FORM

Multi-Location Visit Institutional Report

Instructions
Send the completed report as a single electronic file (in PDF format) to HLC at
accreditation@hlcommission.org, as well as to the peer reviewer assigned to conduct the visit. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution's general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

Southeast Missouri State University has four additional locations. Two locations, Kennett and Sikeston, are regional campuses and lower and upper division coursework is offered by the University. The third, at Poplar Bluff, is a delivery site on the Three Rivers College campus, a local community college, where the University offers upper division Bachelor degree completion coursework. The fourth location, Cape College Center, is housed at the Cape Girardeau Career and Technology Center and is a collaboration with Three Rivers College. At Cape College Center, the University offers general education lower division coursework.

Courses and programs are offered at the additional locations to provide flexible learning opportunities for students located throughout Southeast's service region. Instruction at all four locations involves various delivery methods; including face-to-face, interactive television, Zoom conferencing, online, and blended. Teaching faculty are under the direct supervision of the appropriate academic department. Faculty are trained and supported in the use of instructional technology by the University's Office of Instructional Technology.

A previous location, the Malden regional campus, closed in May 2018, at the end of spring semester. The closure and teach-out plan was approved by the HLC-IAC on May 1, 2018.

Location details:

1) Southeast Missouri State University - Kennett (established 2000)

1230 First Street

Kennett, MO 63857

     Degree Programs Offered:

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BS Agribusiness

BS Criminal Justice

BS Human Environmental Studies: Child Development

BS Interdisciplinary Studies

BSED Early Childhood Education

BSED Elementary Education

BSED Exceptional Child Education

BSED Middle School Education

BGS General Studies

2) Southeast Missouri State University - Sikeston (established 1998)

2401 North Main

Sikeston, MO 63801

Degree Programs Offered:

BS Agribusiness

BS Criminal Justice

BS Human Environmental Studies: Child Development

BS Interdisciplinary Studies

BS Psychology

BSED Early Childhood Education

BSED Elementary Education

BSED Exceptional Child Education

BSED Middle School Education

BGS General Studies

3) Poplar Bluff Delivery Site (started in 1997; collaboration with Three Rivers College)

Three Rivers College

2080 Three Rivers Boulevard

Poplar Bluff, MO 63901

Degree Programs Offered:

BS Interdisciplinary Studies

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BSED Early Childhood Education

BSED Elementary Education

BSED Exceptional Child Education

BSED Middle School Education

BGS General Studies

4) Cape College Center (established 2010)

1050 South Silver Springs Road

Cape Girardeau, MO 63701

Degree Programs Offered:

None

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

The four additional locations anticipate maintaining current enrollment numbers during the 2018/2019 academic year. Enrollment at some of the additional locations has experienced a gradual decline since the 2010 HLC visit. At that time, enrollment at the Kennett, Malden, and Sikeston locations was 1,415 students, which was about 13% of the University's overall head count. Fall 2018 enrollment at Kennett and Sikeston is 935 students, about 7% of the overall head count (See Attachment A). The enrollment decline is due to many factors; including: 1) population decline in the rural areas served by these locations; 2) students enrolling in online classes and programs; 3) closing of the Malden location; and 4) positive economic growth resulting in a decline in the population choosing to attend higher education.

The BS Agribusiness is the newest complete degree offered at these locations, and it started in fall 2009. Following extensive restructuring within Academic Affairs during the 2017/2018 academic year, the position of dean of regional campuses was created. This position provides leadership, vision, and operational oversight across all additional locations. Previously, the additional locations were each supervised by an individual director, who provided vision and operational oversight for their respective campus. The new position provides a central point for planning and communication with main campus units, which is expected to improve coordination and collaboration.

The Poplar Bluff location has experienced an increase in enrollment since the University placed a full-time coordinator on site in August 2015. This was the result of establishing a University Center on the Three Rivers College campus. Continued growth is expected regarding students completing the various teacher preparation degrees offered. Preliminary work has begun to increase degree options at Poplar Bluff to mirror those currently offered at the Kennett and Sikeston locations.

Offering new complete degree options at Kennett, Poplar Bluff, and Sikeston is considered the best institutional response toward improving enrollments at the additional locations. The dean of the regional campuses and the dean of the Donald L. Harrison College of Business and Computing are collaborating to offer a full pathway toward the Business Administration Bachelor degree at the additional locations. In fall 2018, there are 44 Business majors taking coursework at

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the additional locations. It is expected that having a full pathway for the Business Administration Bachelor degree available at these locations will increase the number of majors and graduates.

During the 2018/2019 academic year, the dean of the Harrison College of Business and Computing will take the lead on getting approval from the Missouri Department of Higher Education to offer a Business Administration Bachelor degree at the additional locations. Two new business courses are scheduled to be taught in spring 2019 at the additional locations, which are likely to generate further interest in the full degree opportunity among current students. The dean of the regional campuses will take the lead on promoting the new degree opportunity to prospective students. The complete Business Administration program is scheduled to be available to students at the additional locations by fall 2019.

Student, high school, and employer surveys will be conducted in spring 2020 to determine what additional complete degree offerings have the most potential at the additional locations. Preliminary conversations with employers indicate dietetics and social work degree programs are of interest within the region.

Based on the addition of two new complete Bachelor degree options, a goal of 10% enrollment growth is projected for the additional locations over the next three to five years.

Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

Facilities are planned, designed, and equipped to meet the coursework and degree programs offered at the additional locations. Classrooms and labs are purposely set-up to duplicate the instructional environment at the main campus. Labs are updated and equipped regularly. All additional locations follow ADA guidelines.

The additional locations' sizes vary, with Kennett being approximately 25,000 square feet; Sikeston around 42,000 square feet; and Cape College Center about 25,000 square feet. All facilities have standard classrooms with technology enhancements; computer classrooms; open computer labs; science labs; and interactive television classrooms. The Poplar Bluff location, at Three Rivers College, has two dedicated interactive television classrooms each semester, with 1 or 2 additional classrooms being available on an as needed basis.

Effective use of fiscal and technology resources is vital to successful course offerings and coursework at the additional locations. The University Department of Information Technology licenses and manages the Microsoft software suite. Instructional computer software licenses for the additional locations are purchased by academic departments and managed by the University Department of Information Technology. Information Technology staff annually update the additional locations' computer lab images to ensure student access to current software and that the different software interacts and communicates with one another reliably.

All desktop and laptop computers are kept on a five-year replacement cycle. The Department of Information Technology maintains a computer inventory that is used to schedule and budget for the replacement of all computers.

1. The Institutional Computerization Fund allocates $250,000 annually to replace staff computers across campus, including staff computers at the additional locations. (The funding to replace computers at the Cape College Center location comes from another centralized fund.)

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2. The Classroom Technology Fund allocates $175,000 annually to replace computers in classrooms across campus, including classroom computers at the regional centers.

3. The Regional Technology and Maintenance Fee allocates funds to replace lab computers at the additional locations.

Full-time faculty at the additional locations have office space with computers, telephones, printers and other resources as required. Part-time faculty are provided office space on an as needed basis.

Kennett, Sikeston and Poplar Bluff's internet access and internet support is through the University's MoreNet internet network system, managed by the Department of Information Technology. Students have University Wi-Fi access through hand held and/or personal devices as well. Internet access at the Poplar Bluff location is offered through the Three Rivers College network. An agreement exists between Southeast and Three Rivers and arrangements are made each semester for student access to computers and Wi-Fi, using their Southeast credentials.

The Kennett and Sikeston locations have large parking lots; Kennett has 172 total parking spaces, with 6 of those designated as accessible (ADA) parking spaces and Sikeston has 334 total parking spaces, with 8 of those designated as accessible (ADA) parking spaces. These parking lots meet student needs and are maintained by University Facilities Management. At Poplar Bluff, the students use the community college's parking lot. The Cape College Center has a large parking lot for students that is provided and maintained by Cape Technology Center.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

The additional locations at Kennett, Sikeston, and Poplar Bluff follow the same budget and funding processes as the main campus. Academic departments and support units submit requests for increases to base budget allocations to their division head. The division head reviews the request and submits the request up through the appropriate executive level personnel. Executive staff prioritize divisional requests and bring requests forward to the University's Budget Review Committee (BRC). The BRC has 28 members, representatives from all divisions and employee groups. It is the responsibility of the BRC to review university revenue and expense expectations and make recommendations to the president on adjustments to base budgets. The president reviews the recommendations, makes decisions, and brings the full University budget to the Board of Regent's for approval. Once a base budget is established, the department/unit can move base dollars as necessary between areas and/or expense categories.

Due to the closure of the Malden location and future desired growth, the FY19 budgets for the Kennett, Sikeston, and Poplar Bluff locations were closely reviewed and adjusted in coordination with the University Budget Office and the dean of regional campuses. The new budgets will be monitored over the next year to ensure that the budgets were adjusted correctly. Changes will be made in consultation between the Budget Office and the dean of regional campuses.

Students in lower level courses at the Kennett, Sikeston, and Poplar Bluff locations are charged a technology and maintenance fee, unique to the additional locations. This fee produces funding which is separate from the operations budgets available to each location. This fee provides the additional funding that is necessary for maintenance, larger capital improvements, and other major expenditures.

Staffing adjustments at the Kennett, Sikeston, and Poplar Bluff locations follow the same processes as those on the main campus. There are currently 18.9 faculty FTE dedicated to teaching at these three additional locations. The provost may move existing faculty lines to or

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from the locations, based on program enrollments and needs. New faculty lines must be approved by the president and funding secured through the BRC process. Adjunct faculty are hired by the academic department for whom they teach. However, the director of regional site operations is responsible for evaluating course needs–and corresponding adjunct faculty needs– in consultation with the academic department and the additional locations' coordinator of student and academic services. Student support staff, office staff, and maintenance staff were recently evaluated when the Malden location closed, and the organizational structure shifted. Staffing will be closely monitored this year to ensure that the additional locations are adequately staffed to meet student needs.

Facilities

1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

The facilities at Kennett and Sikeston are managed by University Facilities Management (FM). FM personnel work closely with the additional location staff to assess space needs, to develop plans, and to identify funding for improvements and/or expansions. At the Poplar Bluff delivery site, needs and plans are discussed with the host community college. At Cape College Center, needs and plans are discussed with the Cape Girardeau Career and Technology Center. Memoranda of Understanding are in place with Three Rivers College to deliver courses in Poplar Bluff and with Cape Girardeau Career and Technical Center to deliver classes at Cape College Center. Facilities management is addressed by the respective host institutions and are not overseen by University Facilities Management.

Staff at the Kennett and Sikeston locations can submit work orders through the online submission system to request immediate support from University FM. Work orders are received by FM, and staff are dispatched to address issues.

A process to create a campus-wide facilities improvement master plan was implemented in 2016. The purpose of the master plan is to outline improvements that will better meet the needs of students and other stakeholders. Staff at the Kennett and Sikeston locations were included in the consultations with architects and planners. The plan to improve these locations will be included in the comprehensive master plan that will be presented to the Board of Regents in December 2018.

A new position of dean of regional campuses was created as part of the restructuring in Academic Affairs that took place during the 2017/2018 academic year. Now, as is the practice with other deans, the dean of regional campuses will begin meeting with the director of facilities management on a quarterly basis to discuss facilities needs at additional locations. Regular meetings with FM and deans are standard practice across campus.

Instructional Oversight

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

Each fiscal year the University sets a marketing and promotion budget for the additional locations. This budget is managed by University Marketing. The director of university marketing meets with the dean of regional campuses to develop the annual marketing plan. The annual plan is developed based on the budget and on the marketing needs at each location.

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The Office of Admissions' recruitment materials include all campus locations. Several recruitment publications are printed specifically for the additional locations. Coordinators at each location support new student recruitment by answering phone/email questions, talking with walk-ins, and hosting open house events. The director of admissions meets with the dean of regional campus regularly to coordinate outreach, recruitment, and admissions efforts.

The Office of Admissions collaborates to offer regional campus orientation/open enrollment events from February to April. The Office of Admissions manages student recruitment, communication, and outreach (such as scheduling area high school visits, working with high school guidance counselors, and hosting workshops for students and parents on financial aid and applying) for all additional locations. A custom orientation handbook is provided to students at the additional locations. The orientation handbook is updated each year and prepared in collaboration with additional locations' staff and appropriate university offices.

Students use the common application form for all campuses when applying for admission to any of the additional locations. (http://www.semo.edu/apply) Online and paper applications are accepted. The applying student communication management system includes processing applications, requesting and accepting academic records and transcripts, and admissions notifications.

Enrollment, including headcount and credit hours by grade level, for new and continuing students is calculated and analyzed at the beginning of each semester and at the semester's fourth week census. This information is shared with the dean of regional campuses.

Each summer, personnel from the Office of Admissions travel to all additional locations to connect with staff and discuss updates.

2. How does the institution effectively oversee instruction at an additional location?

Faculty teaching at additional locations are members of academic departments. As such, they report to, and are supervised and evaluated by, department chairpersons. All faculty follow department, college, and university policies and procedures relating to course content and syllabi, textbooks, and classroom materials and supplies. Additionally, faculty follow all academic policies and procedures that relate to the academic calendar, such as reporting student absences and grades, as well as policies and practices related to classroom protocols, office hours, student conduct, and other faculty support for students. As established by University policy, complaints regarding faculty are submitted to the appropriate department chairperson (see Student Support 3 for additional information about complaints).

The University Academic Technology division of Media Services trains all the faculty in the use of the ITV (interactive television) equipment in the ITV classroom and records and archives all class sessions for later viewing if needed. The Center for Scholarship in Teaching and Learning (CSTL) offers faculty in-person support and training at the main campus and at the additional locations for effectively using Zoom conferencing and setting-up and managing courses in the Moodle online learning system. The CSTL staff provide faculty pedagogical support and instructional design assistance. The CSTL has online guides that can be viewed or printed and online training videos as well. (http://cstl.semo.edu/cstl/)

Institutional Staffing and Faculty Support

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

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Faculty assigned to teach at the additional locations are hired and/or approved by the appropriate academic department chairperson. These faculty meet departmental faculty requirements and expectations. Faculty participate in regularly scheduled department meetings, professional development opportunities, and other departmental activities. Faculty at the additional locations have offices and hold office hours at their assigned locations.

Staff hired at the additional locations must meet the same professional requirements and standards as similar positions on the main campus. Staff are under the administrative oversight of the dean of regional campuses. All locations are staffed with at least one coordinator of academic and student services and/or an advisor. Administrative assistants and maintenance custodians are hired as needed.

Faculty are evaluated through a performance evaluation process. For non-tenured, tenure-track, and tenured faculty this process is outlined in Chapter 2 Sections D (non-tenured) and F (tenured) of the Faculty Handbook (http://www.semo.edu/facultysenate/handbook/2f.html). Evaluations involve teaching observations and departmental review of other performance criteria.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

All faculty who teach at the additional locations are considered academic department faculty. Academic departments, under the leadership of the department chairperson, conduct faculty searches following the established process for recruiting faculty. (See the Human Resources webpage: http://www.semo.edu/pdf/HR_FacultySearchProcess.pdf)

Following a hiring decision, orientation activities and onboarding support are provided by the department chairperson and faculty, staff at the additional locations, Human Resources staff, and others as appropriate. Standard faculty evaluation policies and processes are applied; such as annual reviews and regular non-tenure track merit and tenure track service records. For many years, faculty onboarding and orientation was accomplished through a week-long program titled Teaching Enhancement Workshop that was offered to new faculty each August. In fall 2018, a new year-long faculty onboarding process, called Thrive in 5, was implemented to provide a more robust orientation program. Thrive in 5 includes onboarding support, a new faculty conference, personalized mentoring, faculty development days, and social activities with the president and provost. (https://cstl.semo.edu/cstl/FacultyDevelopment/Thrive5/index.html)

Orientation and onboarding of staff at the additional locations is provided by the dean of regional campuses, Human Resources, existing location staff, and others as appropriate. Standard staff evaluation policies, procedures, and timelines are applied. Following the work of a specially appointed committee, a new staff performance evaluation process begins this fall. (http://www.semo.edu/hr/performance-management.html)

Student Support

1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

Each additional location has a coordinator of student and academic services who is trained to provide and support these services. The coordinator serves as the on-site point of contact for students, working closely with University student services offices and facilitating students' access to requested and/or required services.

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Staff at Kennett and Sikeston are available to students during all hours those locations are open. Hours are: 7:30am to 9:20pm, Monday through Thursday and 7:30am to 12:00 noon Fridays. Staff office hours at Poplar Bluff and Cape College Center are 8:00am to 5:00pm Monday through Friday; hours that mirror the host institutions' office hours. Main campus student services offices are available via telephone and email 8:00am to 5:00pm, Monday through Friday. All student service areas have webpages with contact information accessible 24x7.

Technology support for University programs and systems is available to students, faculty, and staff 24x7 by phone, email, and live online chat through the Department of Information Technology Help Desk. (http://www.semo.edu/it/helpdesk/index.html) Media Services supports, manages, and maintains instructional technology used for interactive television and Zoom conferencing course delivery.

Disability Services (DS) is the institutionally recognized program designated to provide both federally mandated services, as well as proactive services, for students with disabilities, by ensuring equal access. To receive Disability Services, students at the additional locations register with DS. The registration process begins with the student contacting either the on-site location coordinator or DS directly. Contact can be made in-person or via virtual technology (Skype, Zoom or other software) for an appointment with a DS staff member. At the registration meeting, documentation regarding the nature of the student's disability is reviewed and appropriate reasonable accommodations are approved. Once accommodations are approved, DS staff collaborate with the coordinators at the additional locations and the appropriate teaching faculty to ensure that the accommodations are effectively implemented. (http://www.semo.edu/ds/program_info.html)

Kent Library supports student success through several services and activities. Students have 24 hour a day access to online materials and can phone the reference desk, email their questions, or chat with a librarian practically 24x7.

Information literacy instruction is taught to students taking courses at the additional locations. Library faculty teach using interactive television and Zoom. The information literacy content design for a class is a collaboration between instructor and librarian. Class learning objectives are defined and a lesson plan followed. Librarians know that library instruction is more effective when students can be hands-on, exploring the library webpages and interacting with library resources during the class. This creates the opportunity for students to ask the librarian questions. In spring 2017, Kent Library collaborated with the additional location directors and secured a University information technology grant to provide ten laptops to Kennett, Malden, and Sikeston for use during library instruction. The laptops are also available to support other coursework and student learning and research; for example, the College of Education, Health and Human Studies added Camtasia software for teacher education to two laptops at each location and faculty added astronomy software at one location.

Point-of-need support for the additional locations students is considered during the library acquisitions process. Streaming video is now the preferred video format because streaming videos are available on any device, anytime, anywhere, with unlimited simultaneous viewing. Departments offering degree programs at any additional location are strongly encouraged to include eBooks in their acquisitions requests as eBooks are accessible to students anytime, anywhere. Students can use the Library's online catalog on-shelf hold functionality and interlibrary loan systems to have library materials delivered to any of their locations for pick-up.

Tutoring at the additional locations is provided on an individual basis. Tutoring is provided by some faculty who hold additional office hours for individual and/or open group tutoring sessions. Tutoring is also provided by students who are identified by the campus coordinators and are

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deemed as qualified to tutor. Students tutoring additional locations students are paid by the University Tutorial Services. The Center for Writing Excellence offers an online writing lab, allowing students to submit a paper for writing assistance, editing, and/or proofreading. Students usually receive a response within 72 hours. (http://www.semo.edu/writing/online_submit.html)

The University, including the University's Student Government, works to provide students at the additional locations an opportunity to engage in student life outside of the classroom. Beginning in 2016, the University's "Engage in 8", the first weeks the fall semester events publication, was sent to all additional locations students to ensure those students access to the same information as students on the main campus. In addition, the University provided opening week shirts for new additional locations students to help connect them to the larger incoming new class. To help increase access to student organizations for additional locations students, student government created an additional locations representative that serves on the Student Senate of Student Government. This representative was recruited to help Student Government better communicate and represent the interest of students at the additional locations.

Beginning in fall 2018, a major change related to Southeast's fraternity and sorority chapters was implemented to permit membership by students at the additional locations. The University worked to help the fraternities and sororities understand the additional locations. Through these efforts, access to these organizations by all Southeast Missouri State University students was made possible. As a result of this change, six students who are enrolled in classes at an additional location (Sikeston) are new members of fraternities and sororities this fall 2018.

Staff from the main campus's EDvolution Center provide on-site, face-to-face training for students enrolled in one of the K-12 teacher programs at the additional locations. The training is to help students learn to effectively use iPads and other learning technologies. The EDvolution Center provides equipment, such as a green screen, and access to 3D printing to additional locations students; in the same way it provides these services to main campus students. Faculty and staff at the additional locations are invited to join the training sessions to ensure there is effective student support in the classrooms as well.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

All student services offices communicate directly with students via their portal and University email account. Students can also contact these offices by phone for information and clarification of, or in response, to emails. Various student services office personnel visit the additional locations in-person each semester, as appropriate; for example, Admissions, Student Financial Services, Testing Services, and Career Services. In addition to the typical Monday through Friday hours, some student services offices offer weekend hours.

The Office of Admissions is accessible Monday-Friday from 8:00am to 5:00pm and select Saturdays from 10:00am to 3:00pm through various means of contact; including, in-person: Academic Hall Room 100D; by phone: 573-651-2590; by email: admissions@semo.edu; and by live chat: http://semo.edu/admissions/index.html. An admission counselor is dedicated to the Southeast Missouri region. The counselor is equipped with a dedicated cell phone and accessible by email, phone, and text all hours of the day. The counselor represents all University additional locations at area college fairs and schedules visits at high schools to promote University programs and discuss admission requirements, cost, scholarships, and financial aid. Additional location coordinators annually attend several high school visits with the admission counselor.

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Students who do not meet the University's full admission criteria are admitted through the Step Up to Southeast Program. Step Up students begin the fall semester enrolled in nine credit hours. During the fourth week of the semester, advisors request information from Step Up students' instructors regarding the students' attendance, participation, grades, and other course activities. During the fifth week of the semester, advisors meet with the Step Up students to discuss their progress in classes. Based upon the information from the instructors and the discussions with students, a decision is made by the advisor and the student as to whether it is in the student's best interest to increase their enrollment to twelve credit hours for the semester. If it is determined that the Step Up student can be successful as a full-time student enrolled in twelve hours, the advisor will enroll the student in a Step Up section of UI 100, First Year Seminar, which begins during the fifth week of the semester.

Additional locations students have complete access to University Student Financial Services (SFS) and financial aid. All students can call or email (or visit if they'd like) to ask questions, turn in documents, and other activities. SFS has the additional locations listed as sites in the Program Participation Agreement. This means that SFS can provide all financial aid types to students attending at those locations. All students can view financial aid information and billing through their Southeast portal. SFS sends email and text reminders (texts for those who say it is ok); duplicating the same access to information and reminders as main campus students. The SFS webpages are public and have general information about student financial services. Additional locations students have access to all the information there, which includes the consumer information page, with information about SFS policies and procedures. (http://www.semo.edu/sfs/)

Testing Services has testing associates who travel to the additional locations on a regular schedule, and as needed, to administer education program entrance exams and University senior exit exams and to proctor exams for classes as required. Testing Services administers English placement tests to incoming additional location students and coordinates appointments for other specialized exams. For some tests, students may be required to travel to the main campus testing center. (http://www.semo.edu/testing/) Math placement exams are online and do not require proctoring.

Career Services (CS) assists students and alumni with deciding upon an academic major and career exploration, internship strategizing, career planning, and graduate school preparation. Throughout the academic year, CS offers a variety of career workshops and events as well as career fairs designed to connect students with prospective employers. CS maintains a range of online career resources including REDHAWKjobs.com, Southeast's online job search service. Career counselors provide in-person services at the additional locations each semester and meet, by appointment, with students to assist with choosing a major, resume writing, job search skills, and employment opportunities. Students can also access Career Services by phone or email. Additional resources are available on the CS webpages. (http://www.semo.edu/careers/)

The Office of the Registrar is available to assist students in person, via email, by phone, and through their webpage. Access to student records (transcript, advising, and other information) is through the student portal. Official transcripts can be ordered and delivered online. (http://www.semo.edu/registrar/)

3. What evidence demonstrates that student concerns are addressed?

Student concerns can be brought up by the students themselves or other students, faculty or staff. This is true for students attending any Southeast location. There are several avenues for students or others to identify concerns. The dean of students and Office of Student Conduct then works with Counseling and Disability Services, the Office of Residence Life, the Academic

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Support Centers as well as other offices to ensure that the concerns are addressed appropriately. Every effort is made to address student concerns in a comprehensive and timely fashion.

Students are encouraged to express specific academic course concerns to faculty and/or department chairpersons. Students may talk about any concerns with the on-site coordinator. The coordinator will then contact the appropriate student services or other office. If the coordinator is unable to facilitate a satisfactory resolution, students will contact the dean of regional campuses for assistance in resolving their concern/issue.

The Office of the Dean of Students handles student concerns. Students can submit their concerns online (http://www.semo.edu/dean/concern.html) and choose to remain anonymous.

Student appeal and complaint procedures can also be found online (http://www.semo.edu/dean/appeals/). These procedures are designed to provide students with options to appeal a range of items include parking tickets, grades, and financial aid decisions.

Students who wish to report any type of incident can contact the Office of Student Conduct directly and/or can visit the Office of Student Conduct webpage for support (http://www.semo.edu/stuconduct/). For concerns related to sexual violence, student can make a report under the "End Sexual Violence Tab". (http://www.semo.edu/itsonus/) Students can contact the University's Department of Public Safety directly, without going through the Office of Student Conduct (http://www.semo.edu/dps/).

The Students of Concern Team assists students with resources and support when more serious situations arise with students; including suicidal ideation, complicated family concerns, and when behavior occurs that may be considered threatening.

Evaluation and Assessment

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

Faculty define specific learning outcomes for courses and those outcomes are approved by the department. Each course has standard learning outcomes to ensure academic quality and consistency regardless of the format or location the class is offered. The course learning outcomes are included in every course syllabus. Each outcome is assessed. The assessment data is requested from faculty each fall and spring semester. Faculty report these data via the Course Learning Outcomes portal. (http://www.semo.edu/provost/reporting-clo-data.html)

In 2017, the University implemented an annual process for academic departments to assess student learning against program learning outcomes. This process asks departments to identify direct and indirect sources of evidence for each program learning outcome and then to rate these findings as 'excellent', 'good', 'fair', or 'poor'. Then, departments are asked to outline an action plan for any areas of student learning that are not rated highly. Evidence for student learning across the entire program is captured in this report, including learning by additional locations students. (See http://www.semo.edu/provost/assessmentreports.html for this process.)

The University's Academic Assessment Committee, which meets monthly, reviews the data from departments about course and program learning outcomes and looks for anomalies. The dean of regional campuses is a member of this committee.

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For additional locations students enrolled in one of the K-12 teacher programs, the academic departments track student learning based on the Missouri General Education Assessment exam (MoGEA) and the Missouri Content Assessment (MOCA) exam scores.

In 2018, the University acquired Starfish Retention Software, which has been implemented and branded by Southeast as 'SupportNET' (http://www.semo.edu/supportnet/). Once fully adopted, this tool will be able to filter data by student location and view students' academic performance.

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

As described above, students taking courses at the additional locations are held to the same standards, assessments, and assignments as students taking the same courses on the main campus or online. Additional locations students are required to take the same placement exams for English and mathematics as the main campus students. Students in educator preparation programs are required to take the MoGEA exam for general education, like students at the main campus. These exams are administered at the additional locations by Testing Services proctors.

Recently, the process was changed to exempt additional locations students from taking the MAPP (Measure of Academic Proficiency and Progress) exam as a graduation requirement. This exam is being phased out as a requirement for main campus students by Fall 2020, and because additional locations students often needed to travel to the main campus to take this exam, it did not make sense to continue requiring the exam for this group.

All courses offered by the University, at the main campus and the additional locations, are evaluated by students using the Smart Evals system. (Previously the IDEA course evaluation process was used.) The evaluations are administered and responded to online, which assures complete confidentiality and accuracy. (Procedure outlined by the Faculty Senate, http://www.semo.edu/facultysenate/bills/12-A-34.html.)

Continuous Improvement

1. How does the institution encourage and ensure continuous improvement at a location?

Southeast Missouri State University is part of the HLC Academic Quality Improvement Program (AQIP) pathway for continuous improvement. All additional locations are included in this process. University assessment and continuous improvement information and activities can be found on the Provost webpage (http://www.semo.edu/provost/assessment.html). Recently completed AQIP Action Projects, such as the project to create a process for reporting course learning outcomes and the project to improve teacher preparation through field and clinical experience, have had an impact on the learning activities and assessment processes for additional locations students, as well as main campus students.

Faculty and staff at the additional locations are required, offered and/or encouraged to participate in all appropriate professional development opportunities, trainings and workshops conducted by the University. Faculty are supported by their academic department as new processes, software, procedures, and/or other improvements are implemented.

Kennett, Sikeston, and Cape College Center locations have Advisory Councils comprised of local business leaders, K-12 education administrators and counselors, area elected officials, interested volunteers, and appointed community members. Kennett and Sikeston Advisory Councils meet on a regular basis. Cape College Center Advisory Council meets on an as-needed basis when

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the chairperson calls for and schedules a meeting. The purpose of these advisory council meetings is to share updated information and offer suggestions and support regarding the additional locations to the University faculty and staff.

All academic programs undergo cyclical program review on a five-year rotation. This process evaluates the programs based on established key performance indicators. (http://www.semo.edu/provost/curriculum/key-performance-indicators.html) The academic program review is done at the department level. Findings and subsequent actions from these reviews affect all courses taught, faculty, and resources involved in these programs, including those at the additional locations. More information about academic program review can be found at (http://www.semo.edu/provost/curriculum/program-review.html).

Leadership team meetings are scheduled each month by the dean of regional campuses. The attendees include the coordinators of academic and student success from all four additional locations. An agenda is drafted with input from the campus coordinators, which includes a variety of topics that may impact any of the locations. Based on the agenda items, appropriate personnel from various University departments are invited to participate. Agenda topics for discussion are added as they are identified and are dropped as they are resolved.

Marketing and Recruiting Information

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

The University maintains degree maps for every academic program. The maps include a four-year study plan to help students see when and where they will take courses. The degree maps are publicly available on the Southeast website and used to promote the University to prospective students. The veracity of such information is confirmed by the academic department before it is included on the website.

Marketing for the regional locations is centralized and coordinated through the Department of University Marketing. University Marketing staff utilize a variety of outlets and media; including billboards, cable television, radio, social media, print pieces and brochures. University Marketing also maintains the University website, where specific information is located; such as location addresses, contact information and degree programs available, links to admissions, academic departments, student financial services, and other university services and resources.

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