	68.00
S99	66.82	68.00
F99	68.86	70.00
S00	67.54	68.00
F00	73.01	74.00
S01	72.98	74.00
F01	68.88	70.00
S02	70.56	72.00
F02	67.94	68.00
S03	72.86	72.00
F03	73.20	72.00
S04	72.06	70.00

Teaching evaluations consistently show that most students enjoy PLS 101 and find it a valuable part of General Education at SMSU. At the same time, however, many students find the material covered to be challenging. The results of the common finals for the years 1997 through 2004 tend to support that view: While generally relatively low, exam scores have improved significantly since 1997, then leveled off in recent semesters. Given that this is a course required of all students at SMSU, these results are not surprising per se. The common final in PLS 101 is, of course, only one of several means by which the department and individual instructors assess and evaluate student learning.

MFAT Political Science (Means)

	SMSU/US	SMSU Subscore 1*US	SMSU Subscore 2+/US
S01	158.1/147.9	59.9/49.9	55.2/48.0
F01	154.5/147.9	55.3/49.9	54.3/48.0
S02	150.2/147.9	53.3/49.9	49.4/48.0
F02	153.8/147.0	57.5/49.1	53.4/47.3
S03	154.1/147.7	52.0/47.5	54.5/48.3
F03	154.8/147.8	56.2/47.1	53.4/48.6
S04	154.6/147.8	56.0/47.1	54.9/48.6
* US General Politics			
+ Global Politics (International Relations and Comparative Politics)			

As these figures indicate, the scores have remained relatively stable among SMSU students majoring in political science. SMSU students, however, have consistently scored above the national average. Again, as in the case of PLS 101, this standardized test is only one of several means by which majors in their senior year have been assessed.

5. The best indication of the successful implementation of our assessment plan occurred during the spring of 2001, and again in

the spring of 2004, when CGEIP included PLS 101 as one of the reviewed General Education courses to be fully retained in the General Education program.

The Department uses the following procedures to assess its graduate programs:

MIAA Program:

1. Description of the process for accomplishing the assessment plan for the program.

Assessment of the MIAA Program offered by the Political Science Department has been going on since 1999 and will continue in the future. Currently, students majoring in the Program can choose four areas of concentration that include International Relations/Comparative Politics, Public Administration, International Economics and Business, and Defense and Strategic Studies.

The MIAA faculty members employ various assessment techniques to evaluate the learning experiences and improvement of students. These include essay exams, research papers, and take-home exams. In addition to these techniques, the instructors use such techniques as oral presentations, group work, as well as assessment techniques using the computer, e-mail, and the internet.

For programmatic assessment purposes, the MIAA Program specifically uses a comprehensive examination upon the completion of the program and a mandatory seminar paper. Students also have the opportunity to pursue a thesis option that prepares them for entry into Ph.D. programs. Students with a GPA of 3.75 or higher are exempt from taking the comprehensive exam. Furthermore, the thesis option is available to those students that meet the above GPA requirement.

The MIAA students are required to complete an exit survey that provides the program director and the department head with a qualitative assessment of the curriculum quality, strength and weaknesses. The students' exit surveys are used to introduce and modify the MIAA Program.

2. Program objectives, courses where objectives are addressed, and how objectives are assessed.

The MIAA Program offered by the Political Science Department pursues several objectives that are partially achieved by individual courses or various assessment methods.

The general purpose of the Department's graduate programs is to prepare students for a variety of career paths or doctoral programs. These include careers in local, state, and federal governments, as well as private sector and international organizations. Apart from our general academic forms of assessment as described above, the department keeps track of students' career choices and/or opportunities following graduation from this department. Since its inception in 1999, the MIAA program has had nearly one hundred percent success in placing its students in careers indicated above or in Ph.D. programs.

Currently, the MIAA Program offers five core classes that are designed to provide the students with a broad, up-to-date understanding of key topics and issues in international affairs and administration. In addition, a Special Topics course is offered to cover any gap in substantive course offerings within the curriculum.

Students are also offered internship options that provide them with work experience. The main objective is to prepare students for future career paths and allow them to develop administrative skills.

The MIAA program requires all students to achieve quantitative and statistical competence as part of the basic preparation for their post-graduate career options. This objective is achieved by requiring students to complete Quantitative Methods (PLS 576) or Introduction to Econometrics (ECO 508).

Before being allowed to graduate from the MIAA Program, students are also required to complete the equivalent of two years of courses in a modern language. If necessary, a student's language proficiency is determined by both oral and written examinations in his or her chosen language. International students may be allowed to substitute their native language to fulfill this requirement.

The Program places heavy emphasis on developing students' writing skills. This objective is achieved through regular term-paper assignments in all MIAA classes. Students are also offered the opportunity to work with instructors on a one-to-one basis through Independent Study courses that provide a unique framework to work on writing and research skills. The thesis option, which is the equivalent of six credit hours, is available to students who plan to enter a Ph.D. program. This option offers an opportunity for a rigorous development of research and writing skills.

3. Description of the changes, improvements, and validations identified as a result of assessments.

The MIAA Program has introduced a number of substantive and procedural changes that went into effect in the fall of 2004. Based on feedback from graduating students and our core faculty, the MIAA Program is streamlining and at the same time raising assessment standards in a number of targeted areas.

We have added one new course to the core requirements. This course is entitled "Comparative Public Administration" and has replaced PLS 652 (Public Personnel Management) and PLS 653 (Management Techniques and Organizational Behavior). The two public administration classes deleted from the core are now part of a new cognate subfield in Public Administration. We have also included a new course entitled "Special Topics," which will allow the current MIAA faculty to rely on their expertise to offer topics that are not part of the regular curriculum.

The Politics of the Middle East course (PLS 344) has been assigned a new number to bring it up to a 500-level course similar to Asian Politics, African Politics, European Politics, etc., so that the graduate students can also take this course as part of the MIAA curriculum.

The following changes have been implemented since fall 2004:

1. The program has been revised to include a four-track program that will include Public Administration, International Business, Defense and Strategic Studies, and a combined IR/Comparative Field.
2. Only those graduate students who maintain a minimum of 3.75 GPA will be allowed to take the thesis option.
3. Graduate students who maintain a minimum of 3.75 GPA will be exempt from the comprehensive exams for the MIAA program.
4. Graduate students' comprehensive exam will include only the core classes requirements.
5. The oral component of the comprehensive exam will be replaced by an exit interview to be conducted by the program coordinator.

4. Results that support the changes.

Given that the proposed changes will be implemented in the fall of 2004, there will be some time before we can assess the results. As a young program, however, the MIAA will continue to undergo the necessary changes to make it competitive and successful.

5. Results that validated current practices as outstanding and indicated the continuation of current practices.

The best indication of the successful implementation of our assessment plan is that the MIAA program is growing with respect to the number of students interested in being admitted. Students' feedback has been at the heart of proposed improvements to the program and its assessment criteria. With our near one hundred percent placement record of our students, the program is clearly on the right track.

MPA Program:

For the most part, our assessment techniques have not changed since our program received accreditation from the National Association of Schools of Public Affairs and Administration (NASPAA) in 1992. We were re-accredited again in 1999 and that accreditation remains active for seven years. This year, in preparation for our next re-accreditation cycle, we are developing a comprehensive self-study report. This report is due to NASPAA by August 15, 2005 and will be submitted in lieu of our annual report to NASPAA regarding program status and updates.

1. Description of the process for accomplishing the assessment plan for the MPA program:

In general, our assessment activities are based on two components: 1) knowledge-based assessment, and 2) performance-based

assessment. Each of these assessment components plays an important role in preparing students for careers in public administration and for meeting the substantive objectives of our program.

A). Knowledge-Based Assessment:

Assessment of student knowledge is achieved through several means. Traditional class activities, such as testing and writing, provide the foundation of our assessment program. All MPA seminars include testing and writing components, usually in the form of a mid-term and final. In addition, each class normally utilizes a research requirement that is most often reflected in a research paper relating to the theories and concepts covered in that particular course.

Another knowledge-based assessment technique we employ is the comprehensive examination. This takes place near the end of the student's last semester in the Program.

Mastery is assessed in terms of the student's ability to understand, describe, analyze, and critique the major theories and concepts pertinent to the field of public administration.

B). Performance-Based Assessment

Performance-based assessment begins with the internship component of the program. Pre-service students (those without significant public or non-profit sector work experience) are required to complete an internship that entails the conduct of high-level work in a government or not-for-profit organization for a minimum of 300 hours. The internship experience has a number of assessment elements. Students are required to keep records (logs) of their activities and turn them in periodically to the MPA director. The student then writes an extended paper analyzing the internship experience, using material from the logs and integrating theoretical readings from the coursework. In addition, the student and the internship (work) supervisor have a chance to evaluate the student's internship experience. Student performance is specifically assessed in terms of the quality of their internship paper, as well as feedback received from the student's immediate supervisor. This information is used to help identify strengths and weaknesses in both the student's performance and the internship experience.

Another type of performance-based assessment is the exit interview, conducted by the MPA director just prior to graduation. During the course of the interview, seven basic questions are asked: why the student wanted to get an MPA degree; why the student chose to get the degree at SMSU; what the student saw as strengths of the program (including curriculum, faculty, specific courses, resources, etc.); what the student saw as weaknesses of the program; what suggestions the student would make to improve the program; and what the student's plans are. These questions help us evaluate the overall MPA experience and help us identify weaknesses in our approach to public administration education.

A third performance-based assessment involves tracking the career paths of students graduating from the MPA Program. Our goal is to find out what types of jobs and opportunities our alumni receive after graduation. Most of our graduates go on to assume mid- and top-level positions at the federal, state, and local levels of government or pursue Ph.D programs in political science or public administration. We have also had a number of students accepted into the federal government's prestigious Presidential Management Fellowship program. Overall, we have an excellent track record in placing our students in professional positions upon graduation, and we believe our high placement rate is indicative of the success of the MPA program.

Types of information resulting from assessments:

The various assessment methods produce different types of information. The thesis project enables the student's committee to hone the skills (quantitative, qualitative, library research, etc.) of students and evaluate the student's ability to conduct systematic social science research. The comprehensive examination provides information concerning the student's mastery of the necessary theories, skills, and knowledge and their practical application to the field. The set of assessment tools used in the internship enables us to determine the student's preparation for post-graduate employment. It also provides information about whether students can apply classroom learning to real world experience and how well students will work with peers and supervisors. The exit interviews give us student feedback about the Program.

2. Mission statement, program objectives, courses where objectives are addressed, and how objectives are addressed.

The Master of Public Administration program is designed to prepare students for careers in public service and to provide professional development for administrators of public agencies and non-profit organizations. As such, the purpose of the program is to help students develop theoretical and analytical insights into problems of governance in a democratic society, into the interplay between politics and public service, and into the relationship between elected officials and bureaucracy in the formulation, implementation and evaluation of public policies.

Specifically, the goals of our program are to prepare students for careers in public service, give students an understanding of the role that public service plays in democratic society, and prepare students for further study in public administration. We believe that MPA students should have a firm appreciation for public affairs, expressed especially, as governing, and the role that public administration plays in the democratic dialogue.

Our objectives are achieved through specific courses designed to give students an opportunity to develop knowledge and insights into the formal subfields of public administration. Students are required to take various courses in public management, including: financial management, management techniques and organizational behavior, personnel management, quantitative methods, and policy analysis. In addition, students without public sector work experience are required to serve an internship with a governmental or non-profit organization.

We also provide a thesis option that gives students the opportunity to apply their training and knowledge to the analysis of a particular public sector problem or issue. As part of this component, students are required to write an extensive research paper that utilizes the theory and methods pertaining to the field of public policy or administration. The student's committee must approve the proposal for the research project, and the student must orally defend both the thesis proposal and the completed project. The quality of these projects is assessed on the basis of several criteria, including relevance and comprehensiveness of the literature review, quality of data analysis, and the overall scope and impact of findings - particularly with respect to how they advance knowledge in the field.

3. Description of the changes, improvements as a result of assessment

We implemented a number of changes that went into effect during the Fall 2004 semester. First, we created a non-thesis option for students. Given that the MPA degree is viewed as the terminal degree by the vast majority of our students, we implemented a non-thesis option that requires students to take additional coursework in lieu of the seminar paper requirement.

In practice, the seminar paper option (3 credit hours) had become essentially an independent study project that a student pursued under the general direction of one of our MPA faculty members. Over time we came to recognize that the value-added benefit of this option was quite marginal, particularly in light of the fact that the seminar paper was often not substantively or qualitatively superior to the research papers students produced as part of their normal coursework. Accordingly, it is our view that students actually gain more from the Program if they were required to either pursue a thesis or take an additional course in lieu of this independent study requirement. For students wishing to pursue the Ph.D., however, we strongly encourage them to pursue the thesis option and, as an incentive, we now waive the comprehensive examination requirement for them.

Second, we streamlined the comprehensive examination process. Previously, students were required to take three separate examinations; one covering a core portion of theories and concepts that relate to the field of public administration, one covering the student's chosen area of concentration (Cognate), and an oral defense of these two written examinations. We now only provide one examination, the core exam. The core exam is based on work completed in seven basic courses required of all MPA students. Mastery is assessed in terms of the student's ability to understand, describe, analyze, and critique the major theories and concepts that pertain to these elements. Specifically, student performance is assessed using a "blind review" process of the MPA faculty. Students not performing at satisfactory levels are required to follow up with an oral defense of their test performance. Students who achieve the level of "Pass" or "Pass with Distinction" would not be required to follow up with an oral defense of their exam.

As with the seminar paper option, in our experience we have seen little value-added benefit from the requirement to test students on the Cognate portion of their examination or to require an oral defense if they scored well on the written portion of their examinations. In terms of the Cognate exams, much of the material students are tested on also tended to overlap with the core examination material. The material on their Cognate examinations – and even the standards determined for success – very much depended on whom the student has chosen for their graduate committee and whether or not any of those members happen to be from outside the MPA faculty. We believe our proposed changes will bring more consistency and harmonization to the comprehensive examination process.

Lastly, we created a "Local Government Planning" Track within the MPA program. This is designed to provide students an additional set of specialized skills in planning. The courses offered within this track are taught by Planning faculty within SMSU's Department of Geography, Geology, and Planning. Having such an option would accommodate the needs of undergraduate planning students interested in taking graduate-level planning classes within the confines of the MPA degree. In addition, these changes would accommodate the interests of several MPA students desirous of obtaining specialized expertise in planning, particularly at the local level. We worked extensively with faculty from the Department of Geography, Geology, and Planning to implement these changes. Our decision to implement this change resulted from continuing conversations with MPA students and Planning faculty.

4. Results that support the change:

In August 2001 the MPA Director conducted a survey of recent alums. Overall, the results indicated a high level of satisfaction with the program. An overwhelming number of respondents indicated, for example, that the MPA degree was very important in obtaining their jobs. Most of the responses were very positive regarding respondents' assessment of fit between the MPA program and current position skills and training.

Some respondents suggested that we take concrete steps toward improving dissemination of information about the program. We have addressed this through the creation and publication of a graduate student handbook that we now provide to all incoming students. We also provide an orientation about the Department and Program to all incoming students and have placed important information about the Program on our website.

During our most recent re-accreditation process (1999), NASPAA suggested that we try to include more active involvement by practitioners in the MPA program. We have attempted to implement this suggestion, for example, by using practitioners to teach some of our courses. For example, during the Fall 2004 and Spring 2005 semesters, we have employed an outside practitioner to teach our graduate budgeting course, PLS 656, using an on-line format. In addition, we are currently trying to obtain an individual to teach a not-for-profit course in the Fall 2005 semester. We also rely frequently on using guest speakers in several of our courses.

Other instances where we have employed feedback resulted in the following changes to the MPA Program:

- Creation of an Accelerated MPA Program
- Creation of a Certificate of Public Management Program
- Systematic orientation for new graduate assistants
- Creation of a graduate student handbook to improve communication regarding Program requirements
- Streamlined comprehensive examination process
- Creation of a non-thesis option
- Inclusion of new areas of concentration (Planning)

5. Results that validate current practices as outstanding and indicate the continuation of current practices.

During our most recent re-accreditation process (1999), the NASPAA site team's report contained very favorable information about our Program and recommended that we receive re-accreditation without any reservations or conditions. In particular, the site visit team was highly impressed with the research productivity, quality of instruction, practical experiences of the faculty, access and use of information technology resources, number of assistantships available, and easy placement of graduates. We are confident that we will once again receive re-accreditation without any reservation or condition.

What department activities are undertaken for development and improvement? (Criterion 3)

The Department, through individual faculty members, the Curriculum Committee, and the Head, constantly monitors its curricular and program offerings to keep abreast of developments in the discipline, to take advantage of the professional strengths and interests among the faculty, and to make the curriculum and programs as attractive to students and to enhance students' learning as much as possible. Examples of recent changes include:

Eliminating a Paralegal minor and focus instead on the Public Law minor for aspiring law-school students.

- Offer a common final for all students enrolled in PLS 101.
- Create more service-learning components.
- Offer several capstone courses.
- Enhance the internship program.
- Offer field trips and study tours to our students.
- Create a new course on Political Violence and Terrorism.
- Create a new course on the European Union.
- Create a new introductory course on Political Theory.
- Include a new graduate course on International Political Economy in the MIAA program.
- Develop a new course on Not-for-Profit organizations and management in the MPA program.

The Department also has become involved in helping develop and implement the internationalization effort currently being undertaken by the University. In that capacity, the Department Head and several faculty members are involved in the Task Force on International Programs and have been instrumental in pursuing several direct exchange programs with overseas universities and institutions, including St. Petersburg State University (Russia), the University of Berne (Switzerland), the Slavyani Foundation (Bulgaria), and National Sun Ya-tsen University (Taiwan).

In addition, the Department has hosted the University's first visiting Fulbright Scholar and officials from the South Korean Ministry of Defense as visiting scholars/students.

The Department participates with several other academic units at the University, including:

- Participation in the Honors College by offering several honors classes (PLS 101) every semester.
- Participation with the University College by offering several IDS and capstone classes.
- Participation with the Office of Academic Outreach and the Master of Science of Administrative Studies program by offering 1-2 on-line classes (PLS 551 and PLS 656) every semester.
- Participation with the Office of Academic Outreach by offering several TV classes (PLS 101 and PLS 103) every semester.
- Participation with the Office of Continuing Education by offering several evening and intersession classes (PLS 101 and PLS 397).

- Participation with other CHPA departments by offering classes in various minors administered by the College, including the African American Studies, Asian Studies, Gender Studies, Latin American Studies, and Middle Eastern Studies minors.
- Participation with the DSS Department by sharing courses open to students from both departments, and by offering a cognate field in the MIAA program in Defense and Strategic Studies.
- Participation with the Economics Department and the College of Business by offering a cognate field in the MIAA program in International Economics and Business.
- Participation with the Geography, Geology, and Planning Department by offering a cognate field in the MPA program in Planning.
- Participation with the MCL Department in organizing and implementing a new comprehensive B.A. degree in Global Studies.
- PLS 654, Seminar in Health Policy, is a required course for the Masters of Health Administration degree in COBA and is a recommended course for other master's level health courses. Students from three different colleges take this course.

The Department uses the following procedures and policies to improve student learning and to encourage and support innovative and effective teaching and the creation of effective learning environments:

- Faculty attendance at workshops organized by the Academic Development Center.
- Faculty attendance at the Showcase on Teaching organized every semester by the Academic Development Center and the Office of Academic Affairs.
- Encourage faculty to become Master Advisors and to attend the Basic Advisor and Master Advisor workshops.
- Administer teaching evaluations in all classes offered by the Department at the end of every semester, and use the scores on the teaching evaluations as part of a faculty member's teaching portfolio.
- Solicit informal and formal input from students on course and program offerings at both the undergraduate and graduate level.
- Encourage students to enhance their practical training in the form of internships and other "hands-on" experiences (field trips, Model-UN, study tours), and support students in these endeavors by offering credit or, if feasible, financial support.
- Offer new courses and up-date existing courses to keep abreast of developments in the discipline and the real world situation.
- Encourage graduate students to participate in collaborative research projects with faculty members, serve as guest lecturers during a faculty member's absence, and help out with extracurricular offerings organized by the Department and individual faculty members.
- Encourage graduate students and faculty members to interact by offering a number of departmentally-sponsored get-togethers and public events (guest speakers, forums, lecture series).
- Support undergraduate and graduate students as members of several student organizations, including the Pre-Law Club, the Honors Societies in Public Administration and Political Science, the World Affairs Council, and the Graduate Student Association.

The Department has been successful in accrediting and re-accrediting its Master of Public Administration program which is accredited with the National Association of Schools of Public Affairs and Administration (NASPAA). During the spring 2005 semester, the Department will conduct a self-study prior to the site visit of NASPAA representatives and then submit its re-accreditation application to the organization.

In addition, in 2005, the Department plans to apply for admission of its Master of International Affairs and Administration program to the Association of Professional Schools of International Affairs (APSIA), which includes such universities as Columbia, Duke, Georgetown, Johns Hopkins, Princeton, Tufts, and Yale.

The MPA accreditation with NASPA and the potential MIAA membership in APSIA contribute to SMSU's mission in public affairs by strengthening graduate programs that focus on issues of public policy, governmental institutions, and citizenship at the local, state,

national and international levels. The greater credibility and prestige gained from that accreditation and association will attract highly qualified students from the United States and abroad and improve, thereby, student learning and encourage more effective teaching.

Last Modified: September 08, 2005

Charge for Process Improvement Committee (PIC)

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE PROCESS IMPROVEMENT COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Process Improvement Committee fit with the University mission? What policies and procedures are used by your committee to insure future improvement? How is the Process Improvement Committee planning for the future? ([Criteria 1-5](#))
2. How do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Does the university's planning process include effective environmental scanning? Do the university's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change? ([Criterion 2.A](#))
3. Has SMSU effectively used its human resources? How has SMSU assured effective use of human resources in the future? ([Criterion 2.B](#))
4. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? ([Criterion 2.B](#))
5. Is implementation of the university's planning evident in its operations? If yes, give examples. Does the planning process at SMSU link with budgeting processes? Provide examples. Do planning documents give evidence of the organization's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist? Do the planning processes involve internal constituents and, where appropriate, external constituents? Does the long-range planning process at the university allow for reprioritization of goals when necessary because of changing environments? ([Criterion 2.D](#))
6. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Process Improvement Committee (PIC)

1. How does the mission of the Process Improvement Committee fit with the University mission? What policies and procedures are used by your committee to insure future improvement? How is the Process Improvement Committee planning for the future? (Criteria 1-5)

The mission of the Process Improvement Committee (PIC) is to coordinate Change@SMSU, the effort to examine, improve, and, when appropriate, eliminate or radically change the university's fundamental processes. The goal is to allow the university to more effectively meet the changing needs of its constituent groups, both internally and externally. In some cases, the changes will mean a savings of resources or a reallocation of existing resources; in other cases, the improvements will be accomplished with an additional expense. The intent is to make process improvement an integral part of Southwest Missouri State University's culture in the 21st Century.

A formal, but flexible, methodology has been developed and published. In fact, one of the questions each process improvement team is asked to answer during the "Positioning" phase of their analysis of a process is the following: "Does the process hinder SMSU's ability to achieve its overall mission and goals?" If the answer to this question is "yes," then this process moves to the top of the priority list and is immediately assessed.

2. How do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Does the university's planning process include effective environmental scanning? Do the university's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change? (Criterion 2.A)

SMSU is very supportive of innovation and change. In fact, innovation, change, and information technologies are tightly integrated. The Process Improvement Committee is responsible for developing and maintaining a structure and support system for the University's Change@SMSU process improvement initiative. The University's Chief Information Officer serves as chair of the Process Improvement Committee, ensuring a close linkage between the "process improvement" mindset and the information technology infrastructure and services provided to support those improvements. The majority of the Change@SMSU initiatives involve the application of one or more information technologies to transform a University process to become more effective and/or efficient. The Process Improvement Committee recently completed a ten-month environmental scanning exercise and reported their findings to the Administrative Council in August, 2003. During this exercise, the Process Improvement Committee interviewed the following individuals to discuss how effective SMSU is meeting its mission and serving the state and local community:

- President, Springfield Area Chamber of Commerce
- President, Springfield Remanufacturing Corporation (local business which hires SMSU 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 Technical Community College
- Professor, Department of Sociology and Anthropology (expert on future demographics and environmental scanning)
- President, St. John's Health Care System

The process requires the process improvement teams to be inclusive, soliciting input and feedback from all stakeholders in the target process(es). The methodology forces the 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.

3. Has SMSU effectively used its human resources? How has SMSU assured effective use of human resources in the future? (Criterion 2.B)

By its very nature and focus, the Process Improvement Committee encourages the most effective use of the University's human resources. The entire campus was surveyed to solicit potential process improvement projects. Part of the Process Improvement 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 insure these individuals are intimately involved in the change process.

Another emphasis of the methodology is "team development." The Process Improvement Committee is convinced a team-based approach to process improvement yields superior results. More than 60 faculty and staff have participated on these teams thus far. When accomplished effectively, the whole is truly larger than the sum of the parts.

4. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? (Criterion 2.B)

[Note: This question was forwarded to Paula Wilhelm on 10/5/04 since it appears the Training & Development Committee is better positioned to provide a response. The Process Improvement Committee provides the following response to potentially augment the response that will be provided by the Training & Development Committee. The Process Improvement Committee will continue to work closely with Paula Wilhelm, the Coordinator of Training and Development.]

5. Is implementation of the university's planning evident in its operations? If yes, give examples. Does the planning process at SMSU link with budgeting processes? Provide examples. Do planning documents give evidence of the organization's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist? Do the planning processes involve internal constituents and, where appropriate, external constituents? Does the long-range planning process at the university allow for reprioritization of goals when necessary because of changing environments? (Criterion 2.D)

The best evidence of planning in relation to the Change@SMSU initiative is the development and adoption of the process improvement methodology itself. Evidence of the University's process improvement successes can be found throughout the organization. As reported on the Change@SMSU 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 students for cooperative education
- Web-based registration
- Online admission status check for prospective students
- Web-based faculty/advisory 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
- Faculty hiring process streamlined

Change@SMSU has an annual budget and is linked to the budget process. The University provides resources to the Process Improvement Committee, which in turn allocates funds to support one or more projects each year.

The process improvement methodology ensures that all stakeholders, both internal and external to the University, are considered and solicited for feedback during each project.

Additionally, the Process Improvement Committee was selected to develop the performance measures for the University's next long-range plan.

6. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? (Criterion 5.A)

Again, the process improvement methodology prescribes the phases that each project should go through. 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 Process Improvement committee surveyed the entire campus community seeking input as to which University processes needed to be improved. From this master list, projects are prioritized and selected by the Process Improvement Committee based upon 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.

Last Modified: September 08, 2005

Charge for Professional Education Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE PROFESSIONAL EDUCATION COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Professional Education Committee (PEC) fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is PEC planning for the future? ([Criteria 1-5](#))
2. What is the quality of educational programs that SMSU claims to provide? Does SMSU provide adequate resources to support the level claimed? How is SMSU planning to continue providing adequate resources in the future? ([Criterion 2.B](#))
3. To what extent have previous plans documented commitment to supporting and strengthening the quality of education (programs) provided by SMSU? How do present planning activities document a continuing commitment? ([Criterion 2.B](#))
4. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? ([Criterion 2.B](#))
5. How are professional education courses reviewed to ensure currency and relevance? ([Criterion 4.C](#))
6. What resources does your committee have to engage with constituencies and communities? How does your committee support engagement with constituencies and communities? What types of activities provided by your committee are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your committee's planning process engage constituencies and communities? Is your committee involved with the University's planning process? If so, how? ([Criterion 5.B](#))
7. What collaborative activities does your committee have with constituents? ([Criterion 5.C](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Professional Education Committee

I. How does the mission of the [Professional Education Committee](#) (PEC) fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is PEC planning for the future? (Criteria 1-5)

Preparation of professional educators is one of the five primary areas of emphasis for the entire University. The shared belief that "education is everyone's business" is evident in the Professional Education Unit (PEU), consisting of faculty, advisors, supervisors and administrators from the six academic colleges of SMSU. The Professional Education Committee (PEC) is the governing body that represents the PEU to the University's Faculty Senate, and is responsible for defining the membership and scope of the PEU. Its voting membership includes university faculty from all six academic colleges as well as student (undergraduate and graduate) and P-12 school (teacher and administrator) representatives. ([PEC Bylaws](#))

The institution's mission "to develop educated persons" has been further explicated in the Professional Education Unit's on-going mission of "university-wide collaboration in developing a foundation of knowledge, skills and dispositions for preparing highly-qualified reflective professional educators" ([PEU Strategic Plan](#)). You may need [Adobe Acrobat](#) to view this file. In planning for the future, the PEU Strategic Plan, prepared and adopted by the PEC in December 2003, also outlines six themes (listed below) that support the University's long-range vision ([SMSU Countdown to the Centennial](#)) and the College of Education's (COE) five-year plan ("[Creating a Legacy of Learning](#)": 2001 – 2006).

- The PEU facilitates the recruitment and retention of outstanding faculty, administrators, and staff by empowering them to be exemplary teachers, conduct high quality research and participate in service activities through strong support and professional development programs. *Academic Affairs Goals 6, 8, 9, 11 & 12; COE Goal 4.*
- The PEU develops and maintains a comprehensive learner-centered support system which maximizes opportunities for all students to become successful professionals. *Academic Affairs Goals 1, 2, 3 & 4; COE Goal 2.*
- The PEU implements the public affairs mission of the university by increasing collaboration at the university, community, state, national and international levels. *Academic Affairs Goals 5, 6 & 7; COE Goal 3.*
- The PEU develops, implements, and continuously improves the highest quality professional education programs. *Academic Affairs Goals 1, 3 & 4; COE Goal 1.*
- The PEU designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and disposition necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.
- The PEU models leadership strategies and actions which will assure professional education operations and infrastructures are conducive to a multidisciplinary environment which promotes excellence, fairness, efficacy, accountability, and the improvement of knowledge, skills, and values. *Academic Affairs Goals 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; COE Goal 5.*

The *PEU Conceptual Framework: The Reflective Practitioner* establishes the shared vision for the Unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, service, scholarship, and unit accountability. Developed and implemented through the PEC, the PEU Conceptual Framework is knowledge-based, articulated, coherent, shared by the entire University, consistent with the unit and institutional mission, and continuously evaluated.

The PEC and its 10 standing Subcommittees oversee all policies, procedures and governance of professional education programs at SMSU. Those Subcommittees include: Admission, Procedures and Retention; BSEd Secondary Oversight; Conceptual Framework; Diversity; Exceptions and Compliance; Executive; Membership and Professional Development; MEd Secondary Oversight; Program Review; and Screening.

2. What is the quality of educational programs that SMSU claims to provide? Does SMSU provide adequate resources to support the level claimed? How is SMSU planning to continue providing adequate resources in the future? (Criterion 2.B)

- Within the [PEU Conceptual Framework](#), the unit has delineated specific knowledge, skills, and dispositions that are shared across all program areas. The unit has further identified general learning outcomes in ten areas as follows: foundations, subject matter, learning and development, reflective skills, technology, professional skills, assessment skills, dispositions, diversity, and collaboration and leadership. All educational programs at SMSU have addressed

these learning outcomes ([NCATE/MoDESE Program Information by College](#)).

- Candidates in the unit were shown to demonstrate the knowledge, skills, and dispositions associated with the appropriate initial and advanced programs of study (Indicators of Quality at SMSU are available on CD-ROM, and accompanied the [NCATE Institutional Report](#)). Programs were also reviewed by the Missouri Department of Elementary and Secondary Education (MoDESE) and all were recommended for approval during their joint onsite accreditation visit with NCATE this past October. In addition, many programs also voluntarily participate in review by their respective Specialty Program Areas and have been approved ([Specialty Professional Association Approval Letters](#)).
- All educational programs have a commitment to diversity. [Diversity Knowledge, Skills and Dispositions](#) for candidates in professional education programs at SMSU have been adopted by the PEU. Also, the [PEU Diversity Plan](#) calls for integration of diversity issues across all curricular areas within the unit, and requires every program or department within the unit to also develop its own diversity plan (see [Program Diversity Plans](#)). A review of course syllabi across all programs provided evidence that attention to the needs of diverse learners and use of varied instructional strategies have been carefully integrated. Oversight of all new courses and programs by the PEC ensures continued attention to these issues in a consistent manner across all program areas.
- All educational programs also have a commitment to technology. Technology resources are widely available and are utilized by the faculty of the Unit to enhance their teaching and their student's learning. Candidates are further expected to make use of technology in the development of their artifacts for their portfolios and their work with students in school settings.
- COE resources available to support all professional education programs throughout campus include: [Advisement](#); [Certification](#); [Field Experience](#); [Greenwood](#); [Child Development Center](#), and the [Curriculum Resource Center](#).
- Having adequate resources to support quality educational programs in the future depends on successfully meeting goal 6.2 (effective and independent leadership of the PEU and PEC) and goal 6.3 (necessary funding for the PEU, its members, programs and governance) from the [PEU Strategic Plan](#).

3. To what extent have previous plans documented commitment to supporting and strengthening the quality of education (programs) provided by SMSU? How do present planning activities document a continuing commitment? (Criterion 2.B)

- Last October both the PEU and all of its educational programs were assessed externally by the National Council for Accreditation of Teacher Education (NCATE) and MoDESE, and were fully accredited ([NCATE Letter Announcing Continued Accreditation](#); [NCATE/MoDESE Program Website](#)). SMSU plans to pursue continued NCATE and MoDESE accreditation in seven years.
- The [PEU Assessment Plan \(pdf format\)](#) for initial and advanced programs was designed by the members of the PEU and approved by PEC in Spring 2002. All three domains of the Unit's assessment plan (candidate performance, program quality, and unit operations) reference the [PEU Conceptual Framework](#). Assessments of candidate performance are organized around the Conceptual Framework (CF), the Missouri Standards for Teacher Education Programs (MoSTEP) and standards set forth by national organizations in the specialty program areas (SPA). Internal measures involve portfolios ([Original Portfolio Guidelines for Paper Portfolios](#)) and coursework at three check-points; and external measures involve ACT, CBASE and PRAXIS scores. Systematic internal program review by the PEC Program Review Committee ([Program Review Evaluation Criteria](#); [Program Review Committee Internal Reports](#)) provides data for the program quality component of the assessment system. Data for assessments of unit operations include university measures, the Professional Education Activities Report (PEAR), and strategic planning documents prepared by the university, colleges, departments, and the PEU.
You may need [Microsoft Word Viewer](#) to view these documents.
- Diversity assessment within professional education programs have been documented through individual [Program Diversity Plans](#) and overall unit assessment ([Multicultural Assessment and Findings](#); [Matrix Of Multicultural Efforts](#)).

4. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? (Criterion 2.B)

- The SMSU Reinvention of Professional Education ([RIPE](#)) initiative has resulted in a recently revised organizational structure that defines the Professional Education Unit (PEU). The Unit is now made up of faculty, advisors, supervisors and administrators from all six academic colleges from across the university, with secondary education programs "housed" outside of the College of Education. The PEC's BSEd Secondary Oversight Committee ([BSEd Oversight Minutes](#)) and MEd Secondary Oversight Committee ([MSEd Oversight Minutes](#)) were formed to oversee the common professional education elements of these secondary programs.
- To meet the needs of second career and returning candidates, courses are now offered through alternative formats

(including distance learning and web-based) or through Continuing Education (*Downtown Springfield Campus Expansion*). In addition, the Master of Arts in Teaching (MAT) degree (recently extended to include students at Missouri Southern University) and other Post-Baccalaureate programs have been developed and implemented.

- The unit has implemented a variety of strategies to recruit a more diverse candidate pool, attract a more diverse faculty, and include diversity within the candidate's field experiences. However, the unit continues to reflect, at best, the diversity of the geographic region of southwest Missouri. Some progress is being made within the candidate's field experiences. ([PEU Diversity Plan](#); [Matrix Of Multicultural Efforts](#); [Multicultural Assessment and Findings](#)).
- A critical need that has become apparent since initiation of the current five-year plan involves programs to prepare middle school teachers. Currently, there are no faculty specializing in middle school education, and allocation of faculty resources is insufficient to address this pressing need.

5. How are professional education courses reviewed to ensure currency and relevance? (Criterion 4.C)

- Professional education courses are regularly reviewed by the department "housing" the course, according to that department's assessment plan. However, proposed changes to professional education courses must be reviewed by up to four levels of faculty governance prior to consideration by the Vice President of Academic Affairs. If the course is part of the common professional education core for secondary education programs (all of which are housed outside of the College of Education - COE), then consideration of that change begins with PEC's BSEd Secondary Oversight Committee or MEd Secondary Oversight Committee (whichever is appropriate), then at PEC, then Graduate Council (for advanced degrees only), and finally at Faculty Senate. If the course is part of any other professional education program (all of which are housed within COE), then consideration of that change begins with the department, then by COE, then PEC, then Graduate Council (for advanced degrees only), and finally at Faculty Senate.
- Some professional education policies and procedures affect courses in all education programs, such as policies involving student teaching ([Student Teaching Placement Policy and Procedures document](#)). When changes are proposed to courses involving policies like this, they must first be approved by all department-level entities (including BSEd or MEd Secondary Oversight Committees) before proceeding to COE (for non-secondary programs), then PEC, and so forth.

6. What resources does your committee have to engage with constituencies and communities? How does your committee support engagement with constituencies and communities? What types of activities provided by your committee are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your committee's planning process engage constituencies and communities? Is your committee involved with the University's planning process? If so, how? (Criterion 5.B)

Regular communications with PEU faculty and staff, professional education candidates, and P-12 schools occurs through the [PEU website](#), the [PEC website](#), and e-mails (group lists). These websites also provide forms and information necessary for PEU membership, links to the many PEU documents that monitor and assess PEU courses and programs, minutes of the PEC standing Subcommittees, links to individual program information and student portfolio information, and links to current issues and planned activities.

Specific resources and PEU activities developed and supported include:

- Early and continued field experiences within all education programs, in courses taught throughout the University.
- The [PEC Diversity Committee website](#) directs colleagues and constituents to online diversity resources. In addition, many diversity presentations and initiatives have been given or are underway, including: *Jefferson's Children: The Story of One American Family* – a March 2004 presentation by Shannon Lanier and Jane Feldman; [Perspectives in Multicultural Education Conference](#); [Diversity Workshop: Culture and Pedagogy Presentation - Dr. Jamaine Abidogun](#); [World View For Student Teachers 9-02 - Dr. Deborah Cox](#); [Counseling](#); [Matrix Of Multicultural Efforts](#); [Monett Hispanic Initiative](#); [Niangua Rural Initiative](#); [Project DIVERSE \(Abstract\)](#); [New Mexico Native American Initiative \(Art Education\)](#)
- [Promotional Material Developed by the PEU](#)
- Supportive units, including: [Institute for School Improvement](#); [Greenwood Laboratory School](#); [Regional Professional Development Center](#); [Carnegie Academy for the Scholarship of Teaching and Learning](#)
- Supportive resource for candidates include [TRIO-Student Support Services](#); [Disability Services](#); [Beginning Educator Assistance](#), [Renewal and Support \(BEARS\)](#).

Several advisory councils have been formed and are used to regularly review current practice and suggest change, including: *Student Advisory Council; Faculty Advisory Council; Community Advisory Council; Technology Advisory Council; Greenwood Laboratory School Parent Advisory Council; Greenwood Laboratory School Teacher Advisory Council*; and individual program advisory committees (e.g. Mathematics Education Advisory Committee – met [6-4-01](#), [8-15-02](#)).

7. What collaborative activities does your committee have with constituents? (Criterion 5.C)

Collaborations among SMSU colleagues engaged in preparing future teachers (from both the Springfield and West Plains campuses) occur through membership in PEU and membership on PEC. Membership in PEU also includes teachers and administrators from P-12 schools; and membership on PEC includes professional education students (undergraduate and graduate) at SMSU as well as teacher and administrator from regional public schools.

Collaborations with colleagues from other colleges and Universities also exists and includes: formation of a joint SMSU and community college (Crowder, Ozark Technical College, West Plains) education program; and joint delivery of the SMSU Master of Arts in Teaching (MAT) degree with Missouri Southern State University.

Springfield Public Schools, Springfield Chamber of Commerce and SMSU have created a partnership to form the Leadership Springfield for Teachers collaboration.

PEU courses with service learning, practicum field experience, and teaching grant components have been developed and enhanced, offering collaborations between the PEU and partner P-12 schools. Dissemination of instructional strategies and assessment of these courses is underway.

Joint projects and educational research is facilitated through Greenwood Lab School.

Collaborative diversity initiatives with the Monette Hispanic population, Niangua rural population, New Mexico Native American population and the Willow Springs Russian population are underway.

Recent PEU collaborative grant activities include:

- Show-Me Tomorrow's Teachers Using Technology (ST3): Science and Education Project
- GOALS 2000 Project: Preparing Teachers to Teach Science
- Project STARRS, Standards-based Training and Retention of Rural Special Educators
- Ozarks Partnership Teacher Enhancement Initiative, Title II Teacher Quality Enhancement Grant
- The [Teachers-in-Residence](#) program offers collaboration between the PEU and P-12 schools.

Last Modified: September 08, 2005

Charge for Public Affairs Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE PUBLIC AFFAIRS COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Public Affairs Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Public Affairs Committee planning for the future? ([Criteria 1-5](#))
2. How does your committee ensure the public affairs mission is implemented effectively? ([Criterion 4.A](#))
3. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
4. What resources does your committee have to engage with constituencies and communities? How does your committee support engagement with constituencies and communities? What types of activities provided by your committee are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your committee's planning process engage constituencies and communities? Is your committee involved with the University's planning process? If so, how? ([Criterion 5.B](#))
5. What collaborative activities does your committee have with constituents? ([Criterion 5.C](#))
6. How has/should your committee evaluate the services provided to constituents? How inclusive are your committee's services to the community/constituents? How is/should your committee interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Public Affairs Committee

There is not a single "Public Affairs Committee" on campus, and it is presumed that this refers to the Public Affairs Steering Committee and Public Affairs Advisory Board.

The Public Affairs Steering Committee and the Public Affairs Advisory Board met congruently twice a year until January, 2002, at which time it was disbanded. The two bodies disbanded at the recommendation of the Assistant to the President for Public Affairs, John Strong, and with the approval of Administrative Council and the President of the University. The committees were disbanded for two main reasons:

- The meetings had ceased to be substantive and useful. When the present Assistant to the President for Public Affairs took the position, the two committees had become an opportunity to serve lunch to the committee members while various presentations were made. There was little or no involvement on the part of the committee members, or even an opportunity to interact with one another. In essence, the meetings had devolved into a "dog-and-pony" show, in which SMSU put various public affairs initiatives on parade for several community members.
- As a consequence of the above, there was little or no input from the community. Neither the board was fulfilling its "advisory" function nor was the committee "steering" the initiatives of the University. On a practical level, the committees had ceased to fulfill their purpose.

Instead of reconfiguring the committees, it was decided that it was best to "de-centralize," so to speak, and allow each unit and program to develop steering and advisory committees. This system reflects better the way that public affairs is carried out on this campus. It is not centralized into one center, but is diffused throughout the University.

In light of this development, the questions in regard to the Public Affairs Advisory Board and Steering Committee below do not apply to SMSU at this time.

Last Modified: September 08, 2005

Charge for Public Affairs Convocation Committee

-  [Cover Letter from HLC Steering Committee](#)
-  [Guidelines for Responding to Charge](#)

THE PUBLIC AFFAIRS CONVOCATION COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Public Affairs Convocation Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Public Affairs Convocation Committee planning for the future? ([Criteria 1-5](#))
2. How does your committee ensure the public affairs mission is implemented effectively? ([Criterion 4.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Public Affairs Convocation Committee

1. How does the mission of the Public Affairs Convocation Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Public Affairs Convocation Committee planning for the future? (Criteria 1-5)

a) The Public Affairs Convocation Committee supports the mission of the University by bringing in speakers of broad appeal to address issues pertinent to civic issues, and who contribute to the education of students, faculty, and the community. It is the hope of the committee that from each convocation, the attendees will gain insight or inspiration to make a better informed or more concentrated contribution to the community as active, engaged citizens.

In addition, the choice of speakers is rotated to align with the themes stated in the University's mission. For example, Dr. Bob Arnot was brought to campus in an attempt to address issues relating to the "health" theme. That same year, Mr. Asa Hutchinson, at the time the Administrator of the Drug Enforcement Agency, came to campus also to address a public health issue.

b) The challenge in regard to student learning is to attract students and get them to the convocations. It is, of course, outside the authority of the committee or the Office of the Assistant to the President for Public Affairs to force professors to assign specific speakers to their students as course assignments, though that is the best way to get students to attend. Instead, the committee makes a concerted effort to promote convocations, both blanketing the campus as well as target specific programs and disciplines of interest, in an attempt to bring students to the convocations.

That being said, it should be noted that student learning is just one of three learning outcomes that the committee has in mind, the other two being faculty/staff and the larger community. None of these groups is lifted above the others as a priority audience. The University is a unique resource for all three of these constituencies, and thus has a responsibility to each. As a citizen itself, the University can contribute to the health of the community by bringing in speakers that will create thought and dialogue among all three constituencies. A final side note in this regard, when a speaker comes to campus, the University schedules him or her for an appearance on Common Purpose, as well as other meetings with faculty, students, and specific constituencies.

c) The Public Affairs Committee is currently not making plans for the future for four reasons. 1) The University is currently planning to host the National Public Affairs Conference, which will feature roughly 40 prominent presenters. This conference is being co-chaired by the Assistant to the President for Public Affairs. This conference is taking up the time of the Assistant, as well as absorbing funds typically reserved for bringing in speakers. 2) With the National Public Affairs Conference occurring in the spring, it would be easy to cannibalize the audiences of both the convocation and the conference by planning too many events. 3) With the budget cuts over the last few years, the Public Service budget that funds these convocations has been slashed. Speakers who are governmental officials and are barred from accepting honoraria have been sought in order to fill out the programs and still save money. 4) With the change of presidents imminent, a change in the Assistants to the President is to be expected. Thus, planning beyond the current year has been put on hiatus.

It is hoped that the "Campaign for SMS" will raise an endowment for the convocation series that will allow the University to pay larger honoraria. The campaign states:

The Greater SMSU Annual Fund also supports endowed lecture, speaker, and performance series hosted by several of the colleges. And a University-wide Endowed Lecturer Series in Public Affairs would enable SMS to bring notable speakers such as Walter Cronkite, Tom Eagleton, John Danforth, John Ashcroft, and Jimmy Carter to campus to address students, meet with faculty, and participate in public forums in the community.

Currently, the University can only afford speakers in the \$10,000-\$13,000 range, which limits the quality, notoriety, and draw of the speakers. For the Convocation Series to be truly effective, the University needs to be able to offer honoraria in the range of \$30,000 or more. Success in the Campaign will help supply the needed funds.

2. How does your committee ensure the public affairs mission is implemented effectively? (Criterion 4.A)

The Committee operates within certain boundaries, which maintain the committee's focus on the University's mission. First, the Committee is chaired by the Assistant to the President for Public Affairs. This office operates a number of programs, along with the Public Affairs Convocation Series, all of which address the University's mission. Moreover, this position maintains contact of the Convocation Series and the other programs with the President and Administrative Council. Second, the committee is made up of members from all of the colleges as well as community members. Thus, there are diverse perspectives looking for speakers to

address the University's public affairs mission and the five themes. Third, procedurally the Committee meets early in the spring semester in order to arrange speakers for the following academic year. Typically it meets three times in the spring semester, the first being a brainstorming session, setting out a "wish list," followed up by meetings to reach a consensus on a speaker.

Last Modified: September 08, 2005

Charge for Public Affairs Grant Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE PUBLIC AFFAIRS GRANT COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Public Affairs Grant Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Public Affairs Grant Committee planning for the future? ([Criteria 1-5](#))
2. How does your committee ensure the public affairs mission is implemented effectively? ([Criterion 4.A](#))
3. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
4. What collaborative activities does your committee have with constituents ([Criterion 5.C](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Public Affairs Grant Committee

1. How does the mission of the Public Affairs Grant Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Public Affairs Grant Committee planning for the future? (Criteria 1-5)

a) The Public Affairs Grant Committee selects the recipients for the Public Affairs Grant Awards, which has as its mission to provide.

. . financial support to faculty, staff, and student organizations and groups to sponsor events for the campus community that are consistent with SMSU's public affairs mission, that provide opportunities for dialogue, and that encourage faculty, staff, and students to explore topics of public concern. Interdisciplinary and collaborative proposals are especially encouraged. Community participation with faculty, staff and students is welcome. (From the Public Affairs Grant Program website)

The financial support comes from the public service budget, which is under the President's division and is administered by the Assistant to the President for Public Affairs. The grant awards themselves are given out by the committee, as stated above, and administered by the Director of the Center for Resource Planning & Management. Thus, financially the program has the backing of the President due to its close philosophical ties to the University's public affairs mission.

b) Three practices relate the Grant Committee's actions to students and student learning.

- Many of the projects funded by the Grant Committee support departmental clubs and projects, whose primary audience is students. These projects address student learning most directly.
- Less directly, there is a student representative on the committee to represent students and to advise the committee on student interests.
- In addition, student organizations are allowed to apply for grant funds. This is an expansion of the program from its original charter, which was focused on faculty and staff initiatives.

c) The Public Affairs Grant Committee is not charged with planning for the future. They receive their funding from the public service budget, and once that is secured, they select as many proposed projects as possible that fit within the criteria of the public affairs mission.

2. How does your committee ensure the public affairs mission is implemented effectively? (Criterion 4.A)

The program has several points of accountability built into the system:

- The application, which contains a narrative of the project, must be sponsored and approved by a recognized University department or unit. Compliance with the University's mission is initially checked at this stage.
- The Committee judges the appropriateness of the project in relation to the University's public affairs mission.
- The grants are initially funded by the applicant's department or unit within the University. The unit is reimbursed after a report of the event is turned into the chair of the Committee. At times, when a report is turned in which does not comply with all of the stipulations, funding is reduced or partially withheld.

3. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? (Criterion 5.A)

a) This program is decentralized, with the Grant Committee responding to proposals brought to it by the constituents. The proposals, which are accompanied by narrative descriptions, stipulate the needs and goals of the sponsoring group and how the proposed events address these goals. The proposals are analyzed and discussed by the Grant Committee once in the spring (for proposals for fall events) and once in the fall (for spring proposals).

b) The commitments for funding made by the Grant Committee are shaped by the policies of the program, which were set in place to secure the connection between the projects and the University's public affairs mission. In particular, the second bullet point directing the content of the application specifies that the narrative should include "Public affairs issue or topic to be addressed." Thus, the connection between the proposal and the University's mission is established in the criteria and published in the application. *You may need [Acrobat Reader](#) to view this document.*

c) As stated in the policies governing the program "The campus community is to be the primary beneficiary/audience of the event. However, community participation and attendance is welcome." Community outreach, then, is not the primary purpose of the Grant Program. Nevertheless, many events do appeal and reach out to the broader community. An excellent example of one such project was in the fall of 2003, when the College of Arts and Letters brought Barnett and Kimberly Pierce to campus, who are leaders in the Public Dialogue techniques. An outcome of their visit was a subsequent series of dialogues extending throughout the academic year and including the community regarding children's health issues.

4. What collaborative activities does your committee have with constituents (Criterion 5.C)

Since the Committee does not initiate proposals, but only responds to initiatives by other divisions and units in the University, all projects are collaborations with the constituents.

Last Modified: September 08, 2005

Charge for Records and Registration, Office of

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE OFFICE OF ADMISSIONS' CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Office of Records and Registration fit with the University mission? What policies and procedures are used by the Office of Records and Registration to improve student learning for the future? How is the Office of Records and Registration planning for the future? ([Criteria 1-5](#))
2. Where appropriate to the Office of Records and Registration's area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples. ([Criterion 1.A](#))
3. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the Office of Records and Registration's constituents? How is this information analyzed and utilized? How are commitments made by the Office of Records and Registration to its constituents shaped by the University mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Records and Registration, Office of

How does the mission of the Office of Records and Registration fit within the University mission?

The mission of the [Office of Records and Registration](#) is to support the University mission of developing educated persons with a focus on public affairs by providing the infrastructure and services to support students and the academic and administrative units of the University. The primary functions of the Office of Records and Registration are to accurately maintain all academic related records, to fairly and impartially enforce all academic and numerous other policies set by others, and to provide information and services to, or on behalf of, the students, faculty, and staff. This mission is accomplished through the following actions.

- Develop and implement the forms, procedures, systems, and reports needed to implement and enforce policies set by the Board of Governors, Faculty Senate, University administration, state and federal government, and external oversight and accrediting agencies. This includes general academic policies, course and program policies, curricular development and approval, fee assessment, access to services, state and federal mandates, accreditation agency mandates, and much more.
 - Certify enrollment and progress toward degree completion for students receiving veteran education benefits in accordance with state and federal laws. Provide counseling and assistance with education claim preparation and explain and interpret the state and federal veteran education programs available to eligible persons, and providing personal support and assistance to these students.
 - Maintain the database of approved courses and provide guidelines, instructions, and deadlines for departments to build sections of courses for each semester. Maintain the student registration systems which include the assessment of fees. Obtain and record all student grades. Certify completion of degree requirements for all undergraduate students, record degree completion information for both undergraduate and graduate students. Produce all enrollment and degree verifications, transcripts and degree audits for, or on behalf of, students.
- Maintain and enhance the computer systems used to process, monitor, enforce, and record student, course, programs, and graduation information for both undergraduate and graduate levels. These systems are highly integrated with, and used by, almost every unit of the University and therefore must be constantly monitored to ensure accuracy. Frequent modifications are required to support changes made internally or externally as well as to enhance the functionality and usefulness of the information systems to our constituents.
- Utilize our participation in University committees, state and national associations, formal and informal communications from across campus in a variety of formats, and other varied sources to facilitate the communication, development, priority level, timeline, and implementation of a wide variety of potential or impending institutional or academic changes.
- Communicate current and upcoming policies, procedures, and deadlines to the entire University community primarily through the Student E-Bulletin, targeted emails, and the [Records and Registration](#) web site. Compile, edit, and publish the [University Catalog](#) and [Semester Class Schedules](#) to contain current policies, courses, program, and University information. Enter all Academic Calendar entries on the [SMSU Master Calendar](#).
- Provide information, reports, documentation, manuals, and training to faculty and staff. Much of this information is available on the [Information for Faculty/Staff](#) web site; including current and past semester enrollment and grading reports for those with a faculty or staff NT account.
- Provide information and services to current and former students and assist students in understanding policies and procedures, and in resolving issues the students may bring forth.
- Provide and maintain most options available to students via the web [My Student Information system](#). Anyone may access the demo by using ID number of 11111111 and PIN of 12345.
- Provide and maintain all options available to faculty and staff via the web [Faculty/Advisor Resource Center system](#). Anyone may access the demo by using ID number of 55555555 and PIN of 12345.
- Provide and maintain several options available to selected faculty and staff and student employees via the web [My Work](#) system (Darwin Resource Center, Degree Audit Request Options, Enrollment Verification, Registration Control Center, Registration Invoice, and Student Messages) and assist in the development and maintenance of other options (Enter/Get Adjunct/Faculty Advisor Code, Assign Existing Employee Advisor Code, Electronic Records Center, Graduate Assistant Access, PIN System, and Web Counters. Anyone may view the list of options available by selecting the "view all systems" link at the bottom of the My Work page.

Selected statistics from the Office of Records and Registration 2003-2004 Annual Report:

- 19,626 students enrolled and graded for fall 2003 semester
- 80,822 grades recorded for fall 2003 semester
- 4,587 sections with enrollment at end of fall 2003 semester
- 3,380 courses available to be scheduled fall 2003
- 95, 203 total degrees conferred at end of fall 2003
- 51,559 transcripts produced between 07/01/03 and 06/14/04
- 200+ web pages maintained by Records and Registration

How is the Office of Records and Registration planning for the future?

Because our role is to support the University endeavors, our planning is primarily in reaction to upcoming internal and external changes. We utilize the resources available to us to identify those items that may impact the information, systems, or services that we provide. Much of this information can be obtained from the University planning documents, our participation on committees, by monitoring the agendas and minutes of the college councils, Faculty Senate, Staff Senate, Student Government Association, and the Board of Governors. Remaining current in local, state, and national issues through articles in the campus and local newspaper and publications that focus on higher education, through our participation in our state and national association of registrars and admissions officers, and through our close working relationships with the many units on campus. In addition, we utilize formal and informal feedback from students, faculty, and staff and the current and/or best practices presented at conferences or in publications and utilize advancements in technology to constantly refine our processes and systems to best meet the needs of the University in the most effective manner.

Our goal is to identify potential changes early and to facilitate the planning, communication, and implementation of change in the most effective manner for the University as a whole. Current projects include developing a web based course permission system, a web based grading system, and numerous enhancements to provide more timely and complete information in the easiest manner possible.

Where appropriate to the Office of Records and Registration's area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Please provide examples.

As the area responsible for compiling, editing, and publishing the [SMSU Catalog](#) which is the primary source of information and policies for an educational institution, we certainly feel that the institutional commitments are fully and articulately presented. We monitor academic and curriculum changes from the proposal stage to final approval by the appropriate body (e.g., Faculty Senate, or President, or Board of Governors, or the Coordinating Board for Higher Education, etc.) before publishing and implementing that change. In addition, we make note of newly created entities (e.g., Ozarks Public Health Institute, Child Development Center, Jordan Valley Innovation Center, etc.) to ensure inclusion in the next catalog and we make note of changes to existing ones (i.e., name change, location change, mission change) to ensure that not only that area is updated, but that any area referencing that entity is also updated appropriately. We also perform searches of the SMSU website to determine information that should be added, changed, deleted, or further investigated.

What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the Office of Records and Registration's constituents? How is this information analyzed and utilized?

We primarily utilize informal means to determine the needs and desires of our constituents. We make note of comments and requests that are made in meetings, presentations, training sessions, and casual conversations. We also utilize survey results from other areas of the University (e.g., Freshman Student Survey, Faculty Morale Survey, Noel-Levitz Survey, etc.) and occasional surveys of our own (e.g., Web Registration Satisfaction Survey) to obtain information. Committees are utilized, especially once a need has been determined, to work out the details and/or to affect policy changes needed.

Once a need or desire is brought to our attention we use a variety of means to determine if it should be pursued and what priority it should be given. This is determined by reviewing and evaluating a number of factors such as:

- Required vs Desired
- Number of constituents who would benefit?
- Cost vs Benefit
- Does it support the University mission?
- How does it fit with items already on the priority list?

How are commitments made by the Office of Records and Registration to its constituents shaped by the University mission?

Our commitments to our constituents would remain the same regardless of the University's mission. However, there are several phrases within the expanded mission statement that are especially relevant to the Office of Records and Registration and guide our daily interactions.

- "â€develop educated personsâ€" We communicate and teach the importance and significance of policies and procedures, and the avenues for appealing for exceptions or for affecting changes.
- "The purpose of the public affairs mission is to develop citizens of enhanced character, more sensitive to the needs of community, more competent and committed in their ability to contribute to society, and more civil in their habits of thought, speech, and action." We exhibit ethical and civil behavior in our daily activities, listen to our constituents, communicate concerns, and affect changes when needed.
- "â€has the capacity to learn throughout life, and is able to solve problemsâ€" We encourage and support the continuing educational and professional development and efforts to better utilize technology. We work to solve problems rather than passing them on to others. We understand that our constituents are of all ages, ethnicities, and backgrounds and that they all deserve our respect, attention, and services.

Last Modified: September 08, 2005

Report from Religious Studies Department

I. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

- While [Religious Studies](#) faculty always have individual opinions, we are united in considering our mission to be directly in the center of Public Affairs, and we believe that everything we do contributes to developing educated persons.
- Generally the Department is not involved in University budgeting and operational activities.
- The Department devoted one meeting last year to a guest visit by Jim Baker to gain insight into the long range planning process and to provide feedback. In addition, two of our faculty have been significantly involved in the discussion and formulation of one new aspect of the new long range plan.
- The Department is pleased to have input into the long range planning and with the openness of the whole process.

II. How do your department's mission, activities, and reward system align with the University's mission?

- Public Affairs and educating persons is central to virtually everything the Department does. Virtually all our teaching, research, and service supports the University mission. All General Education courses (REL 100, 101, 102, 131, 210) have a Public Affairs component and most other courses do as well. Faculty are regularly involved in teaching and giving public lectures in community organizations, regional, national, and occasionally international conferences. This emphasis/culture begins with candidate interviews and is continued with all new faculty. The Head and individual mentors model this and regularly invite new faculty to such activities and workshops, especially during the first year and through the whole probationary period.
- All probationary ranked faculty annually submit documentation of their activities according to the checklist provided by the Dean. The Professional Standards Committee of the Department reviews this documentation, visits classes, and writes an evaluation. The Head does the same and reviews the evaluation letter with the faculty member. For senior faculty, the Head reviews the individual Faculty Activity Survey, course evaluations, publications, etc. and writes the annual and three year review letters.
- Lecturers meet with the head occasionally and every third year submit documentation of their activities. The Head writes an evaluation letter and reviews it with each senior faculty. Per course faculty meet with the head occasionally and receive informal feedback.
- The head shares anecdotal comments and discusses course evaluations regularly with all faculty. Complaints and suggestions are shared as appropriate, and change is required as needed.
- Faculty successes are highlighted in Department meetings and internal newsletters including e-mail newsletters to majors, minors, and graduate students. A printed newsletter for all of the above plus alumni and friends has been published twice per year (except during the budget crunch of the past three years).
- Every year the Departmental faculty read a common book provided by the Department on some relevant topic. Recent examples include *Teaching Tips*, *Teaching Critical Thinking in Religious Studies*, and *Religion on Campus*. Faculty report on various aspects of each book in Departmental meetings or share how they have used the ideas in teaching and what the results have been.
- Students are encouraged to share their research. As many as 10% of our majors and graduate students have made annual presentations in regional academic conferences. Limited financial support is given.

II. What department activities are undertaken to collect and use program assessment information?

- There is no standardized exam to assess Religious Studies majors and no certification for the program either. With reluctance we required the GRE starting in 1992. However, we received little valuable information and feedback and

have made the exam optional in recent years. Our Departmental Assessment Plan is spelled out in "Advisee Information" for students. It includes "Goals and Objectives for the Major" and a required early meeting with the Department Head to discuss the assessment procedures. The student then writes "My Understanding of Religion" and continues to process new information on this topic until the last semester when he/she writes a revised "My Understanding of Religion." The goal is to emphasize the complexity of this topic and to emphasize this during the student's undergraduate career. After each course in the major the teacher of record fills out an assessment form for that course. This is reviewed later by the student and advisor and is designed to track the student's progress and improve student education. At the end of the major the student completes REL 580, a capstone course, and participates in several major-concluding-exercises. An exit interview with the student and two faculty members provides the student the opportunity to evaluate the major in detail.

- Class visits, course evaluations and alumni feedback all provide evaluation for each course.
- The exit interview results are used by the Department to add or revise courses and to revise the curriculum. The newest revision in the works will be to add a one-hour career course to the major for next year.
- The graduate assessment plan is similar to the undergraduate plan. The Graduate Committee has proposed changes to the graduate program based on these assessment results. Changes to courses and program should be finalized by the end of the Spring semester of 2005.

III. What department activities are undertaken for development and improvement?

- Planning for the future occurs virtually every day of the year. It is formalized in several ways including an annual Departmental meeting, charges to and work by Departmental Committees, and feedback from both students and faculty.
- Faculty use an interdisciplinary approach most of the time. Therefore, collaboration is natural and frequent. One of our faculty members is working with a Philosophy professor to organize a Centennial Conference on Bioethics.
- Improvement of student learning is already noted under #1 above. The Academic Development Center (ADC) has been an invaluable resource with its workshops and the generous individual advice of Dr. Sell where needed. The faculty has an excellent record of participation in these workshops.
- This Department has always emphasized the professional development of faculty and improvement of student learning. Grant writing and attendance at workshops is always encouraged. A Teaching Fellowship Grant from ADC last year enabled three faculty members to teach a course to assist Graduate Assistants to increase student learning. The Head reads extensively on improving teaching and learning and frequently visits faculty classes. This establishes an open dialogue within the Department to share what works and what does not; as a result we are always trying new things in the classroom and improving learning.
- There is no external program accreditation for Religious Studies. However, our undergraduate and graduate students have done outstanding work with sizable fellowships in the best graduate programs in the country. The Department is always committed to academic excellence.

Last Modified: September 08, 2005

Charge for Scholarship Committee

-  [Cover Letter from HLC Steering Committee](#)
-  [Guidelines for Responding to Charge](#)

THE SCHOLARSHIP COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Scholarship Committee fit with the University mission? What policies and procedures are used by your committee to improve student learning for the future? How is the Scholarship Committee planning for the future? ([Criteria 1-5](#))
2. Describe how SMSU financially assists students with the opportunity for a life of learning and for their development as educated persons. ([Criterion 4.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Scholarship Committee

The charge to the Scholarship Committee is to set and review policies and procedures related to the administration of University-funded scholarships. Policies and procedures are made recognizing the limit of funds available, the value, and the criteria for selection of the recipients and renewal for each scholarship. These policies and procedures may be modified by the SMSU Scholarship Committee as deemed appropriate to meet the objectives of the scholarship program.

The Scholarship Program at SMSU is designed to help in the recruitment of excellent students. This recruitment will result in higher morale among the faculty charged with the instruction of these students. The end result will be a higher level of intellectual activity within the University. The University's expectation that we are producing educated persons to serve the public good will be enhanced. In the last academic year (2003-2004) the committee reviewed the entire academic scholarship program and revised it for the 2005-2006 academic year. The changes ultimately approved by the Administrative Council and the Board of Governors reflect the University's continued increase in admissions standards and its status as a selective admission institution. All scholarships will have higher standards for initial award and higher standards for renewal. In addition, the principal scholarships will require the recipients to demonstrate participation in Public Affairs events, reflecting the University's mission.

It is the opinion of the Committee that if we expect more from our students, they will, for the most part, rise to the expectation. This will affect increased student learning in the University. It is anticipated in five years, when the new program fully matures, there will be sufficient savings to consider a reallocation of resources to support need-based aid. The committee has made a recommendation to the Administrative Council that this reallocation be considered.

With costs increasing, it is becoming more difficult for families and students to make higher education a reality without financial aid. Students of all ages and income groups are eligible to receive some form of support. SMSU provides over \$10 million annually in University-sponsored scholarships for academically talented students. In addition, the Financial Aid Office administers over \$86 million in federal, state, and institutional funds to support students in pursuit of their educational goals. Responsible allocation by SMSU of these funds reduces students' dependence on work income and enables them to focus on their educational goals.

<http://www.missouristate.edu/FinancialAid/scholarships/freshman05-06.html>

Policy Recommendations for 2005-06

Policies applicable to all freshman scholarships are outlined below:

1. Only ACT and SAT scores earned on tests taken by February of the student's senior year will be used to determine eligibility, with the exception of the Presidential Scholarship, which has an earlier deadline (December).
2. Students may apply value of scholarships toward approved study away opportunities. See "Study Away" guidelines for scholarship eligibility.
3. Scholarships cannot be used for the summer semester.
4. Scholars who do not meet the required grade point average to renew their particular award may receive a lesser scholarship if they meet the GPA for that award. Their initial scholarship award will not be reinstated should they raise their GPA back to the required level.
5. Scholarship eligibility cannot be regained in future years once a student fails to meet the renewal criteria.
6. Freshman scholarships will be limited to students who enter SMSU the year they graduate from high school. Exceptions may be made for students who participate in life enriching experiences such as volunteer work or military service prior to matriculation.
7. Scholarships are available starting with the semester originally offered. If a recipient does not enroll that initial semester, the scholarship offer is void.
8. Grades awarded for dual credit classes are included in the SMSU-Springfield cumulative GPA. First time recipients who enter with an SMSU-Springfield cumulative GPA that is less than the required renewal GPA for their scholarship will be notified during their first semester that they need to complete 30 hours during the fall, spring and summer terms with the required GPA in order to be renewed for the second year (i.e., their grades earned on dual credit classes will not prevent them from renewing for the second year) The letter will also explain that, to renew for subsequent years, they must raise their SMSU-Springfield cumulative GPA, including dual credit classes to the required level.
9. Application deadlines apply to students admitted for the fall or spring semesters. Therefore, students admitted for the

spring semester will not be awarded a scholarship unless they were admitted by the March 1 deadline. An exception to the deadline will be granted to high school students completing one semester early (December graduates).

10. Students can receive no more than the cost of attendance established by the Financial Aid Office in federal, state and institutional grant and scholarship funds.

Last Modified: September 08, 2005

Report from School of Social Work

Committee Members: Diane Elliott, Glenda Short, Anne Summers

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?(Criterion 2)

To what extent is implementation of the University's mission evident in University operations?

- The University's mission of developing educated persons is evident in the continued development of graduate programs, off-campus programs and the continued recruitment of international students.
- [The School of Social Work](#) perceives that the School generally supports the public affairs mission of the University by preparing graduate and undergraduate students to be competent social work professionals in both the public and private sectors.
- The School supports and participates in the University's CASL program which facilitates the involvement of students in the public affairs of the community early in their educational experience.

To what extent does the long-range planning process at SMSU link with the budgeting processes at the University, college, and department levels?

- The University's long-range plans are identified in its five year strategic plan. Social Work faculty participates through focus groups which are then channeled to the College of Health and Human Services via the School Director.
- Some feel there is little actual faculty participation in the actual budgeting process.
- The fact that the university experienced budget cuts from the state in 2002 affected colleges and departments across campus.
- There is a greater emphasis on fundraising as evident in hiring a program development officer in the college. However, many departments continue to secure new dollars through grants.
- The emphasis on securing additional dollars through grants increases the workload of faculty and staff significantly beyond the level in which they are compensated.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global and technological world in which SMSU and its students exists?

- The University places emphasizes on the use of technology which is evident in its efforts to update classroom technology through out the campus and updating technology frequently for faculty and staff.
- The University recognizes and approves of external accrediting boards for professional program which reflect integration of the University's goals for quality education.
- For example, through the School of Social Work's own accreditation with the Council on Social Work Education (CSWE) all faculty and staff participate in self studies that require well articulated short and long range planning as well as ongoing and extensive outcome assessment plans that relate to the mission of the University.

How does the University's long-range planning process involve internal constituents and where appropriate, external constituents?

- The university has provided opportunities for faculty and staff to provide input into the long range planning process, by extending invitations to attend meetings.

The University holds public forums and involves community partners, as appropriate.

- Many faculty and staff have the perception that the human capital of the university is not highly valued with reference to benefits and compensation and that no one listens to their input.
- Some faculty perceive that the University is a very top heavy organization that results in little opportunity for faculty to have much input in University planning, budgeting, and the operational functions.

How does the University's long-range planning process allow for re-prioritization of goals when necessary because of environmental changes?

- The president of the university communicates with faculty and staff through his annual address to the university and through a news letter. These two venues are the primary manner in which any changes in priorities are communicated. In addition, information is communicated through the administrative structures of the University.

Committee Members: Mary Ann Jennings, Joan McClennen, Greg Skibinski, Mary Turner

How do your department's mission, activities, and reward system align with the University's mission? (Criterion 1-5)

How does the mission of your department fit with the University's mission?

- The mission of the school of social work includes the purpose of social work, which is to effect societal changes to enhance the well being of all people. The public affairs mission of SMSU includes developing citizens who are sensitive to the needs of the community.
- The public affairs mission of SMSU includes producing citizens who are competent and committed in their ability to contribute to society. The mission of the school of social work includes developing graduates who are competent in multi-cultural issues, who understand their responsibility to the public good and who are committed to the profession's core values, i.e., service, social justice, dignity and worth of individuals, the importance of human relationships, integrity and competence (*NASW Code of Ethics, 1996*).

How do the activities of your department support the University's mission?

- The activities of the SSW support the professional education theme of SMSU.
- The BSW and MSW degree programs are professional programs. While incorporating and building on liberal arts courses and content, the SSW prepares professionals by focusing on knowledge, values and skills.
- The SSW supports professional education by requiring field experience of its graduates. BSW students complete either a CASL experience or an approved 40 hour volunteer experience prior to admission into the program. All BSW students complete a 450-hour practicum. MSW students complete a 450 hour practicum at the foundation level and a 525 practicum at the concentration level.
- The activities of the SSW support the health theme of SMSU.
- An area of concentration is required for all MSW programs. The concentration for our program is Family Health. Concentration year courses focus on assessing family health and implementing and evaluating strategies to enhance health and wellness.
- The social work profession focuses on the strengths perspective, which is incorporated into all BSW and MSW courses. The strengths perspective recognizes and builds on the abilities and health of systems.
- Numerous practicum sites are available in the health services arena, including hospitals, hospice, rehabilitation centers, mental health settings and long term care facilities.
- The activities of the SSW support the public affairs mission of the University:
- Producing graduates who most often work in the public, not-for-profit setting. Even when graduates work in for profit settings, those agencies serve persons with health, mental health, spiritual, economic needs.

Producing graduates who work with oppressed, disadvantaged, at-risk populations.

- The student organizations engage in numerous service activities (e.g., food drives, serving meals at homeless shelters, hosting a foster parents' night out).
- Placing students in practicum sites that are public sector and not-for-profit private agencies such as Caring Communities schools, Southwest Center for Independent Living, Children's Division, Division of Youth Services, Juvenile Office, Child Advocacy Center, Nursing Homes.
- Faculty provides ongoing service to not-for-profit and government agencies through consultation, evaluation activities, service on boards and direct service.
- Offering courses to the general student population in which non social work majors are educated about the needs of populations-at-risk, social and economic injustice and human diversity. These courses include human diversity courses (BSW and MSW), introduction to social work (BSW), human behavior in the social environment (BSW), interviewing skills (BSW course focusing on working with underserved populations), social justice (BSW) and social welfare policy and services (BSW).

How does the School of Social Work's tenure and promotion guidelines, as well as reappointment procedures, reinforce the University's mission and encourage faculty to maintain professional currency?

- Reappointment, tenure, and promotion guidelines are consistent with the University's public affairs mission by virtue of their being based on a strengths-based approach to assist faculty members' individualized development and advancement for achieving excellence in teaching strategies, scholarly works, and community service that promote learning of students and contribute to the broader environment.
- As assistance in achieving their full potential, untenured faculty are mentored by senior faculty.
- Faculty members are expected to consistently discharge their duties, adhere to professional values, and demonstrate collegiality within the School, College, and University.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure, and promotion decisions?

- Faculty members are evaluated in terms of their teaching effectiveness, scholarly activity, service activities and/or negotiated roles. For untenured faculty and faculty seeking tenure and/or promotion, deadlines are established according to the University's Academic Work Calendar. Tenured faculty members are evaluated on an annual basis by the School Director and the Dean.
- For reappointment and promotion, emphasis is placed on performance since the last evaluation. For tenure, emphasis is placed on performance since employment at SMSU.
- The Personnel Committee consists of all tenured faculty members. For promotion, those who qualify to vote hold a rank equal to or above the rank for which the candidate is being considered.
- Candidates submit their dossiers to the Personnel Committee by a scheduled deadline. Committee members are responsible for reviewing the candidate's materials; voting as to reappointment, tenure, and promotion; writing their rationale for their recommendation; and submitting their recommendation to the Director with a copy to the candidate.
- Candidates are evaluated according to criteria contained within the School's "Policy for Reappointment, Tenure, and Promotion." These criteria establish requirements for achieving acceptable performance in Scholarship of Discovery, Application, Integration, and Teaching; teaching; and service.
- Both the Director's and the Committee's recommendations are submitted to the Dean for further processing.
- Candidates may submit an appeal at any point within this process.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

- Recognition of accomplishments on the School's bulletin board
- Recognition of accomplishments in the School's newsletter
- Recognition of accomplishments on the School's web page
- Faculty are editors, associate editors, and readers for various journals.
- Faculty receive travel monies for continuing education.

What mission-related reward structures are in place for students in courses and programs offered by your department?

- The SSW offers mission-related graduate and undergraduate scholarships,
- Recognizes student accomplishments in the School's newsletter,
- Provides support for four to five Graduate Assistants per year,
- Provides some stipends for field education courses.

Committee Members: Steve Brannen, Susan Dollar, Catherine Hawkins

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

Summary of evaluation procedures – The School of Social Work is reviewed for accreditation by the Council on Social Work Education (CSWE). The School was notified in late October, 2004 of its continued accreditation until 2010. A significant activity related to the CSWE accreditation process is program evaluation. Evaluation within the School of Social Work takes place in three forms: (1) objective assessment of program objectives; (2) internal program evaluation review; and (3) annual review of faculty for tenure, promotion, and retention conducted by the Personnel Committee. Each year the faculty meets to review the results of the evaluation with the stated goal of identifying curricular and teaching modifications to be implemented by the two program committees: Master of Social Work (MSW) Program and Curriculum and the Bachelor of Social Work (BSW) Program and Curriculum. The School's Program Evaluation Committee works in consort with both of these committees in the ongoing evaluation process.

Objective Assessment of Program Objectives. The School of Social Work has established 34 major program objectives: 13 related to the BSW program and 21 related to the MSW program. Within the MSW program, objectives are sub-divided into two categories which support the Foundation Year (1st year) and Concentration (2nd year). The School uses a number of quantitative and qualitative methods in evaluating the extent to which program objectives are met. These include:

- *Student Self-Assessment of Program Objectives.* The Student Self-Assessment of program objectives is an evaluation tool which was piloted within the School during the 2003/2004 academic year. This component of the evaluation package was selected for use because it provides students the opportunity of objectively assessing each program objective at the completion of the respective programs (BSW, MSW foundation year, and MSW concentration year). In addition, its use provides the faculty with objective data from 100% of transitioning students at the completion of their respective programs. The Self-Assessment is used to gauge students' perceptions of how well the BSW and MSW programs achieved their stated program objectives. Output is used by focus group leaders (faculty) as a guide in leading the discussions of the focus groups.
- *Focus Groups.* The School has incorporated the use of structured focus groups with graduating BSW and MSW students. The purpose of these focus groups is to clarify and elaborate on students' perceptions of the strengths and limitations of the School in meeting the respective program objectives as provided in the Student Self-Assessment of Program Objectives. Each focus group is led by two faculty members who have little or no previous experience with the group members they will facilitate. All faculty members participate in the development of the groups with the expectation that all will co-facilitate. Gathered data is used by faculty as an aid in modifying curriculum, syllabi, and teaching methods to ensure they are consistent with the stated program objectives.
- *Field Instructor Evaluation of Student Learning.* The Field Instructor Evaluation of Student Learning represents a set of tools designed to measure student performance at three levels of field training: BSW, MSW foundation year, and MSW concentration year. The field instructors complete the appropriate assessment tool at the completion of the field practicum. Each of the three evaluation tools, although of different lengths and covering different program objectives are

similarly constructed. As part of an ongoing quality improvement process, the Program Evaluation Committee and Field Committee are jointly modifying the current sets of "Field" evaluation tools. This revision will address student practica that are more community based rather than client-focused. In addition the revisions will allow for more variability in the individualized responses.

- *Alumni Survey.* The Alumni Survey is used to evaluate recent program graduates' perceptions of how well the School of Social Work prepared them to enter the field of social work. The Alumni Survey is specifically designed to measure program objectives rather than other factors (i.e., school climate, faculty, program satisfaction, etc.).
- *MSW Comprehensive Examination.* The MSW Comprehensive Examination introduced in 1998 with the graduation of the initial MSW cohort, represents the third generation of development. Modifications based upon student and faculty input, have resulted in minor modifications made over the past administrations. The Comprehensive Examination serves two purposes for the School. First, it represents the culminating capstone experience in integrating the application of knowledge, values, and skills utilizing the family health social work practice perspective taught at the graduate level. In addition, it serves as a measure of the MSW program's ability to meet the concentration year program objectives. The examination consists of six content areas which correspond to the six specific steps of the social work process within family health social work practice.
- *BSW Integrative Case/Project Presentation.* The BSW Integrative Case/Project Presentation serves two purposes. First, it represents the culminating capstone experience in integrating the application of knowledge, values, and skills for generalist social work practice. In addition, it serves as a measure of the BSW program's ability in meeting its 13 program objectives which prepare students for beginning level generalist social work practice. This presentation covers ten elements of generalist social work practice: use of the genogram or ecomap; relevant presenting situation (intake/social history/presenting situation); assessment; action steps; intervention strategies; evaluation of intervention; integration of social work values/ethics; attention to diversity issues; integration of theory and knowledge; and organization of material/time management. Each of these elements is tied to specific BSW program objectives.

Internal Program Evaluation Review. As a means of providing continuous quality improvement, the School is engaged in several additional assessment efforts. Each is discussed below:

- *Student Evaluation of Teaching.* In addition to the student assessments described above, the students are provided the opportunity of evaluating each faculty member and class each semester. The faculty recently approved in the use of a nationally normed, standardized teaching evaluation tool, the Individual Development and Educational Assessment (IDEA). The IDEA will solicit student responses to faculty instruction and focus on student learning outcomes. The teaching evaluations are used by the respective faculty member, the Personnel Committee and the School of Social Work Director in their respective annual evaluations of faculty performance.
- *Student Evaluation of Advising.* Students complete an evaluation form on the quality of their meeting with their advisor. The forms are submitted anonymously to the secretary who tabulates the results on a semester basis. Results are disseminated to the faculty members as feedback as to their areas of strengths and areas for reconsideration during future advising sessions.
- *Evaluation of the Field Orientation.* An evaluation of the field instructor/student orientation/workshop is administered at the end of each field orientation held. This tool, administered to both field instructors and students prior to placement, assesses the extent to which orientation objectives are met. These objectives cover the following domains: curriculum, practicum objectives, roles of field instructor and faculty liaison, issues of educational supervision, sharing, and handling problem situations in field. The results are reviewed by the Field and Program committees as a method of ensuring that the orientation is conducted in a positive and productive manner.
- *Student Evaluation of Field Practicum.* The student evaluation of field queries the student on different processes in the field placement. Topics covered include student satisfaction with the field instructors/student orientation, the agency's orientation, preparation for first client, contact with clients, supervision, assignment quality, field instructors' preparedness, space for students in the agency setting, and suggested future use of the agency and field instructor.
- *Area Concentration Achievement Test (ACAT).* The ACAT is a nationally normed, standardized exit examination for

graduating BSW students. It enables the comparison of SMSU students' academic performance with comparable students throughout the nation. Specifically, the ACAT scores the eight curriculum content areas of the undergraduate social work education: Human Behavior in the Social Environment, Social Welfare Policy and Services, Practice, Research, Diversity, Populations at Risk, Social and Economic Justice, and Values and Ethics.

- *Annual Review of Faculty for Tenure, Promotion, and Retention.* Each year, the Personnel Committee is responsible for establishing policies and procedures that create an environment in which faculty members may develop as professionals engaging in activities of teaching, scholarship, and service. Annual evaluations are completed on faculty members who are either untenured or seeking promotion in an effort to assist in the members' growth and to determine the quality of their contributions.

Committee Members: Frank Kauffman, Michele Day, Beth Pierce, Michele Garrison

What department activities are undertaken for development and improvement? (Criterion 3)

BSW curriculum review including course objectives and learning approaches which, includes gathering and organizing supplemental information on community speakers and media resources.

- Faculty attendance and participation in an ad hoc committee to structure, and implement learning objectives based on Jonassen's Model of problem based learning.
- Faculty and staff participate in on-going accountability to CSWE following stringent standards for teaching and the assessment of learning regarding professional social work.
- Faculty participates in the CHHS Multi-disciplinary Forum planning and review committee.
- Collaborate with the Department of Nursing to offer multi-disciplinary learning by providing class and program material.
- Focus groups conducted for seminar classes to gather data regarding program functions, learning environments, and satisfaction of students.
- Obtained grant for SMART technology to enhance classroom learning.
- Provide Handbooks for BSW and MSW students orienting to curriculum, ethics, policies, and degree programs.
- Re-crafting the mission statement for the School of Social Work to align with the revised mission statement of CHHS and SMSU while infusing the values of professional social work and the family health perspective.
- BSW Admissions process is being reviewed and updated to work more closely with incoming students to create effective learning experiences.
- Faculty attends and participates with Academic Development training and seminars. (Showcase on Teaching is bi-annual in addition to other training seminars offered and attended).
- Faculty attends the Master Advisors Training (SAAF). This training provides opportunities to improve advising skills and knowledge in preparation for working with advisees.
- Advisors utilize Advising notebooks. These notebooks organize and accentuate up to date advising policies and information for the advisor in working with students.
- On-going feedback on advising by utilizing confidential evaluation forms completed by advisees and evaluated for effective advising outcomes.
- On-going efforts to evaluate student learning by conducting course evaluations.
- Encouragement of students to participate in the CHHS Research Presentation Program utilizing research projects completed in class.
- Development and improvement activities carryover into practicum and CASL placements.

Report from School of Teacher Education

1. Perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities

Every unit plan, budget, and operational activity of the School of Teacher Education is conducted in terms of the public affairs mission and the University's professional education theme. STE's long-range plans and recent decisions are evidence of this. STE has added programs to respond to changing public needs, such as our Cross-categorical and Visually-impaired program in Special Education and our specialist programs in Reading and Instructional Technology. Our proposed master's program in liberal arts responds to the University's proposed new theme—the human—and our proposed master's in pedagogy responds to new student demands. STE continually adapts curriculum to changing needs, such as the revisions in our secondary and elementary programs. In response to the demands of an increasingly diverse and complex demographic shift, we have moved to ensure that **every** teacher education student has at least one clinical placement in a setting that has diverse learners. Each teacher education student must put together an e-portfolio that demonstrates his or her competency in eleven different areas, including the use of technology, responsiveness to diverse learners, subject matter knowledge, and assessment abilities. Our responsiveness to the requirements of the discipline is aided by our constant relationship with practitioners in the field through formal and informal relationships.

2. Alignment of STE's mission, activities, and reward system with the University's mission

[The School of Teacher Education](#) is the most prominent place where one of the University's five themes—professional education—is realized, and it contributes in significant ways to the University's public affairs mission by preparing effective teachers for public service. The object for STE is always to create the conditions within our courses and clinical placement opportunities for our teacher education students to acquire the necessary knowledge, skill, and dispositions to be effective teachers. More broadly, faculty in STE contribute to the public good by serving on a variety of state, regional, and national boards or professional associations. Faculty seek out service and service-learning opportunities for themselves and their students, including our annual 9/11 tree-planting efforts with area elementary schools and our developing relationship with the Good Samaritan Boy's Ranch. Every semester about 60 elementary teacher candidates serve children in Title I classrooms for a minimum of 120 clock hours. Over 60% of these teachers each semester report a willingness to seek a teaching position in a Title I school upon their graduation. Faculty regularly provide in-service or professional development training or serve as guest speakers at area schools, often at no charge.

Faculty tenure and promotion decisions are based on teaching, research, and service. Specific indicators of faculty accomplishment in these three areas organize the faculty's presentation of their work and the unit's evaluation of them. Faculty are encouraged to apply for grants, travel funds, and college and university awards to support their endeavors, and a spirit of collaboration prevails in the department. Our Special Education faculty applied for and received a \$600,000 federally funded grant which provides tuition, fees, book funds, and mentoring for approximately 30 preservice special education majors. Another \$40,000 grant supports specialized training to area teachers in curriculum-based assessment in reading for students with disabilities. STE faculty regularly encourage and support the attendance of teacher education students at state and regional professional development conferences.

3. Department activities undertaken to collect and use program assessment information

All programs in the School of Teacher Education are assessment driven. Multiple and varied methods of data collection, data sources, and individuals are involved in assessing programs and the strength of our teacher education candidates. Each teacher education candidate has a portfolio which is reviewed multiple times, and they cannot acquire teacher certification without its successful completion. Student competency in these portfolios is measured against standards at the state (MOSTep), institutional (SMSU Conceptual Framework) and national (national association) levels. Student course evaluations are used by individual teachers and programs to suggest changes and to respond to emerging needs. State and national test scores (CBASE, PRAXIS II) are regularly monitored and accumulated to assess student and program strengths. Each candidate has multiple field evaluations in clinical settings. Follow-up studies are conducted with students, and teacher participation in the BEARS program yields assessment data. Programs are regularly and thoroughly reviewed during DESE and NCATE accreditation exercises.

4. Department activities undertaken for development and improvement

In addition to the measures outlined in item three, above, a number of other activities are undertaken by the School of Teacher Education to ensure proper development and improvement. Graduate follow-up studies are conducted for both undergraduate and masters students. This information is reviewed by STE program faculty to determine possible areas for program and course changes. STE holds regular faculty meetings where program issues and needed program changes are discussed and prioritized. A beginning of the year retreat is held to identify areas of priority for program changes, development, and improvement. External accreditation from the specialty programs within STE via accreditation program folio development is regularly undergone. Advisory

committees in different program areas which include local teachers, parents, and school administrators are an important source for development and improvement. Ideas to improve programs are obtained through the regular advising of students. Collaboration between members of programs also contributes to change, and this collaboration also extends to faculty in departments beyond STE. State-level advising and state-level meetings are also sources for change. Each faculty member has available a travel allocation for attendance at state, regional or national conferences where ideas for self- or program development are often discovered.

Last Modified: September 08, 2005

Charge for SMSU Foundation

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE SMSU FOUNDATION'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the SMSU Foundation fit with the University mission? What policies and procedures are used by the committee to improve student learning for the future? How is the SMSU Foundation planning for the future? ([Criteria 1-5](#))
2. Where appropriate to your area of responsibility, do SMSU publications (catalogs, recruitment materials, Foundation materials, etc.) adequately articulate institutional commitments? Provide examples. ([Criterion 1.A](#))
3. Do existing administrative structures promote effective leadership and support collaborative processes enabling SMSU to fulfill its mission? Will the current structures allow SMSU to meet future trends in higher education? ([Criterion 1.D](#))
4. What resources does the Foundation have to engage with constituencies and communities? How does the Foundation support engagement with constituencies and communities? What types of activities provided by the Foundation are available that engage students, staff, administrators, and faculty with constituencies and communities? How does the Foundation's planning process engage constituencies and communities? Is the Foundation involved with the University's planning process? If so, how? ([Criterion 5.B](#))
5. What collaborative activities does the Foundation have with constituents? What is the response of constituents to these ventures and agreements? ([Criterion 5.C](#))
6. How has/should the Foundation evaluate the services provided to constituents? How inclusive are the Foundation's services to the community/constituents? How is/should the Foundation interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from SMSU Foundation

1. How does the mission of the SMSU Foundation fit with the University mission? What policies and procedures are used by the committee to improve student learning for the future? How is the SMSU Foundation planning for the future? (Criteria 1-5)

The mission of the [SMSU Foundation](http://www.foundation.missouristate.edu/) is as follows: To develop an environment which promotes giving and therein seek, receive, manage and distribute resources in a manner appropriate to support programs of teaching, research and public service of the university (Criterion 1). See <http://www.foundation.missouristate.edu/>.

To prepare for the future and improve student learning for the future, the SMSU Foundation manages an endowment of approximately \$36 million and proactively seeks additions to the endowment for the benefit of student learning. (Criterion 2)

Gifts made for the benefit of the university through the SMSU Foundation reflect the value and support for effective teaching and effective learning environments. Resources for faculty and for facilities are goal areas of The Campaign for SMS: Imagine the Possibilities. (Criterion 3, Core Components 3B and 3C).

The Board of Directors of the Southwest Missouri State University Foundation demonstrates through its mission and actions that it values a life of learning. (Criterion 4, Core Component 4A). See <http://www.foundation.missouristate.edu/FoundationBoard.htm>.

Engagement and service are integral to the SMSU Foundation. The faculty and administration guide the direction and scope of fundraising activities. Community volunteers serve as members of the board. 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 constituencies values the services of the SMSU Foundation. (Criterion 5)

Where appropriate to your area of responsibility, do SMSU publications (catalogs, recruitment materials, Foundation materials, etc.) adequately articulate institutional commitments? Provide examples. (Criterion 1.A)

The only recent publication of the SMSU Foundation is the brochure for *The Campaign for SMS: Imagine the Possibilities*. It articulates institutional commitments throughout.

Examples:

The Campaign for SMS: Imagine the Possibilities

- a. (brochure, p. 7) "This led to the formation of the SMSU Foundation to help ensure the future of the University. And that same desire has led to a statewide mission in public affairs"
- b. (brochure, p. 9) "Through *The Campaign for SMS*, we hope to increase access and assist deserving students with financial aid. We want to continue to attract, retain, and encourage the best faculty from across the country and around the world. There are many capital projects already under way that need private support, and there are new facilities at all three campuses that we hope to fund through this Campaign. And, of course, we intend to continue the program support that has been in place for more than 20 years, thanks to the ongoing efforts of the SMSU Foundation. These ongoing gifts support academic programs, extracurricular activities, and the public affairs mission of the University."
- c. (brochure, p. 10) The entire page is about the University's mission and the statewide mission in public affairs.

3. Do existing administrative structures promote effective leadership and support collaborative processes enabling SMSU to fulfill its mission? Will the current structures allow SMSU to meet future trends in higher education? (Criterion 1.D)

Because the SMSU Foundation has no staff, it works directly within the university to accomplish its and SMSU's mission. Staff members in the Office of Development and Alumni Relations (see <http://www.foundation.missouristate.edu/Dev-AlumStaff.htm>) work collaboratively with the Board of Directors, the Campaign Steering Committee, the Deans and department heads to raise funds to allow the University to better fulfill its mission. If the past is indicative of the future, the University will meet future trends in higher education and the Foundation will work to assist those efforts.

4. What resources does the Foundation have to engage with constituencies and communities? How does the Foundation support engagement with constituencies and communities? What types of activities provided by the Foundation are

available that engage students, staff, administrators, and faculty with constituencies and communities? How does the Foundation's planning process engage constituencies and communities? Is the Foundation involved with the University's planning process? If so, how? (Criterion 5.B)

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

Examples:

- a. The Foundation â€” through the Annual Funds program (See <http://www.foundation.missouristate.edu/annualfunds/>) -- hires and trains student callers to phone alumni, parents and friends of the University on behalf of all the academic colleges, the library, The Performance Society, the Band, Ozarks Public Television and KSMU Public Radio. Department heads interact with the student callers to prepare them to be effective "askers."
- b. There is significant collaboration between the academic deans and professional development staff in support of The Campaign for SMS. 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.
- c. Volunteers are actively involved with development activities. In addition to the Board of Directors of the SMSU 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 on which development staff sit. The Auction Benefiting Athletics is staffed by fundraising professionals, athletics staff and community volunteers with an interest in intercollegiate athletics.

The University's planning process guides the Foundation in its activities. The Foundation is responsible for Performance Measures 53, 54 and 55 in the long-range strategic plan, *Countdown to the SMSU Centennial: A Long-range Vision and Six-Year Plan (2000 â€” 2006)*. These goals 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.

5. What collaborative activities does the Foundation have with constituents? What is the response of constituents to these ventures and agreements? (Criterion 5.C)

The Foundation's constituencies include alumni, friends, parents, current and retired faculty and staff, businesses, foundations and organizations. The Foundation solicits donor involvement from these constituencies and recognizes those who commit. In order to maintain those connections, gifts are accurately recorded and acknowledged with income-tax appropriate receipts; address, telephone, e-mail and other directory information is constantly sought, updated and maintained; prospect research is performed on an ongoing basis in order to identify new prospective donors; appropriate donor recognition is afforded in *SMS Magazine*, in programs for intercollegiate athletics and for the Juanita K. Hammons Hall for the Performing Arts, through various college and departmental publications, and through activities of The Founders Club for major gifts.

6. How has/should the Foundation evaluate the services provided to constituents? How inclusive are the Foundation's services to the community/constituents? How is/should the Foundation interface with professionals in the community? (Criterion 5.D)

The Foundation's evaluation of services provided to its constituents is both qualitative and quantitative. We crunch a lot of numbers, but we also respect the opinions of those whom we serve. Monthly reports to the Board of Governors of the University and quarterly reports to the Board of Directors of the Foundation reflect various breakdowns of gifts received and pledged. Internally, much information is available on line or by printed report to Deans and department heads. Development staff routinely answers specific questions for both internal and external constituencies. Annual reports to endowment donors are communicated by letter. Both an audit and an annual report are prepared to communicate evaluative information.

Last Modified: September 08, 2005

Report from Sociology & Anthropology Department

What are your department's perceptions of the University's mission and its implementation in the University planning, budgeting, and operational activities?

- The Public Affairs mission is evident in the culture of the University through its prominent use in University promotional literature, addresses by administrators, objectives in the General Education Program (including the capstone course), and dialogue among colleagues.
- [The Department](#) understands UPAC and formulation of University strategic plans, including the five-year plan currently in process. The Department acknowledges budgetary support is linked to these plans.
- Even though it appears the budgeting process is linked to the University's mission, it is unclear to faculty how actual budgetary amounts are allocated for each unit. Even though our number of faculty, majors, and student enrollments increase over time, our operations and equipment budgets remain very stable.
- The Department comprehends the University mission in public affairs focusing on five themes and that the institution's single purpose is to develop educated persons within this context. However, our programs (Sociology, Anthropology, and Crime & Society) might be considered "generic" public affairs themes. We are uncomfortable that our fields don't clearly align with any of the five themes and look forward to the possibility of a sixth theme, "The Human Dimension," added in the coming strategic plan.
- Faculty input on long-range planning activities is encouraged by UPAC as illustrated by consideration of the "Human Dimension" theme along with new Department graduate program proposals in Criminology and Cultural Heritage Studies.

How do your department's mission, activities, and reward system align with the University's mission?

- Our department and each of the three programs have a mission statement including both the public affairs mission and the notion of producing educated persons. Further, each of these mission statements is supported by a list of objectives insuring that we continually strive to exemplify the University's mission and produce educated persons: citizen-sociologists, citizen-anthropologists, and citizen-criminologists.
- Courses in each of our programs aid in the goal of producing educated persons through classroom instruction, writing-intensive courses, service learning components, and internship experiences, each of which is important to understanding public affairs. Further, participation in community research projects conducted through the Center for Social Science and Public Policy Research is used as grounded learning experience for students in Department research methods and statistics courses.
- The Anthropology Club and Criminal Justice Society student organizations perform annual community service activities.
- Department majors, especially in Sociology and Crime & Society, regularly staff community research projects conducted by the Center for Social Science and Public Policy Research.
- We participate in the General Education Program by providing ANT 100, ANT 125, and SOC 150 each semester. Further, several faculty regularly offer sections of IDS 110 and GEP 397. The Department also offers honors sections of each general education course every semester.
- Faculty under review for appointment, tenure, and promotion receive annual evaluation letters from the Head. Each of these faculty members meets with the Head annually to discuss these evaluations along with goals for the coming year. Each candidate is given a clear statement on their progress toward tenure and promotion. Tenured faculty receive both an annual review (coupled with the annual meeting with the Head) and a substantive three-year review including a clear statement on progress toward promotion.
- The Department recognizes the "Boyer Model" of scholarship including the scholarships of teaching, discovery,

integration, and application. These terms are used in evaluation dialogue. Scholarship can be documented and assessed through a variety of indicators.

- The Department strives to provide adequate funds for faculty travel to conferences and workshops.
- Faculty receive additional travel monies if presenting original scholarship at a regional or national conference.
- Funds from the Department operations and equipment budget are allocated to each program for classroom equipment, guest speakers, and student travel. Each program committee recommends allocation of these funds to the Head.
- Flexibility in teaching schedules facilitates scholarly activities, including re-assigned time for scholarship and sabbaticals.
- Each year, members of the Department faculty receive university and college awards for excellence in teaching, scholarship, or service.
- Faculty award winners are recognized on a display plaque in the Department Office.
- Individual faculty accomplishments are noted in the Department's "E-Newsletter," distributed several times per month, and reported to "SMSU Today" for publication.
- Notable student accomplishments are publicized in the E-Newsletter.
- Student recipients of the Cralle Scholarship are recognized on a display board in the Department Office. Student recipients of other Department scholarships are recognized on a display plaque in the Department Office.
- Students majoring in a Department program who receive major University awards (i.e. Outstanding Graduate, Community Service) have their picture displayed in the Department Office.
- Limited funds are available for student travel to professional conferences.
- The Department offers four scholarship awards to students. Three of these were awarded for the first time during the past academic year.

What department activities are undertaken to collect and use program assessment information?

- Each program committee (Sociology, Anthropology, and Crime & Society) conducts an annual program assessment and submits a report to the Head by February of each year.
- Assessment is conducted through multiple means and linked directly to the objectives of each program.
 - The Sociology program is assessed through administering the MFAT in sociology to all students in the Senior Seminar, evaluation of the bachelor's paper completed in the Senior Seminar by a "second reader" from the faculty, and an exit curriculum survey given to all graduating students.
 - The Anthropology program is assessed through a questionnaire to all students in ANT 100 and ANT 125, performance in a capstone course (ANT 595), and submission of a senior portfolio.
 - The Crime & Society program is assessed through administering the MFAT in criminal justice, and examining course grades from the Senior Seminar and the Internship Symposium.
- Results of annual assessment are used to revise the content of both specific courses and degree requirements. Each respective committee considers results of assessment data and suggests curricular changes (if necessary) to the Department faculty. Three recent examples-
 - Assessment data indicated our Crime & Society students were deficient in understanding the juvenile justice system so we added a course, "Delinquency and the Juvenile Justice System."
 - Feedback from Anthropology students indicated that "Careers in Anthropology" was not serving its intended purpose for the curriculum so that course was eliminated.
 - Assessment data indicated a need to reconsider the bachelor's paper requirement in the Sociology major. The SOC Committee currently is considering ways to revise this requirement in the structure of our Senior Seminar.

What department activities are undertaken for development and improvement?

- The department faculty hold an annual retreat prior to the beginning of the Fall Semester to discuss goals and plans for the coming year.
- We hold regular department meetings in which issues, including future plans, are discussed.
- We host several guest speakers each year, many are faculty at other universities who are on the cutting edge of developments in their fields.
- Faculty regularly attend workshops through the Academic Development Center, including the *Showcase on Teaching*.
- Many faculty attend the Master Advisor workshops.
- Several faculty meetings include professional development activities such as innovative teaching techniques and other topics of interest to instructors (i.e. detecting electronic plagiarism, service learning opportunities, etc.).
- Faculty attend state, regional, and national conferences on a consistent basis.
- Most faculty are actively involved in scholarship presenting their original work and publishing articles in scholarly outlets.
- Department faculty regularly offer sections of GEP 397. In fact, we consistently are involved with five different sections/topics of this course.
- Each semester we offer honors sections of ANT 100, ANT 125, and SOC 150.
- We provide an option area for the MSAS program in Criminal Justice. All courses are offered online.
- Many courses make extensive use of Blackboard for course administration, including distributing course materials and resources electronically.
- Numerous faculty use presentation software and incorporate Web resources in courses.
- Methods and statistics courses take advantage of computer classrooms and incorporate cutting-edge statistical programs and available electronic databases.
- Various department courses are offered through distance learning including telecourses and online courses.
- Continued and enhanced participation in distance education is encouraged and supported by the Head.
- None of the programs in our Department are subject to discipline-specific accreditation agencies.

Last Modified: September 08, 2005

Charge for Sponsored Programs and Intellectual Property Advisory Committee

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE SPONSORED PROGRAMS ADVISORY COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Sponsored Programs Advisory Committee fit with the University mission? What policies and procedures are used by the committee to improve student learning for the future? How is the Sponsored Programs Advisory Committee planning for the future? ([Criteria 1-5](#))
2. How does your committee ensure that policies and procedures of ethical conduct in research are followed? ([Criterion 4.D](#))
3. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents? How is this information analyzed and utilized? How are commitments made by your committee to its constituents shaped by the university mission? How are your outreach programs responding to community needs? ([Criterion 5.A](#))
4. What resources does your committee have to engage with constituencies and communities? How does your committee support engagement with constituencies and communities? What types of activities provided by your committee are available that engage students, staff, administrators, and faculty with constituencies and communities? How does your committee's planning process engage constituencies and communities? Is your committee involved with the University's planning process? If so, how? ([Criterion 5.B](#))
5. How has/should your committee evaluate the services provided to constituents? How inclusive are your committee's services to the community/constituents? How is/should your committee interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Sponsored Programs and Intellectual Property Advisory Committee

Committee: William A. Alter III, Ph.D. Director, Office of Sponsored Research and Programs Gerald Udell, Ph.D. Acting Chair of the Advisory Committee, and Director, Center for Business and Economic Development

1a. How does the mission of the Sponsored Programs and Intellectual Property Advisory Committee (SP&IP) Committee fit with the University mission?

The activities of this committee are integrally related to (a) endeavors to obtain external grants and contracts, and (b) the research agenda of the University. Hence, there is a close connection to the [Office of Sponsored Research and Programs \(OSRP\)](#).

The University's mission is to develop educated persons. An integral part of this education is development of the critical thinking skills of students and the participation of students in addressing real-world problems. Beyond participation in formal academic programs, students can develop these skills through participation in research, education and service projects funded by grants and contracts. Section 2.3.1.2 .1 of the Faculty Handbook indicates that research is "an essential faculty role," and it is widely recognized that active participation in research is an important ingredient in the professional development of faculty. Many of the research programs conducted by faculty are supported by funding from grants and contracts. Service to the community at-large is an essential ingredient of the public affairs mission of the University. External funding is supporting many of the service projects conducted by faculty, students and staff.

The mission of the SP&IP Committee is to ensure that the policies, procedures and infrastructure are effective in supporting the University's faculty, staff and students involvement in sponsored projects, as well as in the protection and transfer of technologies developed within the University. This committee assists the University community in identifying and developing policies and procedures that enhance the culture and environment at SMSU, and increase its competitiveness in securing external funding, while enhancing the efficiency of the infrastructure that supports the seeking, acquiring and sustaining of this funding. In a more direct manner, the SP&IP Committee works closely with the OSRP, the administrative unit responsible for assisting faculty, staff and students in seeking, acquiring and administering sponsored projects.

b. What policies and procedures are used by the committee to improve student learning for the future?

The committee seeks to improve the environment within which sponsored programs are conducted. Recognizing the University's mission, the committee encourages the involvement of undergraduate and graduate students in sponsored programs. One of the areas of interest to the committee is existing policies and procedures, as well as the need for additional ones.

The Office of Sponsored Research and Programs provides training and programs that are made available to faculty, staff and students. These include:

- Grant-writing Workshops that are provided for faculty, staff and students;
- Assisting in accessing up-to-date funding opportunities' databases; and
- Training on Compliance with federal regulations related to human subjects protection, animal care and use, biosafety, and responsible conduct of research.

c. How is the Sponsored Programs Advisory Committee planning for the future?

The committee is working with the Office of Sponsored Research and Programs

- To develop an effective means to implement the Grants Management System – an entirely electronic process for development, review and submission of proposals to external agencies and organizations;
- To develop and implement methods to increase the recognition of faculty and staff who are making the extra effort involved in acquiring external funding, as well as to reward those who have made notable achievements through the support of external funding; and
- To reduce barriers in the grants process, but at the same time foster a culture where regulatory compliance issues are respected and followed.

2. How does your committee ensure that policies and procedures of ethical conduct in research are followed? (Criterion 4.D)

One area of interest of the committee is the importance of ethical conduct in research and other scholarly work. The committee is identifying publications and online sources of information on ethical practices, e.g., the US DHHS Office of Research Integrity's publication "Introduction to the Responsible Conduct of Research" for dissemination to faculty and students participating in sponsored programs. Under discussion is the development of training programs and/or academic courses that will address ethical conduct and other topics that are integral to responsible conduct of research.

3a. What steps are taken/should be taken to obtain information regarding the needs and expectations as they relate to your committee's constituents?

The committee has two constituent groups – those who conduct sponsored programs (faculty, staff and students) and the central administration that sets policies and implements procedures for the conduct of sponsored programs. As regards the faculty and staff, the committee has discussed development of a University-wide survey to identify needs, interests and concerns with regards to seeking, acquiring and sustaining external funding to support research, education and service projects.

b. How is this information analyzed and utilized?

If the decision is made to conduct such a survey, the committee will design the survey instrument. Once approved by the Institutional Review Board for the Protection of Human Subjects, it will be distributed by the committee to the faculty and staff in the units they represent. At this time, it would appear that the survey could be conducted in the fall semester of 2005. Results would serve as the basis for the committee to examine current policies and procedures as related to externally sponsored programs.

c. How are commitments made by your committee to its constituents shaped by the university mission?

The University's mission and central themes provide a focus to efforts to secure funding to enable activities that are not supportable by University funds received from other sources. As such emphasis would be placed on improving the capability of the University to seek funding for projects that are integral to the University's mission.

d. How are your outreach programs responding to community needs?

The primary outreach efforts of the committee is via discussions with other faculty, staff and students within the units they represent to gather information on interests, needs and concerns. The proposed survey will enable a more in-depth gathering of information than has been obtained to date.

Also under discussion is the development of activities to recognize the accomplishments of faculty and staff who have had notable achievements through support of grants and contracts. Options include publications highlighting accomplishments, awards, etc.

4a. What resources does your committee have to engage with constituencies and communities?

The Office of Sponsored Research and Programs provides administrative assistance to this committee. For example, this office will distribute, collect and provide compile quantitative data from the proposed survey.

b. How does your committee support engagement with constituencies and communities?

The committee's mission is to focus on improving the culture and environment within the University for seeking, acquiring and retaining external funding for projects that support the University mission. In this regard, the University should have mechanisms to interact with communities served by SMSU, to identify their needs, and to try to match these needs with faculty interests. Where there are matches, there should be a mechanism for linking the two constituencies so as to enable them to work together to develop concepts for projects and to find funding to support these efforts. This will be addressed by the committee over the next year.

c. What types of activities provided by your committee are available that engage students, staff, administrators, and faculty with constituencies and communities?

The OSRP is actively involved in seeking and sustaining links with local, regional and state level organizations to ensure that the University has the opportunity to participate in sponsored projects that are consistent with the University's mission and its central themes. The committee's role is to explore ways to enhance this involvement with external entities.

d. How does your committee's planning process engage constituencies and communities?

Through active solicitation of input from the University community, the committee can gain an understanding of issues that have a significant level of interest across the campus. These can then be integrated into the committee's efforts to propose changes in practices and policies, as well as to develop mechanisms to address these issues.

The engagement of constituencies regularly occurs through the work of the OSRP. The Director and staff of this office

- Assist faculty and staff in all phases of the development of grant/contract proposals;
- Facilitate interdisciplinary grant endeavors;
- Acts to develop collaborative grant and contract initiatives with off-campus groups, including other universities, clinics, and various state and private agencies; and
- Serves as liaison to the Research Alliance of Missouri, a unit established by the Governor to facilitate greater interaction among state higher education institutions and non-profit research organizations.

e. Is your committee involved with the University's planning process? If so, how? (Criterion 5.B)

Members of the committee are participants in committees developing input for the University's next long range plan. For example, the Director of OSRP is a member of the Research Task Force charged to develop the vision for research at SMSU over the next few years. This person also is either advisory or a key member of planning groups on (a) compliance with federal regulations; (b) implementation of a Grants Management System; (c) development of research and service centers; and (d) outreach into the community such as the development of the Jordan Valley Innovation Center.

5a. How has/should your committee evaluate the services provided to constituents?

No formal mechanism is in place at this time. The survey will be the first step in developing a process for obtaining feedback from constituents.

b. How inclusive are your committee's services to the community/constituents?

The committee's primary role is to recommend measures to improve the culture and environment of the University so as to encourage and enable faculty and staff to seek, acquire, and sustain external support for research, service and education projects. As such, improvement in the policies and procedures should enable an increased involvement among faculty and staff and the communities served by the University.

c. How is/should your committee interface with professionals in the community?

No plans are underway at this time for formal committee interface with external organizations. Several members of the committee are active in the community and can provide input relevant to the committee's mission. Further, activities of the OSRP involve extensive interfacing with community groups.

Last Modified: September 08, 2005

Report from Sports Medicine & Athletic Training Department

What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities? (Criterion 2)

- The University has added several new degree programs which seem to fit within the University's stated mission.
- Mission enhancement funding from the state was used to initiate several new graduate programs which were in keeping with the mission.
- The University has encouraged civic involvement of faculty staff and students through several initiatives generally called public affairs.
- The University has budgeted funding for many Public Affairs programs and activities.
- The long range planning documents of the University clearly outline performance goals expected for all levels of the University.
- The University makes available many opportunities for interested faculty to serve on committees relative to long range planning.

How do your department's mission, activities, and reward system align with the University's mission? (Criteria 1-5)

- The programming within the [department](#) reflect the Health theme of the University
- Faculty and staff from the department regularly volunteer to provide professional expertise to the community
- Students, through their clinical courses, provide hundreds of hours of service to area high school students and others within the community
- Certain departmental scholarships require students to engage in professional activities such as attendance at annual conferences and symposia

What department activities are undertaken to collect and use program assessment information? (Criteria 3 & 4)

- Student success rate on passing the BOC national certification exam is monitored to compare program outcomes with national norms
- Student course evaluations are done in every class each semester and the results are shared with faculty
- Course content is regularly reviewed to ensure they meet content requirements of accrediting body's standards and guidelines
- Graduating seniors complete an exit survey and alumni surveys are conducted every few years, as are employer surveys. Results of these data are used by department to re-assess program

What department activities are undertaken for development and improvement? (Criterion 3)

- Faculty and staff regularly attend professional conferences throughout the year
- Faculty collaborate with members of other departments for class projects, lecturers, and research activities
- The department maintains CAAHEP accreditation
- Some faculty serve in various professional capacities such as accreditation site visitors. The knowledge gained from these experiences often leads to curricular improvements
- The faculty and some staff regularly participate in professional development activities at the University
- Faculty and staff are required to maintain current professional certifications on an annual basis by attaining required

continuing education units to ensure currency within the profession

- The department has a Steering Committee which represents the major clinical education areas where students participate daily. This committee meets monthly to address clinical education needs of the program.

Last Modified: September 08, 2005

Charge for Staff Senate

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE STAFF SENATE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Staff Senate fit with the University mission? What policies and procedures are used by the Senate to improve student learning for the future? How is the Staff Senate planning for the future? ([Criteria 1-5](#))
2. Upon review of all reports and other documentation, how pervasive in the Staff Senate is the understanding and support for the mission as defined in its broadest sense? ([Criterion 1.C](#))
3. Do existing administrative structures promote effective leadership and support collaborative processes enabling SMSU to fulfill its mission? Will the current structures allow SMSU to meet future trends in higher education? ([Criterion 1.D](#))
4. Are human and financial resources at SMSU used in an efficient manner? ([Criterion 2.B](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Staff Senate

1. How does the mission of the Staff Senate fit with the University mission? What policies and procedures are used by the Senate to improve student learning for the future? How is the Staff Senate planning for the future? (Criteria 1-5)

Historically, the staff was underrepresented in the governance process throughout the University. Within the past decade the staff has evolved from an advisory position as the "Staff Advisory Council" to "[Staff Senate](#)" where strong participation is not only welcome, but encouraged by the top administration. This shift in the Senate's standing is further evidenced by an active and visible presence in the Board of Governors meetings, representation on all essential committees, including the President's Cabinet, University Budget and Priorities Committee, and two Ex-Officio seats within the Faculty Senate.

The ultimate belief of the Staff Senate organization is that the role of the University staff members is mission critical. In other words, staff members have an essential role as a support system for the academic units throughout our multi-campus community.

The stated mission of the SMSU Staff Senate is "to enhance the university purpose of developing educated persons and the university mission in public affairs." A highlighted bylaw further clarifies a Senate objective to "enhance communication between faculty, staff, students, administration and the Board of Governors." Working toward this stated purpose, the student government and faculty senate have representative non-voting positions within the Staff Senate organization. The Senate works collaboratively with students and faculty in passing significant resolutions and in executing community service and fundraising events. Throughout all of the collaborative public affairs activities between faculty, staff and students, the Senate is always mindful of the over-arching goal of developing educated persons.

The Staff Senate is actively engaged in planning for the University's future, as evidenced by representation on the University Long Range Planning Committee. Staff Senate representation also exists on numerous committees and task forces working to craft segments of the Human Resources chapter of the *Daring to Excel* initiative. Within the Senate body, efforts are underway to encourage more participation and feedback from the University-wide staff representatives. Escalated levels of involvement will help strengthen the message of the voice that the Senate now has in many key areas within the University administration.

2. Upon review of all reports and other documentation, how pervasive in the Staff Senate is the understanding and support for the mission as defined in its broadest sense? (Criteria 1.C)

The philosophy, mission and bylaws of the Staff Senate fully integrate the mission of the University as a whole. When working to further the interests of the staff community, the Senate always retains an awareness of the ripple-effect of issues in our multi-campus environment and decisions are based on the best interest of the collective University staff constituent groups. An example of the Senate's support of the University's mission can be directly witnessed by our Public Affairs and Veterans Recognition committees. Both have successfully competed for and obtained Public Affairs grants that have been used to promote the public affairs aspect of the University's mission.

3. Do existing administrative structures promote effective leadership and support collaborative processes enabling SMSU to fulfill its mission? Will the current structures allow SMSU to meet future trends in higher education? (Criteria 1.D)

The collaborative process has improved dramatically over the years. The Senate is appreciative and encouraged by the increased strength of its voice throughout the University system. This collaborative movement opens lines of communication, which promote more effective leadership that in turn leads to enhanced fulfillment of the University mission. The Staff Senate views the newly developed "USA Program" as an example of a recent stride to promote leadership and collaboration among the University staff members. This program is designed to educate staff about the University campuses and divisions, provide professional development opportunities, provide a better understanding for university staff members of their individual roles in 'developing educated persons' and to foster increased communication between departments, divisions and campuses.

With the transition of leadership under a new president and administration there is the opportunity to review and revise the plans set in place to meet future trends in higher education; which should be fully explored. The institution has a fiduciary responsibility to maximize the resources entrusted to us through the legislative process, student fees and through private giving. Effective utilization of these resources in current and future plans will be necessary if we are to keep pace with emerging trends.

4. Are human and financial resources at SMSU used in an efficient manner? (Criteria 2.B)

The academic mission notwithstanding, human and financial resources are the two most important components in the life of the University. There can always be ways to utilize both better. Forecasting, adjusting and planning are three critical aspects of the University's vision for the future and its ability to not only keep up with, but exceed trends in higher education. To achieve the

desired outcomes of the University Long Range Plan, new and existing resources will need to be effectively maximized.

The Staff Senate stands ready to assist the University in this effort as we "Dare to Excel" in the years ahead.

Last Modified: September 08, 2005

Charge for Staff Senate Budget and Priorities

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE STAFF SENATE BUDGET AND PRIORITIES COMMITTEE'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the Budget and Priorities Committee fit with the University mission? How is the Budget and Priorities Committee planning for the future? ([Criteria 1-5](#))
2. Upon review of reports and other documentation, how pervasive in the Budget and Priorities Committee is the understanding and support for the University mission as defined in its broadest sense? ([Criterion 1.C](#))
3. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? ([Criterion 2.B](#))
4. Is implementation of the university's mission evident in its (the university's) operations? Please provide examples. Does the planning process at SMSU link with budgeting processes? Please provide examples. ([Criterion 2.D](#))
5. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the Budget and Priorities Committee's constituents? How is this information analyzed and utilized? How are commitments made by the Budget and Priorities Committee to its constituents shaped by the university mission? ([Criterion 5.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Staff Senate Budget and Priorities

1. How does the mission of the Budget and Priorities Committee fit with the University mission? How is the Budget and Priorities Committee planning for the future? (Criteria 1-5)

- The Budget and Priorities Committee is an integral part of the Staff Senate. The Budget and Priorities Committee investigates issues that are brought up in Senate and/or assigned by the chair then makes recommendations back to the Senate. As part of its role, the Committee conducts an annual Staff Budget Priorities Survey, researches other institutions and contributes to the University's yearly budget process.
- As a partner in a shared governance environment, the Budget and Priorities Committee is focused on fully supporting the mission of developing educated persons. It is the stated belief of the committee that staff plays an instrumental role in that process through helping to create an environment which fosters learning as well as teaching.
- The Budget and Priorities Committee's essential charge is to continually monitor the institutional landscape and culture —ascertaining ways to better support the mission which in turns directly benefits each of the University's constituencies, particularly the staff.

2. Upon review of reports and other documentation, how pervasive in the Budget and Priorities Committee is the understanding and support for the University mission as defined in its broadest sense? (Criterion 1.C)

- The Budget and Priorities Committee is keenly sensitive to the fact that any and all issues coming before the committee need to be considered from a University-wide perspective. The committee is cognizant that a commitment to fiscal and fiduciary responsibility is a key component in any recommendation or deliberation process.

3. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? (Criterion 2.B)

- Recent budget realities have galvanized the Budget and Priorities Committee's appreciation for the need to forecast, adjust and plan. The committee is also aware that current resources in support of the academic mission are at critical mass. While doing more with less is possible and perhaps a worthy goal, it ignores the reality that critical mission specific objectives hang in the balance of such a philosophy. More attention must first be paid to anticipating and reacting to new needs and desired growth predicated on the wise planning and use of existing resources. Human capital must never be the bargaining chip in the equation.

4. Is implementation of the university's mission evident in its (the university's) operations? Please provide examples. Does the planning process at SMSU link with budgeting processes? Please provide examples. (Criterion 2.D)

- It is impossible to escape the essence and importance of the operational inclusion of the University's mission. Just as the academic core strives to produce educated persons, the administrative unit seeks to strive in all ways to serve the student. Each division exists solely to augment, nurture, and provide superior customer service literally on a student by student basis.
- The administration has proven over the years that it has a real commitment to the planning process through the various efforts of the University Planning Advisory Council (UPAC). In recent years, the Staff Senate has been invited to play a more direct role in the process as evidenced by the various successes of the Budget and Priorities Committee. Specifically, the inclusion and representation of the Staff Senate on the University Budget and Priorities Committee is a good example of the administration's commitment to an all encompassing management approach. The Staff Senate Budget and Priorities Committee especially applauds this philosophy during the recent budget crisis discussion process.

5. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the Budget and Priorities Committee's constituents? How is this information analyzed and utilized? How are commitments

made by the Budget and Priorities Committee to its constituents shaped by the university mission? (Criterion 5.A)

- One of the strengths and hallmarks of the institution is the open, candid, and inclusive nature which is generally present. This attitude is aggressively promoted by the Staff Senate Budget and Priorities Committee and viewed as a two-way street. That is, there is good participation by Senators as well as other members of the staff on this committee. We also offer all of our results through the Staff Senate web site.
- The Staff Senate Budget and Priorities Committee annually conducts a survey of the staff to ascertain concerns and needs. That information is presented to the full Staff Senate where discussion and subsequent recommendations are formulated. The recommendations are then presented to their constituencies as well as formally presented to the Administrative Council and Board of Governors for consideration.
- Several budgetary recommendations offered by the Staff Senate, with assistance from the Budget and Priorities Committee, have been adopted by the University. These include across-the-board pay increases, the Staff Excellence in University Service Awards and the expansion of the family sick leave benefit.
- The Budget and Priorities Committee appreciates the delicate balance that exists between University mission and their need to be responsive to the needs of their constituency. It is imperative that the needs and concerns of the staff be fully represented. At the same time, the committee is mindful that a university-wide perspective must be maintained so as not to diminish the over arching goal of producing educated persons.

Last Modified: September 08, 2005

Charge for Student Affairs

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE OFFICE OF STUDENT AFFAIRS' CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of Student Affairs fit with the University mission? What policies and procedures are used by Student Affairs to improve student learning for the future? How is Student Affairs planning for the future? ([Criteria 1-5](#))
2. Where appropriate to your area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Provide examples. ([Criterion 1.A](#))
3. What procedures, processes, and policies are in place that address the diversity of learners? How effective are the procedures, processes, and policies in meeting the future success of the University? ([Criterion 1.B](#))
4. Do existing administrative structures promote effective leadership and support collaborative processes enabling SMSU to fulfill its mission? Will the current structures allow SMSU to meet future trends in higher education? ([Criterion 1.D](#))
5. How do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Does the university's planning process include effective environmental scanning? Do the university's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change? ([Criterion 2.A](#))
6. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? ([Criterion 2.B](#))
7. How does SMSU use its evaluation processes to ensure that its performance meets its stated expectations for effectiveness? How does Student Affairs support its evaluation and assessment processes? ([Criterion 2.C](#))
8. Show how Student Affairs' activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support the creation of effective learning environments. ([Criterion 3.B-D](#))
9. How do the activities of Student Affairs extend inquiry, practice, and social responsibility beyond the classroom? How will this be fostered in the future? ([Criterion 4.B](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Student Affairs

Divisional Mission

The mission of the [Division of Student Affairs](#) at Southwest Missouri State University is to support the University in its efforts to develop educated people. To achieve this goal, the Division will actively work toward enrolling students, providing essential student services, enriching the co-curricular opportunities available to students, and helping students develop a refined sense of values, integrity, and social awareness which is necessary for future leadership roles. It is through the support of the four divisions: Enrollment Management and Services, Dean of Students, Student Academic Support Services and the Taylor Health and Wellness Center that unique opportunities are available to meet the learning, social, developmental and service needs of students. We will function to create a supporting and supportive environment in which students may excel. Through student success the University succeeds in its mission of developing educated persons.

In achieving this mission, the staff in the Division of Student Affairs will strive to assess the needs of students, parents, and constituents who are community members and clients. We will continuously review the service which we provide and the mechanisms which we use to provide those services. We will commit to using the resources available (staff, capital, and knowledge) to streamline and improve our direct delivery of services.

The Division will develop procedures and structures to encourage student involvement and participation. This will enrich the co-curricular experience. Through the use of facilities and renovation of facilities we will encourage interaction among students, and among students, faculty and staff. Our goals will include developing students to lead, to become involved, and to develop academic perspectives as a routine mechanism for conflict resolution. We will provide an environment where student issues and concerns may be addressed in a mature and sensible way.

The Division's staff will strive to develop a learning community in the truest sense of the word. We will recognize the value of membership in an academically diverse and culturally pluralistic unit, a unit which subscribes to shared values, celebrates diversity, and encourages free speech and participation in public affairs. We will recognize legality, but reward civility and caring. We will work with all members of this campus community and ask they be guided by an ethical sense of support for all group members. In addition to the legal positions, which may ignore basic emotional needs, we will focus on personal value clarification, integrity and ethics, social awareness, a commitment to a code of honor in behavior, and a level of trust among and between all members of the Southwest Missouri State University community.

Finally, the Division will recognize the need to nurture relationships between the University and the legislature, Springfield, state, and regional communities. We will be sensitive to the needs, values and relationships of various people who contribute to the unique nature of the campus and encourage support of all individuals to contribute to the welfare of our students.

Response to Questions

1. How does the mission of Student Affairs fit with the University mission? What policies and procedures are used by Student Affairs to improve student learning for the future? How is Student Affairs planning for the future?

The mission which appears before this section addressed items 1A & 1B. It is shared annually with all staff in the Division and has been updated periodically to focus on the changing relationships shaped by a changing student population. All staff have reviewed the document and have been informed, through annual staff development programs and the annual State of the Division meeting, about the relationship of our mission to the University mission.

The divisional organizational chart has been developed to provide a structure which supports the mission. It addresses the developmental, service, diversity and wellness needs of the campus population of students. ([See organizational chart](#)).

We establish goals and objectives for each unit for each year of operation. We also evaluate our success level in achieving these goals. The documents referenced here appear in a notebook in the Office of the Vice President for Student Affairs.

We also maintain a comprehensive set of policies and procedures, many approved by the Board and applicable to the campus community. Policies such as Greek Governance; Greek Relationships; Advertising, Distribution and Solicitation; Expressive Activity, Alcohol Use; Student Employment Policies; Tobacco and Smoking on Campus were initiated and are monitored in our Division. These policies can be viewed online at <http://www.missouristate.edu/judicial/>.

Our planning for the future involves informing the Board of Governors on needs (facilities, funding, policies); and developing plans for Board approval to address those needs. Topics such as Enrollment Management Educational and User Fees; Capital

Project Plans; Policy and Programming needs are all examples of areas where Student Affairs assists the campus in future planning.

During the last 10 years we have completed over 45 million dollars in construction and renovation at a number of sites on campus such as:

- Plaster Student Union <http://www.missouristate.edu/union/>
- Taylor Health and Wellness Center <http://health.missouristate.edu/>
- Baker Bookstore <http://www.smsubookstore.com/>
- Wells, Freudenburger, Woods, Scholars House and Kentwood Hall
<http://www.missouristate.edu/reslife/html/residencehalls2.htm>
- Mall in the Middle and Transitways <http://www.missouristate.edu/map/legend.asp>
- Garst, Kentwood and Blair-Shannon Dining Centers <http://www.missouristate.edu/dining/CampusDining.htm>
- Boomers <http://www.missouristate.edu/dining/Boomershome.htm>
- Intramural and Recreation Fields <http://www.missouristate.edu/recreation/>

We have major renovations planned for Sunvilla, Dogwood and Elm Street apartments over the next five years. We also are beginning to lead discussions with respect to developing a new parking structure and Campus Recreation, Health and Wellness Facility.

2. Where appropriate to your area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments?

Yes. Each publication is developed to clearly inform constituents and future community members of policies, goals and mission related activities. The Office of Student Affairs, 200 Carrington Hall, has the following documents available for review by the HLC Committee:

- 2004-05 Undergraduate Catalog <http://www.missouristate.edu/registrar/undercat.html>
- 2004-05 Graduate Catalog <http://graduate.missouristate.edu/>
- Spring 2005 Class Schedule
- Admissions Guide <http://www.missouristate.edu/admissions/>
- Residence Life Brochure <http://www.missouristate.edu/reslife/>
- International Recruitment Brochure <http://international.missouristate.edu/>
- Career Services Brochure <http://careercenter.missouristate.edu/>
- Counseling Brochure <http://counselingandtesting.missouristate.edu/>
- Office of Scholarship and Financial Aid brochure <http://www.missouristate.edu/FinancialAid/>
- Mandated Federal Reporting Checklist <http://www.missouristate.edu/federallymandated/>
- Taylor Health Center Brochure <http://health.missouristate.edu/>
- Multicultural Student Services Brochure <http://multicultural.missouristate.edu/>
- Plaster Student Union Brochure <http://www.missouristate.edu/union/>
- Student Reference Guide (View on Web at <http://www.missouristate.edu/StudentAffairs/openschl/deptguide.htm> and <http://www.missouristate.edu/StudentAffairs/openschl/where.htm>)
- Bookstore Bearwear Publication
- International Student Publication <http://international.missouristate.edu/>
- Soar Information <http://www.missouristate.edu/soar/>

- Campus Recreation Brochure <http://www.missouristate.edu/recreation/>
- Greek Life Brochure <http://www.missouristate.edu/activities/greeklife/>
- Student Organization Handbook <http://studentorganizations.missouristate.edu/guide/>

Our publications are intended to fairly represent the breadth and quality of our activity. We believe the issues of cost, quality, location, safety and comfort should be evident in our documents – so too should policies and procedures. We have established a website which contains much of the information that must be retained and distributed in compliance with federally mandated reporting requirements. This provides information which demonstrates institutional integrity.

3. What procedures, processes, and policies are in place that address the diversity of learners? How effective are the procedures, processes, and policies in meeting the future success of the University?

As a metropolitan institution, with a statewide public affairs mission we serve a diverse population. We have students from every county in Missouri, 49 states and ±80 countries. Our students range in age from 16 to over 70 and come from the wealthiest suburbs of St. Louis, to the poorest towns in Shannon and Texas County. We serve part-time students, full-time students, graduate students, undergraduate students, learning disabled students, minority students and physically challenged individuals. We also have the largest veteran's enrollment of any public institution in Missouri.

Given this wide array of students our programs and operations must be structured to accommodate this diversity. Though we have a clearly articulated admission policy we have the flexibility to make limited exceptions to address the needs of our clientele. While the Board has set educational fees and user fees it has authorized flexibility to charge different fees for different types of courses at various locations and with various delivery mechanisms. The SMSU undergraduate catalog is produced by the Registrar and contains many of these policies. Board minutes reflect exceptions. We have also placed a number of policies on our website. Our goal is to make certain our policies support our mission and to the extent possible, to make certain all students have access to all relevant policy and procedure information. Our relatively small number of complaints or problems which occur if policies and procedures are not followed (cancellations for non-payment, issues on unfulfilled requirements prior to graduation) is evidence that our diverse clientele is accurately informed on a timely basis.

4. Do existing administrative structures promote effective leadership and support collaborative processes enabling SMSU to fulfill its mission? Will the current structures allow SMSU to meet future trends in higher education?

The answer to both is yes. Our structure has been developed to allow us to manage enrollments and to work with all components at SMSU with respect to recruitment and retention; address the developmental needs of our diverse student population; support campus wide diversity initiatives; and provide support of the academic enterprise. Our structure allows us to interact with all segments of the University by having staff members who serve on standing and ad hoc committees. It also allows, given our relatively small management group, for individuals in our area to understand the needs and challenges of all units in the Division. Perhaps more importantly, based on this knowledge we are able to have open, honest and effective communication. This leads to solutions and support levels that are uncommon in higher education. Our structure helps us to address current issues and the communication it fosters provides the foundation for identifying plans to address projected needs; parking, wellness, recreation, alcohol abuse, sexual assault, retention and diversity. We have the ability to conceptualize the root causes of "buzz-word" topics (e.g. access and affordability) and an understanding of the components which create the issue, and the cohesiveness to approach a solution.

The Director of Student Orientation, who is an employee in the Division of Student Affairs, coordinates a comprehensive program for incoming students and this individual works closely with faculty and staff from across campus.

Our Director of Career Services is leading a campus-wide effort (which includes professionals from Institutional Research and the Alumni Association, as well as faculty members) to collect information from alumni in a more affective manner. Further, this enhanced data base will allow us to provide informed support to alumni and prospective employers.

We have recently facilitated a relationship between students and a donor to establish a two million dollar endowment for scholarships as part of our Centennial, to promote and support leadership skills in students. This has been supported with an annual donation from Pepsi Cola to allow the creation of an Emerging Leaders Program.

5. How do the University's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Does the university's planning process include effective environmental scanning? Do the University's planning documents show careful attention to the institution's function in a multi-cultural society? If so, how? How is the environment at SMSU supportive of innovation and change?

Through experience on other campuses, continuous reading, participation in conferences, leadership roles in professional organizations, and enrollment in graduate programs and professional workshops, staff in our area are alert to national issues. In fact, one segment of our annual staff development program for the Division focuses on a national issue. This program is for all staff at all levels.

The Student Affairs Division has an advisory board comprised of community leaders, to assist us with clearly understanding the needs and perceptions of the Springfield community.

The Student Community Action Program (SCAT), a pre-cursor to service learning and the national attention on volunteerism was created in 1994-95 to provide "expert support" to local agencies. It focused in building community at SMSU 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.

Our on-line registration and advising efforts, dating back to 1998-99, reflect an awareness of the need to serve students better. We selected this on-line option over telephone technology (1995-96) and reallocated funding from a Title III Grant because it allowed for integrated advising, review capacity on personal information, and use of web-technology. It also allowed for delivery of services and information to a diverse group of learners throughout the state and world. With graduate programs in Joplin, and bachelor degree programs in West Plains and China, it was a good decision. Our enrollment management planning, dating back to 1993-94, has recognized the value of diversity and set an ambitious goal. We have assisted the College of Education with developing responses to NCATE issues of diversity, and helped NCATE understand our position that diversity means more than just African American.

We have worked with our leaders in the African American community in Springfield and now have their support as we recruit students, faculty and staff. We have also created a minority student recruitment team to assist with recruiting African American students. In 2005-06 we have an increased number (from 40-50) of Multicultural Leadership Scholarship available, to help us recognize diversity in our student population.

We have worked with Arnold Townsend, Jim Hill, Burl Self, Chuck BarkÃ©, Bill Wedenoja (all current or former faculty and staff members at SMSU) to enhance our relationship with the Cherokee Nation and our Native American students. We have had two pow-wows and been asked to provide information on financial aid to Native American participants at a statewide conference in Oklahoma. We have spent time with Wilma Mankiller, Charles Soap, Gina Stanley, Sherman Nofire and Jim Quetone (all leaders and educators in the Cherokee nation) and have a better understanding of issues related to the education of Native American students.

Our "heritage month" programs (Hispanic, Native American, African American and Asian) have become increasingly successful in terms of quality programming and number of community members participating. The International Banquet is a "sell out."
<http://multicultural.missouristate.edu/>

We have developed a program with our food service provider (SODEXHO) to present a "Tour of" series that provides meals, decorated venues, music and information that are indigenous to an international culture. They do 9-12 programs like this per year. Food is served and information on customs is made available from global societies ranging from Brazil, Afghanistan, Vietnam and England to Poland and Ireland. Facts about the country are also made available.

Enrollment management goals include increasing our international enrollment from 500 to 800. September 11, 2001, SEVIS requirements and visa issues have resulted in enrollment declines in the last two years, but they have rebounded to over 500. Further, we have expanded our recruitment efforts to include Latin America and the Scandinavian countries. We have reallocated funds internally within our Division to create an infrastructure to make success in this activity possible.

We have been a partner in the TRIO Special Support Service grant, and successfully written an Upward Bound Grant. We will be submitting a Talent Search proposal in 2005. Our commitment to support diversity has been an important part of our Divisional/Institutional mission.

Our global presence and awareness is enhanced by technology and our recognition that America is a partner in a global society. We create educational experiences and programs to expose students to the concept.

6. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing or growth? Is there sufficient flexibility in the SMSU planning process to respond to unanticipated circumstances?

Over the past 5 years the University has experienced financial growth and financial shortfalls. Our Division has successfully addressed both scenarios. We hold an annual retreat, where given the budget realities as we know them, good or bad, goals and objectives are established for the coming year. These goals and objectives are cast within the University mission, current budget

situations and student needs in mind. When resources grew, we added staff to support the co-curricular experience in student life, recreation and activities. As resources shrank we reallocated resources from vacant lines and a reallocation of costs to auxiliaries to maintain service levels. We also reallocated resources to add needed support for mission sensitive issues (diversity and international enrollment). As a cohesive unit of five managers we can make these adjustments with a full realization of impacts and options. Our long standing working relationship (we have been together as a group for eleven years with one person joining us over five years ago) makes reacting, planning, reallocating and priority setting a more manageable task. We do have flexibility given the breadth and comprehensive nature of our Division, our fund raising efforts in the private sector, our positive relationship with Student Government and our conservative expenditure patterns. We have also used savings from vacant positions to begin to address salary issues. This was only possible because of the complete support we have received from President Keiser.

Our past record clearly reflects that we have been able to respond to unanticipated situations. If we continue to receive reductions in state appropriations, increased unfunded legislative and regulatory mandates from the state and federal government, and political calls for cost containment, responding to unanticipated activities may prove increasingly difficult in the future.

We are actively participating in campus wide efforts to address wellness, contain medical costs, and contribute to a higher community level of morale and satisfaction. The Taylor Health and Wellness Center (AAHC and COLA Accredited) is an invaluable resource.

7. How does SMSU use its evaluation process to ensure that its performance meets its stated expectations for effectiveness? How does Student Affairs support its evaluation and assessment process?

Student Affairs assesses activity in a number of different ways. Consistent with other units at SMSU we participate in the Performance Measure process. Each year we assess our activity towards a published goal in the following areas:

- Retention rates of first-time full-time freshman at SMSU-Springfield will be 78% to the following fall, 70% to the second following semester.
- Graduation rates by 2006 for first-time full-time freshman will be 65 percent or higher.
- The number of transfer students from Missouri two-year institutions to SMSU-Springfield will increase to 600 by FY06.
- All first-time, full-time freshman who have completed 23 college credits or less and have graduated from a Missouri high school will have completed the core curriculum.
- 7% of the SMSU-Springfield campus enrollment will be minority students.
- Institutional grants, scholarships and waivers will increase at the same % as required student fees.
- The number of SMSU students with 30 credits or more who are registered in Career Services will increase from 40% to 65%.
- The average ACT composite of first-time, full-time freshman at SMSU-Springfield will be 24.0.
- 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 doesn't it will not exceed 5%.
- 90% of first-time, full-time freshman will have a selection index of 120.

In addition, we have asked staff as we set our goals and objectives for 2004-05, to assess all programs they offer. We discussed this in 2003-04 and have now asked units to begin collecting data that could be used to evaluate productivity as an expectation in our goals and objectives in 2004-05. A listing of assessment activities by office can be provided if requested.

8. Show how Student Affairs activities encourage and support innovative and effective teaching on campus. Show how these activities encourage and support the creation of effective learning environments.

The major focus of a college community should be the learning that occurs. It is supported by teaching, research, service and publication. In order for learning to occur it is imperative that basic needs and services be addressed. These include, but are not limited to admission decisions, healthcare, advising, counseling, food service, financial aid, degree checks and housing. These functions allow students to be ready to learn and allow students to become engaged in the academic process.

On a separate level, social engagement, the leadership programs, community service opportunities, cultural awareness and developmental programs exist to allow students to understand their responsibility as citizens, to reflect on the original roles of American higher education and to understand the social dimension of public affairs. Our Division helps students to be better

prepared to learn, or to understand the applications of concepts and theories to the observations they make with respect to American society.

Through involvement of our staff in IDS 110, Career Services and Advising, and on University task forces and committees we have the opportunity to educate colleagues, through role modeling and behavior, of the importance of values and community principles. Our role is to supplement the academic vision with a vision of caring and civic responsibility.

As we work with advising and retention activities, our credibility with faculty has continued to increase. We have recently added Dr. G. Roger Sell to our Student Affairs Vice President's Staff to help us understand ways we can articulate student needs, concerns and issues so they can be integrated by faculty as a part of the academic experience. Issues and realities we address regularly (violence, substance abuse, alcohol abuse, discrimination, ambiguous and conflicting priorities, racism, and accepting authority and recognizing responsibility) could be better incorporated by faculty in many areas of curriculum. As we move forward into the 21st century, our challenges will be how to assist faculty in recognizing these issues, and incorporating them in the course content; with the end result being improved learning and a more pragmatic understanding of the role higher education must play in addressing social challenges.

9. How do the activities of Student Affairs extend inquiry, practice and social responsibility beyond the classroom? How will this be fostered in the future?

Based on currently emerging research and observations on contemporary student culture we are beginning to recognize that the nature and character of our students is changing. Student expectations are taking on a sense of consumerism; parental separation from the students is less likely to occur; mental health issues are becoming more common, and the concepts of authority, accountability and responsibility are being less consistently defined and accepted. These assertions, if accurate, help us understand why students study only 6-8 hours per week, expect better grades and believe education should be entertaining, and helps to explain why parents wish to be part of the institutional disciplinary process.

Before we can change student performance and behavior we must first agree that it is different, understand the causes which precipitate the difference, create a consensus that different may not be better, and reestablish parental and faculty support for accountability. As we play an expanded role in the process of describing differences, we can play an expanded role in suggesting strategies.

Perhaps an example or two would be helpful. If we believe students study less and party more, than perhaps we need a united response that confirms the difference and responds by having exams on Friday and papers due on Monday.

If we want students to internalize a love for learning, then perhaps our grades should reward outstanding achievement, and simply recognize mediocre performance. Students will quickly recognize that rewards and recognition are not an outcome of mediocrity, and again begin to strive for excellence.

Alcohol is used more openly and is likely be involved when we find poor academic performance, fights and violence, acquaintance rape and sexual assault. What we are learning is that these behaviors and alcohol abuse are frequently beginning at the high school level. Partnerships with faculty to confirm this hypothesis could be the basis for factual communication with parents, who need to become active partners if we are to address these issues. The relationship with parents needs to be modified. We need parents to avoid looking for reasons the student should not be held accountable and begin to work with the student to create an awareness of the dangers, accountability and responsibility which accompany inappropriate behavior.

If faculty can work with us to define the extent to which problems exist or have worsened, we can work with students and parents to understand the relationship of authority, responsibility and accountability; and as a result student's performance both in and outside the classroom should improve, and the challenges we see growing and becoming more volatile might be reduced. Our initial efforts to find ways to build bridges between Academic Affairs and Student Affairs have allowed us to begin a dialogue that can only be helpful. From work we are doing on alumni data and placement, to cooperative initiatives which address the abuse of alcohol, to our active participation in IDS 110 and other relationships, the relationship which is evolving can only be good for students, SMSU and the State of Missouri.

Charge for Student Government Association

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE STUDENT GOVERNMENT ASSOCIATION'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the SGA fit with the University mission? How is the SGA planning for the future? ([Criteria 1-5](#))
2. Upon review of reports and other documentation, how pervasive in the SGA is the understanding and support for the University mission as defined in its broadest sense? ([Criterion 1.C](#))
3. Is the representation of your constituents effective? Does the SGA support collaborative processes enabling SMSU to fulfill its mission? Does the SGA influence decision made by the Board of Governors, President's Council, and the Vice President for Student Affairs? ([Criterion 1.D](#))
4. What steps are taken or should be taken to obtain information regarding the needs and expectations as they relate to the SGA's constituents? How is the information analyzed and utilized? How are commitments made by the SGA to its constituents shaped by the university's mission? ([Criterion 5.A](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from Student Government Association

1. How does the mission of the Student Government Association fit with the University mission? What policies and procedures are used by SGA to improve student learning for the future? How is SGA planning for the future? (Criteria 1-5)

[Student Government Association](#) models its leadership after the University. Four student directors serve under the four Vice-Presidents and seek to improve and add to the education and overall experience students get at SMS. They address similar concerns that the Vice-Presidents address and try to include the student opinion in decisions that are being made. SGA serves as the student voice to the administration concerning all areas of the University. The University wants to encourage a public affairs mindset while developing educated persons. SGA wants to further this while ensuring that student ideas and opinions are heard and incorporated into these ideals.

SGA looks for ways to improve existing areas of the University. The SGA Senators, students who represent student organizations or students at large, also dream up new ways to ensure that SMSU continues to develop educated persons. SGA works with the Faculty and Staff Senates to make recommendations to the Board of Governors on a wide variety of issues.

Being always mindful of the importance of incorporating Public Affairs into the SMS student's life, SGA is a strong supporter of Public Affairs Week; the student ran three day celebration that focuses on the University mission. It is a goal of SGA to develop new and exciting programs that will be supportive of the University mission. There has recently been a new initiative proposed by President Chris Curtis that will develop a Public Affairs minor for all students who complete the SMS General Education program. It is this type of resolution and many others that shows SGA's long term goals and commitment to the mission of the University.

2. Upon review of all reports and other documentation, how pervasive in the Student Government Association is the understanding and support for the mission as defined in its broadest sense? (Criteria 1.C)

Student Government Association understands the role it plays in the University. Through this understanding Senators enthusiastically develop ideas and projects, meet with administrators, faculty, and staff, and do research so they can accomplish their goals. Because of the Student Government's reputation, recommendations have always been strongly considered by administration and the Board of Governors. Senators believe in the power of their recommendations and this has played a vital role in building the organization into the thriving and successful group it is today.

SGA Senators respect the University mission and understand it far better than the average SMS student. SGA has played a vital role in the success of Public Affairs Week by providing financial assistance during its first year, and leadership for the program in the first and second year. Senators want to help in the process of developing educated persons, knowing that commitment to this idea not only helps themselves, but current and future SMS students.

3. Do existing administrative structures promote effective leadership and support collaborative processes enabling SMSU to fulfill its mission? Will the current structures allow SMSU to meet future trends in higher education? (Criteria 1.D)

This University depends upon the satisfaction and support of students to be a viable institution. By allowing SGA to play such an important role in the decisions of the University it is securing its success for the future. When the student's opinions and voices are heard and considered, students feel like their presence here not only matters to them, but to the University as well. This University's consideration of the student opinion is outstanding, and that is one of many reasons SMS is the best University in the state.

It is very important that SGA continues to grow in its broad based representation of all students. It is also imperative that the University administration continues to work with the Student Government to get a student perspective in all decisions that are made. Regardless of the administrative structure, if consideration is always given to what is in the best interest of the students and their education, SMSU will continue to excel.

4. Are human and financial resources at SMSU used in an efficient manner? (Criteria 2.B)

From the student's perspective there is always an outcry when the financial side of a college education is brought up. However, it is a general consensus among students that SMS does a good job of keeping student fees and tuition down in comparison to other schools, while still offering one of the best educations in the state.

Considering the funding that SMS receives, SGA is proud of what our University is able to continue to do with such little financial resources. SGA believes in SMS and our ability to continue to "Dare to Excel" despite our seemingly unworkable resource pool.

Charge for System Coordination Council

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE SYSTEM COORDINATION COUNCIL'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of the System Coordination Council fit with the University mission? What policies and procedures are used by the System Coordination Council to improve student learning for the future? How is the System Coordination Council planning for the future? ([Criteria 1-5](#))
2. Do existing administrative structures promote effective leadership and support collaborative processes enabling SMSU to fulfill its mission? Will the current structures allow SMSU to meet future trends in higher education? ([Criterion 1.D](#))
3. How do the University's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Does the University's planning process include effective environmental scanning? Do the University's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change? ([Criterion 2.A](#))
4. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? ([Criterion 2.B](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from System Coordination Council

As stated in *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)*, "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." Four goals are identified on Page 4 of the Plan.

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

The university's long-range plan states that in the interest of students and taxpayers, it is essential to operate SMSU's campuses in a systematic way. The plan also states that SMSU is committed to developing learning systems serving all campuses through means of electronic laboratories and classrooms and to better serve regional needs through distance learning capabilities enhanced by such technology.

To facilitate implementation of the plan's four goals, particularly the third goal focusing on continuing to operate as a system, the university established the SMSU System Coordinating Council. The location of the SMSU System Coordinating Council within the university's administrative structure is provided at <http://www.missouristate.edu/univstructure.htm>.

System administration and coordination is the responsibility of the SMSU System Coordinating Council which reports to the Board of Governors through the System President. The Council, composed of representatives from each campus, is responsible for developing business and support systems necessary to ensure that System campuses operate cooperatively, efficiently, economically and without duplication. The SMSU System Coordinating Council provides effective administration of the System while requiring minimal administrative overhead. No positions have been or will be added for System purposes. More detail about the Council is provided at <http://www.missouristate.edu/scc.htm>.

One of the major responsibilities of the SMSU System Coordinating Council is to develop and update annually the *SMSU Systems Operations Manual*. The Manual, located at (<http://www.missouristate.edu/internalaudit/systemmanual/>), is reviewed and updated as necessary. The Manual is divided into several sections with a matrix and text provided for each section. The matrices provide a quick recap of whether various functions are the responsibility of only one campus or of two or more campuses working together as members of the System. The text provides a more detailed narrative of how the System functions are to be executed.

Criterion 1A: The organization's mission documents are clear and articulate publicly the organization's commitments.

The Southwest Missouri State University mission documents are clear and articulate publicly the organization's commitment. For example, the university's mission statement indicates that SMSU is a multi-campus metropolitan university system. The major goals of the university's long-range plan, particularly the third goal, are focused on ensuring that SMSU does operate as a system. Finally, the SMSU System Coordinating Council was established to ensure effective administration of the System while requiring minimal administrative overhead. The university's mission, its major goals, and the actions of the SMSU System Coordinating Council are all transparent and readily available for review by the university's stakeholders.

Criterion 1C: Understanding of and support for the mission pervade the organization.

SMSU campuses are structured to address the special needs of the urban and rural populations they serve. There is wide understanding of the university's mission as well as an understanding by university stakeholders of the multi-campus system approach in place at SMSU. Members of the SMSU System Coordinating Council represent each of the campuses and the major administrative and support functions (information technology, human resources, library support etc.) and as mentioned above, the work of the Council is transparent to university constituent groups. In general, members of the SMSU System Coordinating Council feel that faculty, staff and students at the university's campuses understand and support the university's mission as well as the role of each campus in the System in supporting that mission.

Criterion 1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

As stated above, System administration and coordination is the responsibility of the SMSU System Coordinating Council which reports to the Board of Governors through the System President. The Council, composed of representatives from each campus, is responsible for developing business and support systems necessary to ensure that system campuses operate cooperatively, efficiently, economically and without duplication. The SMSU System Coordinating Council provides effective administration of the System while requiring minimal administrative overhead. Each of the campuses is represented in the System's governance structure and the central focus of the SMSU System Coordinating Council is to promote and support collaborative processes that enable the organization to fulfill its mission. For example, SMSU-West Plains is an open admissions campus that offers classes leading to AA, AS, and AAS degrees. Good examples of collaborative processes include the completion programs currently being offered through the system at the West Plains campus. SMSU-Mountain Grove is primarily a research campus offering only master's degrees. People living in Mountain Grove requested that SMSU provide lower-division classes in their community. To meet this request, SMSU-West Plains started a program in Mountain Grove enrolling approximately 200 students. SMSU-Mountain Grove facilities were made available for use by SMSU-West Plains at no cost. Scheduling and availability of resources such as library materials were coordinated by the SMSU System Coordinating Council and SMSU-West Plains was able to respond to a community need in a very low-cost and efficient way.

Criterion 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Southwest Missouri State University campuses are structured to address the special and changing needs of the urban and rural populations they serve. The SMSU System Coordinating Council, through constant revision and updating of the *SMSU Systems Operations Manual*, enables the university to plan for the future to meet emerging needs. For example, SMSU has several partnerships in China and operates a branch campus in Dalian, People's Republic of China. The system approach allows the university to continue to expand (nationally as well as internationally) while maintaining a flexible and effective administrative structure. The matrix approach employed in the *SMSU Systems Operations Manual* allows the university to plan for and develop programs and/or campuses as required by the market.

Criterion 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The resource base at SMSU is limited and, as a result, the university must operate at maximum efficiency with little or no duplication. The SMSU System approach has enabled the university to utilize a variety of instructional technologies and strategies in support of its educational programs. The SMSU planning process includes a financial chapter which indicates the level of resources available for academic programs. The university has worked to streamline and focus its general education offerings (for example the number of general education courses offered has decreased from 350 courses to less than 120). The university has also limited the development of new academic programs based on market need and resource availability. In addition, new programs not falling in and/or contributing to at least one of the university-wide themes are not funded. In addition, the SMSU System continues to invest in training of faculty and staff through operations such as the Academic Development Center.

The most rapid expansion of academic programs at SMSU in the past ten years has been in graduate education, particularly health related programs. These new programs were made possible by supplemental funding allocated to the university by the Coordinating Board for Higher Education. As a result, resources were not drawn from existing programs to develop these new programs.

Criterion 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

From the perspective of the SMSU System Coordinating Council, all levels of planning align with the university's mission. The campuses in the SMSU System operate in a focused and coordinated manner to implement the university's stated mission. For example, the *SMSU Systems Operating Manual* illustrates the level of planning and coordination that characterize the SMSU System.

Criterion 3C: The organization creates effective learning environments.

The SMSU System creates effective learning environments by maximizing the role that each campus plays in developing educated persons. For example, SMSU-West Plains is open admissions and features a number of remediation programs designed to increase the learning skills of its students. On the other hand, SMSU-Springfield focuses on developing quality undergraduate and graduate programs geared to students admitted to the university under its selective admissions policy. And, a variety of technologies are employed by all campuses to enhance learning.

Examples of how the organization creates effective learning environments include:

- SMSU has high quality faculty and staff, see the *Fact Book* for a profile of university faculty and staff (<http://www.missouristate.edu/OIR/factbook>).
- Faculty and staff training is a priority of the institution. Examples: Academic Development Center (<http://adc.missouristate.edu/>) and the SMSU Training Department (<http://www.missouristate.edu/human/training/default.htm>).
- Classroom upgrades/information technology and other resources are provided to ensure a quality instructional environment for one example see http://www.missouristate.edu/etc/tech_support.html. In addition, SMSU has a designated budget specifically for classroom renovations and upgrades coordinated by the Vice President of Administration and Finance and the Vice President of Academic Affairs.
- Assessment and instructional support are a priority of the institution (<http://www.missouristate.edu/assessment>).

Criterion 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The SMSU System demonstrates through its actions that it values a life of learning. In the long-range plan, life of learning is discussed on p. 40 and p.46. In addition, on p. 16 of the university's long-range plan, *Countdown to the SMSU Centennial*, the university defines an educated person as one who is:

- Literate in the broadest sense
- Has an appreciation of the responsibility of lifelong citizenship and an awareness of global issues
- 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
- **Has the skills and motivation to continue to learn after leaving the university, thus being prepared for both lifelong learning and lifelong productivity.**
- The SMSU System includes the College of Continuing Education and the Extended University which offers an extensive array of credit courses, programs and special services for adult students as well as extensive noncredit professional development programs and services. (<http://www.ce.missouristate.edu>).

Criterion 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

SMSU External Advisory Committees

Master List

SMSU-Springfield

- High School Counselor Advisory Board
- Multicultural/Minority Student Recruitment Advisory Committee
- Student Affairs Community Advisory Committee
- COAL Advisory Council
- 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 Board
- COBA Construction Management Advisory Board
- COBA Manufacturing Management Advisory Board
- COBA SMSU Chair of Insurance Advisory Committee (Baker Chair)
- Early Childhood Advisory Committee
- Elementary Teaching Academy Advisory Committee
- COE Faculty Advisory Committee
- COE Student Advisory Committee
- COE Administrative Council
- COE 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 (HPER)
- Recreation/Leisure Studies Advisory Council
- Hospitality and Restaurant Administration Advisory Board
- Dean's Advisory Council for the College of Humanities and Public Affairs
- Agriculture Advisory Committee
- Department of Mathematics Advisory Committee
- Department of Chemistry Advisory Committee
- GGP/ Planning Advisory Committee
- Library Advisory Committee

SMSU-West Plains

- Agriculture Advisory Board
- Business Programs Advisory Board
- Chancellor's Advisory Board
- Child Development Advisory Board
- Computer Information and Technology Programs Advisory Board
- Development Board
- Friends of Garnett Library
- Grizzly Booster Club Board of Directors
- Industrial Technology Advisory Board
- Law Enforcement Advisory Board

- Nursing Advisory Council

SMSU-Mountain Grove

- SMSU-Mountain Grove Advisory Council
- Other relationships whereby external entities provide feedback/input to the University:
- City of Springfield/SMSU meetings (bi-monthly)
- Phelps Grove Neighborhood Association
- Rountree Neighborhood Association
- Public Art Committee (has non-University members)
- Design & Construction meets regularly with the Springfield Contractors Association

The structured approach followed by the SMSU System to assess learning outcomes is provided on p. 79 of the university's long-range plan, *Countdown to the Centennial*. In addition, the university uses an extensive set of performance measures to monitor progress of the university in implementing its long-range plan. These measures of performance are reported annually and can be located at <http://www.missouristate.edu/presasst/performanceasures/default.htm>.

Criterion 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Consistent with Goal 3 in *Countdown to the Centennial* (to establish partnerships with other institutions and entities to achieve the university mission), the university has an extensive number of intra-university collaborations and cooperative agreements. A listing of many of those collaborations can be found in the *SMSU Graduate Catalog 2004-2005*, pp. 40-42.

In addition, the university has numerous cooperative agreements with public and private entities. Examples 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.

Criterion 5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

An example is the activities of the College of Education in support of rural school districts in the university's service area. Examples include the Niangua School District and the Wheatland School District. (Further information available at the Dean's Office, College of Education).

Another example is the College of Educations Beginning Educator Assistance, Renewal and Support program (B.E.A.R.S). This program provides an extensive system of support mechanisms to SMSU teacher education graduates for the first three years of their teaching careers. More detail is at <http://education.missouristate.edu/bears>.

The existing administrative structure does promote effective leadership and supports collaborative processes enabling SMSU to fulfill its mission. Further, the current structures allow the university to meet future trends in higher education. A more detailed response to Question #2 is provided above in response to Question #1, Criterion 1D.

Examples of how the University's planning documents demonstrate that attention is being focused on emerging factors such as technology, demographic shifts and globalization are provided in the university's long-range plan, *Countdown to the Centennial*. In addition, specific committees and task forces have been established to assist in developing the university's next long-range plan, *Dare to Excel*. Those task forces and committees conduct environmental scanning activities and focus on emerging factors such as technology (Information Technology Council see <http://www.missouristate.edu/itcouncil>) demographic shifts (Enrollment Management Committee), and globalization (International Programs Task Force).

Southwest Missouri State University is a planning-intensive organization. The university's sustained commitment to planning enables it to respond to changes in the environment in which it operates.

Criterion 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.

This question, focusing on Criterion 2A, was responded to in Question #1 above.

Southwest Missouri State University provides the resources for staff and faculty development to meet future changes in technology as well as societal and economic trends.

- Faculty and Staff training is a priority of the SMSU System. Examples: Academic Development Center (<http://adc.missouristate.edu/>) and the SMSU Training Department (<http://www.missouristate.edu/human/training/default.htm>).
- Classroom upgrades/information technology and other resources are provided to ensure a quality instructional environment for one example see http://www.missouristate.edu/etc/tech_support.html. In addition, SMSU has a designated budget specifically for classroom renovations and upgrades coordinated by the Vice President of Administration and Finance and the Vice President of Academic Affairs.
- Assessment and Instructional Support (<http://www.missouristate.edu/assessment>).

Criterion 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

This question, focusing on Criterion 2B was responded to in Question #1 above.

Last Modified: September 08, 2005

Report from Theatre and Dance Department

I. What are your department's perceptions of the University's mission and its implementation in University planning, budgeting, and operational activities?

To what extent is implementation of the University's mission evident in University operations?

The [department's](#) response relates mostly to the phrase "...the development of educated persons." Assessment focused on public affairs as relates to issues of diversity and a globally oriented curriculum. Assessment is positive and there is confidence in the relationship between the stated mission and the educational standards.

The faculty felt most secure with the relation of the general education criteria to the mission. Understanding of the public affairs concept ranged from "civic visibility" and outreach to the university as a forum for social, political, and cultural issues resulting in the demonstration and practice of citizenship.

Various levels of implementation are viewed in terms of yearly strategic planning, the overall five year plan, and internal and external performance measures as well as program review.

To what extent does the long-range planning process at SMSU link with budgeting processes at the University, college, and department levels?

The links are seen in terms of university documents like the "Long Range Vision... and "Countdown to the Centennial...", and implementation at various administrative levels. The processes are further understood as they apply at the College level.

On a daily basis, department appropriations, fiscal challenges, etc. reflect on the economic struggle rather than the philosophical foundation. Moreover, in discussions of faculty salaries and funding for professional enhancement the "link" becomes even more tenuous.

How do the University's planning documents give evidence of the University's awareness of relationships among educational quality, student learning, and the diverse, complex, global and technological world in which SMSU and its students exist?

The Academic Development Center, the China Program, CASL, advances and budgetary commitment to instructional technology, the development of the General Education curriculum, the Honors College, the growth of graduate education.

How does the University's long-range planning process involve internal constituents and where appropriate external constituents.?

Planning at the administrative level is augmented with public forums, faculty advisory boards, public dissemination of the planning process, the relation of performance measures to the overall goals, and program innovation at the college level is developed in relation to plan prioritization, growth management, and an awareness of the market place. Indirectly, encouragement to seek accreditation in the various disciplines also expands the constituency.

How does the University's long-range planning process allow for reprioritization of goals when necessary because of environmental changes?

The perception is that you "have to be in the plan" at the outset. Adjustments based on economic changes seemed to be based on sustaining the goals rather than adjusting them. On the other hand, continued and successful pursuit of the priorities suggests a perceptive approach to built-in accommodation for environmental changes.

II. How do your department's mission, activities and reward system align with the university mission??

How does the mission of your department support the university's mission?

The department's written mission statement is aligned with the university's mission.

How do the activities of your department support the university's mission?

A public production season of theatre and dance

The Tent summer season

Barestage—a touring outreach company using theatre to deal with areas of social work, the public health sector, the Federal prison system, etc.

Inertia—a touring outreach dance company devoted to issues of literacy performing for K-12 in Missouri and Arkansas

In-School Players—a theatre for young audiences serving K-12 in Springfield

BS and MS programs in Speech and Theatre Education leading to certification and enhancement

Production programs partnering with local businesses and the media for underwriting, marketing, and public relations in connection with our production seasons.

Art embraces technology in our use of design labs with instructional methods and software to teach design, drafting, light plots etc. for production and design.

How do your department's tenure and promotion guidelines, as well as reappointment procedures reinforce the University mission and encourage the faculty to maintain professional currency?

This is accomplished through the continuous revision of a living document and in compliance with the Faculty Handbook. Moreover, the faculty has policies for supporting scholarly and creative work through reassigned time, time away during the school year, and mentoring approaches to seeking grants.

Briefly summarize the procedures your department uses to evaluate and recognize faculty performance in its reappointment, tenure and promotion decisions.

Peer evaluation of teaching, peer evaluation of in-house creative work, pursuit of independent referees, encouragement of service to the department, college and university, participation in national professional organizations, recognition of internal and external grants, recognition of service to the community and to the artistic life of the region.

Procedures in keeping with the Faculty Handbook as relates to mentoring, creating a dossier, the content of annual reappointment letters at the level of faculty governance and the Chair, specific suggestions for professional enhancement and a calendar of action points.

What other reward structures and/or processes are in place in your department for faculty to promote a life of learning within the University's mission?

Efforts are made to encourage and effect interdisciplinary teaching and research projects. Currently, we have co-curricular arrangements with the School of Social Work, Art and Design, Communication Disorders, the College's Odyssey projects, and Media, Journalism and Film. The department seeks to provide funds for professional enhancement over and above monies from Academic Affairs, and brings guest artists to campus for the benefit of faculty as well as students.

Relation of the graduate program to mentoring activities

What mission-related reward structures are in place for students in courses and programs offered by your department?

Individual foundation scholarships, recognition and support for outreach touring companies, CASL, annual recognition and honors ceremonies for excellence in scholarship, performance and service, support for graduate thesis work.

III. What department activities are undertaken to collect and use program assessment information?

What steps are taken by your department to ensure that program goals for student learning outcomes are clearly stated and make effective assessment possible?

- Student course evaluations
- Semi-annual student questionnaires

- Annual BFA performance and portfolio reviews in all areas
- Public oral graduate comprehensive examinations offered to the faculty as a whole.
- Evaluation of all senior recitals, seasonal productions, results of regional job auditions (MidWest, SETC, UPTA).
- A Student Handbook describing all student centered policies, procedures, goals and activities.
- Additional area by area written materials
- The Chair's Student Advisory Board which meets every two weeks to discuss issues and program planning

What steps are taken by your department to ensure that courses comprising department programs contribute to student learning?

- The use of the production program as a laboratory and a measure of carryover against skills and concepts taught and modeled in the courses.
- In the last three years, every program in the department: five BFA's, the BA, the MA, the BS in Ed, etc. were revised and put before the College Council. The BA and MA programs were entirely restructured.
- A department curriculum committee meets every semester for evaluations.
- Use of Student Advisory Board recommendations
- Application of NAST standards and self-studies for accreditation

How are the results of your assessment activities used by the department faculty for program improvement?

The response is contained in the reply to the previous query.

IV. What department activities are undertaken for development and improvement?

How does your department plan and prepare for the future?

- On behalf of the department, the head files an annual strategic plan.
- An annual retreat devoted to issues of teaching, excellence, production program revision, etc.
- The department Curriculum Committee
- Twice monthly area meetings and area head coordination of activities and plans.

What activities of your department encourage collaborative efforts with other departments at the university?

The production season utilizes experts and translators and conducts issue related public forums. To date, this has involved the Department of English, Media, Journalism, and Film, Modern and Classical Languages, and Art and Design.

Barestage has worked with the Department of Social Work, the Department of History, the Department of Education, and the COAL Odyssey project

How does your department encourage and support innovative and effective teaching and the creation of effective learning environments?

The Department pursues adjustments to workloads to encourage creative and scholarly work which result in course development.

Internal Funding: Mentoring and grant writing support has yielded Funding for Results, and a Faculty Research grant; a University and College Teaching Award and a University Research Award.

What steps are taken to achieve external program accreditation and how do these contribute to the SMSU mission, student learning, and effective teaching.

In 2004 the department completed a major self-study for NAST accreditation. We have maintained an associate membership status.

All of the areas mentioned above must be addressed within the study before site visit is completed.

Last Modified: September 08, 2005

Report from University College

University College supports wholeheartedly the University's mission in Public Affairs. That mission is clearly stated in the two previous long-range plans and in the next plan currently being written. Since the dean of University College sits on the Academic Council with the other deans, the college is represented in the discussions that lead to priorities in budget and curriculum.

The mission of [University College](#) endorses the University's mission in Public Affairs. Everything that is done in the college is aligned with that mission. General Education is based on the Public Affairs mission and is administered by University College. All courses in that program have Public Affairs content and demonstrate that by the policy statements and syllabi. Their content is reviewed every three years for compliance with the mission and for assessment data by a faculty senate committee. The associate dean of University College is charged with the administration of General Education and in the role has worked throughout the state of Missouri in developing articulation agreements with the two-year higher educational institutions.

University College is committed to developing educated persons. We offer various "success" courses that are designed to help the students succeed in their educational programs. The first-year course that introduces the student to the resources of the University is a successful course required of all entering first-time students. Our Academic Advisement Center is charged with training academic advisors across campus and they advise students who do not have a declared major. Again, this illustrates our interest in developing educated persons. Our study skills/major selection courses are also designed to help our students succeed.

The Honors College reflects the Public Affairs mission since it is based on the General Education program. Furthermore, it is committed to developing educated persons. This entity has played an important role in attracting high-achieving students to Southwest Missouri State University. This has helped us raise our average ACT score for the student population and it has helped the University in its continuing assertion of higher academic standards for admission and graduation.

The International Education programs sponsored by the University are managed through the Office of Study Away. Once again, the University's mission is a cornerstone of everything that is offered to our students. This program is also committed to the development of educated persons with a global perspective.

All of the programs in University College are supervised by faculty committees that are charged with the assessment and development of the various programs. Rewards for performance exist in the Academic Advisement Center for the Outstanding Master Advisors (both staff and faculty) and in the International Education Committee for faculty development opportunities abroad. At least one recipient of the Outstanding Advisor Award has been recognized for each of the last eight years by the National Academic Advisors Association with the national award for Outstanding Advisor.

None of the programs in University College has external accreditation opportunities. We are members of the National Academic Advisors Association, National Collegiate Honors Council, International Student Exchange Program, National Association of Foreign Student Advisors, Forum (study abroad), National Student Exchange, and International Reading Association.

Last Modified: September 08, 2005

Charge for University Planning Advisory Council

- ▶ [Cover Letter from HLC Steering Committee](#)
- ▶ [Guidelines for Responding to Charge](#)

THE UNIVERSITY PLANNING ADVISORY COUNCIL'S CHARGE IS TO RESPOND TO THE FOLLOWING QUESTIONS:

1. How does the mission of UPAC unit fit with the University mission? What policies and procedures are used by UPAC to improve student learning/efficiency for the future? How is UPAC planning for the future? ([Criteria 1-5](#))
2. Where appropriate to your area of responsibility, do SMSU publications (catalogs, recruitment materials, etc.) adequately articulate institutional commitments? Provide examples. ([Criterion 1.A](#))
3. What procedures, processes, and policies are in place that address the diversity of learners? How effective are the procedures, processes, and policies in meeting the future success of the University? ([Criterion 1.B](#))
4. Do existing administrative structures promote effective leadership and support collaborative processes enabling SMSU to fulfill its mission? Will the current structures allow SMSU to meet future trends in higher education? ([Criterion 1.D](#))
5. How does SMSU promote and support fair and equitable treatment of internal and external constituencies? How will SMSU insure integration and equitable treatment of internal and external constituencies into the future? (structures, processes, and policies) ([Criterion 1.E](#))
6. What is the documented history of SMSU achieving its planning goals? ([Criterion 2.B](#))
7. How do the university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization? Does the university's planning process include effective environmental scanning? Do the university's planning documents show careful attention to the institution's function in a multicultural society? If so, how? How is the environment at SMSU supportive of innovation and change? ([Criterion 2.A](#))
8. What is the quality of educational programs that SMSU claims to provide? Does SMSU provide adequate resources to support the level claimed? How is SMSU planning to continue providing adequate resources in the future? ([Criterion 2.B](#))
9. To what extent have previous plans documented commitment to supporting and strengthening the quality of education (programs) provided by SMSU? How do present planning activities document a continuing commitment? ([Criterion 2.B](#))
10. Has SMSU effectively used its human resources? How has SMSU assured effective use of human resources in the future? ([Criterion 2.B](#))
11. Has SMSU provided resources for staff and faculty development to meet future changes in technology as well as societal and economic trends? What policies and procedures are in place for staff and faculty development? How have resources been allocated to utilize development activities? ([Criterion 2.B](#))
12. In what ways has SMSU responded to unanticipated needs for program reallocation, downsizing, or growth? Is there sufficient flexibility in the SMSU planning processes to respond to unanticipated circumstances? ([Criterion 2.B](#))
13. How does SMSU use its evaluation processes to ensure that its performance meets its stated expectations for effectiveness? How does the unit (VP units) support its evaluation and assessment processes? ([Criterion 2.C](#))
14. What systems does SMSU use to collect, analyze and use organizational information? What data and feedback are used to support continuous improvement of the organization? How do administrative units and sub-units contribute to the improvement of the organization? How is this information reviewed? ([Criterion 2.C](#))
15. Is implementation of the university's planning evident in its operations? If yes, give examples. Does the planning process at SMSU link with budgeting processes? Provide examples. Do planning documents give evidence of the organization's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist? Do the planning processes involve internal constituents and, where appropriate, external constituents? Does the long-range planning process at the university allow for reprioritization of goals when necessary because of changing environments? ([Criterion 2.D](#))
16. What resources does UPAC have to engage with constituencies and communities? How does your unit/committee support

engagement with constituencies and communities? What types of activities provided by your unit/committee are available that engages students, staff, administrators, and faculty with constituencies and communities? How UPAC's planning process engage constituencies and communities? Is your unit/committee involved with the University's planning process? If so, how? ([Criterion 5.B](#))

17. What collaborative activities does your committee have with constituents? ([Criterion 5.C](#))

18. How has/should UPAC evaluate(d) the services provided to constituents? How inclusive are your unit/committee's services to the community/constituents? How is/should UPAC interface with professionals in the community? ([Criterion 5.D](#))

Thank you in advance for your cooperation.

Last Modified: September 08, 2005

Report from University Planning Advisory Council

As stated in *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)*, "Southwest Missouri State University is a 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." Four goals are identified on Page 4 of the Plan.

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

The university's long-range plan states that in the interest of students and taxpayers, it is essential to operate SMSU's campuses in a systematic way. The plan also states that SMSU is committed to developing learning systems serving all campuses through means of electronic laboratories and classrooms and to better serve regional needs through distance learning capabilities enhanced by such technology.

The mission of the University Planning Advisory Council (UPAC) is to facilitate development of the university's long-range plan and to monitor the implementation of the plan. UPAC is made up of representatives from major university constituencies including administration, faculty, staff and students. UPAC operates in a very open environment and during the planning process maintains an up to the minute web site that documents all activities of the planning process (<http://www.missouristate.edu/daringtoexcel/>). The adopted long-range plan is available in printed copy as well as at (<http://www.missouristate.edu/longrangeplan/>). Progress in implementing the plan is monitored and an annual report of progress is reported at <http://www.missouristate.edu/presasst/performanceasures/default.htm>.

Criterion 1A: The organization's mission documents are clear and articulate publicly the organization's commitments.

From the viewpoint of UPAC members, the Southwest Missouri State University mission documents are clear and articulate publicly the organization's commitments. The university's mission, its major goals, and the actions of the University Planning Advisory Council are all transparent and readily available for review and comment by the university's stakeholders.

Criterion 1C: Understanding of and support for the mission pervade the organization.

SMSU campuses are structured to address the special needs of the urban and rural populations they serve. There is wide understanding of the university's mission as well as an understanding by university stakeholders of the multi-campus system approach in place at SMSU. Members of UPAC represent each of the campuses and the major constituent groups (administration, faculty, staff and students). In general, members of UPAC feel that faculty, staff, and students as well as external constituents understand and support the university's mission as well as the role of each campus in the System in supporting that mission.

Criterion 1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Membership on UPAC includes representatives from the Administrative Council, the Faculty Senate, the Staff Senate and the Student Government Association, and as stated previously, UPAC operates in a very open environment and strongly encourages participation in the planning process by all university stakeholders. For example, the long-range plan web site (<http://www.missouristate.edu/daringtoexcel/>) provides detailed information concerning the 18-month long-range planning process including a calendar of events, a listing of committees and task forces, minutes from all UPAC meetings as well as from all committee and task force meetings, and provides a listing of all the feedback being received by the UPAC from a variety of sources including a number of public forums.

The web site, the large number of UPAC meetings, and the public hearings etc. are all designed to achieve maximum participation in the university's long-range planning process and this participation helps to shape the university's overall administrative and governance structure.

Criterion 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Southwest Missouri State University is a planning-intensive university system. It has successfully developed and implemented five-year plans (for example, *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)*). UPAC is currently engaged in updating the university's long-range plan (*Countdown to the Centennial*) and the new plan (*Daring to Excel: A Long-Range Vision and Five-Year Plan (2005-2010)*) will be implemented on July 1, 2005. Standing university planning groups such as UPAC, the Enrollment Management Committee, and the Information Technology Council coupled with planning task forces such as International Programs, Research, Distance Education, enables the university to respond effectively and efficiently to multiple societal and economic trends.

Criterion 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The resource base at SMSU is limited and as a result the university must operate at maximum efficiency with little or no duplication. The SMSU System approach has enabled the university to utilize a variety of instructional technologies and strategies in support of its educational programs. The SMSU planning process includes a financial chapter which indicates the level of resources available for academic programs. The university has worked to streamline and focus its general education offerings (for example, the number of general education courses offered has decreased from 350 courses to less than 120). The university has also limited the development of new academic programs based on market need and resources availability. In addition, new programs not falling in and/or contributing to at least one of the five university themes are not funded.

The most rapid expansion of academic programs at SMSU in the past 10 years has been in graduate education, particularly health related programs. These new programs were made possible by supplemental funding allocated to the university by the Coordinating Board for Higher Education. As a result, resources were not drawn from existing programs to develop these new programs.

Work of planning groups such as UPAC is crucial in ensuring that the university plans for and adequately resource programs it is undertaking. The fact that the university has a well-developed planning process and has closely monitored implementation of its long-range plans has been a major strategic asset for SMSU.

Criterion 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

From the perspective of the UPAC, all levels of planning align with the university's mission. The campuses in the SMSU System operate in a focused and coordinated manner to implement the university's stated mission.

Criterion 3C: The organization creates effective learning environments.

The SMSU System creates effective learning environments by maximizing the role that each campus plays in developing educated persons. For example, SMSU-West Plains is open-admissions and features a number of remediation programs designed to increase the learning skills of its students. On the other hand, SMSU-Springfield focuses on developing quality undergraduate and graduate programs geared to students admitted to the university under its selective admissions policy. Also, a variety of technologies are employed by all campuses to enhance learning.

Examples of how the organization creates effective learning environments include:

- SMSU has high quality faculty and staff: see the Fact Book for a profile of university faculty and staff (<http://www.missouristate.edu/OIR/factbook>).
- Faculty and Staff training is a priority of the institution. Examples: Academic Development Center (<http://adc.missouristate.edu/>) and the SMSU Training Department (<http://www.missouristate.edu/human/training/default.htm>).
- Classroom upgrades/information technology and other resources are provided to ensure a quality instructional environment for one example see http://www.missouristate.edu/etc/tech_support.html. In addition, SMSU has a designated budget specifically for classroom renovations and upgrades coordinated by the Vice President of Administrative Services and the Vice President of Academic Affairs.
- Assessment and Instructional Support are a priority of the institution (<http://www.missouristate.edu/assessment>).
- In addition, the Vice President for Academic Affairs and the Academic Council focus on new academic program planning as well as monitor academic programs through a variety of assessment and academic review processes.

Criterion 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The SMSU System demonstrates through its actions that it values a life of learning. In the long-range plan, life of learning is discussed on p. 40 and p. 46. In addition, on p. 16 of the university's long-range plan, *Countdown to the SMSU Centennial*, the university defines an educated person as one who is:

- Literate in the broadest sense.
- Has an appreciation of the responsibility of lifelong citizenship and an awareness of global issues.
- 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.
- **Has the skills and motivation to continue to learn after leaving the university, thus being prepared for both lifelong learning and lifelong productivity.**
- The SMSU System includes the College of Continuing Education and the Extended University which offers an extensive array of credit courses, programs and special services for adult students as well as extensive noncredit professional development programs and services. (<http://www.ce.missouristate.edu>).

Criterion 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The structured approach followed by the SMSU System to assess learning outcomes is provided on p. 79 of the university's long-range plan, *Countdown to the Centennial*. In addition, the university uses an extensive set of performance measures to monitor progress of the university in implementing its long-range plan. These measures of performance are reported annually and can be located at <http://www.missouristate.edu/presasst/performanceasures/default.htm>.
- In addition, the SMSU System benefits from the feedback from a large number external advisory boards. Those boards are listed below.

SMSU External Advisory Committees

Master List

SMSU-Springfield

- High School Counselor Advisory Board
- Multicultural/Minority Student Recruitment Advisory Committee
- Student Affairs Community Advisory Committee
- COAL Advisory Council
- 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 Board
- COBA Construction Management Advisory Board

- COBA Manufacturing Management Advisory Board
- COBA SMSU Chair of Insurance Advisory Committee (Baker Chair)
- Early Childhood Advisory Committee
- Elementary Teaching Academy Advisory Committee
- COE Faculty Advisory Committee
- COE Student Advisory Committee
- COE Administrative Council
- COE 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 (HPER)
- Recreation/Leisure Studies Advisory Council
- Hospitality and Restaurant Administration Advisory Board
- Dean's Advisory Council for the College of Humanities and Public Affairs
- Agriculture Advisory Committee
- Department of Mathematics Advisory Committee
- Department of Chemistry Advisory Committee
- GGP/ Planning Advisory Committee
- Library Advisory Committee

SMSU-West Plains

- Agriculture Advisory Board
- Business Programs Advisory Board
- Chancellor's Advisory Board
- Child Development Advisory Board
- Computer Information and Technology Programs Advisory Board
- Development Board
- Friends of Garnett Library
- Grizzly Booster Club Board of Directors
- Industrial Technology Advisory Board
- Law Enforcement Advisory Board
- Nursing Advisory Council

SMSU-Mountain Grove

- SMSU-Mountain Grove Advisory Council

Other relationships whereby external entities provide feedback/input to the University:

- City of Springfield/SMSU meetings (bi-monthly)
- Phelps Grove Neighborhood Association
- Rountree Neighborhood Association
- Public Art Committee (has non-University members)
- Design & Construction meets regularly with the Springfield Contractors Association

Criterion 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Consistent with Goal 3 in *Countdown to the Centennial* (to establish partnerships with other institutions and entities to achieve the university mission), the university has an extensive number of intra-university collaborations and cooperative agreements. A listing of many of those collaborations can be found in the SMSU Graduate Catalog 2004-2005, pp. 40-42.

In addition, the university has numerous cooperative agreements with public and private entities. Examples 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.

Criterion 5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

An example is the activities of the College of Education in support of rural school districts in the university's service area. Examples include the Niangua School District and the Wheatland School District. Further information is available through the Dean, College of Education.

Another example is the College of Educations Beginning Educator Assistance, Renewal

and Support program (B.E.A.R.S). This program provides an extensive system of support mechanisms to SMSU teacher education graduates for the first three years of their teaching careers. More detail is at <http://education.missouristate.edu/bears>

Criterion 1A: The organization's mission documents are clear and articulate publicly the organization's commitments.

The Southwest Missouri State university mission documents are clear and articulate publicly the organizations commitments. Examples include numerous publications including the SMSU *Faculty Handbook* (<http://www.missouristate.edu/acadaff/handbooks.htm>), the SMSU *Graduate Catalog*, the SMSU *Undergraduate Catalog* (<http://www.missouristate.edu/registrar/undercat.html>), the *Annual Report on Performance Measures* (<http://www.missouristate.edu/presasst/performanceasures/default.htm>) and many others. All of these reports are available on the SMSU web site and are intended to be available to all university stakeholders.

Criterion 1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies and the greater society it serves.

- In the University's long-range plan, *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)*, (<http://www.missouristate.edu/longrangeplan/>) diversity is supported on p. 5 in the Declaration of University Community Principles, (p. 5) in the Value of Human Resources, in International Education (p. 40) , increased minority enrollment and services for disabled students (p. 54), and performance measures (pp. 80-83). Other representative documents include:
- <http://graduate.missouristate.edu/onlinecatalog/index.htm>), <http://www.missouristate.edu/registrar/undercat.html>), and (<http://www.missouristate.edu/presasst/performanceasures/default.htm>). In addition, a wide variety of multicultural support services are available (<http://multicultural.missouristate.edu/>).

Criterion 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.

This question, focusing on Criterion 2A was responded to in Question #1 above.

Criterion 1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The existing administrative structure promotes effective leadership and supports collaborative processes enabling SMSU to fulfill its mission. SMSU has numerous collaborations as provided earlier in response to Criterion 5A and Criterion 5B. The current administrative structure, coupled with the university's planning process, is flexible and continues to allow SMSU to meet emerging trends in higher education.

Criterion 1E: The institution upholds and protects its integrity.

The primary way that the institution upholds and protects its integrity is through development and enforcement of policies and procedures that ensure equitable treatment of internal and external constituencies as well as the integrity of the institution. The university operates in a very open environment and adheres strictly to its policies and procedures. In order to ensure equitable treatment for university constituent groups, the SMSU Board of Governors has reserved time on its monthly agenda to hear representatives of the Faculty Senate, the Staff Senate and the Student Government Association. Another example of the university efforts for fair and equitable treatment is the monitoring of key university performance measures which appear in an annual performance measures report (<http://www.missouristate.edu/presasst/performanceasures/default.htm>).

Criterion 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The documented history of SMSU achieving its planning goals is very good. The annual reports of performance measures (<http://www.missouristate.edu/presasst/performanceasures/default.htm>) provide detailed documentation of how effectively the plan is being implemented.

Criterion 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.

This question was responded to earlier in this document Question #1, especially in Criterion 2A, 2B, 3C and 5C.

Criterion 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The quality of educational programs at SMSU is high. In addition to being accredited by the Higher Learning Commission, SMSU programs are professionally accredited or approved by twenty-four accrediting bodies. SMSU graduates compare favorably with graduating students nationally

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future. A structured planning environment that couples enrollment management, academic program review, facilities and equipment, and funding enable the university to maintain a balance between resources and programs.

Criterion 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

All of SMSU's long-range plans (<http://www.missouristate.edu/longrangeplan/>) have been consistent in supporting and strengthening the quality of education programs provided by SMSU. In addition, the university has been committed to monitoring progress of its long-range plans through a number of performance measures as well as a structured assessment process (Chart Q, p. 79, *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)* and the Measuring Progress chapter of the long-range plan (pp. 78-86)

As discussed in Question 8, the organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

SMSU has effectively used its human resources. To assure effective use of human resources in the future, the university has invested heavily in faculty and staff training and the development of policies and procedures beneficial to university employees. Examples of human resource management and planning are provided at: Human Resources Department (<http://www.missouristate.edu/human/>), Academic Development Center (<http://adc.missouristate.edu>), and the SMSU Training Department (<http://www.missouristate.edu/human/training/default.htm>).

Faculty and staff development activities are documented in Question #10. A major resource commitment from the university was in establishing and staffing the Academic Development Center and in hiring a full-time director. Policies and procedures are in place for staff and faculty development and can be found at <http://www.missouristate.edu/human/>, (<http://adc.missouristate.edu>, and <http://www.missouristate.edu/human/training/default.htm>.)

During the past several years, the university has faced severe budget constraints. It has been able to manage funding shortages as a result of its focused planning efforts. Budget decisions have reflected the university's mission and vision. For example, state funding to the university has decreased dramatically during the past four years. However, the university has been able to maintain the level and quality of programs being offered. Process improvement and academic program review coupled with facilities planning has assisted the university in response to a very difficult budget situation.

From the UPAC perspective, the university is engaged in a structured planning process and monitors implementation of its plans through annual reports on performance and assessment (see response in Question #6 and Question #8). Each Vice President is responsible for collecting and analyzing data for various performance measures pertinent to their area. For example, the Vice President for University Advancement collects, analyzes and incorporates data from performance measures on the dollar amount of annual gifts, the total number of annual gifts, size of the SMSU Foundation's endowment and so on.

Criterion 2C: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

UPAC is focused on developing plans and in utilizing data collected by other entities in the evolution of new plans. A number of groups on campus collect relevant performance data including the Office of Institutional Research (<http://www.missouristate.edu/oir>), the Center for Assessment and Instructional Support (<http://www.missouristate.edu/assessment>), and the Office of Sponsored Research (<http://www.srp.missouristate.edu>). In addition, the Administrative Council (specifically the Assistant to the President) is charged with collecting and reporting annually on performance measures (<http://www.missouristate.edu/presasst/performanceasures/default.htm>).

Criterion 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Implementation of the university's planning is evident in its operations. For example, the annual report of performance measures (<http://www.missouristate.edu/presasst/performanceasures/default.htm>) documents how effectively the university is implementing its plan. Another example is that new academic programs approved fit into one or more of the university wide themes. A further example is the university's operating and capital budgets are closely related to the university's long-range plan.

For an additional response to this question, see Question 1 (Criterion 1A, 1C, 1D, 2A, 2B, 2D, 3C, 4A, 5A, 5B and 5C) provided above.

Criterion 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

UPAC does not have resources allocated specifically to it to engage with constituencies and communities. However, UPAC has been very successful in engaging students, staff, administrators and faculty in the university planning process. The approach followed by UPAC has centered about maintaining a website during the planning process, sponsoring public hearings, and creating task forces to focus on emerging issues/challenges/opportunities. UPAC has also been very effective in getting involvement and support of standing committees. The web site (<http://www.missouristate.edu/daringtoexcel/>) provides an example of the planning activities supported by UPAC.

Criterion 5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Collaborative activities of the university are extensive (Question #1 Criterion 5B and 5C above) and the university has an extensive number of external advisory committees that provides direct input into the university from the constituent groups it serves (Question #1, Criterion 5A above).

Criterion 5D: Internal and external constituencies value the services the organization provides.

See Question #1, Criterion 5A, 5B, 5C; Question #2, Criterion 1A; Question #3, Criterion 1B, 2A; Question #4, Criterion 1D; Question #5, Criterion 1E; Question #7, Criterion 2A; Question #8, Criterion 2B; Question #14, Criterion 2C; Question #15, Criterion 2D; Question #16, Criterion 5B; and, Question #17, Criterion 5C.