Faculty and Staff Convocation
Fall 2007

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2007-2008

A Year of
Completions – Celebrations – Challenges

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Donald C. Bedell Performance Hall
River Campus
October 4, 2007
“A Year of Completions, Celebrations, and Challenges”

At each of the last two faculty-staff convocations, we said the University community would be experiencing “a year of transition.” For example, last September we talked about such transitions as the start of the Student Success Initiative, preparations for the opening of the River Campus, development of the area higher education centers into regional campuses, launching of the University Research Village, the move to a new University Farm, development of the “information commons” concept in Kent Library, and the start of a review of faculty and staff salaries. And there were other transitions going on in various stages.

This year, it is my hope that our faculty and staff will step back, take a well-deserved bow for all the work you have had to do to bring these transitions to completion, look with pride at what has been completed, and take time to celebrate what we have been able to achieve over the last several years. A quick overview of those achievements is found in the “Year in Review” video we will see today. That video will also be available on the Web.

Today our faculty and staff are being given the opportunity to be the first group to experience an event in the Donald C. Bedell Performance Hall and after the convocation to tour all the facilities on the River Campus. Although some of the finishing touches are not yet in place, you will be able to see why the completion of this $50 million project – largest in the history of the University – is well worth celebrating. I hope you will make plans to attend the public grand opening celebration at 3 p.m. Sunday, October 21, during Homecoming Weekend. Among other celebrations this year, we will mark the opening of the new Wehking Alumni Center and the University Advancement offices in the renovated former First Baptist Church building on Broadway, the completion of the Aquatic Center, and the opening of the Information Commons.

While we will take time this year to celebrate our significant completions, we will face a number of challenges because our University is a dynamic institution operating in an ever-changing environment. Some of those future challenges are listed on the following pages. I am confident that, as in the past, we will work together to revise our strategic plan so that we can meet those challenges and take advantage of opportunities to become even more effective in serving the needs of our students and our region.

It is an honor and privilege to experience with you “A Year of Completions, Celebrations, and Challenges.” Thank you for making this possible.

Sincerely,

Kenneth W. Dobbins
President
2007 Completions / Celebrations

- Completion of River Campus
- Completion of Information Commons – Phases I & II
- Achievement of ABET Accreditation by Industrial & Engineering Technology and Engineering Physics
- Completion of Aquatic Center
- Completion of First Phase, Magill Hall Laboratory Upgrade
- Completion of First Phase, Dearmont Hall Upgrade
- Completion of Third Phase of Multi-Modal Transportation Facility
- Renovation, Expansion of University Center Food Court
- Renovation and Move to Wehking Alumni Center / Holland Center for University Advancement
- Naming of Vandiver Hall
- Construction of I-55 Interchange (Completion Fall 08)
- Celebration of Show Me Center 20th Anniversary
- Celebration of Family Weekend 30th Anniversary

Future Challenges

- Define “University of First Choice”
- Develop and Implement Integrated Internal/External Communication Master Plan
- Maintain and Manage Enrollment Growth
- Expand Residence Hall Capacity
- Enhance Diversity and Multi-Cultural Efforts
- Devise Strategy for Online Courses
- Expand International Programs and Enrollment
- Balance Budget Needs with Appropriations and Tuition Limitations
- Upgrade Science Buildings and Plan Information Technology Upgrades and Replacements
- Develop a Regional Autism Center and University Research Village
SOUTHEAST MISSOURI STATE UNIVERSITY
Major Goals for 2007-08

University-Wide

- Initiate the first three AQIP action projects:
  - Improving Internal Information Distribution and Communication
  - Defining Indicators of Being “The University of First Choice”
  - Strengthening Faculty-Based Undergraduate Academic Advising
- Assure a successful inaugural year for the River Campus
- Develop a University policy on intellectual property rights
- Begin revision of the strategic plan

Academic Affairs

- Complete Phase 3 of the Information Commons installation
- Determine strategic approach for online courses and programs
- Expand International Programs opportunities and initiatives
- Review the faculty merit post-professorial policy and tenure/promotion policy

Administration & Enrollment Management

- Complete construction of River Campus, Aquatic Center, Wehking Alumni Center
- Continue design and development of central corridor
- Plan for new construction in Residence Life
- Increase level of academic themes in student activities
- Enhance the student portal
- Meet beginning freshmen recruitment goal for fall 2008
- Complete IT budget planning with complete review of academic computer labs

Business and Finance

- Complete review of emergency operating plan, including regional campuses
- Re-bid major University contracts such as medical insurance, student medical services, others
- Consider a health savings account option for employees
- Implement new River Campus shuttle system
University Advancement

- Continue to expand the major gift effort
- Align Foundation Board, deans, colleges and Advancement staff around key opportunities
- Complete implementation of “iAMsoutheast,” the Alumni on-line community (www.semoalumni.com)
- Work with master developer on plans for the University Research Village and ensure progress remains on target for the Fall 2008 completion of the I-55 interchange

Missouri Research Corporation

- Continue “Apprentice” student entrepreneurship program in conjunction with Student Government
- Continue to work with the Missouri Department of Economic Development on future funding for Innovation Centers
- Continue to facilitate the electricity co-generation project at the research park
- Facilitate the Kontek research project and the environmental research center

Diversity & Equity Issues

- Train all search committees in how to source, recruit and hire persons of color
- Develop a diversity awareness program
- Study potential for a multi-cultural office on campus

Strategic Communications, Marketing and University Relations

- Conduct research, develop, and launch first phase of an Integrated Marketing Plan
- Promote the River Campus
- Make Video News Releases available via the Web
- Develop an online version of the viewbook and application booklet
- Work with Department of Communication in support of Southeast TV on KFVS
The Office of New Student Programs is delighted to present our annual edition of Southeast Missouri State University’s New Student Profile. We are introducing our new, first-year students by giving members of the Southeast community a glimpse of who our students are and what they are planning to do during and after their academic careers.

The fall 2007 New Student Profile is based on 1630 surveys completed by students who attended First STEP and Transfer orientation sessions from February through August 2007. Students provided demographic information, details about their college plans, and information about why they chose Southeast.

Please join us in continuing to help our new students adjust to the Southeast community. Your continued interest in student success is greatly appreciated. Thank you!

Sincerely,  
Theresa Haug Belvin  
Assistant Director for New Student Programs

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**NSP Notes**

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Assistant Director for New Student Programs

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**Student Responses**

- 87% of first-time students report that personalized attention was “important” or “very important” in their decision to attend Southeast.
- 70% of first-time students report that they plan to pursue a Bachelor’s degree at Southeast; 22% plan to pursue a Master’s degree at Southeast; 5% plan to transfer to another institution.
- 75% of first-time students plan to live on campus.
- 83% of first-time students report that financial aid and scholarship offers were “important” or “very important” in influencing their decision to attend Southeast.
- 83% of first-time students plan to hold a part-time job (or are looking for a job) while in school; 5% of first-time students plan to work full-time.
- 75% of first-time students plan to join a student group or organization.
- Students report their parents’ highest level of education:
  - High school diploma/GED: Mother 28% Father 34%
  - Associate’s degree/some college: Mother 34% Father 27%
  - Bachelor’s degree or higher: Mother 32% Father 33%
- 49% of first-time students reported that they are first-generation college students.
- 75% of first-time students report that the influences of other Southeast students were “important” or “very important” factors in influencing their decision to attend Southeast.
- 64% of first-time students indicate that Southeast was their first college choice.
- 59% of first-time students indicate that after they graduate they plan to go where the job is.
- 91% of first-time students are “interested” or “very interested” in internships in their academic areas.
- 47% of first-time students are “interested” or “very interested” in online courses.
### How Academically Prepared Do New Students Perceive Themselves To Be?

<table>
<thead>
<tr>
<th></th>
<th>Well Prepared</th>
<th>Prepared</th>
<th>Not Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>41%</td>
<td>46%</td>
<td>13%</td>
</tr>
<tr>
<td>Reading</td>
<td>53%</td>
<td>44%</td>
<td>3%</td>
</tr>
<tr>
<td>Writing</td>
<td>48%</td>
<td>45%</td>
<td>7%</td>
</tr>
<tr>
<td>Sciences</td>
<td>33%</td>
<td>59%</td>
<td>8%</td>
</tr>
<tr>
<td>Computer Usage</td>
<td>47%</td>
<td>46%</td>
<td>7%</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>32%</td>
<td>43%</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Why Did Our New Students Come To College?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get a better job</td>
<td>83%</td>
<td>15%</td>
<td>2%</td>
</tr>
<tr>
<td>To improve academic skills</td>
<td>64%</td>
<td>34%</td>
<td>2%</td>
</tr>
<tr>
<td>To prepare for graduate school</td>
<td>39%</td>
<td>38%</td>
<td>23%</td>
</tr>
<tr>
<td>To further develop personal maturity</td>
<td>47%</td>
<td>45%</td>
<td>8%</td>
</tr>
<tr>
<td>To develop and use my athletic skills</td>
<td>17%</td>
<td>26%</td>
<td>57%</td>
</tr>
<tr>
<td>To take part in college social life</td>
<td>47%</td>
<td>40%</td>
<td>13%</td>
</tr>
<tr>
<td>For self-improvement</td>
<td>66%</td>
<td>32%</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Why Did Our New Students Choose Southeast?

How important was each of these factors in a student’s decision to attend Southeast?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southeast offered desired academic program</td>
<td>63%</td>
<td>32%</td>
<td>5%</td>
</tr>
<tr>
<td>Good academic reputation at Southeast</td>
<td>52%</td>
<td>42%</td>
<td>6%</td>
</tr>
<tr>
<td>Small class size</td>
<td>50%</td>
<td>38%</td>
<td>12%</td>
</tr>
<tr>
<td>On-campus housing</td>
<td>44%</td>
<td>33%</td>
<td>23%</td>
</tr>
<tr>
<td>Student recreation and intramurals</td>
<td>32%</td>
<td>46%</td>
<td>22%</td>
</tr>
<tr>
<td>Student activities, clubs and social organizations</td>
<td>34%</td>
<td>48%</td>
<td>18%</td>
</tr>
<tr>
<td>Tuition costs relative to other schools</td>
<td>59%</td>
<td>34%</td>
<td>7%</td>
</tr>
<tr>
<td>Services for students with disabilities</td>
<td>12%</td>
<td>26%</td>
<td>62%</td>
</tr>
<tr>
<td>Prompt response from University</td>
<td>39%</td>
<td>47%</td>
<td>14%</td>
</tr>
<tr>
<td>Influence of other Southeast students</td>
<td>31%</td>
<td>44%</td>
<td>25%</td>
</tr>
<tr>
<td>Influence of alumni</td>
<td>20%</td>
<td>36%</td>
<td>44%</td>
</tr>
<tr>
<td>Geographic location</td>
<td>38%</td>
<td>45%</td>
<td>17%</td>
</tr>
<tr>
<td>Personalized attention</td>
<td>39%</td>
<td>48%</td>
<td>13%</td>
</tr>
<tr>
<td>Honors program</td>
<td>18%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>Influence of high school friends</td>
<td>25%</td>
<td>40%</td>
<td>35%</td>
</tr>
<tr>
<td>Influence of family</td>
<td>32%</td>
<td>46%</td>
<td>22%</td>
</tr>
</tbody>
</table>