REPORT OF A VISIT TO
SOUTHEAST MISSOURI STATE UNIVERSITY

Cape Girardeau, Missouri

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For the
Commission on Institutions of Higher Education
of the
North Central Association of Colleges and Schools

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PART I
INTRODUCTION

A. SCOPE AND STRUCTURE OF THE VISIT

This is a report of a comprehensive evaluation for continued accreditation at the Specialist degree-granting level. This visit was conducted for the Commission on Institutions of Higher Education on October 16-18, 2000. A request from the institution for a change in new degree site location status was considered.

B. ORGANIZATION OF THE REPORT

This report is divided into five major parts. Part I is the Introduction -- which includes the organization of the report, the accreditation history of the institution, the scope and structure of the team’s visit, and the team’s evaluation of the institution’s self-study process and report. Part II summarizes the team’s Evaluation for Affiliation with NCA, including assessment of the institution’s response to previously identified concerns, the institution’s compliance with the General Institutional Requirements, and the patterns of evidence that illustrates that the institution meets the five Criteria for Accreditation. Part III enumerates the strengths of the institution, and identifies the concerns that need to be addressed. Part IV provides general advice and suggestions, which are designed to be helpful, but not mandatory. Part V contains the team’s recommendation to NCA for action and its rationale for the recommendation.
C. ACCREDITATION HISTORY OF THE INSTITUTION

Southeast Missouri State University was first accredited by the North Central Association of Colleges and Schools in 1915. In 1966 accreditation was granted through the Masters degree, and in 1973 accreditation was approved to the Education Specialist degree.

D. EVALUATION OF INSTITUTION'S SELF STUDY PROCESS AND REPORT

Southeast Missouri State University engaged in a thorough and validated self-study of its strengths, challenges and opportunities for improvement. The report was well organized, and documentation was provided to support report conclusions. There is evidence of involvement across campus in the self-study development and editing.
PART II
EVALUATION FOR AFFILIATION

A. INSTITUTION'S RESPONSE TO PREVIOUSLY IDENTIFIED CONCERNS

In the last comprehensive visit of Southeast Missouri State University by North Central Association in 1990, 11 concerns were identified that the institution was obligated to address. This team found that, while all concerns have been addressed during the ten years since the last visit, not all have been resolved; and some will require continued attention.

The team draws the following conclusions after reviewing the institution's response to the following 11 concerns. Findings related to each are elaborated in relevant sections of the report.

1. Failure to address enrollment issues in a timely manner and to develop an enrollment management plan

   An enrollment plan was established and the institution has been effective in targeting and building enrollment in a planned manner. This concern is being adequately addressed.

2. The fiscal implications of residence hall occupancy rates

   There continue to be challenges in the area of residence life. The institution is attending to residence hall issues and is aware of the continuing challenges.
3. Need for competitive faculty salaries and inadequate compensation for other University employees

This is not identified as a specific concern at this time. Salary and compensation have been improved to a level where they are not surfacing as concerns reported by employees. Merit pay, however, is perceived as inadequate to serve a useful purpose.

4. Need to further develop institutional research and institutional databases to support present planning process

There is a continuing need to assure a well-developed, centralized institutional research function to support planning initiatives.

5. Unequal distribution of work loads. University expectations for faculty productivity should be reflected in load assignments and planning for needed faculty positions

While the team has not identified this concern among those enumerated at the end of this report, it is perceived as an issue among the faculty in several departments.

The University should continue to attend to this issue, as it affects morale and feelings of equity and integrity.

6. Institutions' lack of attention and progress on affirmative action in increasing the employment of women is incomprehensible

Progress has been made in the employment of women faculty, but this should remain a priority for the institution.
7. Evidence of racial unrest as reflected in the “Quality of Institutional Student Life”, the report of the Task Force on Ethnic Diversity, and as reported to the Evaluation Team needs to be addressed before there is a serious disruption of University-community relations.

Evidence supports the conclusion that the climate for minority students has improved noticeably since the 1990 visit. While the institution should continue to focus on maintaining a positive climate, the issues creating a serious disruption of relations with the community are no longer apparent.

8. Lack of a systematic evaluation system

This issue has been addressed satisfactorily.

9. Need, as recognized by the institution, to improve handicapped accessibility

The campus has done a great deal to ensure that the facilities are ADA compliant.

10. As a regional University, the institution’s commitment to serve the region in terms of external learning and economic development is yet to be realized

Since the last NCA visitation, the University has significantly developed learning opportunities to meet its obligation to serve the southeastern region of the state as outlined by its mission. Major service initiatives are in place with excellent results.

11. Student assessment, as required by NCA, is not fully developed.

The team has found assessment to be a notable strength of this institution. Student assessment is occurring in all units.
B. GENERAL INSTITUTIONAL REQUIREMENTS

Southeast Missouri State University provides appropriate evidence and documentation to assure that all 24 General Institutional Requirements are met.

C. CRITERIA FOR ACCREDITATION

1. Criterion One

_The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education._

Southeast Missouri State University has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education, as evidenced in its Institutional Self-Study Report 2000, pages 8-9. Programs and services offered by the University are consistent with and reflective of that mission.

Southeast has reviewed and revised its Mission, Role and Scope, as well as the University purposes, as part of this Self Study and the University's strategic planning process. Engagement with the community through research and public service programs is a priority.

Southeast Missouri State University has reviewed both its mission and statements of purposes, it fully meets Criterion One.
2. **Criterion Two**

*The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.*

The team finds that Southeast Missouri State University has effectively organized the human, financial, and physical resources necessary to accomplish its purposes as described in the sections below.

Since the last Self Study, there have been major leadership changes at the presidential and vice presidential levels. The University has benefited from the allocation of Mission Enhancement funds and the appropriation of capital funds for both maintenance and new facilities. While new leadership and funding provided outstanding opportunities for Southeast, major decisions were required about the organization of human, financial and physical resources.

Significant efforts have been directed toward a comprehensive strategic planning process, and much progress has been made in the past decade. Administrative decisions are tied to the strategic plan, as confirmed by both faculty and staff, who indicate that consideration of resource needs are contingent upon requests having been presented with justification by the requesting unit.

Additional areas appearing to need strategic attention in the University's plan include space use, technology development, and coordination of delivery of student services.
a. Institutional Governance

1) Governing Board

The structure of the Board of Regents has not changed since the last NCA Self Study. The four Regents and the student member who met with the team, were well-informed about and supportive of Southeast. The Board members discussed the challenges of selecting and working with five presidents in the last decade, and they indicated strong support for the current President and his administrative team.

Regents were pleased with state support and private funding for the University, but acknowledged the high levels of state funding would not continue. They were positive about how the University was expanding its off-campus sites, developing the River campus and School of Polytechnic Studies. Also, dealing with deferred maintenance and construction of new campus facilities were considered a plus.

Areas mentioned as needing attention by the Regents included technology growth and enhancement, expansion of the arts outreach through the River Campus, and the importance of building a sense of campus community and pride in the institution. Regents appeared to know the difference between their role in policy formation versus University operations.

These Board of Regents members understand the mission, role and scope of Southeast; and they have a clear understanding of their responsibilities, and how to work with the President to increase the quality and presence of the University.
2) University Administration

As the fifth president in ten years, the current leader has made some changes in the responsibilities of the four vice presidential positions, making use of individuals familiar with Southeast. A Provost was recruited nationally who had been at the University before, and an internal Vice Provost was named who had been the interim provost. The V.P. for Student Affairs position was abolished and duties distributed among the Provost, Dean of Students, and a newly-created V.P. for Administration and Enrollment Management.

While this is an unusual administrative structure, it appears to be working. The people currently in these positions are clearly collaborating, but responsibilities will need to be carefully monitored and evaluated to ensure that the Provost and Vice Provost roles are well defined and functioning effectively.

Individuals in the current student service leadership roles appear to understand the value and importance of student services being integrated into other divisions for increased value to students. Oversight will be necessary to determine how well this model works over time, particularly if personnel in the line roles change.

A new temporary position of Chancellor for Development of the River Campus and Polytechnic Institute was created to develop financial support for them through a capital campaign. Progress in obtaining funding is going very well.

In summary, current administrators seem to work well together and understand the system, but continuous evaluation of roles and responsibilities is
needed. The next decade can well be one of leadership stability that takes
Southeast Missouri State University to great and new heights.

b. Faculty and Faculty Governance

The faculty is clearly an asset at Southeast, displaying a strong commitment to
the teaching-learning process and a loyalty to the University. Collegiality is the norm
at Southeast, and this is clearly reflected through campus involvement in important
University activities ranging from planning to University Studies. Faculty input is
solicited and considered at all levels of decision-making, from the department level
to the President’s Office. Indeed the campus committee structure encourages this
interaction and shared decision-making.

Procedures for promotion and tenure are well articulated and the standards set
by the academic units are valued. However, there appears to be confusion
regarding the definition of what constitutes appropriate scholarship in the teacher-
scholar model adopted by the campus. Additionally, there is lack of clarity of the
definition of service and its relationship to teaching and scholarship at the campus
level. This is an especially critical issue, given the University’s commitment to
outreach. These issues seem unresolved in that merit is driven by local review and
decision-making. Indeed, some units have clearly articulated the relative weight of
various activities in the context of the assignment of merit, and others have not.

While shared governance is the norm at Southeast and works very well in most
settings, there is consensus that the Faculty Senate is less than effective in its role
as the campus-wide governance body. A major issue is the apparent confrontational relationship with the administration.

Further, the faculty seem to place little value on Faculty Senate service, as reflected by the difficulty in getting individuals to serve. Discussions with administration and Faculty Senate leadership indicate that each understands the need to reinvigorate the Faculty Senate; both appear committed to such an effort, believing it is a critical link in University governance.

c. **Students**

1) **Student Services**

   Student Support Services cover a range of professional units that support the institutional mission of Southeast and augment the quality of instruction. These services cross three divisions within the University. There is confirmation through faculty, staff, and students, that appropriate services are in place to foster student scholarship and cultivation of leadership opportunities.

2) **Enrollment Management**

   A new enrollment management plan is in place for Southeast Missouri State University. Careful attention is given toward the strategic plan goals of increased enrollment and the identification of college-ready students. The new student recruitment and scholarship programs are building enrollment from targeted
populations and targeted regions. Special attention is given to the recruitment and retention of minority students.

Leadership for the enrollment planning area is provided by a cabinet-level Vice President for Administration and Enrollment Management.

There is evidence that collaboration is occurring across division lines to achieve University goals. Quality indicators show that Southeast is making progress toward achieving its enrollment goal. Minority student enrollment goals have not been fully realized, however.

d. Physical Resources/Facilities

The physical appearance of Southeast is inviting and attractive. Well maintained buildings, externally and internally, and well-kept grounds show institutional pride. New buildings and over 40 remodeled classrooms provide an atmosphere conducive to student learning. The Campus Master Plan is based on a maximum enrollment of 10,300 students, 8,000 full-time equivalent, fairly reflective of predictions of anticipated growth by each college.

Students have supported campus improvements by assessing fees on themselves for increasing recreational facilities and sports arenas. Further, the River Campus grew from a private donation of scenic land overlooking the Mississippi River. When construction at this site is completed, space will be freed on the main campus to allow renovation of classrooms, laboratories, and office space.

Because efficient space use is limited by segmented scheduling, a centralized scheduling software program has been purchased but not fully implemented to allow
more efficient and effective assignment of classrooms and labs across campus. The results should include energy and classroom technology efficiencies.

The new Facilities Management Building was completed by campus staff at a 60 percent lower cost than if done by outside contractors. This savings was reallocated to other needs. Other efficiencies include: vehicles for local use are purchased through state surplus, and rentals are used for off campus trips. Also, many off-campus facilities are provided by private and civic donations and maintained by the local centers. All these factors indicate an efficient and expedient use of resources by the institution.

e. Instructional and Learning Resources

Southeast has made significant recent progress in developing instructional and learning resources. Planning for development and access to technology, and selection of effective administrative systems need attention as discussed below.

1) Instructional Technology and Technology Supporting Teaching.

Southeast Missouri State University is to be commended for the progress it has made in implementing student and faculty-based technology and related networking structures from 1995-2000. As demonstrated by table 3-4 -- strategic planning, assessment efforts, and testimony from satisfied users-- progress is significant, recognized and appreciated by users. In some ways, the late start has prevented the false starts and errors that can result from early adoption of new and unproven technologies.
Personal computing needs have also been addressed with the establishment of e-mail. In new structures such as the business building, and in retrofitted spaces such as the student union, student computer areas are well designed, equipped and staffed. Interviews with student users, student assistants and the student body president all support these assertions.

At the same time, issues remain in this rapidly changing cost-intensive area. For example, the University has adopted planning principles that advocate "extraordinary flexibility" to "keep the process ongoing and open ended...." While in some areas these principles probably have proven effective; in others, because of the process or the people involved, they have led to a lack of critical progress.

Significant decisions have yet to be made in the selection and/or implementation of much needed administrative systems for admissions and records, and for space management and usage assessment. The data available to the administration and presented to the team were incomplete and confusing due to the lack of effective systems and appropriately skilled personnel. The institution must take action to find and use effective administrative technology.

The team found significant territoriality in space use, especially with desirable high-technology classrooms. Departments and colleges fortunate enough to have access to these rooms are satisfied; others
without such spaces are not. A centrally coordinated process for assigning space should be implemented.

The team suggests that the information technology planning process be reevaluated, with attention given to defining a clear direction for technology acquisitions and use. Outside consultants may be needed.

2) Library Resources

The University has demonstrated that it is offering sufficient resources in all formats, to meet the institutional mission on and off-campus. For programs in place, the library has a reasonable collection of journals that meet the instructional needs of the campus. While the library's monograph collection is dated in areas, new funds have been secured to buttress it; plans are in place to implement an approval plan to bring the most current monographic literature to the shelves. A judicious weeding-out program, with appropriate faculty consultation, is under way to make the collection more relevant to current programs.

Though the library cannot meet the research needs of the faculty from campus holdings, procedures and systems are available to secure items from other locations or in digital formats. Statistical information shows that these services are widely used.

The management of library resources follows “good practice” as suggested by American Library Association standards. Of future concern, as the Internet becomes more pervasive, is the library and campus
commitment to the implementation of "good practices" that afford access
to the "virtual" library. The Kent Library, with the support of computer
services, is moving aggressively to extend information resources to all
patrons, no matter their location. This is of particular importance and merit
given efforts of the University to establish centers at a wide variety of
locations in its service area. Internet access to indexing, abstracting and
full-text databases is afforded to all students, faculty and staff, no matter
their physical location. This initiative will be further advanced when the
MOBIUS statewide computer-based library system is implemented.

While the digitized world of information suggests the demise of the
"physical library", the University recognizes that library needs must be
honored. As part of the institution’s well-developed assessment process,
consultants have provided the institution with well-reasoned reports that
suggest a wide range of library needs. These reports merit the attention
the institution has given them, and the team reaffirms and endorses the
recommendations offered.

The new "zero space" digital format options suggest that the existing
library structure can meet the physical space needs for library service for
the foreseeable future. However, as consultants suggest, this can only be
true if non-library functions are moved from the library as quickly as
possible. This must be followed with the remodeling and refurbishing of
the building to address the accumulated needs of 35 years of neglect, and
to meet the new technological demands of the digital era.

f. Financial Resources

Southeast has been fortunate these past few years during its intensive strategic planning efforts to have a supportive Governor and General Assembly who have increased Missouri’s investment in higher education. The Strategic Plan’s initiatives have been supported by new “mission enhancement” funds added to base operating budgets. Also, several major capital projects have been funded, and the University Foundation has been successful in obtaining support for new initiatives like the River campus.

The University has carefully organized and managed its financial resources to direct expenditures toward its mission. Southeast has implemented a comprehensive and inclusive budget review process, which includes shared governance through a University-wide committee that evaluates all revenues and expenditures against its strategic plan.

Expenditures have been carefully controlled to greatly increase fund balances. This is a significant accomplishment, considering the slim reserves held by the University a few years ago. Student fees and other costs (like housing) are likewise reviewed and approved by the governance groups before submission to the Board of Regents for approval.

All evidence indicates that Southeast has financial resources sufficient to support its mission, with adequate reserves for unexpected expenses. Its financial statements are externally audited on a regular basis by a certified public accountant,
and financial reports are available upon request. Budget documentation was in
order as reviewed by the team.

3. Criterion Three

The institution is accomplishing its educational and other purposes.

The team finds that Southeast Missouri State University is currently accomplishing
its educational and other purposes as described in the sections below.

a. Academic Programs

1) General Education

University Studies is a well-developed, nationally recognized program;
faculty speak of it with pride, as making the undergraduate experience at
Southeast Missouri State University distinctive. A number of factors
evident in the report and visit make clear why this is true. New faculty are
educated about the program and encouraged to design courses for it. The
program is very visible and inclusive.

Broad-based support of its quality is evident in the concerns expressed
by chairs and faculty that new articulation agreements, acceptance of
Advanced Placement credit, and dual high school/college credit might
dilute program quality. Adding to these issues is the state’s stance that
higher education institutions accept general education transfer credit. The
Dean of University Studies, who is also the chair of the committee setting
standards statewide for general education, felt that the University's policies accommodated both the need for students to transfer without losing credit, and the need for Southeast's University Studies program to achieve its stated student learning goals.

Since the last NCA visit in 1990, internal and external review has led to changes in the program and its assessment procedures. The change in the first-year seminar to a thematic approach, enables faculty to teach from their own disciplinary strength and emphasizes content as well as skills development. The change has been welcomed by both faculty and administrators.

The belief of the Dean and University Studies Council that the goal of interdisciplinarity will receive increased attention seems well founded. As they noted, departments need to articulate goals of the major and how they expand and complement general education. At the same time, the need to explore the purpose of Service Learning, and its definitions, becomes apparent as incorporation into GS 101 is taking place. There is an excellent literature on this topic that needs to be seriously examined. Given the careful response to the external review, and their own internal reviews, it seems evident that the program will continue to be a distinctive strength of this University.

2) College of Business

The Donald L. Harrison College of Business is a strong and vital part of the University. Since the last NCA visit, the College has received undergraduate accreditation from the American Assembly of Collegiate Schools of Business
(AACSB). Now, with a Master of Business Administration (MBA) degree, the College is currently seeking accreditation at the graduate level. (AACSB visited just after the NCA visit. The University was told they would be accredited.)

The College is housed in a new state-of-the-art showplace facility, complete with presentation technology and internet connectivity in all classrooms. Faculty incorporate technology to enhance the learning experience, on-line courses are offered, and students have access to excellent computer labs.

Curriculum has expanded to include a Management Information Systems major, important for providing necessary educational opportunities in the region. Additionally, the College is keeping pace with the changing business environment through exploration, via a task force, of incorporation of e-business strategies and resource management software into the curriculum.

The College takes its commitment seriously to serving the region as exemplified through the development of the MBA for non-traditional working adults; and the creation of business centers for small business, entrepreneurial studies, and family business. The success of the curriculum is assessed by appropriate and comprehensive measurements, including the Major Field Achievement Test (MFAT). While research productivity is somewhat varied among the staff, an increased focus on research productivity and service exists; it is supported by an average instructional load of nine credit hours per semester.

One recommendation is offered. Careful examination of documents regarding the College needs to occur, as an error was found in the 2000-2002 Graduate Bulletin, which states that the University holds AACSB accreditation.
This infers accreditation currently exists at the graduate level. Receipt of the accreditation will address this particular case but the need for care and accuracy is cautioned.

3) **College of Education**

The College of Education serves a vital role in the past and future strength of this University. Since the unit is NCATE accredited, the College is clearly serving its purposes and is well positioned to continue moving forward. Evidence observed throughout the visit indicates that the teacher preparation programs are viewed as a campus-wide responsibility.

Faculty in the College of Education incorporate instructional technology in their teaching at variable levels. Some faculty are described as highly skilled and effective, while others are less competent and committed. Likewise, the technology and instructional resources vary from adequate to advanced. Education faculty, as a whole, are viewed as demonstrating effective assessment practices tied to decisionmaking and program improvement.

The unit also has put effort into promoting diversity. While recruiting diverse students continues to be a challenge, faculty diversity has been enhanced in several recent hires. As is true in similar Colleges of Education across the country, attention to expanding the diversity of faculty and student characteristics must be a continuing challenge. The difficulty nationwide in recruiting qualified education faculty compounds the issue, making it imperative for the University to remain competitive in seeking new faculty. Workload, salary, support,
professional opportunities and a collegial community can be relevant issues in the recruitment of new faculty.

The College of Education is engaged in a number of creative collaborative efforts that serve the needs of educational professionals in the University's service region. Collaborative programs with other institutions, and courses and programs delivered at distant sites, are putting significant pressure on faculty resources. It does not appear that the increasing demands for significant travel, program development and collaborative planning are adequately accounted for in faculty workloads.

While some externally supported programs, like the collaborative doctorate, provide for additional faculty lines; other programs are expected to be developed and delivered without support for those involved. Faculty and administrators see this as a time when faculty are asked to do more and more, without adequate support or adjustment of expectations. If the unit expects to extend its services within and beyond the campus boundaries, there must be serious attention to resources and expectations.

The combination of counselor education and educational leadership in one department appears to have passed its usefulness. Given that there are already 'wing chairs' for the two programs, indicators suggest that the connections are in name only. While institutions may organize units in their own unique ways, such a blending is rare and does not appear beneficial for those involved. These two programs share little and must be responsive to different accrediting bodies,
each with its own demands. A critical assessment of this arrangement is advised.

4) College of Health and Human Services

The College of Health and Human Services is appropriately organized to accomplish its mission. Notably, the College is committed to extending its programs and services beyond the campus to the citizens of southeast Missouri, in support of Southeast's strategic goal of extending the boundaries of the campus. In this context, the College is commended for its efforts to secure external funds to support its outreach efforts, reflecting the entrepreneurial spirit of the faculty.

While generally well staffed to meet current on-campus instructional obligations, the expanded reach of the College's programs and services has stretched the faculty and limited the College's ability to fully serve the region. Issues that arise include the need for additional faculty to help fulfill the instructional obligations at off-campus sites and permit expansion of on campus programs.

As the College has several programs with strict student-faculty ratios imposed by disciplinary accrediting bodies, there is some concern with the apparent movement of the campus to an enrollment-driven model for allocation of new lines. Further, there is a general concern among the faculty about the need to adjust workloads to better reflect time demands associated with travel to and
from off-campus centers, as well as reflect the time devoted to graduate-level instruction and thesis supervision.

5) College of Liberal Arts

This is a College committed to teaching and student interaction. Improvements in department program assessments have been spurred by the establishment of the University assessment committee's evaluative review of annual program assessment efforts. Further, improvements in program assessment may result from having the College representative to the committee work with those departments whose assessment plans call for improvement. The focus on assessment should furnish necessary information for the revision and review of undergraduate and graduate programs in the College.

Significant progress in identifying the criteria used for merit pay has been made, and tenured faculty are now reviewed yearly. Yet, the amount of funding available for merit appears inadequate to produce any significant impact.

Support for faculty development, including travel, is adequate; there is money available from a number of funding sources. Also, genuine progress in the diversity of faculty has been made. However, the lack of a proactive faculty and student recruitment plan has resulted in success by accident, and not by design. Conversations with faculty suggest that education about diversity, enrollment, and hiring procedures and plans is
needed to convince the majority that success is possible and worth the effort.

Workload issues are a concern to the faculty, particularly the apparent disparity between those in the College and in other Colleges such as Business and Education. Multiple and increasing demands upon faculty time, and very uneven access to technology, require attention. The College needs to plan for best use of space and faculty resources to meet an expanding graduate and service mission.

6) College of Science and Mathematics

The College of Science and Mathematics is appropriately organized to accomplish its mission. Resources are generally adequate to meet operational needs, although unit funding is insufficient to ensure the regular replacement of computers and acquisition of advanced instrumentation.

The College is generally satisfied with the students majoring in the sciences and mathematics. It noted the positive impact of the institutional decision to change admissions standards, especially as this reduced the need for remedial mathematics. But, the College is having difficulty recruiting appropriately credentialled faculty to support and extend the Computer Science and Mathematics Education curriculum. The former is especially critical in the context of the College's desire to pursue professional program accreditation.

The emphasis on experiential learning as expressed by undergraduate research is noted, but the laboratory environment is less than optimal for the
support of undergraduate and graduate research. This situation will be partly addressed as space is reallocated and renovated following the construction of the River Campus. However, by the College's estimate, the need for quality laboratory space to support the instructional program and research involving undergraduates will not be fully met by this reallocation.

The College is commended for its commitment to K-12 mathematics and science through the Godwin Center for Science and Mathematics Education.

7) School of Graduate Studies

Under the leadership of an Interim Dean, the Graduate School is undertaking an internal review of all graduate programs. In order to establish criteria for assessment, surveys of ten benchmark institutions was undertaken. The internal review dovetails with program assessment. Thus, it seems that the need to assess graduate programs is addressed, as the graduate school seeks to determine what programs are sound and have enough student demand to justify them. That determination is critical, in light of increased resource demand for new graduate programs.

Partnerships with other universities, and delivery of distance learning courses and curricula, are stretching faculty and budgetary resources. While faculty generally believe technical support is adequate for course development and delivery using either ITV or the web, concern over faculty loads was expressed by a number of graduate council members.
Others worried that outreach required to serve the region well might dilute the scholarship necessary for graduate programs. Unevenness in faculty loads for research and graduate education was mentioned again and again, with discrepancies between reduced loads available for doctoral and masters faculty in Education and Business; contrasted with the full 4/4 course norm in the Colleges of Liberal Studies, and in Health and Human Services.

The Graduate School change in policy to provide provisional admission to students with less than a 550 TESOL score is one specific example of the attempt to address the challenge of serving a more diverse population. Another possibility for increasing the diversity of the student body and providing better service to the area are partnerships with the schools to strengthen teacher education and student learning, particularly in science, mathematics, and reading. There are numerous federal grants available to support this work. Given the collaborative spirit among faculty and between the community and Southeast, this avenue should be pursued.

8) School of Polytechnic Studies

Since the last NCA visit, the School of Polytechnic Studies was created in 1996, which puts increased emphasis and focus on advanced technical education. This important economic development and educational effort is funded by Mission Enhancement Funds. An outstanding building to house the School is currently under construction, which will provide up-to-date
technology labs to house the necessary new equipment important in providing this education.

The School, comprised of the Industrial and Engineering Technology, plus the Agriculture departments, has increased faculty FTE to meet the rapidly expanding educational objectives. The School offers degrees from the associate through graduate levels. Associate degrees are provided in cooperation with other educational partners and via 2+2+2 seamless articulation, enabling students to continue to build on prior education. The curriculum is current and relevant as demonstrated through high-placement rates, comprehensive assessment measures, and effective use of advisory boards of industry leaders and employers.

Perhaps most noteworthy, is the strong commitment to service within the region. This School is providing needed courses, degree programs, noncredit learning opportunities and expertise across the service area through innovative partnerships with other educational providers, business and industry, off-campus University centers, and community locations.

The positive impact upon the University service region is perhaps best illustrated through the funding support received by the School, the addition of positions through legislative action, and the provision of monies raised and donated by the communities they serve. The School is aware of the challenges that accompany such growth, and it has strategic planning goals in place to move forward.
9. School of University Studies

a) Center for Scholarship in Teaching and Learning.

The Center for Scholarship in Teaching and Learning (CSTL) is administratively part of the School of University Studies. This relationship is clearly one of the contributors to the success of the University Studies program. The original and continuing mission of CSTL is the support of the Teacher-Scholar model, an all pervasive theme in Southeast's educational efforts.

Evaluative assessment, as well as anecdotal evidence, abounds to support the conclusion that this unit has been successful in meeting its mission. CSTL has led the way in the assessment efforts at the classroom level, and from its beginning in 1990, has contributed to the improvement of classroom instruction. The Center's efforts have ranged from broad-based workshops, to work with individual teaching faculty members who have very specific classroom concerns. In 1997 the Office of Instructional Technology (OIT) was created as a division of CSTL.

b) Office of Instructional Technology

The mission of OIT is to support the University's efforts to offer "technology enhanced education." Its mission statement captures the essence of what many universities are now seeking to accomplish. It appropriately recognizes that
education is the mission while technology only assists in accomplishing the educational mission.

OIT first offered support to faculty members interested in web-based courses. It is now moving to support the efforts of the School of University Studies. When one recognizes that the University has begun to move aggressively to take its programs to place-bound students in its service area, this is an appropriate focus. Web-based course efforts are designed around an in-house developed course-offering package. The team recommends that Southeast consider the wisdom of selecting to develop their on-line courses rather than using design services of vendors. Time spent developing a homegrown package can often be better used in supporting the users of a commercial package.

While it might be desirable for individual faculty members to exert a degree of independence in giving their specific courses a unique look and feel, the interests of the students are not well served by asking that they master different “front ends” for each course they take. It is enough that they must master the unique content of each course. The commercial packages also offer continuing support and upgrades that in-house developers cannot always offer. Funds seem adequate for purchase and support of a commercial package; the IT unit alone has an annual budget of plus $600,000 for equipment and software.
10. Distance Education/Off-Campus Programs/Extended Learning

The division of Extended Learning is a combination of several programs. Included are four off-campus centers that are experiencing a high degree of change and development. These off-campus centers and sites are critical to the mission to serve the region. The centers provide multiple services, important to the non-traditional populations served. The extended learning division has multiple assessment measures that indicate a high level of student satisfaction and success. Services such as registration, book rental, and advising are provided on-site and feedback indicates that these centers meet the expectations and needs of students. While library services are developing to meet off-campus student needs, continued development in this area will be important, especially through on-line web access. The presence of a center director and a full-time advisor at these sites adds continuity and increases the quality of student service. Security at the sites is being recognized as a potential issue and is being addressed.

Extended learning uses a mix of instructional delivery including on-site instruction that requires considerable effort and time from faculty traveling to the sites. Minor extrinsic reward is provided for this effort. Systematic recognition of these efforts is recommended, for merit and in support of tenure and promotion, would increase recognition of these activities and is recommended.
Delivery of courses and advising are also provided to off-campus locations through an instructional television network that enables two-way video and audio interaction. This reduces travel time for faculty and allows small enrollments at individual sites without undue cost to the institution. This network is a very productive and effective technology investment. Issues of stability in transmission still remain, and inequality of equipment at various sites can be problematic. Consistent and high level equipment at all sites would leverage the investment to maximize both financial and human resources. Further, problems of access to interactive instructional television classrooms for courses from departments without these classrooms may limit curriculum for distance delivery. Examination of centralized room scheduling appears warranted.

The university is just beginning to deliver on-line web courses. The Center for Scholarship in Teaching and Learning is an essential element in the development of Internet courses. However, decisions regarding curriculum development or redesign have not been based upon the needs of off-campus non-traditional populations and programs. The need for programmatic decision-making in strategic design of web-based instruction is recognized. Its role in leveraging faculty resources for meeting institutional priorities and strategic plans for off-campus programming is yet to be recognized and realized. Inclusion of extended studies and academic priorities in curricular redesign decision-making may be necessary to serve the region. Examination of standardized software
that has program interoperability with legacy systems may save time and money while providing better learning experiences for students and faculty.

Southeast Online is an exciting development for the University. This project needs to be linked to academic plans and priorities that are rooted in the University mission. As Southeast Online develops, an organizational structure than ensures this linkage is important.

Southeast PM and other continuing educational activities also are areas under development. Positive activities are occurring in this area. Continued attention to clarification of roles across the campus is indicated.

There are several very positive developments regarding distance, off-campus and extended studies which address a concern identified in the 1990 NCA visit. The university and these units deserve recognition and congratulations on their developments. Much remains to be done if the University is to lead the region and meet its “responsibility for excellence in teaching and student learning [that] supports a wide array of on-and off-campus instructional, research, and public service . . .” (NCA Institutional Self-Study Report 2000, p. 8). Having the unit report directly to the Vice-Provost is one such positive change. Further, meaningful dialogue regarding organizational changes has been recommended above.

These suggestions are not based upon deficiencies within this division. Rather, they are due to (1) the rapidly changing technological environment that has moved citizens toward life-long learning, (2) technology
development allowing enhanced instruction and delivery on and off-campus
with provision of student services on-line not in-lines, (3) growth in off-
campus degree programs and increased learning activities.

At Southeast Missouri State University, the rapid growth of off-campus
curriculum delivery provided by such new initiatives as the School of
Polytechnic Studies and community support resulting in new or expanded
instructional centers coupled with changes and expansion in unit personnel
suggest the need for a centralized, coordinated infrastructure.

These discussions need to occur within the larger context of technology
investment, development, and application for academic, service, and
administrative purposes. Technology is a major investment and its potential
for expending or leveraging financial and human resources is extreme.

b. Instructional Support

Southeast Missouri State University offers sufficient support to students and
faculty to meet the instructional mission in the institutional mission statement. The
team finds evidence for this conclusion in the self-study, documentation provided by
the institution, and the observations and interviews of the team. Instructional
support includes many different components of the institution's infrastructure and as
such, specific attention will be paid to the major subsets of this important area.
1) Computing support

As was noted previously, the campus has made dramatic strides in the past five years in addressing the need for academic and administrative computing support. The general level of computing support for the average user, student, or faculty, ranges from acceptable to, in many cases, exceptional. There are special needs in some of the scientific areas that are not met according to concerned departments. The campus is also making a credible effort to offer the training needed by the faculty to implement technology-based education.

2) Physical facilities; offices, classrooms and laboratories

This University exhibits the typical range of facilities one would expect to find at any post secondary institution with a 126-year history. Facilities range from the absolutely state-of-the-art business building, to what the one department self-describes as “not even barely adequate.”

Buildings are remodeled to address a wide range of problems and new structures are under construction. The campus has a facilities master plan, and planned construction and upgrades have grown from its assessment and planning efforts. As was noted previously, instructional space appears to be unevenly allocated, resulting in the “haves and have nots.” Note was made that improvements in space use would result from better and more centralized space management.
3) **Library support**

The campus has a collection that is adequate to meet the University's current programs. Current holdings, however, are not adequate to meet growing research demands, and it is not expected that the institution will be able to meet a majority of these needs from holdings on campus. The implementation of the MOBIUS program within the next year, and the growing body of digitized information that the library is aggressively pursuing, will go far in addressing the needs that cannot be met by the current physical collection.

4) **Instructional equipment**

The inventory of instructional equipment appears adequate. Needs for additional and more modern equipment was expressed by some of the equipment intensive disciplines. This, coupled with the continuing need to upgrade computing equipment for both academic programs and administrative services, will place stress on budgets.

c. **Services to students**

During its last NCA Review (1990), the University's Student Services Division was headed by a Dean of Students. A Vice President for Student Services position was under study and the NCA evaluation team urged such an appointment. It was believed that this position would provide greater representation for important student services and direct access to the President. A Vice President for Student Services was appointed in 1992 and remained in that position until 1998.
In a 1998 restructuring, programs designed to serve students were placed within three divisions of the University -- under the leadership of the Provost, the Vice President for Business and Finance, and the Vice President for Administration and Enrollment Management. This unique arrangement provides a distributive leadership model for providing services to students. Its effectiveness should be monitored and assessed regularly as the model is refined.

Given the recognition that the student population represents a rich complexity, student services provide support to help achieve students' educational goals, personal growth and development. All services demonstrate the importance of respect for individual differences, and they create a climate of pride, excitement and enjoyment in the educational process.

Since the last NCA review, Southeast modified its admissions policy from that of open admissions to that of a moderately selective institution. According to its strategic goal, Southeast Missouri State strives to admit only students who can be successful. The University should monitor the effect of this decision.

The enrollment management plan appears to be working for Southeast. The new Student Recruitment Program and Scholarship Programs are building enrollment from the targeted populations and targeted regions. Quality indicators have come close to the strategic plan goals. Yet, minority student enrollment goals have not been realized.
The Office of New Student Programs was established to address the University's strategic plan priority to serve students by increasing success and stabilizing enrollment. A host of effective support services are in place to assist first year students and new students with their transition to college life. A variety of assessment tools are used to determine satisfaction with student life and measure minimal computing competencies. Results of this assessment caused the University to provide flexible access to training sessions at different locations on campus.

Academic advising is shared by faculty and professional academic advisors. A decentralized advising model is used. Students expressed satisfaction with the quality of academic advising at Southeast. Technology is used effectively throughout the Student Services area.

As in the last NCA review, there continue to be challenges for this institution in the effective use of residence halls. Major renovations and new construction occurred during the last ten years. Occupancy rate has increased. Stability in leadership continues to be a concern and corrective written internal policies and procedures should be developed.

The Office of Career Services provides assistance in employment in career-related matters to Southeast students, faculty, staff, alumni, and community members. The Office of Career Services holds the honor of having been designated a "one-stop satellite center" by the state of Missouri.

Changes to strengthen the Financial Aid Services operation were implemented as a result of the Noel-Levitz Student Satisfaction Inventory. The University has appropriately addressed issues raised. Official cohort
default rates illustrate a 4.1% decline since 1996. The 1998 default rate was 5.4%.

The Center for Health and Counseling, the Substance Abuse Prevention and Education Program, the Learning Enrichment Center, and the Office of Minority Student Programs offer services to promote the educational mission of the University; and to fulfill the goals of the 1996 strategic plan. The percentage of the student body using the available services suggests that the services address student needs. Further, it appears that, as the range of services increases, so does the volume of students participating.
4. **Criterion Four**

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

a. **Planning**

Southeast points to accomplishments during the last three years as indicators that their dynamic planning process will provide direction for the institution. The Strategic Planning Progress Report identifies significant progress in each of the six priority areas, and it indicates that most of the identified concerns expressed in regional public forums are addressed. New degree programs have been added, enrollments are increasing annually, regional service has been increased through outreach efforts, student services have been improved, and major renovations and new construction projects have been completed.

The 2000-2003 plan developed by Southeast will address the challenges of reallocating resources to strengthen the institution's effectiveness in both academic and administrative areas; the final installment of mission enhancement funding will be made during the 2001 fiscal year. The six priorities in the plan are reduced to four in the current revision. Stakeholders see telecommunications and physical facilities as underlying and supportive of the other four priorities.

Accomplishments during the last three years, coupled with realistic choices concerning resource reallocation by those coordinating the planning process, indicate that the institution can effectively meet its mission and goals.
b. **Building on Assessment and Self Study**

Southeast has maintained a focus on assessment since the establishment of the Office of Institutional Research in 1967. Since that time, assessment activities culminated in a revised plan approved by the North Central Association in 1994. Administrative and academic departments now report assessment information annually as a part of the planning and review process.

Perhaps the most promising role for assessment grows out of the planning process that has dominated and shaped much of the campus activity during the past three years. The need for data and information will increase as questions of academic value and efficacy become more subtle and complex, and as Southeast continues to define itself in the process.

It is clear to the institution that assessment and planning processes should be highly integrated and mutually reinforcing, and that budgetary and resource implications must be associated with assessment results. In a planning and revitalization process, such as the one recently undertaken, the institution is relying on the creativity and ingenuity of faculty and staff to be successful. Evidence indicates the level of institutional support, both structurally and through resource allocation, is in the early stages of maturation, level three as described in NCA guidelines.

Assessment of the University Studies Program is exemplary. The University Assessment Review Committee (UARC) serves as the institution's centralized
review process. The UARC developed a rubric for evaluating annual reports submitted by academic units.

Significant variations in the quality in the activities and the reports, particularly the use of the data for curricular and budgetary decision-making became apparent to the UARC. So, their issues were addressed in the UARC's assessment of each report. The Department of Accounting, Finance, and Business Law presents one example of an excellent assessment program. Shortcomings in others are being addressed routinely by the UARC.

Some areas have made major strides in graduate level assessment. The Graduate School is using assessment in the form of an internal review as a basis for program retention decisions.

Overall, the assessment process is highly participatory; and those within academic and administrative support units are responsible for design, implementation, and use of assessments. This decentralized approach fits well with both the planning process and program review. Effective oversight at the University level exists through the UARC, which reports to the Provost and has members from all constituencies.

Several mechanisms are in place to ensure continuance of the linkage of assessment outcomes to allocation of resources. Requests by the academic and administrative units for resources are data-based, and initiatives without reference to potential resource implications are not taken seriously. Efficacy of assessment qualifies as an institutional strength placing it in level three as well.
c. Finances and Development

With the mission enhancement funding ending this fiscal year, the stage is set for the next five-year funding cycle to support planning priorities. The 27-member advisory Budget Review Committee will analyze the budget line-by-line, to determine where resources are committed and the direction that the institution will move. In addition, sub-planning activities are already in process. The Campus Master Plan for physical resources is tied to programmatic and residence hall planning.

An unknown each year is, of course, the amount of state allocation. Approximately two-thirds of the funding for the institution is in this category. Funding during the past few years has been quite adequate; and most importantly, the careful and conservative handling of financial resources during the past decade allowed the building of needed reserves.

5. Criterion Five

The institution demonstrates integrity in its practices and relationships.

a. Grievance Procedures and Dispute Resolution

Grievance procedures and dispute resolution processes are outlined for faculty in the faculty handbook, and for students in the student calendar/handbook. These processes are clear. Interviews revealed that the few faculty grievances filed typically deal with promotion and tenure. The Faculty Grievance Committee is a sub-committee of the Faculty Senate. Concerns about the role of the Faculty Senate have been described elsewhere and are supported by practices relevant to
Grievance. For example, the committee reports to the Senate, yet the Senate asks
clarification of its role in these issues.

b. Access, Equity and Diversity

Ethnic diversity is still an issue among the student body, faculty, and staff. The
administration recognizes and continues to develop strategies to address diversity.
A new University Diversity Plan is currently in process, and the Affirmative Action
Plan is under revision. Southeast Missouri State is to be recognized for its efforts in
this regard; however, the numbers representing diversity remain troubling.

The percentage of minorities among the faculty and the staff is still too low to
demonstrate the diversity the institution seeks to achieve. But, progress has been
made in the employment of women faculty. In order for this institution to continue to
fulfill its mission and strategic plan, it must aggressively address the issue of
diversity in its workforce, as well as its student body.

The campus has done a great deal to ensure that the facilities are ADA
compliant.

c. Institutional Publication and Advertisements

An aggressive marketing plan for Southeast Missouri State appears to be
in place. Brochures and other marketing publications are attractive and
professionally done. The institution is encouraged, however, to pay close
attention to all marketing materials to ensure that they accurately represent
the institution's goals.
In viewing some of the materials, one could possibly be misled about the diversity of the student body. The institution should carefully review its materials to avoid any misrepresentation.

Southeast Missouri State exhibits integrity in dealing with internal and external publics. Public information is communicated clearly and is made accessible to enable relevant scrutiny and appropriate use.

d. Federal Compliance and Third-Party Comments

The team found that Southeast Missouri State University met federal compliance expectations and sought third party comments during the self-study process, as expected by NCA. No responses were received.

Southeast demonstrated compliance with the Higher Education Reauthorization Act. Information made available through the student financial services showed a low student default rate.

D. Response to Request for a Change in Statement of Affiliation Status

Southeast Missouri State University has requested a change which would allow degrees to be offered at locations throughout the service area without NCA approval for each site. The requested change is consistent with the stated mission of the University, its commitment to serve the Southeast region of the state, and the strategic goals of the University. The change is appropriate to the institution's purposes and to the state's higher education statewide plan.
This change directly addresses the last NCA report of 1990, which states “the University must consider ways to provide bachelors level education to a greater proportion of the citizens of the region...” Additionally, it specifically addresses the concern cited in the last visit that “as a regional University, the institution’s commitment to serve the region in terms of external learning and economic development is yet to be realized.”

The planning was participative, included community involvement, and followed appropriate processes. The change is reflected in the University Strategic Plan and is supported through Mission Enhancement funding from the state of Missouri. Interviews reveal endorsement and support by the University Board of Regents, the Coordinating Board of Higher Education, and the Missouri State Legislature, and the plan follows the Southeast Missouri Educational Consortium agreement.

This change will impact all parts of the institution with some organizational units, colleges and schools more directly affected than others. Also, this change may well impact technology investment and application decisions. The credit and non credit activity represented will no doubt have unanticipated changes.

This change will probably have significant impact upon the University, this region and the state. It will also have negative effects, and some may be unexpected. Due to the major changes planned, a follow-up analysis of their effects upon the institution seems warranted.

Evidence exists that the institution has the capability to initiate and maintain the proposed change in off-campus on-site instructional contexts. Off-campus degree programs have been authorized and delivered for over two decades with success. Also,
the University has demonstrated its ability to develop external partnerships successfully with other educational institutions.

The University has less experience with technologically-delivered instruction. Instructional television (ITV) has been used in recent years and appears effective. Some instability in transmission remains, with some disruption to transmission occurring. This may be minor but could become a concern.

Access to ITV classrooms does not appear to be a problem for the academic units currently delivering or identified for off-campus delivery. However, some departments do not have ready access to these studios, and without centralized scheduling, certain academic units do not have needed ITV access. Further, all studios are not currently structured as origination sites, which may be a problem with increased growth and added programming.

The patterns of evidence do not assure consistency of delivery, clear learning outcomes, or consistent student assessment. The team is particularly concerned about the limited number of Internet/Web based courses; the lack of standardized “look and feel” for consistent University branding and ease of student use; and the lack of programmatic decision making regarding curriculum redesign for web delivery. Further, at present there are no “best practice” guidelines or curriculum readiness guidelines to foster consistent quality or by which to measure quality of these courses. The institution does recognize this need and it is planning the development of strategies to deal with these issues in the immediate future. However, the patterns of evidence do not exist at this time.
This institution is facing the challenges of rapid technology development, investment decisions, and variation in the quality and quantity of computers across campus. Further, while departments which are currently planning to participate in off-campus instruction have excellent resources, there is no indication that off-campus external learning is being included in the University-wide technology planning. For example, the role of Extended Learning in decision-making regarding campus technology is unclear and has not been demonstrated. Therefore, a progress report documenting patterns of evidence which support this issue is recommended.

The primary organizational unit for coordinating off-campus and distance education has been under great change. Most personnel have few years or months of experience. Further, this unit has within the past few months been assigned to report to the newly created Vice Provost position. The School of Polytechnic Studies, consisting of two departments, is newly created and has a major role in increased off-campus degree delivery.

All this, coupled with the issues related to adoption of technology for instruction and for student services, suggests the need to examine a possible creation of a new position(s) and organizational structure. Such a change could bring together academic computing issues, administrative issues, e-business functionality, and on-line student services within interoperational systems.

Conclusion:

The 2000 NCA Visitation Team recommends that the request be granted, with a progress report due in three years to provide information about identified concerns. The reasons for this decision are provided in the preceding pages.
The report should address:

I. Background and Context
   A. Degree programs delivered, where, by what delivery method(s), and to how many
   B. Appropriateness of new offerings to institutional mission and purpose
   C. Analysis of proposed changes on institution

II. Patterns of Evidence Currently Unavailable
   A. Evidence that the institution can maintain changes needed and monitor acceptable quality.
   B. Evidence that the institution has organized and planned for human, financial, physical and instructional resources (including technology and coordinated infrastructure) to support the changes.
PART III

INSTITUTIONAL STRENGTHS AND CHALLENGES

Southeast Missouri State University demonstrates numerous notable strengths. The team would like to highlight several.

1. Assessment is viewed by students, faculty and staff as a part of the University culture. There is a clear sense of ownership and important institutional decisions are tied to assessment results.

2. The University's strategic planning process has assured significant improvement in the decisions and accomplishments of the institution since the last visit. The presence of an effective plan enabled Southeast to receive a significant base budget increase from Missouri's mission enhancement funds. Faculty support the importance and meaningfulness of the strategic plan, and recognize that decisions are tied to the planning process.

3. The University Studies program enjoys faculty commitment and buy-in across campus. Student and program assessment results are tied to program change and enhancement.

4. Southeast demonstrates a clear commitment to serving the region through its partnerships, higher education centers and outreach efforts.

5. Southeast enjoys numerous successful partnerships and effective cooperative efforts with off-campus constituencies. Strong community contributions and partnerships with
government, business/industry, P-16, and health and social service organizations enrich
the University's opportunities for service to the region.

Institutional Challenges

There are several important challenges that Southeast Missouri State University must
address in the coming years.

1. Progress has been made since 1990 to increase the diversity on campus for
   student, staff, faculty recruitment and retention; however, institutional goals have
   not been met.

2. While the campus recognizes the role technology plays in enhancing the mission
   of the University, there is a lack of understanding of the academic and
   administrative technology required to achieve the mission.

3. Strategic reallocation of University resources is essential to realize Southeast's
   mission, especially in the effective use of campus space, technology and faculty.

4. The role of the Faculty Senate needs reexamination, regarding its role in the
   shared governance on campus.
PART IV

TEAM'S ADVICE AND SUGGESTIONS FOR INSTITUTIONAL IMPROVEMENT

The team offers advice and suggestions from the expertise of team members and experience acquired from reviewing similar institutions. The institution is encouraged to consider this advice but it is not obligated to respond to these suggestions.

1. Technology investment and application for instruction, student services, and administrative operations require current information and organization to maximize financial and human resources for meeting the University's mission. Organizational structures and leadership are important to facilitate informed decision-making and organization, system interoperability, and functionality. It may be that designated professionals in administrative and academic technology can improve the institution's use of technology to enhance student learning and institutional effectiveness.

2. The campus should consider larger class sizes to optimize the use of faculty and facilities resources. Current limits appear to be reducing flexibility and efficiency.

3. Clarification of what constitutes scholarship is needed at the campus level, in light of the adoption of the teacher-scholar model. The team found wide variation in the understanding of this model across campus.

4. Faculty service needs to be clearly defined, measured and rewarded in the context of the regional service focus on campus.
5. The institution should evaluate faculty workload issues, particularly in the context of the increasing demands resulting from collaborations, partnerships, and external and distance delivery of instruction.
PART V
TEAM'S RECOMMENDATIONS AND RATIONALE

Recommendations

1. The team recommends continued accreditation for Southeast Missouri State University, with the next comprehensive visit in ten years, 2010-2011. A progress report is requested January 15, 2004, addressing these issues:

A. **Diversity**

   Describe goals, process, and practices that demonstrate institutional commitment to increasing the diversity of faculty, staff, and students, in order to resolve this continuing concern.

B. **Technology**

   Provide evidence of processes and practices that assures the institution's currency andeffectiveness in maintaining appropriate academic and administrative technology; in response to the rapid change in technology demands and technological expectations.

C. **Off campus programs**

   Monitor the institution's success in serving regional needs, by describing programs delivered and proposed; include their relationship to the mission, and impact on other parts of the institution. Also, provide evidence of adequate
human, financial, physical, and instructional resources that support extended program delivery.

2. The team recommends that the Statement of Affiliated Status (SAS) be changed to allow Southeast Missouri State University to offer degrees throughout its service area without further prior approval by NCA.

Rationale

Southeast Missouri State University has demonstrated that the institution meets the Commission's General Institutional Requirements and Criteria for Accreditation. The Self-Study Report and supporting documentation were reviewed and validated by the team. Interviews with the Board, administration, faculty, staff, and students support this conclusion.

General Strengths

The team finds that the University has organized resources and processes to successfully meet its purposes, with a particular focus on service to the surrounding region. Southeast has committed to an effective strategic planning and decision-making process, based on systemic, ongoing assessment of student achievement and institutional effectiveness.

Southeast has maximized its relationships with external constituencies to serve the region's residents. This has been achieved through powerful and creative partnerships and collaborations with educational, service and community organizations. These practices will support Southeast well, as it addresses continuing and emerging challenges.

Diversity

While there has been notable effort to increase campus diversity through recruitment of diverse faculty, students and staff; projected goals were not reached. Some aspects of the
diversity concerns expressed by the 1990 NCA team clearly have been addressed; however, campus diversity must continue to be a priority.

The University must demonstrate a sincere, ongoing commitment to resolving this continuing concern, before the next comprehensive visit. Realistic goals and convincing commitments to effective recruiting practices must be in place within three years to assure measurable changes in diversity.

Technology

Southeast Missouri State University has shown substantial advances in the infusion of technology across the campus, and in teaching with technology over the past five years. Funding exists to continue to enhance the University's technology.

Yet, feedback across campus about technology policies and practices led the team to be concerned about the institution's direction. Apparent complacency with current status, in many areas, and conservative development of technology in others, limits the institution's ability to keep pace with prevailing practices and products of peer institutions.

The team recommends that the University develop a process for monitoring acquisition and use of technology throughout the campus to assure effectiveness comparability. Outside consultants could prove beneficial.

Off-campus program

The University has requested freedom to deliver off-campus programs throughout its service area and is appropriately positioned to add programs without further NCA approval. The team concludes, though, that the demands and opportunities for expansion of delivery across the region could place unanticipated pressure on the University's procedures, practices and resources.
It is important to assure that the University attends to the changes resulting from this expansion with carefully planned and articulated organizational structure, policies, leadership, quality management and resource allocation. The use of personnel and technology and the monitoring of quality are of particular importance.

Summary

Available evidence leads the team to conclude that the institution does not have procedures and policies in place to assure immediate and continuing attention to the issues highlighted above. Progress reports are requested to ensure that these concerns are directly addressed, and not developed without careful monitoring.
**WORKSHEET FOR STATEMENT OF AFFILIATION STATUS**

**INSTITUTION:**  
SOUTHEAST MISSOURI STATE UNIVERSITY  
One University Plaza, Mail Stop 3300  
Cape Girardeau, MO 63701-4799

**TYPE OF REVIEW:**  
Continued Accreditation

**DATE OF THIS REVIEW:**  
October 16, 2000 — October 18, 2000

**COMMISSION ACTION:**

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<th>STATUS: Accredited (1915-)</th>
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<td>Institution</td>
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<td>Team</td>
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**HIGHEST DEGREE AWARDED:**  
Specialist's.

| Institution | Recommended Wording: RETAIN ORIGINAL WORDING |
| Team      | Recommended Wording: RETAIN ORIGINAL WORDING |

**MOST RECENT ACTION:**  

**TO BE CHANGED BY THE COMMISSION OFFICE**

**STIPULATIONS ON AFFILIATION STATUS:**  
None.

| Institution | Recommended Wording: NONE. |
| Team      | Recommended Wording: NONE. |
NEW DEGREE SITES: Prior Commission approval required.

Institution

Recommended Wording: Allowed to offer degrees (grad and undergrad) at outreach centers in community college campuses and other locations throughout its service area.

Team

Recommended Wording: No prior approval required to offer degree programs throughout the service region.

PROGRESS REPORTS REQUIRED: None.

Team

Recommended Wording: I/15/04; A report on diversity, technology, and off campus programs.

MONITORING REPORTS REQUIRED: None.

Team

Recommended Wording: NONE.

CONTINGENCY REPORTS REQUIRED: None.

Team

Recommended Wording: NONE.

OTHER VISITS REQUIRED: None.

Team

Recommended Wording: NONE.

LAST COMPREHENSIVE EVALUATION: 1990-91.

NEXT COMPREHENSIVE EVALUATION: 2000-01.