

# Countdown to the SMSU Centennial



**A Long-Range  
Vision and  
Six-Year Plan  
(2000-2006)**

*Southwest Missouri State University*

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a multi-campus metropolitan univer-  
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## **Contents**

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<i>Preface</i>	4	Science and the Environment	32
<b>A Long-Range Vision</b>	<b>7-17</b>	<b>The Six-Year Plan (2000-06)</b>	<b>35-86</b>
University System and Mission	8	Academic Programs	36
Developing Educated Persons	16	Enrollment Management	52
<b>The Statewide Mission</b>	<b>18-22</b>	Facilities and Support Services	58
Public Affairs	20	Information Technology	68
<b>The Five Themes</b>	<b>23-34</b>	Funding the Plan	74
Professional Education	24	Measuring Progress	78
Health	26	<b>Resource Documents</b>	<b>87-89</b>
Business and Economic Development	28		
Creative Arts	30		

## Preface

**S**outhwest Missouri State University prides itself on being a “collaborative campus community of learners” with substantial involvement from faculty, staff, students, and administrators, as well as input from the university’s various constituent groups (alumni, advisory boards, area residents, state officials, etc.). SMSU believes this collegial and diverse campus community is more easily attained with a clear mission, long-range vision and comprehensive plan of how to achieve the agreed-upon goals.

This long-range plan for Southwest Missouri State University, *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)*, resulted from a review, reevaluation and revision of the five-year plan, *Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan (1995-2000)*. The new plan covers six years so that SMSU’s planning cycle will be in sync with that of the Coordinating Board for Higher Education.

### Goals for the Plan

SMSU’s new six-year plan is intended to achieve four specific goals:

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

### Further Focus the Mission

From 1995-2000, SMSU sharpened its focus on mission and mandate by emphasizing the real and unique strengths of the university and of its location. The university was successful in this effort. During this six-year plan, SMSU intends to further focus its mission through its designation as a “metropolitan university,” implementing its legislatively-approved statewide mission in public affairs, and

by serving southwest Missouri in the five themes of the metropolitan conversation: professional education, health, business and economic development, creative arts, and science and the environment.

### Continue to Increase Standards

The desire to increase standards and the quality of teaching and learning led to the adoption of the selective admissions standard and its implementation on a reasonable schedule, the move to enrollment management in policy and tactics, the adoption of a host of measurement and outcomes assessment activities, and the campus-wide emphasis on the student-centered and professional obligations of faculty and staff. Great strides have been made in all areas. This six-year plan builds on that foundation and raises the standards bar a notch higher than before.

### Continue to Operate as a System

In the interest of the students and taxpayers, it was essential to operate SMSU’s campuses in a systematic way. The university has been successful in this effort and wishes to continue that practice. For example, while SMSU-West Plains is separately accredited, there is a standard approach to system planning and management. Another example is the way in which the campuses are linked electronically (video, voice and data).

In the fall of 1994, the Springfield and West Plains campuses were linked with two-way interactive video to connect students at both sites using voice and video. Since 1994, an additional 15 sites have been added to the distance learning network, with more sites planned during 2000-06 to provide better access for all citizens of southwest Missouri. SMSU is committed to developing learning systems serving all campuses through means of electronic laboratories and classrooms capable of receiving and sending textual, graphic, audio, and video information, and to better serve regional needs through distance learning capabilities enhanced by such technology.

### **Establish Partnerships**

A new focus for the six-year plan is establishing partnerships, a key ingredient to succeeding in the 21st Century. SMSU has enjoyed mutually beneficial partnerships for many years, especially with the public schools and other colleges and universities in Missouri. The university intends to build on the existing partnerships and expand them to include what some may have previously considered “nontraditional partners.” These partnerships will always be a means to accomplish SMSU’s goal of developing educated persons.

### **Declaration of University Community Principles**

SMSU operates within a set of guiding principles developed cooperatively and formally approved by all segments of the university community (Faculty Senate, Student Government Association, Staff Advisory Council, and Administrative Council) before being approved by the SMSU Board of Governors. The Declaration of University Community Principles will be disseminated to students primarily through Student Affairs documents. It reads:

### **Principles**

The community of scholars that is Southwest Missouri State University is committed to developing educated persons. It is believed that educated persons will accept responsibility to act in accordance with the following principles:

- ❑ Practicing personal and academic integrity.
- ❑ Being a full participant in the educational process, and respecting the right of all to contribute to the “Marketplace of Ideas.”
- ❑ Treating all persons with civility, while understanding that tolerating an idea is not the same as supporting it.
- ❑ Being a steward of the shared resources of the community of scholars.

- ❑ Choosing to accept these principles suggests that each participant of the community refrains from and discourages behavior that threatens the freedom and respect each member deserves.

### **Value of Human Resources**

As indicated in the Declaration of University Community Principles, SMSU is an inclusive community of people: students, faculty, staff, and administrators.

Educating students — “developing educated persons” — is SMSU’s purpose. This long-range plan focuses on that goal.

Everyone understands that the success of the plan depends upon the talents, energy, integrity, and dedication of the SMSU faculty, staff, and administrators. Until SMSU’s community of people acts on the plan, it only represents words on paper.

A key component of implementing the plan is how the faculty, staff, and administrators serve as role models for students. Again, the faculty, staff, and administrators must bring the words of this document to life and model the behavior expected of students. From the faculty in the classroom to the student affairs professionals in the living and leadership environments, the entire community must work together to nurture students.

In recognition of their responsibility, the university is committed to providing the faculty, staff and administrators with competitive compensation packages, quality working conditions, professionally challenging work, appropriate training and development, and fair and regular evaluations. Specific indicators of that commitment can be found throughout this long-range plan.

### **Evolution of the Plan**

*Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)* is the culmination of nearly 18 months of campus discussions. The planning was led by the University Planning Advisory Committee (UPAC), whose membership includes the Administrative Council, representatives from the Faculty Senate, and representa-

tives from the Staff Advisory Council and the Student Government Association.

Work on the new plan began in January 1999. From January-May 1999, the campus community concentrated on Phase I: reviewing and revising the vision statement which included the mission and the university-wide themes. All drafts were posted on the university's web site for review. During spring 1999, there were seven UPAC meetings, two public hearings, and more than 100 individual messages from members of the campus community. Additionally, SMSU sought input on the vision statement from the Coordinating Board for Higher Education (CBHE). In May 1999, the SMSU Board of Governors approved the revised vision statement.

In September 1999, after taking the summer off, UPAC began work on Phase II: determining the details of the six-year plan. Again, drafts were posted on the university's web site, there were three public hearings, and eight meetings of UPAC. During Phase II, all official campus groups were encouraged to comment on the plan, and most did. Again, SMSU sought input on the plan from the CBHE. In May 2000, the SMSU Board of Governors approved the six-year implementation plan.

*Countdown to the SMSU Centennial* was implemented July 1, 2000. Printed copies of the plan were distributed to all faculty and staff in July and the plan was posted on the SMSU web site ([www.smsu.edu](http://www.smsu.edu)).

*Countdown to the SMSU Centennial* follows the previous five-year plan, *Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan (1995-2000)*. That five-year plan also involved campus-wide input beginning in January 1993 and culminating with the approval of the plan by the SMSU Board of Regents (now Board of Governors) in August 1994. Nearly every item contained in that five-year plan was addressed, with about 85 percent of the goals being accomplished.



*See Performance Measures*

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8 9 16 37 38 46 49 58

**“Developing educated persons” is the purpose of Southwest Missouri State University, and the university’s mission and administrative organization position SMSU to meet this goal. The long-range vision outlined in this section will take SMSU well into the 21st Century.**

## ***A Long-Range Vision***

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

# University System and Mission

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

*See Performance Measures*

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## **SMSU Abridged Mission Statement**

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

The university's identity is distinguished by its statewide mission in public affairs, a campus-wide commitment to foster competence and responsibility in the common vocation of citizenship.

Further, the academic experience is grounded in a focused general education curriculum which draws heavily from the liberal arts and sciences. This foundation provides the basis for successful mastery of focused disciplinary and professional studies, as well as enabling critical, independent intellectual judgment on the culture, values, and institutions of the larger society.

The university understands its task of developing educated persons to include adding to the store of human understanding through research, scholarship and creative endeavor, and drawing from that store of understanding to provide service to both the local and professional community that supports it. In all of its programs, both undergraduate and graduate, the university is committed to using the most effective and regularly evaluated methods of discovering and imparting knowledge and to the appropriate use of technology in support of these activities.

The university functions through a multi-campus system structured to complement one another and to address the needs of the metropolitan area they jointly serve.

## **SMSU System**

SMSU campuses are structured to address the special needs of the urban and rural populations they serve. SMSU-Springfield is a selective admissions, master's level teaching and research institution. SMSU-West Plains is an open admissions campus serving seven counties in south central Missouri. SMSU-Mountain Grove serves Missouri's fruit industry through operation of the State Fruit Experiment Station. The SMSU-Extended Campus provides anytime, anyplace learning opportunities through telecourses, Internet-based instruction and through its interactive video network (BearNet) and subnetworks (GrizzNet and VineNet). In addition, the university operates several special campuses to meet the needs of Missourians and SMSU students. The university also operates the Bull Shoals Field Station near Forsyth, Baker's Acres and Observatory near Marshfield, and the SMSU Graduate Center in Joplin.

## **Springfield Campus**

The SMSU-Springfield Campus is oriented toward and identifies with its region, proudly and by deliberate design. University programs respond to regional needs while striving for national and international excellence. SMSU is an intellectual and creative resource for the Springfield metropolitan



area, contributing to its economic development, social health, and cultural vitality through education, research, and professional outreach. The university is committed to collaborate and cooperate with the many communities and clientele in the metropolitan region and to help bridge the socio-economic, cultural, and political gaps that exist among them. SMSU continues to shape and adapt its structures, policies, and practices to enhance its effectiveness as a key institution in the lives of citizens in the Springfield region.

The central campus of SMSU in Springfield is a comprehensive, master's level, selective admissions campus with a statewide mission in public affairs. The campus offers baccalaureate, master's, and spe-

cialist in education degrees, and is the host site for a cooperative doctorate degree in educational leadership with the University of Missouri-Columbia. As of the fall 1999, the Springfield Campus offered programs through 42 academic departments organized in nine colleges. More than 140 academic programs and options are offered at the undergraduate level, leading to eight undergraduate degrees.

In 1995, the Coordinating Board for Higher Education designated Southwest Missouri State University as a graduate level, selective admissions institution with a statewide mission in public affairs providing programmatic access to southwest Missouri. Mission enhancement funds were provided to SMSU enabling the institution to begin serving the state's need for a high quality undergraduate/graduate institution. Subsequent actions by the Coordinating Board for Higher Education have positioned SMSU as the public higher education provider of graduate programs in southwest Missouri. As a result, the Springfield Campus has become the major graduate education provider, offering 39 master's degree programs and working with the University of Missouri System to provide other cooperative master's and doctoral level programs as required and appropriate. Graduate students make up more than 16 percent of the campus's total student population.

Even with these changes, undergraduate education remains a priority, and implementation of selective admissions standards have been and will

continue to be made, with a sensitivity to the needs of the 24-county service area.

The Springfield Campus also supports a number of programs and facilities in downtown Springfield as well as the Agriculture Research and Demonstration Center in southwest Springfield.

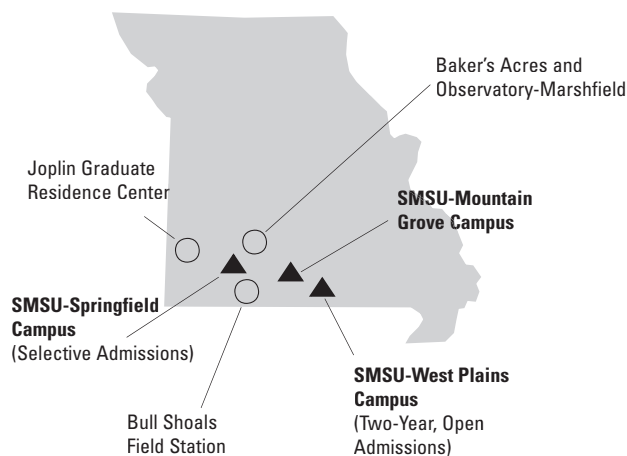
**SMSU Downtown**

In 1996, Southwest Missouri State University and Springfield entered into an agreement to direct future university expansion away from neighborhoods, such as Phelps Grove to the south of campus, and toward the downtown area located northwest of campus. That agreement, reflected in both the *SMSU Master Plan Visioning Guide* and the *Vision 2020 Springfield-Greene County Comprehensive Plan*, has led the university to assess the desirability/feasibility of acquiring and/or leasing properties in the downtown area for future growth. The *SMSU-Springfield Master Plan Visioning Guide* has been formally adopted by the Springfield Planning and Zoning Commission and the Springfield City Council. To ensure orderly development in the downtown area, the university has added a downtown planning element to its *SMSU Master Plan Visioning Guide*.

The university operates from a mix of owned and leased space in downtown Springfield. The SMSU Foundation owns the 81,000-square-foot Alumni Center and adjacent parking garage, and SMSU owns the 62,500-square-foot Jim D. Morris Center for Continuing Education and two nearby

**SMSU System**

Chart A



surface parking lots. The university and the SMSU Foundation have invested heavily in infrastructure to support these facilities and to link them to the central campus. In addition, SMSU is leasing approximately 60,000 square feet to support numerous university programs, including the Institute for School Improvement and the department of art and design.

Generally, SMSU downtown activities and facilities will be located along the Jefferson Avenue corridor. The university will continue to make strategic investments in new and leased facilities based on demonstrated need and as directed by the following objectives:

- ❑ to provide metropolitan education opportunities for SMSU students, specifically with regard to metropolitan issues, service learning, and public affairs
- ❑ to provide affordable, high-quality space for academic and auxiliary programs
- ❑ to ensure that SMSU is able to expand as required while, at the same time, fulfilling its obligations as outlined in the Phelps Grove agreement with the City of Springfield
- ❑ to serve as a stimulus for the revitalization of downtown Springfield
- ❑ to fulfill the university's metropolitan mission of contributing to the economic development, social health, and cultural vitality of the region

These objectives are based in large part on a workable, affordable, long-term partnership with the

City of Springfield, the Springfield School District, Ozarks Technical Community College, and the many public and private entities that have an impact on the development of downtown Springfield.

In accord with the five objectives, the university will continue to assess the feasibility/desirability of locating other university programs in downtown Springfield, as well as the possibility of expanding programs already located downtown. Further, the university shares the community's vision of downtown Springfield as an arts, entertainment and education center, and SMSU intends to be an active corporate partner in developing and revitalizing Springfield's center city area.

### **Agriculture Research and Demonstration Center**

SMSU's department of agriculture supports the university's statewide mission in public affairs, as well as three of the university's five themes: business and economic development, professional education, and science and the environment. The SMSU Agriculture Research and Demonstration Center, located on a 125-acre site in southwest Springfield, is a unique and valuable asset that supports the department of agriculture's many and diverse programs.

Agriculture is a key economic component of the SMSU 24-county service region. The food, fiber and renewable resources traditional agriculture provides are basics required for life. SMSU's metropolitan location and the Agriculture Research and Demonstration Center provide a unique

opportunity to demonstrate to students the interactions between traditional agriculture's rural origin and the more urban setting of modern America. Springfield is home to significant agricultural businesses and government agencies that provide trade and service centers for producers, manufacturers, and consumers. These businesses and government agencies are valuable educational assets that allow SMSU students to participate in off-campus education activities such as field trips and internships. Together, the metropolitan location and the Agriculture Research and Demonstration Center provide students with access to numerous off-campus learning experiences while encouraging participation of business, industry, government and the general public in the educational process.

The agricultural programs in vegetable production, landscaping, and greenhouse plant production are vibrant in the metropolitan area. Animal husbandry concepts taught to satisfy requirements for students entering the workforce in the meat industry are being transferred to the knowledge that is required in the pet, exotic, and zoo animal industry. The equine industry, a traditionally rural enterprise, has become largely a metropolitan one for recreation or for therapeutic health purposes. Further, metropolitan areas place demands on the environment for activities such as outdoor recreation and waste management. These sensitive environmental activities can be aided by the use of traditional soil and crop management principles taught in agriculture to protect water quality and wildlife populations and habitats.

The Agriculture Research and Demonstration Center serves as a laboratory and field experience classroom for the study of livestock management, equine studies, horticulture, agronomy, animal science and wildlife conservation and management. An additional benefit of the center is that it provides agricultural/green space within the rapidly expanding Springfield metropolitan area. Coupled with nearby city and county parks, the center provides a valuable green space amenity.

The university will improve the center through the renovation of existing facilities and development of new facilities as required. This includes the renovation of the arena located at the center, as well as the addition of support facilities including a stall-barn, a multi-use barn, and a machine storage building. In addition, the university will work with a number of partners to build a learning/service building at the center. The learning/service facility will provide for the citizens of Greene County and the surrounding area a one-stop service facility which will meet the educational, technical assistance and customer service needs for the following components of the community: agriculture, continuing education, community development, business and industry, human-environmental sciences, horticulture and youth development. Partners in the facility include Southwest Missouri State University, the Greene County University of Missouri Outreach and Extension, and various agencies of the United States Department of Agriculture.

### **SMSU-West Plains Campus**

The West Plains Campus is a two-year open admissions campus with a mission to provide quality educational opportunities to south central Missouri.

Specifically, SMSU-West Plains is structured to meet the needs of a seven-county rural area of south central Missouri within the larger Springfield metropolitan region. SMSU-West Plains is mandated by state statute to offer one-year certificates, two-year associate degree programs, and credit and non-credit courses. SMSU-West Plains is a host site for bachelor's and master's degree programs provided by the Springfield Campus through both on-site offerings and substantial use of distance learning technologies.

The West Plains Campus has separate accreditation through the North Central Association and currently offers three associate degrees — Associate of Arts in General Studies, the Associate of Science in Nursing, and the Associate of Applied Science — with 28 emphases/areas of specialization. The campus plays an integral role in the successful implementation of the overall System mission, serves as one major feeder for the Springfield Campus, and provides a site for the Springfield Campus to offer upper level and graduate programs.

Consistent with its mandated mission, SMSU-West Plains provides educational opportunities via the GrizzNet, a subnetwork of the BearNet interactive video network; a mobile computer laboratory; university/community programs; and certificate programs, customized training programs, and non-

credit outreach programs based on community needs.

### **SMSU-Mountain Grove Campus**

The major activities on the 190-acre SMSU-Mountain Grove Campus are the Missouri State Fruit Experiment Station, the department of fruit science, and the Midwest Viticulture and Enology Center.

The Fruit Experiment Station was established in 1899 by an act of the Missouri Legislature. The legislature mandated that the station have a statewide mission to: "...experiment with the different kinds of fruits, to wit: Apples, peaches, berries of all kinds, grapes and small fruits of all kinds, and to ascertain the varieties that are the best adapted to this state..." The Missouri State Fruit Experiment Station promotes growth of the Missouri fruit crop industry through a long-term program of basic and applied research and an industry advisory program. Research, both basic and applied, is focused on pomology, enology, viticulture, plant pathology, entomology, molecular genetics and plant physiology.

The Midwest Viticulture and Enology Center (MVEC) is dedicated to improving product quality and profitability of the grape and wine industry through research, advisement, education and service. Goals of the Center include the development of an interstate research consortium and the coordination of cooperative advisory and educational programs to better serve the industry throughout the Midwest.

In addition to its research mission, SMSU-Mountain Grove supports a major fruit industry advisory program, including fruit crops, grapes and wine, and consumer education. The advisory program is accomplished through traditional on-site advisory classes and workshops coupled with interactive video and Internet based training. Interactive video training and education services are provided through VineNet, a subnetwork of the SMSU-Extended Campus's interactive video network BearNet. Additional training is provided through Internet based online workshops.

In cooperation with the departments of agriculture, biology and chemistry, the department of fruit science at the SMSU-Mountain Grove Campus offers classes and research as part of a cooperative master's degree in plant science, as well as a variety of undergraduate internships and a limited number of undergraduate classes. In addition, SMSU-Mountain Grove serves as an extended campus for SMSU-West Plains to offer courses leading to the Associate of Arts in General Studies degree to residents of the Mountain Grove area. The Paul Evans Library of Fruit Science supports the State Fruit Experiment Station, as well as the plant science master's degree students and SMSU-West Plains students. Other educational opportunities available at the campus include a variety of undergraduate and graduate classes offered by SMSU-Springfield through BearNet.

### **SMSU-Extended Campus**

The SMSU-Extended Campus is the term used to describe SMSU's commitment to provide anytime, anyplace learning opportunities. The Extended Campus provides a logical extension of the university's existing academic programs through distance learning technologies. The academic programs offered using distance learning have undergone the same academic review and scrutiny as academic programs offered on the traditional campuses.

The mission of the Extended Campus is to deliver high-quality, affordable educational services to learners anytime, anyplace. An array of distance learning technologies and delivery systems are available for use, including audioconferencing, radio, television (interactive video, telecourses, microwave), satellite transmission, audiocassette and videocassette programs, and a variety of computer-based systems, including synchronous and asynchronous computer conferencing.

The distance learning strategy of the Extended Campus centers about three major delivery systems: interactive video (BearNet and its subnets, GrizzNet and VineNet), Internet-based instruction (SMSU Online), and telecourses.

BearNet is an interactive video network. The primary audience for BearNet is the traditional 24-county service area of SMSU. However, BearNet is a robust and flexible network as demonstrated by its ability to support specialized subnetworks (such as GrizzNet) and to link with classroom sites from other states, as well as internationally.

The second major component of the Extended Campus is SMSU Online, which allows students to earn academic credit by taking courses entirely on the Internet. A major feature of Internet-based instruction is that it can be asynchronous, meaning that students can access their courses anytime and anyplace via the Internet. This student-centered approach enables students to study and participate in discussions, whenever and wherever they choose. In addition, SMSU is offering a "virtual high school" program, eHighSchool, via SMSU Online. The high school program focuses on science, math, and foreign languages.

The third major delivery system, telecourses, provides learners with the opportunity to take classes within their own home according to their own schedule (for example, by tape delay using VCRs).

The SMSU-Extended Campus provides the same level of support services that faculty and students receive at the other System campuses. The Extended Campus has the administrative infrastructure (guidelines and policies for instruction), technology infrastructure (Internet access, computing/networking standards, help-desk services), faculty support (including access to and training in a variety of instructional media, library and other required resources), and student support services (advising, placement testing, library support, technical support, tutorial assistance in writing) necessary to meet the needs of distance learning students.

### **BearNet**

During the next six years, SMSU's existing ITV networks, BearNet and its subnets, will migrate to an alternate delivery method, but the associated ITV rooms, while not increasing much, if any, will continue to be used on all three SMSU campuses for a variety of purposes. The need for "face-to-face" meetings involving small groups on one or both ends of the transmission will be an ongoing need. The infrastructure and delivery method will change considerably over the next six years from expensive circuit-based delivery to inexpensive Internet-based delivery. The quality of Internet-based delivery will continue to improve. Expanded bandwidth of the Internet and on-campus networks will allow significant growth to occur via streaming media to the "desktop." These systems will allow connections to other "desktop" units or ITV rooms at SMSU and beyond.

Centralized scheduling of facilities will be key to efficient operations, with sharing of ITV rooms allowing these resources to be maximized.

### **Bull Shoals Field Station**

The primary purpose of the Bull Shoals Field Station is to address SMSU's theme in science and the environment by providing a location for faculty, students, and visiting scientists to conduct research and educational programs that promote understanding of southwest Missouri ecosystems. The Station, which began operations in spring 1999, exists through a cooperative agreement between SMSU and the

Missouri Department of Conservation and the U.S. Army Corps of Engineers. The Corps owns the five acres of land SMSU occupies and the Department of Conservation has provided the university access to 5,600 acres of land at the Drury-Mince Wildlife Area.

The Bull Shoals Field Station affords excellent opportunities for student and faculty research, field courses, and public service. Research at the Field Station will provide answers to questions about organisms in their native habitats and solutions to problems resulting from the rapidly changing environment of the Ozarks region.

### **Other Campuses**

In addition to expanding its capability of delivering telecommunications-based education, Southwest Missouri State University will assess the desirability and feasibility of opening new education centers and campuses based on demonstrated need. These centers and/or campuses could be local — i.e., within the university's historic 24-county service in southwest Missouri — or they could be international.

### **System Operation**

System administration and coordination is the responsibility of the SMSU System Coordinating Council which reports to the Board of Governors through the System president. The Council, composed of representatives from all campuses, is responsible for developing administrative and support systems necessary to ensure that the campuses

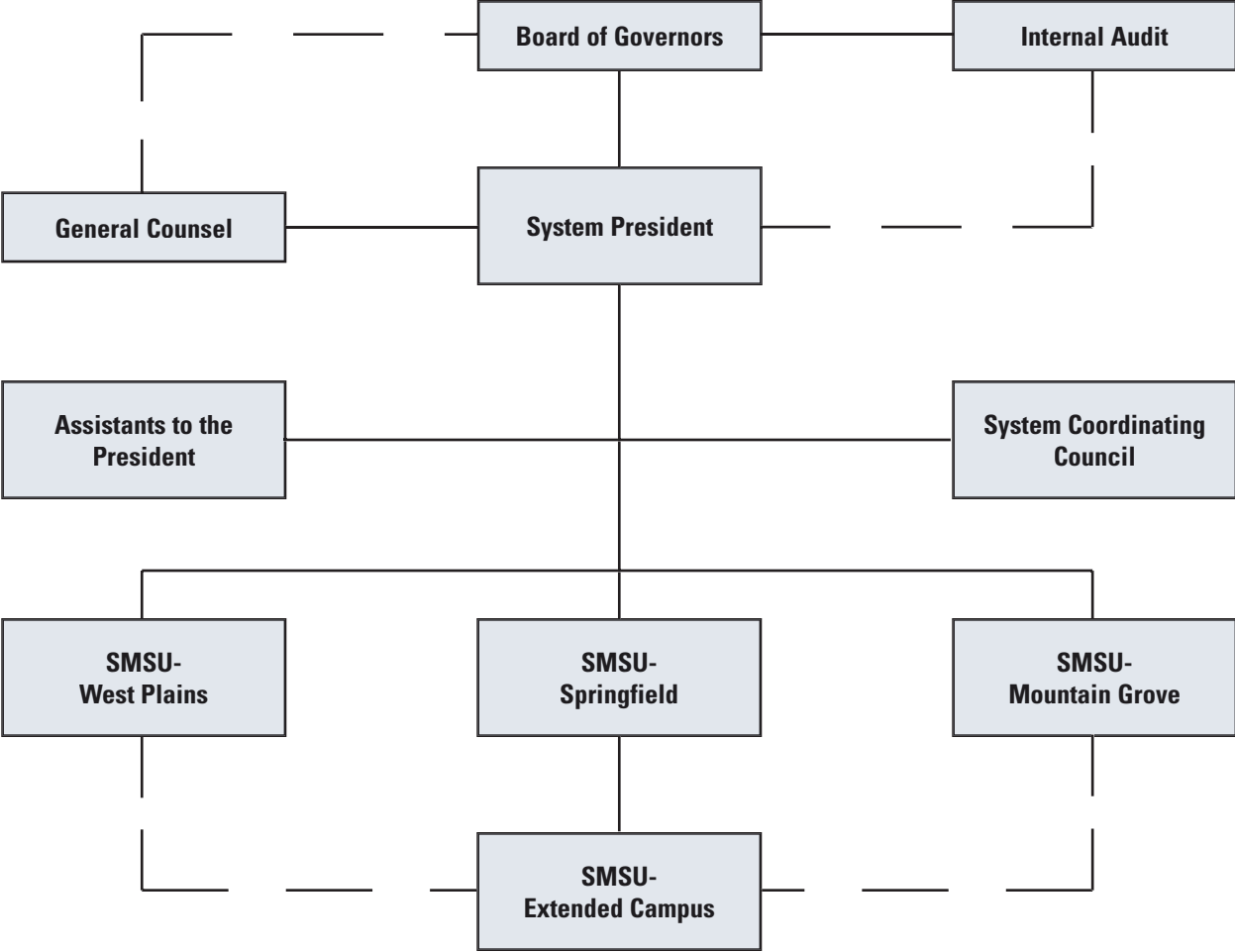
operate cooperatively, efficiently, economically and without duplication.

The SMSU System Coordinating Council provides effective administration of the system while requiring minimal administrative overhead. No positions have been or will be added for System purposes. And the responsibility for academic programs remains with the faculty and accepted review and approval procedures.



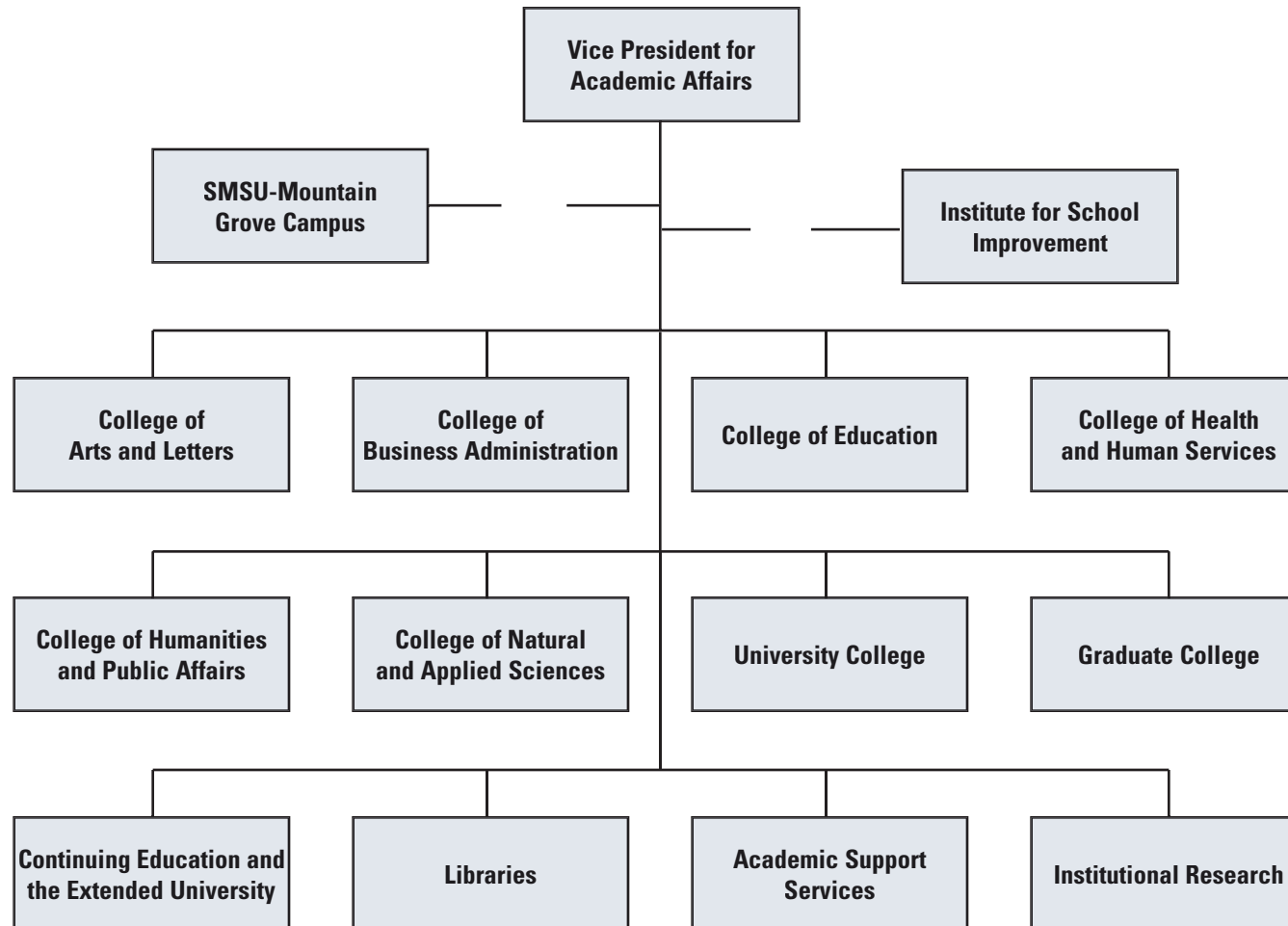
# Southwest Missouri State University System

Chart B



# Academic Affairs SMSU-Springfield

Chart C



# Developing Educated Persons

**SMSU uses a varied combination  
of experiences and opportunities  
to achieve its purpose:  
to develop educated persons.**

**S**outhwest Missouri State University's purpose is "to develop educated persons." It is thus committed to the search for knowledge. It recognizes that human curiosity explores the boundaries of the human intellect and the physical world. In an age where knowledge can become quickly dated, the university is committed to the discovery and dissemination of knowledge that serves the future. The characteristics of an educated person are clear, assessable, and recognizable:

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

Academic and personal integrity are the foundation of meaningful educational experiences, and academic rigor is the price of worthy achievement in education. In the next six years, the university will implement and sustain a new student academic integrity policy to foster an improved climate of academic integrity. A 20-member student/faculty academic integrity council will be formed to

facilitate broad campus participation in promoting academic integrity. The university is committed to developing educated persons by challenging them academically while nurturing them through the process of personal growth.

Educated persons are developed through the interaction of competent, caring faculty and capable, motivated students. The university brings a distinguished faculty to this task. The winner of a prestigious Lila Wallace-Reader's Digest Artist at Giverny Program, an anthropologist who has received international acclaim for his work locating the Lost City of Ubar, a leading authority on U.S.-Asian relations, a Carnegie Foundation for the Advancement of Teaching Missouri Professor of the Year, and one of the top biblical scholars in the world illustrate the quality and strength of those who teach. The university will strive to increase the number of distinguished faculty by recruiting and hiring faculty who are already distinguished in their professional work, and by developing and encouraging existing faculty toward distinction.

SMSU also develops educated persons through the interaction between knowledgeable, caring faculty and staff academic advisors and their advisees. The university's dedication to excellent academic advising is demonstrated by the nationally recognized "Master Advisor" training program. More than 200 faculty and staff advisors have voluntarily participated in this intensive training program, with several being recognized at both the state and national levels for their advising.

*See Performance Measures*

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42 46 49 58 59 60 61 62



The metropolitan context in which the university is located is a natural setting for academic achievement. The institutional mission of public affairs and the themes of professional education, health, business and economic development, creative arts, and science and the environment are the daily topics of this metropolitan conversation. The community itself is a laboratory where these themes are experienced and addressed.

The Coalition of Urban and Metropolitan Universities, to which SMSU belongs, believes that metropolitan universities are “major intellectual resources for their metropolitan regions,” whose programs “respond to regional needs while striving for national excellence.” This Coalition has committed its institutions “to be responsive to the needs of our metropolitan areas by seeking new ways of using our human and physical resources to provide leadership in addressing metropolitan problems, through teaching, research, and professional service.” SMSU subscribes to this metropolitan university philosophy.

### **Special Opportunities**

An educated person is developed in classrooms and laboratories. An educated person also develops as the result of the entire university experience — participation in co-curricular activities; interaction with faculty, staff, and fellow students; service to the university community and the community at-large; and leadership in any number of organizations.

Residence hall life and fraternities and sororities add a richness to the university environment that contributes to the educated person. Such living groups provide leadership opportunities and provide a context for developmental conversations. Because of this, the university has been aggressive in providing positive living/learning units on campus.

Debate, Marching Band, and Tent Theatre are but a few examples of university programs for students with special talents.

Intercollegiate athletics is also a major educational activity at SMSU. In 1995, the university completed the *Southwest Missouri State University Self-Study Report for Certification by the National Collegiate Athletic Association* and adopted the self-study as a plan to guide development and administration of intercollegiate athletics. In the self-study, SMSU reaffirmed its support for equity in men’s and women’s sports and the principles articulated in Title IX legislation. The university will continue to strive to meet goals developed in that plan and will present an annual progress report to the SMSU Board of Governors.

These educational activities and many others teach students to manage their lives and to participate in society, both of which are important traits for an educated person. The university seeks excellence in each of these areas, as well as maximize the capacity to build community. The university will accomplish this, in part, by coordinating the scheduling and promotion of special events, and by consciously increasing the educational value of each

event. Through these efforts, SMSU intends to make it clear to all constituencies that these activities are both an educational and a social good.

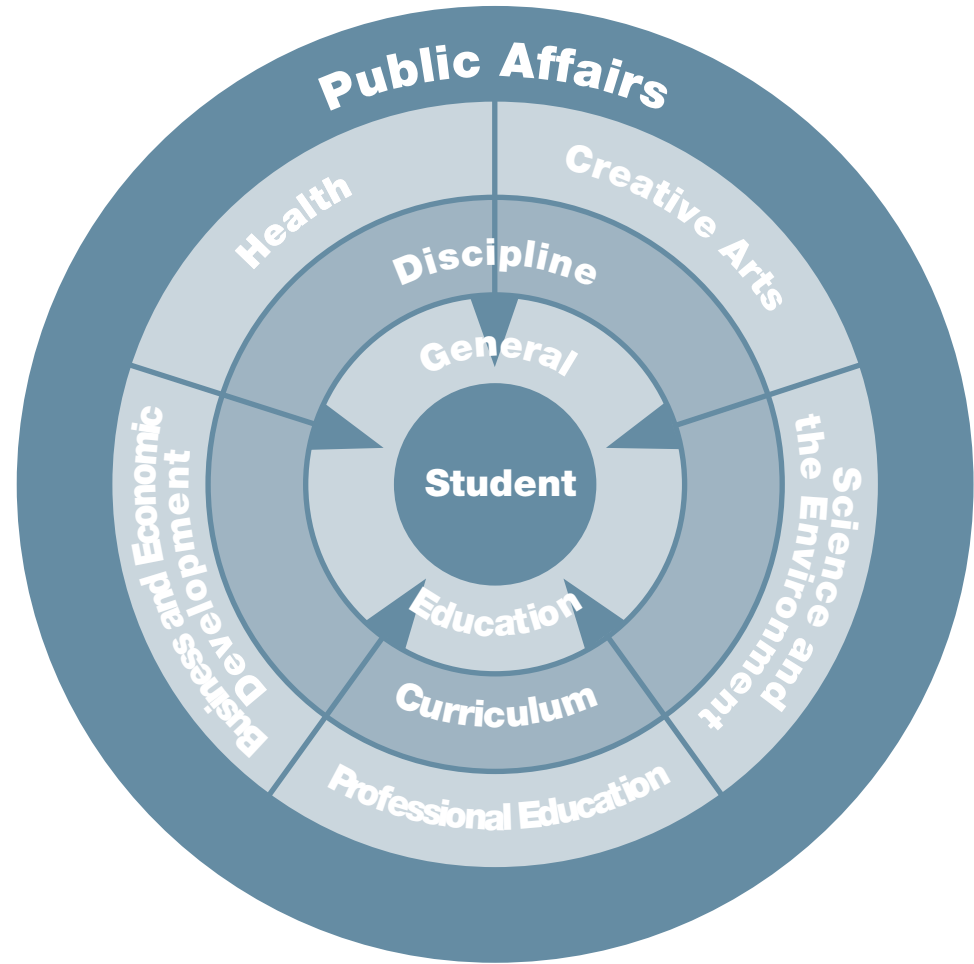
Community service projects, from serving as a tutor in the adult literacy program to building homes through Habitat for Humanity, provide unique opportunities for developing educated persons. For that reason, the university encourages students to be involved in the community.

Independent study, independent research, cooperative education programs, internships, practicums, faculty lectures and performances, and a host of other special activities are available to SMSU students. For example, most academic departments offer opportunities for students to participate in individualized research projects, library research on a specialized topic, creative artistic works, etc. These works are conducted under the supervision of faculty, and may lead to student presentations, performances, and/or publications.

As a character-building institution, with appropriate recognition from the Templeton Foundation, students are encouraged to actively participate in the religious activity of their choice.

Developing educated persons is the purpose of the university. Its resources and efforts are organized to achieve that end.

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



**On June 16, 1995, Missouri Governor Mel  
Carnahan signed into law Senate Bill 340  
which gave Southwest Missouri State University a  
statewide mission in public affairs.**

## *The Statewide Mission*

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

*Statewide Mission Statement*

# Public Affairs

**O**n June 16, 1995, Missouri Governor Mel Carnahan signed into law Senate Bill 340 which gave Southwest Missouri State University a statewide mission in public affairs.

The United States of America, a pluralist gathering of races and cultures, banded together not by blood or religion, by territory or tradition, but by a political idea, is a nation formed by its dedication to a set of civic principles. These principles embedded in our fundamental national documents make it clear that American citizens are expected to fulfill civic responsibilities by competent participation in public affairs. The obligations of civic participation are not unique to Americans but are incumbent on all those who are fortunate enough to live in democratic republics.

A leading American political thinker and statesman, Thomas Jefferson, contended that the status of “citizen” called for every member of the community to become involved in the business of society. The university has a special responsibility to educate students about social goals, public purposes and values, and the ethics of citizenship as well as to encourage students to have a personal sense of responsibility for the global society.

Good citizenship takes place at several different levels. Students are members of multiple communities — the university, the neighborhood, the city, and the state, as well as the nation. Students also are citizens in a larger philosophical sense. As members of the human species, students belong to a moral community composed of all human beings. The members of the SMSU campus community affirm

their citizenship in the larger world community by ensuring that differences of nationality, ethnicity, or social-economic class do not become barriers between us. Helping students to become responsible citizens at all these different levels takes time and deliberate effort on the part of all educators.

Public affairs in higher education is not restricted to politics, humanities, or the social sciences. It is present in all areas of life that require knowledge, participation, civic skills, and the willingness to work for the common good. Public affairs involves educating persons to become responsible citizens and leaders. The university should define the skills of responsible citizenship and ensure that the entire experience of higher education develops these skills.

In order to educate for public life, the university must foster a community where all individuals are called upon to act and to respond to public affairs issues and to develop a sense of public spiritedness, as well as tolerance and understanding of multicultural concerns. Students are exposed to a common core of knowledge through the General Education Program in order to promote the general welfare of community, state, nation, and globe. This common core imparts historical and comparative perspectives on public affairs — e.g., problems of order, justice, liberty, equality, stability, and avoidance of civil and international strife. Capstone courses allow the student to investigate in depth a particular social problem or issue of his or her choice.

Education in public affairs should be a recognizable, achievable, and measurable goal. Public affairs, while not a curriculum, must be present and

**The statewide mission  
in public affairs has been  
woven into the fabric  
of campus life at SMSU.**

*See Performance Measures*

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expressed through all academic disciplines. Students are taught how to communicate effectively in the public sphere through the arts, through logic, and through the written and spoken word. They are exposed to ethical and global issues; political, environmental, and technological concerns; and issues of human diversity. Teachers are prepared for community public and private schools, underscoring the importance of educated persons for a flourishing civic society. Scientific and social research are used to promote a healthy citizenry which is vital to stable and productive societies. Students are educated to participate in our democratic society as fully involved and informed citizens; and science and the environment are studied to promote the Environmentally Responsible Growth of the Ozarks (ERGO). Being exposed to these issues in public affairs will help develop the student's capacity to analyze and resolve contemporary problems in the metropolitan area, in the nation, and in the international community.

Public affairs education takes place not only in the public space of the classroom, but also outside the academy. Internships, field experiences, practicums, cooperative projects, government service, volunteer programs, and residential life programs which stimulate the development of leaders all contribute to inculcating in students a sense of individual and community responsibility.

Community outreach programs through public affairs research centers, adult continuing education, distance learning courses, public broadcasting, and

telecommunication linkages with other metropolitan universities will utilize faculty expertise and skills to address state and community problems. SMSU's commitment to its statewide mission also is reflected in campus lectures on public issues in which the community is invited to participate. The challenge presented by a focus on public affairs, however, is not just about what kind of curriculum, community service or public forums should be in place. It is about discovering solutions to the problems that all citizens face as members of a democratic society in a world shared by many.

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#### **SELECTED UNIVERSITY ASSETS TO SUPPORT THE STATEWIDE MISSION IN PUBLIC AFFAIRS**

- Virtually every academic department on campus provides students with opportunities for internships and practicums. In some cases, internships are required for the degree.
- The Institute for School Improvement has successfully established several coalitions and conducts a number of worthwhile programs and projects, including literacy programs, the Storefront School, Project Access for autistic children, Founder's Park, the Discovery Center, the Into the Streets volunteer project, and the Campus Outreach Opportunity League.

- The university provides community service and outreach through a number of specialized centers and institutes, including the Center for Archaeological Research, the Center for Social Sciences and Public Policy Research, the Ozarks Studies Institute, the Bureau of Economic Research, the Center for Business and Economic Development, the Center for Industrial Productivity, the Center for Resource Planning and Management, the Center for Scientific Research and Service, the Center for Assessment and Instructional Support, the Center for Gerontological Studies, the Center for Research and Service, the Institute for School Improvement, the Management Development Institute, the Small Business Development Center, the Southwest Area Health Education Center, and the State Fruit Experiment Station.

- The College of Continuing Education and the Extended University operates an Evening College and provides adult student services to both traditional and non-traditional students. In addition, it offers several credit and non-credit courses through a media-based instruction program. The general public is offered a wide range of non-credit learning opportunities in the non-credit and conference program and through off-campus and special credit programs. The Center for Continuing and Professional Education is one of several special public service and community education projects carried out under the auspices of the Office of Continuing Education.

- In the sciences, established faculty research programs explore environmental issues facing the public and contribute to understanding of these issues from local to global scales, with a special emphasis on the Ozarks area.

■ In telecommunications, SMSU offers telecable courses in a number of disciplines. Through BearNet and its subnets, GrizzNet and VineNet, distance learning and public service opportunities are provided throughout the region.

■ The campus radio station, KSMU, provides extensive public affairs, news, news analysis, and information programs from the community and National Public Radio via a network covering southwest Missouri. KSMU also provides cultural programming which would not otherwise be heard in the region.

■ The Missouri Legislative Internship Program allows students from various academic disciplines the opportunity to see government at work by assisting a legislator or state administrator. This program is sponsored each spring in Jefferson City when the Missouri General Assembly is in session.

■ SMSU offers a variety of regular public affairs and information programs via telecable. Among these is the weekly *Common Purpose* show. These programs feature faculty, students, and community and governmental leaders discussing issues and events of importance to SMSU, Springfield, the region, the state, the nation, and the globe.

■ Mandatory General Education courses now include Introduction to University Life, which explores issues of ethics and citizenship along with acquainting students to the campus, and Public Affairs Issues for the 21st Century, a required capstone course. Electives through the Citizenship and Service Learning Program link community service with classroom

pedagogy. All three — the Introduction to University Life course, the capstone courses, and the Citizenship and Service Learning Program — were recognized in the 1999 *Templeton Guide: Colleges that Encourage Character Development*.

■ The number of service learning courses has grown from 17 courses in the fall of 1997 to 67 courses in fall 1999.

■ The Student Community Action Team (SCAT) has rapidly matured into a strong program which places dozens of students with community service agencies — among them the United Way of the Ozarks and the Boys and Girls Club — for extensive intensive service. It was awarded an AmeriCorps grant in 1999.

■ The Public Affairs Convocation Program has sponsored presentations to the campus community and the general community by speakers whose work manifests public affairs in significant ways. Speakers have included Cardinal Bernard Law, sociologist and author Robert Bellah, Minnesota Supreme Court Justice Alan Page, former NEH Director Lynne Cheney, author Harry Boyte, Cherokee Nation leader Wilma Mankiller, U.S. Sen. Bill Bradley, poet Miller Williams, Census 2000 Director Kenneth Prewitt, and Nobel Prize winners F.W. deKlerk and Elie Wiesel.

■ Kentwood Hall is the public affairs residence hall as it regularly concentrates public affairs conversations, experiences and opportunities for its residents. Other residence halls, some of which have their own focused themes, provide public affairs activities and events for their students.

■ The Public Affairs Grants Program has supported a number of important events, sometimes tied with curricula and sometimes not. Sponsored events have included a lecture series on terrorism with some of the United States' leading experts on the topic, a presentation by Dr. Thomas Likona on character education, a traveling exhibit from the United States Holocaust Memorial Museum, a training program for area college students and others to prepare returns for international and non-English-speaking taxpayers, and a seminar on sustainable growth.

■ The number of reported public service time volunteered by students, faculty, and staff has grown from 69,850 hours in 1996-97 to 106,541 hours in 1998-99. Many of these volunteers were matched through the Campus Volunteer Center, a clearinghouse for many community agencies.

■ The *SMSU Journal of Public Affairs* (ISSN 1096-5602) is an interdisciplinary journal which addresses public affairs issues in the broadest sense in academe, the professional world, and personal experience. It is published annually by SMSU.

While metropolitan areas differ in size and specific characteristics, there is a “metropolitan conversation” common to all of them. The five themes around which SMSU is organized — those articulated in the mission statement and described on the following 10 pages — are at the heart of that metropolitan conversation.

## *The Five Themes*

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



*Theme Statement*

# Professional Education

**Professional education is key  
to both Southwest Missouri  
State University's heritage  
and its future.**

**E**very metropolitan area has a basic and continuing concern with professional education and how it is provided. Southwest Missouri State University asserts that teaching, including the preparation of professional educators, is society's most essential profession. It is the university's heritage and a key element of the university's future. The university's goal is to ensure that students graduating from SMSU continue to be among the best prepared educators in the United States.

Professional education includes educators in the fields of early childhood, elementary, middle school, secondary, reading, special education, and educational technology, as well as in administration, counseling, library media, and other education-related disciplines. Professional education also includes any organized body of knowledge combined with extensive applied experience that prepares students for careers in teaching in a given field. And professional education includes the lifelong continuous learning for professionals in many fields — specific courses and programs to gain and maintain professional accreditations, upgrade specific career skills, and the CEUs (Continuing Education Units) required by many professions.

SMSU views the preparation of teachers as a seamless process extending from early childhood education through the doctorate and including faculty members in all colleges and departments on campus. The program emphasizes within traditional university professional education disciplines are supported by content area specialists in all departments across the campus. Solid partnerships with

area school districts, public agencies, and other interested professional education organizations contribute to the preparation of teachers. These professional educators also will be competent in the use of expanding instructional technologies and their associated new teaching methodologies. And the strong focus on literacy helps teachers to become and to prepare lifelong learners, reflective decision-makers, and contributing citizens.

Southwest Missouri State University has developed a unique campus collaborative model for teacher and educator preparation that spans six colleges and 27 departments. This collaborative model of educational stakeholders is represented by the Professional Education Unit (PEU), a group comprised of members of the College of Education, as well as all faculty members and other professionals across the university responsible for preparing educators. The diversity of this 200-plus member unit enables the university to prepare professional educators capable of both designing and ensuring effective learning programs for diverse students in rural, suburban, and urban school districts across our state and the nation. The Professional Education Unit has regulating responsibilities in monitoring university education programs and certifications.

The university, the PEU, and the College of Education, working in partnership with school districts, the interested public, and other agencies, such as the Missouri Department of Elementary and Secondary Education, will continue to produce educators capable of meeting the growing and

*See Performance Measures*

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increasingly complex challenges of the teaching and learning environments in which they will work.

The university will continue to serve as a site for experimental and innovative programs and as a clearinghouse for research findings and best practices to enhance continuing education and advanced program experiences. One such site is Greenwood Laboratory School, located on campus, which will continue to play a role in the preparation of professional educators by providing quality K-12 educational experiences. Building on the foundation of the laboratory school, Greenwood will be increasingly integrated into the university. Another example is the innovative site-based program in elementary education, where partner public schools serve as the primary learning environment for its students, extending beyond the campus classroom. Finally, SMSU's virtual high school increasingly will respond to area needs for quality education in science, mathematics, and foreign languages.

The Cooperative Ed.D. in Educational Leadership, offered through the University of Missouri-Columbia, was the first doctoral program hosted by SMSU. It is the goal of SMSU to engage in additional cooperative doctoral programs that will meet the needs of SMSU students.

At Southwest Missouri State University, teaching will remain the essential profession. The university enters the 21st Century as a recognized leader in the preparation of highly qualified teachers and education professionals. Adhering to the highest standards possible, SMSU excels in preservice preparation, continuing professional development, advanced programs, and as a university emphasizing scholarly and applied educational research.

As the preparation of teachers is undergoing scrutiny at local, state, and national levels, the Professional Education Unit also will be expected to evolve in response to needed changes in the profession. The Knight Higher Education Collaborative has mandated that various constituencies collaborate to improve teacher education. This collaboration must include faculty in the College of Education, as well as faculty in the academic departments who contribute to the preparation of teachers; teachers and administrators in K-12 schools; and accrediting agencies such as the Missouri Department of Elementary and Secondary Education.

In order to foster this collaboration, and to enhance the recruitment, preparation, and ongoing support of teachers, SMSU will implement structural changes and improvements, not only in the College of Education, but in the entire Professional Education Unit. The ultimate goal is for every faculty member to be actively engaged in the preparation and ongoing support of teachers.

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#### **SELECTED UNIVERSITY ASSETS TO SUPPORT THE PROFESSIONAL EDUCATION THEME**

- SMSU's system-wide commitment to professional education is demonstrated through its nationally recognized Professional Education Unit (PEU) organizational structure. The PEU includes some 200 faculty, staff, and administrators from 27 departments representing all six academic colleges.
- Historically, SMSU is Missouri's largest provider of professional education graduates who have earned state certification.
- Professional education candidates must meet the SMSU-Springfield admissions requirements and have scores of 265 on all sections of the state required C-Base Test. SMSU maintains the highest C-Base Test requirement in Missouri.
- SMSU's continuing commitment to strengthen professional education is evident in a broad array of special programs and activities, including the Institute for School Improvement and the Southwest Regional Professional Development Center.
- Support for professional education will continue into the future as a result of the following five externally funded grants totaling \$5,558,000: Ozarks Partnership Teacher Enhancement Initiatives; Show-Me Tomorrow's Teachers Using Technology; Standards-Based Training and Retention of Rural Special Educators; Goals 2000 Preparing Teachers to Teach Science; and Goals 2000 Teacher Preservice and Professional Development in Health Education.

*Theme Statement*

# Health

**SMSU will continue to act as a leader for health education in Springfield, a progressive regional health center for 1.5 million people.**

*See Performance Measures*

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**H**ealth — defined holistically as physical, psychological, social, and spiritual well-being — is a focus of worldwide attention, and will certainly remain so throughout the early 21st Century. Effectively using scientific and social resources to maintain a healthy citizenry is vital for stable and productive societies. Thus, public educational institutions have a responsibility to contribute to this undertaking; SMSU will continue to embrace this responsibility by highlighting health as a mission theme.

The Springfield metropolitan setting is fortuitous for such a focus. The city has two of the five largest hospital systems in the state which between them have approximately 1.5 million visits annually. Medical technology available in the community is equivalent to anything available elsewhere in Missouri. Skilled practitioners in virtually all specialties are located in the Springfield metropolitan area, and there is a well-developed network of mental health and human service agencies.

At the same time, southwest Missouri includes numerous rural communities in which access to effective health and social services needs to be enhanced. There also is a growing population of migrant (often non-English-speaking) workers for whom access to quality health care is a significant challenge. Such a context clearly supports and requires a focused effort in health education and research (broadly defined to include preparation for mental health and human service professions). SMSU is prepared to be the unit which coordinates Missouri's efforts in this arena.

SMSU's location also enables collaboration. SMSU already has strong relationships with key health care and human service providers in Springfield. The university intends to build on these relationships through initiatives such as the Ozarks Public Health Institute (OPHI) which will bring campus expertise together with citizens in communities throughout the Ozarks to address pressing public health concerns. The OPHI, as well as other campus-community partnerships, will enhance programs in which students acquire expertise through rigorous classroom instruction complemented by supervised clinical experience.

The university brings a wide array of disciplines to bear on its health focus. There is a growing understanding that health is affected by an interplay of physical, psychological and social forces. To that understanding, the university brings strong faculties in the natural and social sciences, as well as in applied areas, including biomedical sciences, communication sciences and disorders, human development, psychology, social work, gerontology, nursing, sports medicine/athletic training, medical technology, radiography, dietetics, respiratory therapy, physical therapy, physician assistant studies, and therapeutic recreation.

Contemporary perspectives on health include growing emphasis upon wellness and recreation programs which seek to preserve and promote health rather than to recover it after loss. Optimizing health in a complex society challenges our best thinking: issues of justice and equity call for creative problem solving to insure that all have

access to effective health services. The appropriate convergence of the public affairs and health themes in the metropolitan conversation is illustrated in this policy issue.

Health also is an issue in schools, in the home, and in the workplace, where health problems can significantly interfere with productivity and optimal development. The opportunity to develop site-based health programs and to prepare professionals with the necessary credentials illustrates again the fortuitous convergence of university mission themes — health, professional education, and business and economic development. The projected growth of the biotechnology and tourism industries in Missouri also presents an opportunity for SMSU to contribute through the intersection of the health and business and economic development mission themes.

The demand for a broad range of health professionals will increase in southwest Missouri. The increasing numbers of elderly residents and the influx of retirement age citizens, a burgeoning entertainment and recreation industry, and a sound economic base have contributed to the area growth rate — now among the highest in the state. The university accepts the challenge to provide high-quality health programs to the region.

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#### **SELECTED UNIVERSITY ASSETS TO SUPPORT THE HEALTH THEME**

■ SMSU now has a full complement of allied health programs that have received or are seeking specialized accreditation. Specifically, SMSU has received accreditation in nurse anesthesia, dietetics, communication sciences and disorders, physical education, nursing, recreation and leisure studies, social work, and sports medicine/athletic training. In addition, SMSU has received candidacy status for its Master in Physical Therapy program and provisional accreditation for its Master in Physician Assistant Studies program. Students are currently enrolled in both of these programs, and SMSU is working toward full accreditation status for both programs by 2003, if not sooner.

■ SMSU has well-developed undergraduate programs in nursing, social work, biomedical sciences, allied health disciplines (communication sciences and disorders, dietetics, radiologic technology, respiratory therapy, medical technology, sports medicine and athletic training), gerontology, psychology, health education, wellness, and therapeutic recreation.

■ The university offers strong undergraduate preparation in the liberal arts and sciences, which provides an essential foundation for advanced study in health-related disciplines.

■ SMSU has strong graduate programs in communication sciences and disorders, cell and molecular biology, advanced-practice nursing, public health, physician assistant studies, physical therapy, social work, and psychology. Faculty members and graduate students in these programs collaborate with community practitioners in research and practice projects.

■ Active continuing health professional education programs, that include national certifications, are available through the College of Continuing Education and the Extended University. For example, that college is an approved continuing education provider for the Missouri Board of Nursing Home Administration, the American Nurse Credentialing Board, the Missouri Substance Abuse Counselors Certification Board, the National Association of Activity Professionals, and an approved site for nursing exam preparation. Active continuing education partnerships have been developed with St. John's Regional Health Center, Cox Medical Centers, Hospice of Southwest Missouri, Lakes Country Rehabilitation, the Missouri Association of Rehabilitation Facilities, and many other health agencies and organizations. Certificate programs are provided for dietary managers, dietitian assistants, nursing home administrators, and victim service providers.

■ Community advisory committees are in place for SMSU's health-related programs.

■ The university operates a speech-language and hearing clinic, a sports medicine clinic, and a learning diagnostic clinic to serve the community while providing training opportunities for students. Similarly the university's infant-toddler laboratory and child development laboratory provide both child care services and learning opportunities.

■ Promoting health and wellness for students, faculty and staff is a university priority through the Taylor Health and Wellness Center. A full range of programs are advocated to provide lifelong benefits to the entire campus community.

# Business and Economic Development

**An understanding of business and economic development is key for all students, no matter what major or career they pursue.**

Since the beginning of civilization, metropolitan areas have served as the world's trade centers. These centers are vital to the economy in terms of production and consumption. Business and economic development, therefore, is central to the advancement of the metropolitan area. With a diverse and thriving economy, Springfield and southwest Missouri provide a unique setting for the university's emphasis in business and economic development.

Understanding the free enterprise system within a public affairs context is essential for all persons seeking the opportunity to work and providing for the advancement of society. Southwest Missouri State University has three goals for its emphasis on business and economic development. First, SMSU provides undergraduate, graduate and life-long learning students with business and economic knowledge, capabilities and values to succeed and adapt in a technologically changing, dynamic global economy. Second, SMSU encourages students to engage in the scholarship of discovery, learning and service, and to convey the results to the broader business and scientific communities. And third, SMSU builds effective partnerships and seeks cooperative opportunities with business, industry and government to benefit students and the public at-large.

The core values that guide the development of this theme must include an understanding of ethical and global issues; the influence of political, social, legal, regulatory, environmental and technological issues; and the impact of demographic

diversity on organizations. The character and integrity of the SMSU students, faculty, and alumni must stand out as the single most important element of the business education mix.

In the process of achieving its purpose of developing educated persons, Southwest Missouri State University strengthens the country's work force. Toward this end, SMSU's philosophy is to introduce students not only to academic theory, but also to the practical application of academic work in business situations. This philosophy results in linking the university with business and industry of all types — public and private, large and small, for-profit and not-for-profit.

Combining theory and practical experience for almost a century, the university has provided a resource of graduates in many fields of expertise, thus contributing to the state's economic well-being. SMSU alumni play significant roles in all areas of the economy. They have been and are now the leaders of many of the state's businesses, educational institutions and governmental agencies. The university is committed to continuing to develop well-prepared leaders for business and industry in the new millennium.

SMSU is uniquely positioned to address business and economic issues in both urban and rural settings. Located in a metropolitan setting where business and industry range from large-scale national corporations to small family-owned agriculture-related businesses, faculty members are familiar with a broad spectrum of business problems and

*See Performance Measures*

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challenges. This unique mix of resources provides learning opportunities for students, research opportunities for faculty, and service opportunities within the university and its centers. Accordingly, faculty, students, and alumni must use their SMSU business education to build on a personal commitment to quality so as to make a difference in creating opportunities, innovations, industries and philanthropies that will change business and life in our respective communities.

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**SELECTED UNIVERSITY ASSETS THAT SUPPORT THE BUSINESS AND ECONOMIC DEVELOPMENT THEME**

- SMSU is one of the only four public institutions in Missouri to have an AACSB-accredited College of Business Administration in both the business administration and accounting areas.
- The university's AACSB-accredited School of Accountancy has a nationally recognized internal auditing curriculum.
- The Internet-based master's degree in computer information systems, which has attained a ranking in the Top 10 nationally, merges technology and graduate study necessary for leadership in the next millennium.
- The university has centers and research units in the following areas: business and economic development, scientific research, productivity, resource planning and management,

industrial productivity, economic education and research, small business development, and social research. The College of Business Administration's Management Development Institute provides professional leadership education and customized career development activities for the business community, industry, and governmental entities. The university's Small Business Development Center, affiliated with the World Trade Center in St. Louis, is an integral part of developing international business opportunities in southwest Missouri. The College of Continuing Education and the Extended University facilitate off-campus BearNet and Internet instruction in business for students throughout southwest Missouri.

- The Office of Career Services and Cooperative Education provides opportunities for hundreds of students each year to enhance learning with practical work experience.
- Relationships developed between SMSU and local, state, national, and international businesses and organizations assist the university in developing educated persons. SMSU has a cooperative academic-industry relationship in applied materials research that has been in continuous operation for a number of years. International internships and study programs prepare graduates to work and live in the global community.
- The two-year programs offered on the West Plains Campus support the business and economic development theme.

SMSU-West Plains uses a mobile computer laboratory, university/community programs, and certificate programs, customized training programs, and non-credit outreach programs to meet documented community needs.

- The SMSU-Mountain Grove Campus, including the State Fruit Experiment Station, provides opportunities for collaborative efforts for the economic benefit of the state.

*Theme Statement*

# Creative Arts

**Location and programs make**

**SMSU uniquely qualified to**

**help southwest Missouri**

**discover its soul through**

**the creative arts.**

**M**etropolitan areas throughout the world are centers for the arts in which humanity discovers and nurtures its soul. In electing to name the creative arts as central to its mission, Southwest Missouri State University recognizes the historical impact and future potential of the creative arts in the region in which it is located and which the university has historically served, as well as in the larger world.

SMSU understands the essentially public nature of the creative arts and the ramifications of such a nature: that artists, as vehicles of human expression, must actively participate in the community and not be isolated from it; that the creative arts fulfill a variety of needs which range from enlightenment to entertainment, from economic development to educational engagement; that the creative arts are inextricably linked to a society which prizes quality of life; and that the creative arts must consistently seek to develop breadth of expression and to support freedom of expression in deference to the diversity of the public they serve. In these ways, the arts become a bulwark of democratic values. Inasmuch as the creative arts are of, by, about, and for the people, the university's commitment to the creative arts is a statement of oneness with its community.

In this spirit of unity, the university dedicates itself to a collaboration with all creative arts venues, and with all organizations and initiatives which utilize or have an impact on the creative arts within SMSU's unique metropolitan region. This commitment will manifest itself in a wide variety

of endeavors, including partnerships with public schools to ensure quality creative arts education from kindergarten through graduate school; joint projects with civic arts organizations to provide learning opportunities for our students while also assisting the organizations; and collaboration with other community groups to affirm and cultivate the arts' integral relationship to civic vitality. Obviously, the creative arts form a critical point of intersection between SMSU and its community and are, therefore, central to the institution's public affairs mission.

In addition, SMSU's commitment to the creative arts is illustrated by the seriousness with which it takes its responsibility to prepare university students for potential careers in the creative arts, to enrich the lives of all SMSU students through exposure to the creative arts, to educate and entertain, both formally and informally, the populace of the area served by the institution, and to create, for artists and audiences alike, a foundation of lifelong appreciation of how aesthetic values enrich all of our lives.

In embracing the creative arts as fundamental to its mission, Southwest Missouri State University asserts the intrinsic value of the creative arts to society and commits itself to engaging the campus community and the community external to the institution in an on-going exploration of the relevance of the creative arts to the world.

*See Performance Measures*

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## SELECTED UNIVERSITY ASSETS TO SUPPORT THE CREATIVE ARTS THEME

■ SMSU boasts a wide variety of outstanding venues for artistic performances and exhibits, including: 450-seat Coger Theatre; 250-seat Ellis Recital Hall; 500-seat Plaster Student Union Theater; 3,600-square-foot Department of Art and Design Gallery; 4,400-square-foot Student Exhibition Center; Wehr Band Hall; Juanita K. Hammons Hall for the Performing Arts; and the West Plains Civic Center which is used by SMSU-West Plains through the University/Community Programs partnership with the City of West Plains.

■ SMSU provides its creative arts students with an impressive array of specialized learning spaces, including: Media Computer Lab for electronic arts; Anna Lou Blair Media Room for cultural studies; computer labs for English composition, creative writing, and technical writing; graphic design, computer animation, and digital imaging labs; Language Learning Center; music composition lab; Fite Family Computer-Assisted Instruction Classroom for music; music library; instructional television studio and post-production facilities in the Public Affairs Classroom Building; three photography studios; specialized instructional spaces and equipment for all areas of studio art.

■ A number of special events annually supplement the classroom instruction. These include 16 art exhibits per year, many that are regional, national, or international in scope; the University Film Series; the Moon City Reading Series; the Critical Reading Series; English Week; approximately 150 music concerts; about a dozen dance

productions per year; Hispanic Heritage Week; ArtsRave; and Tent Theatre.

■ SMSU-sponsored events are supplemented by professional performances presented by the Juanita K. Hammons Hall for the Performing Arts.

■ Public radio station KSMU, SMSU's Television Services Department, and the student newspaper, *The Southwest Standard*, offer many opportunities for students.

■ SMSU has a significant outreach to public schools through the creative arts. These range from workshops and programs for teachers to internships for students to the Ozarko Marching Band Festival to the In-School Players to the Inertia Dance Company.

■ The College of Arts and Letters Lecture Series features two prominent leaders in the disciplines represented in the college. The series provides another means of outreach to the community, enhances the profile of the arts and letters in Springfield and the region, and helps build bridges between the college and the community at-large.

■ SMSU's debate program has been nationally recognized for several generations of students.

■ Study abroad opportunities coordinated by the University College provide students with the opportunity for firsthand encounters with different cultures, countries, and people.

■ The region's rich creative arts assets include such institutions as Springfield Little Theatre, Springfield Regional Opera, Springfield Ballet, Springfield Symphony, Mid-America Singers, Springfield Art Museum, Springfield Area

Arts Council, Springfield Visual Arts Alliance, Preservation Springfield, a host of private art galleries, and the region's burgeoning entertainment industry, centering national attention on Branson.

■ Springfield provides many opportunities in the creative arts. Downtown is undergoing a renaissance, emerging as an arts, entertainment, and education district.

■ The creative arts theme is a key component of the university's Ozarks Studies Institute through the Ozarks Celebration Festival; the Max Hunter Folk Song Collection Web Site; the documentary *The Ozarks: Just That Much Hillbilly in Me*; the *OzarksWatch* quarterly publication; and the *OzarksWatch Video Magazine* television show.

■ Since the summer of 1996, SMSU has hosted the Missouri Fine Arts Academy, an annual three-week program of study for some of the most talented high school artists in the State of Missouri. The program operates on an annual allocation from the Missouri General Assembly and under the auspices of the Missouri Department of Elementary and Secondary Education. The Fine Arts Academy is unique among such enterprises in that it incorporates a professional development program designed to allow selected Missouri teachers to study the Academy and its curriculum on-site in order to absorb into their own teaching practices and curricula the innovative techniques which define the Fine Arts Academy experience. Thus, through these practicing teachers, the Fine Arts Academy has a positive impact on far more Missouri students than the talented 200 who are annually invited to participate in the summer Academy endeavor.

*Theme Statement*

# Science and the Environment

**The interrelationship between people and the environment will be a key issue in the 21st Century.**

**A**s a metropolitan university, SMSU plays an active role in the interactions between society, technology, the sciences, and the environment in which we live. Humans interact with the environment and, even with modern technology, human activity continues to be influenced by all aspects of the environment. This interrelationship between people and the environment will be an issue of fundamental importance in the 21st Century. SMSU recognizes this through its theme on Science and the Environment.

Southwest Missouri State University is located in a unique setting, and the Ozarks region is part of the broader global environment, both natural and cultural. Few regions in the United States contain the diverse physical and cultural features found in the Ozarks. For example, SMSU's metropolitan area is predominately rural with a rich history dating back some 12,000 years to the first Native Americans, but it is also one of the fastest-growing areas in the country with the state's third-largest city and many towns experiencing record growth. Water and air quality, both of which are major attractions for visitors and permanent residents alike, face challenges that must be solved. The same is true for the cultural resources available in the region. Preservation of the past and progress collide on a daily basis. Through the Science and the Environment theme, students will better understand the unique Ozarks region and its people and

their relationship to the global environment. This is the theme's major contribution to the metropolitan conversation.

Virtually everything humans do results in interaction with the natural environment. Basic research in the natural and social sciences continues to provide knowledge about the structure and changes in the natural environment, as well as an understanding of all human endeavors, while technology represents the use of basic science for individual and societal needs. The public affairs mission of SMSU makes it imperative to study those changes to the natural environment that occur as a result of social pressures and technological applications of scientific knowledge. In the long-term, society will be concerned with maintaining that fragile environmental balance of the earth that allows living creatures to flourish. The goal is to use the sciences and apply them to address regional challenges. In the process, students and faculty across many disciplines will consider individual and societal roles in addressing these environmental issues.

SMSU takes its responsibility as a community of scholars seriously, and desires to increase public knowledge and awareness of the consequence of those environment-human interactions through research, teaching, and action. As members of the human race, we can no longer afford the luxury of applying hard-won scientific knowledge in ways that are indifferent to environmental consequences.

*See Performance Measures*

19 23 26 27 42 46 51 52



## SELECTED UNIVERSITY ASSETS TO SUPPORT THE SCIENCE AND THE ENVIRONMENT THEME

- All of the science courses in the university's General Education Program include environmental concepts. At the undergraduate level, several major programs in the College of Natural and Applied Sciences have a strong environmental emphasis, and a minor in environmental sciences and policy is available to all students. At the graduate level, environmental management is one of three options in the interdisciplinary Master of Science in Administrative Studies. Many master's degree programs in the College of Natural and Applied Sciences have an environmental emphasis.
- The university operates Missouri's Fruit Experiment Station, located at SMSU-Mountain Grove, where the environmental and economic consequences of growing and producing small fruit crops have been studied since the Station was founded in 1899.
- The Center of Resource Planning and Management works with area communities and governments to help them develop sound plans that are responsive to economic and environmental management.
- Environmental studies of both agricultural and astronomical consequences are on-going activities at the university's Baker's Acres site located north of Marshfield, and the university's 125-acre Agriculture Research and Demonstration Center in west Springfield has an environmental component.
- In 1999, the university established the Bull Shoals Field Station. This field station is operated in collaboration with the Army Corps of Engineers and the Missouri Conservation Department. This environmental learning and research facility adds to SMSU's existing programmatic emphases related to the natural environment.
- A number of university faculty conduct environmentally oriented research every year. Much of this basic and applied scientific research is funded by outside grant dollars. Many federal laws now require that environmental impact studies be conducted prior to changing the use of undeveloped land. (Agencies such as the Corps of Engineers, the Missouri National Guard, etc., are anxious to hire qualified experts to conduct such studies.) Through its Geographic Information Systems (GIS) laboratory and Global Positioning System (GPS) differential base station, SMSU's geography, geology, and planning department provides essential mapping and surveying support to a number of community agencies and environmental groups.
- The Center for Archeological Research, housed in the College of Humanities and Public Affairs, is a prime example of a service being provided, in part, through SMSU's environmental awareness.
- With its mission to "...preserve the heritage of the Ozarks, its culture, environment and history by fostering a comprehensive knowledge of Ozarks' peoples, places, characteristics and dynamics," SMSU's Ozarks Studies Institute encompasses the natural environment as an essential component.



**Southwest Missouri State University's statewide mission in public affairs, five themes, and selective admissions status will guide the university in its academic programs and enrollment management.**

**The facilities and services, as well as the university's initiatives in information technology, support SMSU's goals. And the funding for the six-year plan is both specific and realistic.**

## *The Six-Year Plan*

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*Southwest Missouri State University is*

*a multi-campus metropolitan univer-*

*sity system with a statewide mission*

*in public affairs whose purpose is*

*to develop educated persons while*

*focusing on five themes: professional*

*education, health, business and*

*economic development, creative arts,*

*and science and the environment.*

*Implementing the Plan*

# Academic Programs

The responsibility for implementing the mission and five themes of the university rests with the campuses at Springfield, West Plains and Mountain Grove.

On the Springfield Campus, the primary responsibility is that of the faculty, staff, and administrators in the six colleges of Arts and Letters, Business Administration, Education, Health and Human Services, Humanities and Public Affairs, and Natural and Applied Sciences which house the academic departments; the University College, which has responsibility for administering the honors program, academic advising for undeclared students, and general education; the Graduate College; the College of Continuing Education and the Extended University; Library Services; the Writing Center; Institutional Research; and the Center for Assessment and Instructional Support.

These groups must contribute to the university mission, guided by the vision of what Southwest Missouri State University is to become over the next six years, the first of the 21st Century, capitalizing on university strengths; addressing responsibilities to the needs and expectations of the citizenry and their elected and appointed representatives and officials; and functioning within the economic, political, cultural, natural, technical, religious, and social environments.

It is understood that the primary responsibility for developing educated persons rests with the faculty, supported by the staff and administration. SMSU faculty members must be able to expect that steps will be taken to measure effectiveness and to

ensure that their careers at SMSU will be intellectually and economically rewarding in order that the commitment and quality of the faculty be maintained at the highest level.

## **Implementing the Statewide Mission in Public Affairs**

In the previous five-year plan, *Welcoming the 21st Century*, SMSU expressed its intent to obtain a statewide mission in public affairs and to successfully implement that statewide mission. Thanks to the entire campus community, the SMSU alumni and the citizens of southwest Missouri, the university accomplished these goals.

During this six-year plan, SMSU will continue to implement the statewide mission in public affairs through the General Education Program, the Citizenship and Service Learning Program, the Public Affairs Convocation Series, the Public Affairs Grants Program, and other programs initiated during the previous plan. During the next six years (2000-06), these additional initiatives will be considered and/or enhanced:

**Missouri Campus Compact** — In accordance with its statewide mission in public affairs, SMSU will seek to develop and be the initial host site of Missouri Campus Compact, a statewide chapter of Campus Compact. A Missouri Campus Compact will create and expand community service and service-learning opportunities for students through the academic enterprise and co-curricular programs, and advocate for public policies that encourage and support student community service. While SMSU

SMSU will capitalize on its many strengths, address the needs and expectations of citizens and state leaders, and function within the ever-changing environment.

*See Performance Measures*

3	4	11	12	13	14	15	16	17	18	21
26	27	28	42	46	47	51	52	64	66	67

will host the Missouri Campus Compact, membership will be open to the presidents of all accredited institutions of higher education in the State of Missouri upon subscription to the provisions of the by-laws.

**Public Affairs Academy** — The Missouri Public Affairs Academy will join the Missouri Scholars Academy and the Missouri Fine Arts Academy as a focused summer enrichment opportunity designed to nurture the state's future leaders in the common vocation of citizenship. Academy students will participate in a variety of events and curricula designed to enhance their civic skills, knowledge and dispositions. Academy presenters will include university faculty, state legislators, state executive office-holders, and local government and community leaders. Academy participants will be rising juniors and seniors nominated by their high school principals. The one-week pilot Missouri Public Affairs Academy was completed in June 2000 and served students from the southwest counties in Missouri. Expansion of the program to three weeks and expansion of the service to all of Missouri's counties are specific, early objectives of the program.

**Leader-in-Residence** — SMSU proposes to sponsor a Leader-in-Residence program in which a national or international luminary will be housed at SMSU for a certain period of time during which he or she will conduct a body of work of significant promise in public affairs. The leader will be an already accomplished figure who will work on a significant project and share opportunities



and responsibilities with members of the campus community. The leader might be an individual in transition from one type or level of involvement to another type or level of involvement as, for instance, might be the case with the cessation of public service, a change in leadership at a significant level, or the conclusion of a major project.

**SMSU Journal of Public Affairs** — One of the ways SMSU “voices” public affairs is through the annual *SMSU Journal of Public Affairs*. The *Journal* is copyrighted, indexed in PAIS (Public Affairs

Information Service) and is cataloged by Library of Congress reference number. With the growing interest in the publication, the editorial board believes that the journal should expand to a semi-annual publication sometime during the six-year plan.

**SMSU-West Plains Campus** — SMSU-West Plains will continue to support the public affairs mission through activities and initiatives developed by students, faculty and staff, and coordinated by the SMSU-West Plains Public Affairs Advisory

Committee. The objectives of that committee are to: engage the campus community in a continuing discussion of public affairs; support activities that craft a common civic life to benefit all; encourage the campus community's finest aspirations; open the doors of the university to the communities and peoples served by listening and serving; and monitor and assess activities supported in whole or in part by a public affairs grant.

### **Implementing the Five Themes**

An inventory of current and proposed academic programs that are related to the five theme areas of the university reveals the following:

**Professional Education** — SMSU's programs in professional education continue to be large, both in terms of the number of programs preparing professional educators and in terms of the number of students served. Significant organizational and curricular revisions have been made over the past five years to help meet the growing challenges of education, as well as to satisfy new teacher certification requirements. Included in these changes have been establishing a campuswide Professional Education Unit (PEU), reorganizing the College of Education to include a School of Teacher Education, and enhancing the Institute for School Improvement. Additional changes will increase the participation of all colleges in professional education.

**Health** — As a result of completing the initiatives outlined in the previous five-year plan, SMSU now has a full complement of accredited gradu-

ate-level health programs. The university is now a partner in providing the health resources for the region and beyond. SMSU will continue to initiate selected additional health programs, many offered cooperatively with other institutions to make better use of limited resources. In addition, the university will take steps to meet the total health needs of the entire campus community: students, faculty, and staff.

**Business and Economic Development** — The university continues to be in a strong position with regard to its programs that contribute to the business and economic development theme. These programs range from those that specifically support the business area to a number of well-defined disciplinary programs and activities offered across the academic campus that indirectly enhance this theme through professional occupational training, including basic and applied research. There is an increased emphasis on international business programs as well as on programs based on new technologies, such as e-Business. Future programs will be proposed which, for the most part, will be collaborative in nature in recognition of the tremendous needs for business knowledge and skills on the part of students in many disciplines.

**Creative Arts** — The creative arts theme takes advantage of SMSU's heritage in all art forms: performing arts, visual arts, creative writing, etc., many of which are among the best in the region. New programs will take advantage of the unique location of the university, where partnerships with

the community and region will provide a wealth of educational opportunities for students.

**Science and the Environment** — This theme, which has been added for the new six-year plan, takes full advantage of SMSU's unique setting in the Ozarks to focus on the global environment, both natural and cultural. Few new academic programs are anticipated to support this theme. Rather, SMSU will use a collaborative interdisciplinary approach to address this fundamental 21st Century issue.

### **Academic Philosophy**

The focus of the Southwest Missouri State University mission is to develop educated persons who have an understanding of themselves and the diverse social and natural world in which they live, who are creative people of vision, and who are capable of making informed and meaningful decisions. Furthermore, these educated people will be literate in the broadest sense; have an appreciation of the responsibility of lifelong citizenship and an awareness of global issues; seek solutions to problems by means of a broad base of knowledge as well as in-depth mastery of at least one specific academic discipline; and have the skills and motivation to continue to learn after leaving the university, thus being prepared for both lifelong learning and lifelong productivity. In order to achieve this, it is essential that the faculty, staff, and administrators of Southwest Missouri State University serve as role models and leaders.

As with most university systems, the evaluation and reward mechanism for faculty has historically treated the three traditional components of performance — teaching, research/scholarship, and service — as unrelated functions. The mission of the university, with its rededicated emphasis upon student learning as its primary purpose, and with a state-wide mission in public affairs, acknowledges that teaching, research/scholarship, and service are to be regarded as integrated, complementary activities.

In order to have sufficient dialogue to properly incorporate this philosophy into the university's evaluation system, the university has developed a Faculty Roles and Rewards Program to financially acknowledge those faculty who meet these expectations. Over the next six years, the university will monitor, evaluate and revise the Roles and Rewards Program to ensure it is accomplishing its desired effect — to reward faculty who excel in teaching, research/scholarship, and service. This process will begin with a faculty committee appointed by the president during the 2000-01 academic year.

Academic departments, schools, and colleges support both the individual and collective efforts of faculty in fulfilling their obligations to the university and the public they serve. These units have several important responsibilities.

In light of the focused themes of the university, changes in student needs, and the ever-present responsibility to the taxpayers of the state, it is imperative that departments and colleges critically examine the curriculum they offer — both indi-

vidual courses and major programs of study. Annual program outcome measures described in Chart R on page 84 will be a key tool to assist in the examination. Courses will be offered because of their relevance to student educational needs. Courses, and majors, will continue to be eliminated or modified if they do not meet those needs. Any remaining programs that are not appropriate for a selective admissions university will be phased out. Programs that are consistent with the university mission and that address statewide concerns will be developed, subject to resource constraints.

Campuses, departments, schools and colleges will review their offerings in light of providing efficient, effective learning experiences for SMSU students. Unnecessary offering of duplicate sections, frequent offering of low enrollment courses, and inefficient use of facilities and resources will be avoided. A variety of instructional technologies, both within and outside the classroom, will be incorporated by departments to improve efficiency, enhance student learning, and expand accessibility.

Consistent with its practice of continuous planning and evaluation, SMSU will explore participation in the Academic Quality Improvement Project (AQIP) of the North Central Association of Colleges and Schools (NCA). Under AQIP, SMSU would be evaluated based on 10 relatively complex criteria. The on-going assessment and self-evaluation involved with AQIP would replace the standard 10-year evaluation by NCA as the criteria by which SMSU would gain continuing accreditation.

To achieve the university's stated goal of increased partnerships, SMSU campuses, departments, schools and colleges will pursue and promote cooperative and collaborative programs and learning experiences. Such undertakings will be multifaceted and include the following:

- ❑ partnerships with K-12 schools to enhance both faculty and student interactions and to develop a seamless K-16 system using distance learning, pre-college programs, and expanded advanced placement opportunities
- ❑ joint offerings, particularly at the graduate level, between higher education institutions
- ❑ courses and programs developed collaboratively between campuses, colleges, schools and departments within the SMSU System, including interdisciplinary courses, particularly in general education and in graduate education
- ❑ joint ventures with business and industry to provide improved opportunities for student learning experiences, including bringing successful business people to campus for guest lectures and presentations
- ❑ expanded articulation agreements, educational ventures, and partnerships with other community colleges, particularly Ozarks Technical Community College (OTC)
- ❑ international linkages to prepare graduates to be citizens of the world — work to bring accomplished artists, scientists, and other professionals to the university on a regular basis



It must be recognized that in an effort to support lifelong learning and to be of service to the community, it will be necessary to provide and promote nontraditional learning experiences. The Center for Continuing and Professional Education will use its expanded facilities to offer additional non-credit opportunities for people in the metropolitan community served by the university.

Eighteen master's degree programs, 16 undergraduate programs, and a cooperative doctorate were added during the first five-year plan on the Springfield Campus, as were five new Associate of

Applied Science degrees with eight areas of emphases/areas of specialization at SMSU-West Plains. While this six-year plan does not contemplate the same rate of growth as the previous five-year plan, the university does plan to add associate degree options at SMSU-West Plains and a few targeted bachelor's and master's degree programs, as well as one doctorate, on the Springfield Campus. All new programs have and will respond to documented needs in southwest Missouri.

### **International Education**

The purpose of existing and/or new international education programs and requirements will be to ensure that SMSU graduates have an awareness of and sensitivity to global issues and how those issues affect their ability to work and live in the global society.

Currently, SMSU enrolls students from more than 80 countries, offers a joint MBA with the Madras School of Social Work in India, has partnerships with Qingdao University and Liaoning Teachers University in the People's Republic of China, and the University College administers the very active Study Away Programs which include the Missouri London Program, Australia Exchange, France Exchange, Germany Exchange, Mexico Exchange, the International Student Exchange Program, the National Student Exchange, the Spanish-Language Program, and the French-Language Program. In addition, SMSU professors offer a variety of options for students to participate in short-term study tours (2-5 weeks). Past tours have included Spain, Portugal, New Zealand, the People's Republic of China, Israel, Greece, the United Kingdom and Italy.

These international programs are becoming increasingly important in aiding students in better understanding the world in which they live and the global issues that they will confront in the future. In order for students to have a greater understanding and appreciation for their role in the world community, SMSU will explore the feasibility/desirability



of requiring that students have academic experience with a foreign language or foreign culture before graduating.

### **Academic Unit Structure**

Academic programs in the SMSU System are organized around campuses, colleges, schools and departments. The most common academic units are departments and colleges. However, schools are becoming increasingly important organizational units for three reasons. First, schools are often organized in response to requirements of accrediting agencies, for example the School of Accountancy in the College of Business Administration and the School of Social Work in the College of Health and Human Services. Second, schools are established in those cases where the traditional academic departments have grown too large and/or diverse to be managed effectively. Finally, schools may be organized to achieve a synergistic affect by organizing two or more academic departments into a focused framework to achieve a clearly defined mission.

During the period covered under this plan, SMSU will implement one school, the School of Teacher Education, and consider establishing two new additional schools: a School of Communications and a School of Agriculture. In considering development of these schools, the university will strictly limit increasing the bureaucracy and creating new administrative positions to staff the schools. For example, in the proposed School of Agriculture, the

Dean of the College of Natural and Applied Sciences would also serve as the head of the School.

**School of Teacher Education** — The past several years have been characterized by a growing awareness and concern about key issues in professional education at both the state and national level. In April 2000 the SMSU Board of Governors approved a reorganization of the College of Education that will “reinvent teacher education” at SMSU and respond to those issues and concerns. The reorganization plan, which became effective July 1, 2000, includes the following: reorganizing academic units whose mission is to prepare teachers in the College of Education into one coherent organization: a School of Teacher Education; migrate, where appropriate, faculty in secondary education into the departments of their discipline to help strengthen communication and involvement of faculty outside the College of Education; reorganize student services within the College of Education; appoint a dean from one of the discipline colleges to chair the Academic Affairs Advisory Committee of the Professional Education Unit (PEU) to increase involvement of deans outside the College of Education; and begin reviewing and revising the teacher preparation curricula and environment to provide meaningful, attractive programs.

**School of Communications** — The proposed School of Communications would house two new departments created from the present department of communication and mass media: department of communication and department of mass media and journalism. The departments would cooperate

in many areas (recruiting, special events, publicity, fund-raising efforts, interdisciplinary programs, etc.). In other ways, the two departments would function autonomously. The reorganization to a School of Communications would allow the nearly 40 full-time faculty and staff to better serve the more than 700 majors. The new organization would more easily identify the three distinct disciplinary areas: communication, journalism, and media. And the new School of Communications would provide important benefits for accreditation purposes, especially for journalism.

**School of Agriculture** — The proposed School of Agriculture would house two existing academic departments: the department of agriculture and the department of fruit science. The purpose of forming the new school is to acknowledge the crucial role that agriculture plays in southwest Missouri’s economy; to elevate the status and increase awareness of the many agriculture programs at Southwest Missouri State University; to more effectively and efficiently utilize existing resources by improved coordination of facilities such as the Agriculture Research and Demonstration Center in Springfield and the State Fruit Experiment Station at Mountain Grove; to increase the competitiveness of SMSU agriculture programs in competing for external funding from industry, state and federal agencies; and to expand and improve academic programs such as the Master in Plant Science degree. These enhancements will position SMSU as a leader in metropolitan agriculture.

### **Instructional Technology and Equipment**

During the previous five-year plan, the university achieved its goal of hiring a chief information officer/associate vice president for information technology and in providing a computer and network access for every faculty member. During this six-year plan, the challenge will be replacing and updating those technologies in a timely fashion. Given the inherent obsolescence of information technology, instructional technology, and academic research equipment in the 21st Century, the university intends to provide ongoing funding for replacement equipment instead of viewing equipment purchases as one-time expenses.

On the Springfield Campus, the success of these ventures will be measured by comparing course and program offerings against the base school year 1999-2000, by surveying faculty and departments on their use of new instructional tools and methodologies, by asking employers to assess the value of instructional programs, and by annually reporting joint, cooperative ventures.

### **Funding for Results**

With finite resources, it will be necessary for almost all new programs to be funded, at least in part, by reallocations within the individual colleges as older programs are eliminated or consolidated. Some resource reallocation among the colleges will be done, using Funding for Results (FFR) strategies and more analytical techniques for determining resource needs. FFR will be administered by the

office of academic affairs to provide development and/or reward monies to academic units to encourage and enable them to undertake specific projects that further enhance their teaching and learning efforts, consistent with the aims of the six-year plan of the university.

The success of these undertakings can, in large part, be measured by the successes of the individual campuses, faculty, departments, schools and colleges in meeting their obligations. In addition, the use of FFR and analytical resource allocation techniques and the availability of additional faculty development funds can clearly be demonstrated. An additional goal is to assist in the development of statewide achievement tests, which then can be administered on the SMSU campus before the end of the decade.

### **Undergraduate Education**

Even with the increased emphasis upon graduate education, SMSU will continue to be centrally focused on the baccalaureate experience, the essence of which is to develop educated persons.

Sixteen new undergraduate programs in targeted areas supporting the themes of the university have resulted from implementation of the first five-year plan. For example, in creative arts, programs were added in electronic arts and musical theatre. In business and economic development, a major in logistics and transportation was added. A program in sports medicine and athletic training contributes to the theme of health. A new major in crime

and society complements the public affairs mission. An important focus of the next six years will be strengthening the infrastructure that supports all programs at SMSU. A limited number of new undergraduate programs have been proposed for the coming six years, including a Bachelor of Science in e-Business and a Bachelor of Science in Education in dance. (See Chart E on page 49.)

### **General Education**

After an extended period of discussion and planning, SMSU-Springfield implemented a new General Education Program in the fall of 1997. Compared to the previous general education requirements, the new program has:

- ❑ fewer course options (less than 100 now compared to approximately 350 before)
- ❑ a more precise and clearly defined set of goals and objectives
- ❑ a more prescriptive organization of the general education categories
- ❑ a junior level capstone class linked explicitly with the university's public affairs mission

Consistent with SMSU's mission in public affairs, the overriding aim of this new program is "to develop people capable of making thoughtful choices that lead to creative and productive lives and to responsible participation in society." The basic required courses include an Introduction to University Life class designed to help students make a successful transition from high school to

the university, as well as courses in computer literacy, public speaking, writing, mathematics, and lifetime wellness. Three “areas of inquiry” — the Natural World, Culture and Society, and Self-Understanding — are subdivided to ensure an exposure to a variety of different perspectives. The public affairs component consists of courses in American history, American democracy and citizenship, and the capstone class titled Public Affairs Issues for the 21st Century.

The latter class is a unique feature of the general education curriculum. With a 60-hour prerequisite, this variable topics class is designed to fulfill two main purposes: to integrate the general education experiences of the students in a writing and discussion intensive format; and to apply the students’ general education understandings in an interdisciplinary study of a major public affairs issue facing the nation and/or world community. In order to ensure an adequate number of capstone course offerings, faculty from all disciplines have been encouraged to collaborate in the development and teaching of this key general education class.

Although the general education curriculum is likely to experience only modest changes over the next several years, it may be necessary to adapt the program so it is in compliance with impending changes in statewide transfer policies. In a related development, SMSU recently initiated an intensive effort to make the transfer process as student-friendly as possible. General education articulation sheets are being developed to assist students who

might transfer to SMSU without completing an Associate of Arts degree. To assist those students who do complete an A.A. degree, collaborative program-to-program articulation handbooks are being developed with SMSU’s major feeder institutions.

Additional changes in the General Education Program may also be made in response to the results of program level assessment. Now that the new General Education Program has been in effect for several years, a schedule of on-going assessment activities will be implemented. Every three years, beginning with the 2000-01 academic year, each course in the general education curriculum will be re-examined by the committee on general education and intercollegiate programs to determine whether or not it is meeting an appropriate set of the general education aims and goals. Other assessment related activities include a general education assessment exam required of all students prior to their graduation; a series of surveys, including the Cooperative Institutional Research Program (CIRP); and various course-embedded approaches. As a result of these on-going assessments, courses, and possibly components of programs will be revised at the direction of the committee. An expected outcome of the assessment-based review process is the improvement of student scores on the general education exit exam relative to national averages.

### **Honors College**

The SMSU Honors College was created by action of the Faculty Senate in 1985. The program pro-

vides for high-achieving students the opportunity to pursue an enhanced, advanced course of study, which leads to recognition of the student’s achievement upon graduation. The intent of the program is to attract more high-achieving students to SMSU, and it has succeeded in that attempt. At the writing of the university’s last five-year plan in 1995, the membership of the Honors College stood at 480 students. By the fall of 1999, the number had grown to 708.

The criteria for selection to the Honors College has remained the same: a minimum ACT composite of 27 and upper 10 percent of the graduating class. The membership’s performance while at SMSU remains admirable. The 1999-2000 membership had an average ACT composite of 30.0, with an average grade point average of 3.76. Of the 708 members, 83 enjoy a perfect 4.0 GPA.

With the changing admissions standards of the university, it may be necessary to examine the criteria for selection to the Honors College and the number of students participating in the program. The Honors College will continue to rely heavily on a strong and aggressive scholarship program to help in its recruitment for incoming students. Special amenities, such as Scholars House, will be key to attracting and retaining Honors College students.

The Honors College plans to promote the completion of departmental distinction among the members and among the faculty of the university. This will require more students’ involvement in honors courses in their departments of major and

the completion of a senior honors project. The membership already is required to complete an honors capstone course in general education (GEP 397), which is a key to the university's emphasis in public affairs.

SMSU's Honors College graduates have a distinguished history of placements in graduate schools, professional schools, and Fortune 500 companies. It is the desire of the Honors College to continue that history. To that end the Honors College staff and faculty will mentor student members to prepare them for the rigors of the applications for such honors as Fulbright, Rhodes, Truman and Wilson Scholarships; and the National Science Foundation.

### **Graduate Education**

Southwest Missouri State University is a master's level institution that is committed to providing the programs and scholarship base that make SMSU the center for graduate education in the region that it serves. The decade of the 1990s was a time of unparalleled growth in graduate education at SMSU. The number of graduate programs, enrollment and the graduate-student percentage of student body all doubled during this period. There was especially dramatic growth with the implementation of the first five-year plan (1995-2000) when SMSU increased in number of programs (from 21 in fall 1995 to 39 in fall 1999) and number of students (from 1,873 in fall 1995 to 2,962 in fall 1999), thus becoming Missouri's third largest public provider of graduate education by 1999-2000. Through these changes, the university earned its "master's institution" status

from the Missouri Coordinating Board for Higher Education.

Program expansion was most extensive in health as the university sought to serve the needs of the region. Significant strides were undertaken to increase access for students by delivery of graduate programs and courses to distant locations. So, as the 20th Century ended, the institutional image of SMSU as a provider of quality, accessible graduate education was strong. While focusing on the graduate education needs of the region and in concert with the demands of a global society, the university also provides graduate education opportunities for students beyond the region.

The master's degree is increasingly recognized as a valued and essential step in a variety of careers. There also is a market-driven student demand for master's degree preparation in vocations such as teacher education, health care and other professions requiring licensure, and managerial qualifications. SMSU currently serves these needs through 38 master's programs and one specialist's degree that support the institutional themes. These master's degree programs vary in focus, including traditional academic master's degrees, professional master's degrees, and applied master's degrees.

The next six years will be a time of maturing, refining, and strengthening existing programs. The university anticipates adding only a small number of selected programs that are required for SMSU to meet its mission as the graduate education center for the region. The proposed new programs can be found on Chart F on page 50. SMSU intends to be

at the forefront in enabling graduates to meet licensure demands, for example with the Doctorate of Audiology.

SMSU's goal is for graduate enrollment to remain strong and reach a plateau of 3,100-3,300 students, which includes an estimated enrollment of 2,630 graduate students on the Springfield Campus and an estimated 570-770 graduate students enrolled in distance learning programs. This enrollment will require university recognition of the workload differences inherent in graduate education and a commitment of resources to several key initiatives, including strengthening infrastructure that supports faculty scholarship and the recruitment and retention of high-quality graduate students.

Graduate faculty scholarship will be enhanced in the period from 2000-06 by increasing support for grant writing, expanding library holdings and access, continued expansion of internal grant and sabbatical opportunities, and enhanced allocation for faculty travel.

One measure of growth will be the attraction, retention, and graduation of a more diverse and highly-qualified graduate student body. This will be accomplished through the following:

- ❑ recruiting nationally and internationally, in addition to locally and regionally
- ❑ recruiting high-quality students who demonstrate excellence on a variety of indicators
- ❑ freeing more faculty time to direct the scholarly activities of graduate students

- ❑ providing more support for graduate student research
- ❑ providing more opportunities for graduate students to present the results of their scholarly activities at national meetings
- ❑ offering graduate scholarships and fellowships
- ❑ improving facilities and adequate space for graduate education
- ❑ increasing the stipend for graduate assistantships at a rate at least equal to the cost-of-living
- ❑ expanding the use of distance learning technologies

Societal needs in post-baccalaureate education require innovations in programming that couple enhanced access for students with efficiency in use of both university and student resources. Accelerated master's programming will be expanded, thereby reducing duplication for goal-oriented students who recognize early the workplace demand for a master's. Several graduate certificate programs will be introduced during the period 2000-06. Although not as extensive as master's degree programs, graduate credit certificate programs provide students with a focused, coherent group of courses designed to develop significant expertise in a particular area of study. These certificate programs help address the market demand for greater flexibility and interdisciplinary opportunities at the graduate level. Where possible, graduate certificate programs will be developed so they can be integrated with a degree program or be a formal option within the program. Other graduate

certificates will be independent of current master's programs, and some will be post-master's work.

Graduate programs will continue to infuse technology into the curriculum in ways that can enhance learning and improve the capabilities of graduate students to be lifelong learners. Access to graduate education will be expanded by providing more distance learning opportunities. Partnership arrangements with other institutions, health providers, and business will be established as SMSU seeks to provide a broader base of graduate programming while at the same time conserving resources.

### Scholarship

SMSU recognizes the importance of scholarship as an integral part of the academic environment that facilitates the educational process. SMSU is committed to using Ernest Boyer's classifications of scholarship to enhance the professorate at SMSU. The rationale for all scholarly endeavors is to advance knowledge and creativity, to foster and maintain an attitude of inquiry, to meet the needs of society, and to contribute to student learning. The four classifications are the scholarship of discovery, the scholarship of integration, the scholarship of application of knowledge, and the scholarship of teaching.

The scholarship of discovery is an integral part of the academic environment. The scholarship of integration is closely related to the scholarship of discovery. Interdisciplinary differences are valued, and integration is broadly understood to include both



the interpretation of data and ability to fit that data into a larger intellectual context. Research activities involve faculty and students in the discovery, interpretation, and dissemination of new knowledge; application of this knowledge to societal problems; and examination of that information within the context of the culture, including the development of methodology to improve inquiry, teaching, and professional practice.

Because of the crucial role of the scholarship of discovery and integration, the university provides and expects to be measured by research opportunities for undergraduate, as well as graduate, students. Students should expect to see faculty involved in research, and students should be active participants in faculty research projects. Additionally, students should expect faculty guidance in formulating their own research endeavors. Since SMSU is a graduate institution, research and integration should be a fundamental component of graduate education.

The scholarship of application of knowledge focuses on the application of new knowledge to societal issues, and examination of that information within the context of one's specific discipline, as well as the culture at-large. SMSU students should expect to see faculty involved in a variety of projects that both apply and contribute to human knowledge.

Research and creative activities often begin with the individual, and unique faculty projects are a fundamental aspect of the research environment. However, activities at SMSU-Mountain Grove, the Agriculture Research and Demonstration Center, the Bull Shoals Field Station, and the various research centers on the Springfield Campus allow opportunities to address larger, more interdisciplinary problems that focus on needs in public affairs, professional education, health, business and economic development, creative arts, and science and the environment. These SMSU centers contribute to the educational process by involving students

in research and field experiences, bringing faculty together on projects, and extending the university presence into the metropolitan region and the community beyond. SMSU will seek to extend institutional support for research. In this increasingly complex and technological society, scholars are expected to seek external funding for their projects.

Excellence in teaching is critical to the development of educated persons, and it is essential to the university mission. The scholarship of teaching, the last of Boyer's classifications, involves being knowledgeable in one's field. Furthermore, as Boyer points out, "Teaching is also a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning. Pedagogical procedures must be carefully planned, continuously examined, and related directly to the subject taught...Good teaching means not only transmitting knowledge, but *transforming* and *extending* it as well...In the end, inspired teaching keeps the flame of scholarship alive."

To extend institutional support for the scholarship of teaching and learning, SMSU will establish an Academic Development Center (ADC). Over the next six years, the university will establish and maintain a comprehensive instructional support center for faculty. Many initiatives in faculty development are already under way. To enhance the value of these initiatives, as well as expand the number of initiatives, it is proposed that the ADC be formed to promote, coordinate, and provide leadership to

the development of a comprehensive, coordinated faculty development program. In the spring of 2000, the university became a part of the Carnegie Foundation Teaching Academy Campus Program to further the value of not only the scholarship of teaching and learning, but also the scholarship of discovery, the scholarship of integration, and the scholarship of application of knowledge.

### **Lifelong Learning and Continuing Education Programs**

As a metropolitan university and in keeping with the university's view of educated persons as lifelong learners, SMSU recognizes that an important part of its mission is to provide programming and support services which address the special needs of adult and nontraditional learners. This is true on all of the SMSU campuses.

Through the College of Continuing Education and the Extended University on the Springfield Campus, a wide range of programs have been developed to carry out this charge, including a large Evening College with more than 450 sections from more than 30 academic disciplines, enrolling more than 9,700 students each semester. In addition, a special Adult Student Services Office provides pre-admission advising services, merit scholarships especially for adult students, adult re-entry seminars and orientation programs, and admission/registration options tailored to the needs of working and nontraditional students.

Through the university's lifelong learning and continuing education programs, adult and nontraditional students can take advantage of a wide range of conferences, workshops, and other professional development programs offered on a non-credit basis. Specialized programs of this type are provided by the Center for Continuing and Professional Education for health care professionals, psychologists, counselors, nursing home administrators, law enforcement officers, business professionals, employees needing computer training, and many others. Similarly, the Management Development Institute in the College of Business Administration offers a variety of seminars, short courses, on-site custom programs, and certificate programs aimed at supervisory, mid-management, and executive-level business professionals and the Institute for School Improvement responds to the professional development needs of the region's elementary and secondary teachers and administrators.

During the six-year period covered by the plan, it is expected that several major societal and educational trends will continue to gather force, significantly changing the landscape for the university's effort to address the educational needs of adult and nontraditional students. Those trends will include increased competition among educational providers, convenience and ease of access for adult students, programs tailored to individual needs, and quality of content. Through the explosive development of technology-based and technology-enhanced instruction, adult learners will have a vast array of educational learning opportunities at their disposal. These pro-

grams will be professionally produced and packaged, tailored to the individual needs of adult learners, and available to students on an "anytime/anyplace" basis. New organizational entities will emerge as major players in the adult and continuing education market, create their own credentialing systems and a competitive environment previously unseen by traditional higher education institutions.

To address these challenges, SMSU will take initiatives on a variety of fronts. SMSU will be an active participant in the Missouri Learners Network administered by the Missouri Coordinating Board for Higher Education. In addition, the university will strive to find ways to strengthen and enhance the special advantages afforded an adult student who chooses to become part of a community of learners. Expanded efforts will be made to develop for-credit certificate programs and other programmatic structures which will provide focused learning opportunities, as well as a credential, of direct benefit to adult students who need their educational experiences to contribute directly to career and professional development goals. A concerted effort will also be made to continue to adapt academic and administrative policies and procedures so that they accommodate adult lifestyles and "make sense" to adult learners. Part of this effort will include the improvement of the accessibility of adult student support services on campus so that they are provided in locations and through delivery modes which are convenient for working adults. And finally, the College of Continuing Education and the Extended University will make a concerted

effort to initiate additional collaborative efforts with other academic units on campus so that appropriate academic programs can be more effectively marketed and delivered to adult and nontraditional students.

SMSU-West Plains provides non-credit/customized training and certificate courses in its seven-county service area through its Center for Business and Industry Training. These programs are designed based on needs assessment and many are developed in partnership with area business and industry. The delivery of these programs is enhanced by the GrizzNet interactive video network and mobile computer laboratory.

### **Academic Centers and Institutes**

SMSU hosts a number of centers and institutes which contribute to the educational process by involving students in research and field experiences, bringing faculty together on projects, and extending the university presence into the metropolitan region and the community at-large. Guidelines exist for establishing centers and institutes, including an approval process through the Board of Governors. Generally, centers and institutes are funded totally or in large part through grants from state and federal agencies, as well as private gifts.

In 1999-2000, SMSU had the following externally supported centers and institutes: Center for Research and Service, Center for Archaeological Research, Center for Social Science and Public Policy Research, Center for Industrial Productivity, Center for Resource Planning and Management, Center

for Scientific Research and Education, Midwest Viticulture and Enology Center, Center for Arts in the Schools, Center for Business and Economic Development, Area Health Education Center, Institute for School Improvement, and Management Development Institute. Other institutes will be considered during the six years of the plan, including the proposed Ozarks Public Health Institute and the Rural Law Enforcement Institute.

### Libraries

The SMSU libraries also operate as a system, providing the necessary support for the academic programs on all campuses for all degree programs. The greatest challenge facing the library system is keeping pace with the extensive growth in master's degree programs and students. Included in the SMSU library system are the Duane G. Meyer Library, the Music Library and the Greenwood Laboratory School Library on the Springfield Campus; the Garnett Library on the West Plains Campus; and the Paul Evans Library on the Mountain Grove Campus. The libraries are coordinated in their standards, practices, and development.

The MOBIUS statewide academic library consortium will significantly improve access to materials throughout Missouri when fully implemented in the next several years. When implemented, the Common Library Platform will create a "virtual catalog" of the approximately 14 million bibliographic records in the libraries of Missouri's colleges and universities. Cooperative collection development planning should become possible for participants in the consortium when all 50 members are brought

online. The SMSU libraries intend to take full advantage of this opportunity.

### SMSU-West Plains

The mission of SMSU-West Plains is to provide quality educational opportunities to the citizens of south central Missouri. Three associate degrees are conferred by SMSU-WP: the Associate of Arts, the Associate of Science, and the Associate of Applied Science. Four principal mission-oriented divisions are organized to deliver a range of programs and services that strive to meet the diverse needs of the seven-county service area. Credit and non-credit academic programs are offered through the School of Arts and Sciences and the School of Technology and Career Education, while regional outreach programs are administered by the University/Community Programs Division. Helping students to achieve their educational and career objectives is the primary focus of the Division of Student Services. Four support divisions, business services, computer services, development, and university communications, enable the delivery of campus programs and services.

Vital mission enhancement funding was appropriated during the previous five-year plan to initiate new academic program offerings in technology to support industrial expansion in light manufacturing. This expansion has stimulated vital economic development within the service region, which is among the most economically challenged areas in Missouri. SMSU-West Plains has worked closely with community advisory boards to review all programs and assess potential needs for new business/industry-focused degree programs/emphasis areas and for certificate training in technical skills development.

Seven stated goals support the SMSU-West Plains mission. These goals, developed through a 15-month discussion involving students, faculty, staff, and community members, stimulated a series of new initiatives that are proposed for implementation over the next six years. The details of these initiatives are included in the *SMSU-West Plains Long-Range Plan for 2001-2006: A Vision for Excellence*. The seven goals are to:

- ❑ educate students for constructive citizenship, meaningful careers and lifelong learning through the delivery of accredited and affordable programs
- ❑ cultivate educational, technological, cultural and economic development
- ❑ foster an environment that enables individual student learning and success
- ❑ operate as an integral entity within the SMSU System
- ❑ engage constituencies in a continuing conversation that stimulates innovation, progress and excellence
- ❑ practice good stewardship of resources
- ❑ assess institutional effectiveness and plan for the future



Chart E

**Springfield Campus — Undergraduate Program Expansion Plan \***

	<i>Program Added</i>	<i>Theme</i>	<i>Colleges</i>	<i>Student Number</i>	<i>One-Time Cost</i>	<i>On-Going Program Cost</i>
Fall '00						
Fall '01	B.A., Art History	Creative Arts	Arts & Letters	25	\$100,000	\$10,000
Fall '02	B.S., e-Business	Business & Economic Development	Business Administration	150		\$509,000
Fall '03	B.S. Ed., Dance	Professional Education	Arts & Letters	30		\$130,000
Fall '04						
Fall '05						
Fall '06						

*\*Implementation of the new programs listed is dependent upon gaining approval through the regular on-campus process, gaining approval from the Coordinating Board for Higher Education, and obtaining additional funding specifically for the new programs.*

**Springfield Campus — Graduate Program Expansion Plan \***

**Chart F**

	<i>Program Added</i>	<i>Theme</i>	<i>College</i>	<i>Student Number</i>	<i>On-Going Program Cost</i>
<b>Fall '00</b>	M.S. Ed., Instructional Technology	Professional Education	Education	15	\$50,000
<b>Fall '01</b>	M. Arts in Teaching	Professional Education	Education	30	\$60,000 (grant-funded first 4 years)
<b>Fall '02</b>	Audiology Doctorate (AuD) Ed.S., Guidance & Counseling	Health Professional Education	Health & Human Services Education	15 50	\$230,000 \$138,000
<b>Fall '03</b>	M.S., Agricultural Economics (partner with other Missouri public universities)	Business & Economic Development	Natural & Applied Sciences	15	\$110,000
<b>Fall '04</b>	M.S., Public Archaeology	Public Affairs	Humanities & Public Affairs/ Science & Environment	20	\$137,000
<b>Fall '05</b>	Post Professional M.S., Physical Therapy	Health	Health & Human Services	10	\$100,000
<b>Fall '06</b>	Ph.D., Public Administration (partner with the University of Missouri System)	Public Affairs	Humanities & Public Affairs	6	\$80,000

*\*Implementation of the new programs listed is dependent upon gaining approval through the regular on-campus process, gaining approval from the Coordinating Board for Higher Education, and obtaining additional funding specifically for the new programs.*

**West Plains Campus — Associate Degree Program Expansion Plan \*** **Chart G**

	<i>Degree</i>	<i>Program</i>	<i>Emphasis/Location</i>	<i>On-Going Program Cost</i>
<b>Fall '00</b>				
<b>Fall '01</b>	A.A.S.	Business	Agri-Business	\$40,000
	A.A.S.	Child Development		\$86,000
	A.A.S.	Law Enforcement		\$17,000
	A.A.		Child Development	\$20,000
	A.A.		Elementary Education	\$17,000
	A.A.	Courses at GrizzNet Site	Houston	\$22,000
<b>Fall '02</b>	A.A.S.	Allied Health		\$5,000
	A.A.S.	Allied Health	Medical Office Management	\$40,000
	A.A.		Agri-Business	\$17,000
	A.A.		Criminal Justice	\$10,000
	A.A.	Courses at GrizzNet Site	Ava	\$22,000
<b>Fall '03</b>	A.A.S.	Allied Health	Medical Lab Technology	\$53,000
	A.A.S.	Industrial Technology	Electronics	\$140,000
	A.A.S.	Construction Technology		\$40,000
	A.A.S.	Mass Communication		\$86,000
	A.A.	Courses at GrizzNet Site	Gainesville	\$22,000
<b>Fall '04</b>	A.A.S.	Allied Health	Surgical Technology	\$53,000
	A.A.S.	Allied Health	Radiology Technology	\$53,000
	A.A.	Courses at GrizzNet Site	Alton	\$22,000
<b>Fall '05</b>				
<b>Fall '06</b>				

*\*Implementation of the new programs listed is dependent upon gaining approval through the regular on-campus process, gaining approval from the Coordinating Board for Higher Education, and obtaining additional funding specifically for the new programs.*

# Enrollment Management

The SMSU System enrollment consists of students taking courses on the Springfield Campus, through the Extended Campus administered by the Springfield Campus, and at or through SMSU-West Plains.

Over the period covered by this plan, it is anticipated that the combined enrollment on the Springfield Campus and the Extended Campus will remain stable, with modest declines on the Springfield Campus offset by growth in the Extended Campus. Enrollment on the West Plains Campus is expected to increase to 1,750 by the fall

of 2005. As Chart H (below) shows, enrollment for the SMSU System is expected to approach 20,000 students by fall 2005.

It should be noted that these enrollment totals and goals do not include the non-credit enrollments through SMSU-Springfield's Continuing Education Program offerings, Management Development Institute professional development courses, Small Business Development Center training programs, and Institute for School Improvement, nor students served through the Center for Business and Industry Training at SMSU-West Plains. Over the next six years, these enrollments are expected to grow — from about 10,000 to 12,000 at SMSU-Springfield and from 450 to more than 1,900 at SMSU-West Plains.

The following is a description of the enrollment management plan for each component of the SMSU system enrollment.

## Springfield Campus

Primary enrollment management objectives for SMSU-Springfield include: 1) increasing freshman admission requirements, and 2) increasing graduate enrollment as a percent of the total on the Springfield Campus. The net result is expected to be a reasonably stable enrollment, with modest declines over the six years of the plan. With a stable enrollment, the university should be able to sustain and improve the quality of its programs and services, ensure efficient utilization of existing facilities, and contain costs for students, assuming that the university's state appropriation is adjusted annually

**By fall 2005, the SMSU system enrollment will be 19,540: 13,766 undergraduates, 2,630 graduate and post-baccalaureate students, and 1,750 students on the West Plains Campus.**

**Chart H**

**Projected fall semester enrollments for the SMSU System, 2000-05**

Fall	SMSU-Springfield			West Plains Campus	System Total <sup>2</sup>
	Springfield Campus	Extended Campus	Unduplicated Total <sup>1</sup>		
2000	16,425	1,800	17,625	1,450	19,000
2001	16,350	1,950	17,700	1,515	19,135
2002	16,285	2,140	17,825	1,570	19,310
2003	16,230	2,275	17,905	1,630	19,430
2004	16,130	2,375	17,905	1,690	19,485
2005	16,030	2,475	17,905	1,750	19,540

<sup>1</sup> Because students may be enrolled both on-campus and through the Extended Campus, the unduplicated total is less than the sum of the two columns (SMSU-Springfield plus Extended Campus).

*See Performance Measures*



for inflation (on the basis of total budget, not state appropriations alone).

**Undergraduate Enrollment**

In *Welcoming the 21st Century* the university outlined its plan to implement a selective admission standard for first-time freshmen. The selective admission standard is based on a selection index (sum of a student’s high school class rank percentile and ACT or SAT percentile) of 120. Phased implementation of that standard began in fall 1995 with a selection index of 80. Chart I (below) shows progression of the selection index and the associated freshman enrollments. Freshmen applying for the fall 2000 semester are required to have a selection index of 100 or higher.

As Chart I shows, enrollment of degree-seeking undergraduate students remained fairly stable between 1995-97, ranging from a low of 13,396 to a high of 13,776. During

**Chart I**

**Change in selection index, freshman enrollment, average freshman ACT, and total undergraduate enrollment, 1994-99**

	Selection	Number of	Average	Total enrollment of
	Index	first-time	freshman	Undergraduate
Fall		freshmen	ACT	degree-seeking
				students
1994	NA	2,841	21.7	14,778
1995	80	2,512	22.4	13,776
1996	88	2,507	22.4	13,473
1997	88	2,782	23.1	13,396
1998	92	2,785	23.5	13,498
1999	96	2,657*	23.4	13,766

\* Scholarship requirements also were increased from 1998 to 1999.

the fall semesters from 2000-05, the primary enrollment management objective is to maintain this stability, with a total undergraduate enrollment between 13,000-14,000 students.

Within that overall objective, the university also has the following objectives:

**Continue progress toward selection index of 120** — A major objective is to continue to move the selection index toward the target of 120. This will be accomplished in progressive steps as it was during the last five-year plan. The number of high school graduates in Missouri is projected to increase by nearly 9 percent from 1999 to 2008. If the percentage of graduates enrolling at four-year institutions remains stable or increases, and if the university maintains or increases its market share of those graduates, then these factors will help to offset the loss of freshman enrollment due to the increased standards.

Consistent with the overall objective of maintaining undergraduate enrollment at 13,000 to 14,000, the university will annually assess enrollment trends and other variables that may impact future enrollments. Other factors, such as residence hall occupancy, also will be considered. Based on this review, a recommendation will be submitted to the Board of Governors each April regarding the selection index for the fall semester of the following calendar year.

**Increased enrollment of transfer students from Missouri community colleges** — The university will continue to seek modest increases in enrollment

of transfer students from Missouri community colleges. The number of potential transfer students is expected to increase primarily due to the full implementation of the A+ Program (as the program is currently configured). Similarly, as the university raises its freshman admission requirements, an increasing number of potential students will be referred to community colleges. The university will continue to formulate and honor articulation agreements and develop cooperative programs with selected community colleges. In its continuing effort to make the transfer process as student-oriented as possible, SMSU is preparing program articulation agreements with community colleges and other two-year colleges from which it receives reasonable numbers of transfer students. This effort complements General Education articulation agreements distributed to all Missouri two-year institutions. By spring 2000, program agreements had been completed and delivered to SMSU-West Plains, Ozarks Technical Community College, and Crowder College; final articulation sheets for St. Louis Community College (all three campuses) were being finalized; and work was beginning on articulation sheets for the Kansas City Metropolitan College System.

**Increased retention and graduation rates** — As admission requirements are increased, the university expects to see increases in student retention and graduation rates. Retention initiatives included in *Welcoming the 21st Century* will be sustained and enhanced. A new initiative also will be launched

to provide sophomores with more opportunities to focus on selection of a major and career exploration. This will be a cooperative effort between the staff of the office of career services, faculty advisors, and campus advisement centers. A primary goal of this initiative will be to enhance retention and graduation rates.

**Increased minority enrollment as a percent of total enrollment** — The university will continue to work toward the goal of increasing minority enrollment to 7 percent of total enrollment.

**Services for disabled students** — SMSU will continue to provide a positive environment and

appropriate accommodations for the growing number of students with disabilities who are choosing to attend the university.

### **Graduate, Post-Baccalaureate, and Post-Master's Enrollment**

Graduate student enrollment increased dramatically from 1995-2000 and the university firmly established its position as the graduate education center of southwest Missouri. The increase in graduate enrollment was fueled by addition of new programs and an increased demand for master's education across major sectors of the job market. Over the

next few years, strong demand for graduate education is expected to continue. However, the rate of growth in student numbers is projected to be much slower than the last few years, averaging about 2 percent per year. Graduate students (Springfield Campus plus Extended Campus) are expected to account for 17 to 18 percent of the enrollment.

During this period, competition for meeting the needs of prospective graduate students will be intense from other higher education institutions and corporate learning venues. Sustaining on-campus enrollment and enrollment patterns of current graduate programs is a major goal. This will be facilitated, in part, by expansion of accelerated master's programming that provides a direct and seamless transition of high ability SMSU undergraduates into graduate education. SMSU also is establishing partnerships and collaborations with other institutions that facilitate students' entrance into selected graduate programs (e.g., joint M.B.A. with the Madras School of Social Work in India). The vision is that graduate education will increasingly demand more partnerships, but these are more focused on increasing student access than enhancing enrollment.

While some new degree programs will be added, a greater diversification of graduate opportunities for students will be from development of for-credit post-baccalaureate and post-master's graduate certificates that focus on specific market demands. The university's projection is that much of the graduate enrollment growth will result from expansion



Chart J

**Anticipated Freshmen Selection Index and Fall Semester Enrollment for SMSU-Springfield Campus 1999-2005**

Year	Selection Index	First-Time Freshmen	Degree-Seeking Undergraduates	Non-Degree Undergraduates	Graduate and Post-Baccalaureate*	Total
2000	100	2,550	13,600	300	2,505	16,425
2001	102-106	2,500	13,500	300	2,550	16,350
2002	104-108	2,450	13,400	300	2,585	16,285
2003	106-112	2,400	13,300	300	2,630	16,230
2004	108-116	2,350	13,200	300	2,630	16,130
2005	110-120	2,300	13,100	300	2,630	16,030

\* This total does not include the estimated 570-770 graduate student enrollment at distance learning sites.

of distance learning opportunities, including both off-campus and Internet offerings (SMSU Online). Increasing graduate program availability to Joplin- and West Plains-area residents will occur both by expanding on-site programs and establishing better linkages to the main campus. SMSU will position itself to offer a select group of Internet-based graduate programs that draw from beyond southwest Missouri. Expanding Internet offerings are projected as the largest area of enrollment growth, albeit this market has tremendous uncertainty.

**Non-degree Undergraduate Enrollment**

This category includes individuals taking courses for personal or professional interest, visiting students from other colleges and universities, and high school students taking courses under the precollege classification. No significant change in enrollment in this category is anticipated.

Chart J (above) illustrates anticipated enrollments based on: 1) modest declines in undergraduate, degree-seeking enrollment resulting from

increases in the selection index that will be partially offset through demographics, increased retention rates, and increased enrollment of transfer students; and 2) modest increases in graduate enrollments. Given the dynamic nature of enrollment, actual enrollments may reasonably be expected to vary between 5 and 10 percent from those shown.

The data presented here are based on fall semester headcount enrollment as of the official reporting date (20th day of classes). While this is the traditional benchmark for enrollment reporting, the number of students who enroll over the period of a year is actually far higher. For example, the unduplicated total headcount enrollment for SMSU-Springfield and the Extended Campus for the fall 1999 semester was 17,565. The total number of individuals who actually enrolled in credit courses during the 1999 calendar year (spring, summer, and fall combined), however, was 23,739.

**Extended Campus**

As part of the university’s Enrollment Management Plan, enrollment projections for the Extended Campus include enrollments in credit courses delivered via distance learning technologies, as well as more traditional courses offered at off-campus sites. Included, therefore, are distance-learning courses offered via interactive video (BearNet), the Internet (SMSU Online), and telecourses, as well as dual credit courses in area high schools and conventional off-campus courses at the West Plains Campus, the Graduate Center in Joplin, and other sites throughout the university’s 24-county service area. For example, the number of students in bachelor’s degree completion programs on the West Plains Campus is expected to grow to 250 by the fall 2005 semester. In addition, beginning with the fall 2000 semester, the university anticipates having enrollments at a new SMSU Branch Campus at Liaoning Teachers University of the People’s Republic of China.

With Extended Campus programs, it is not easy to accurately predict future enrollments. Programs of these kinds enroll many adult and part-time students, and their participation may last only a semester or two. In addition, technology-based delivery systems are changing rapidly. Although these programs increase student access and are experiencing significant growth at the present time, it is difficult to know how much “drawing power” they will have in the future. This is especially true in light of the fact that some of these programs are designed to attract students throughout the nation

(and, indeed, internationally) where there will be stiff competition from other educational providers.

Even with these uncertainties about the future, however, it is anticipated that during the university's six-year plan, overall enrollments through Extended Campus programs will experience significant growth. This is especially anticipated with off-campus dual credit courses and distance learning courses offered via the Internet and interactive video. Although the off-campus dual credit program has already experienced impressive growth over the past couple of years, the market potential remains quite large for several years to come, and it is expected that participation in that program will increase by approximately 100 percent during the current planning cycle. The BearNet interactive video network is expected to have steady growth with participation increasing by approximately 50 percent. The use of Internet-based instruction is growing rapidly throughout the nation, and SMSU is steadily adding to the curricular offerings available through the SMSU Online Program. During the current planning cycle, participation in this program is expected to increase by more than 250 percent.

It should be understood that a variety of developments could occur which would force changed assumptions and, thus, adjusted projections. For example, if the new SMSU Branch Campus at Liaoning Teachers University of the People's Republic of China, located in the City of Dalian, is successful in accomplishing its objectives, that cen-

ter will enroll 50 new students each year for several years, totaling 200 enrollments or more by fall 2003. If this project is not as successful as anticipated, those numbers will need to be adjusted or eliminated from the projections. Likewise, the SMSU Online program could potentially enroll several hundred new students for the university during the next six years if the university is successful in reaching some special target population groups outside the current service area. If the university cannot compete successfully for these target markets, then the projections will need to be adjusted accordingly.

#### **West Plains Campus**

Enrollment projections at SMSU-West Plains for the next six years are based upon four primary factors:

**Continued population growth of Howell County** — Studies project the annual growth rate of Howell County to be 2.2 percent until 2008, spurred, in part, by a predicted net increase of nearly 5,000 local jobs. Elementary school enrollments in the seven-county area already reflect the potential for a larger market pool, while new incentive programs such as the A+ Program, as currently configured, will serve to interest students in a college education available in their area.

**Growing interest in the availability of bachelor's and master's degree programs offered by SMSU-Springfield** — The initial offering of completion programs by SMSU-Springfield has been met with great enthusiasm, prompting program officials to

consider bringing additional bachelor's and master's degree programs to the West Plains Campus. SMSU-West Plains planners anticipate that as a result of these offerings West Plains students will have an increased interest in and commitment to fulfilling their associate degree requirements at West Plains.

**The offering of several new degree, certificate and non-credit programs** — SMSU-West Plains anticipates added degree programs to meet the educational needs of the service area during the next six years. (See Chart G on page 51.)

**The university's ongoing efforts to facilitate student academic success** — While the Committee for Student Success will help guide the university's efforts to improve student academic persistence (retention) and graduation rates, care will be taken to ensure that student success is viewed throughout the campus as "everybody's business." Efforts will be organized, integrated and purposeful. Strategic data collection and assessment will occur every step of the way. The University Life course, one of the university's major student success projects, has been restructured to better fit the needs of students.





**Organization**

In achieving its planned enrollment goals, SMSU-West Plains will face intense market pressures, limited fiscal resources, and changes in student approaches to selecting a college. These challenges mandate that the West Plains Campus’s method of student recruitment and instructional delivery must evolve to a higher state of efficiency and effective-

ness. In preparation, SMSU-West Plains will create an office of enrollment services by realigning the offices of admissions and registration and records. The intent is to position the unit for optimal service to students, prospective students, faculty, and staff; to pursue an aggressive student recruitment program; and to focus on the academic success (retention) of current students.

# Facilities and Support Services

**SMSU's six-year capital plan includes major investments in maintenance and repair, new construction, and corrective construction.**

*See Performance Measures*

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**D**eveloping educated persons for the 21st Century requires a physical plant and services capable of meeting not only current needs, but the projected needs of students, staff, and faculty. Changing technology, geographic separation of the SMSU System campuses, and the backlog of needed repairs all contribute to the challenge of creating a positive and productive learning atmosphere over the next six years.

The value of SMSU's real property, spread across the multi-campus system and encompassing 644 acres, exceeded \$271 million in 1999 dollars. University facility assignable space consists of more than 2.6 million square feet, with student services taking up 40 percent of the total and instructional, research, academic, and institutional support accounting for the other 60 percent.

Facilities on SMSU's campuses range from historic to modern, from agricultural cropland to sophisticated laboratories. Some facilities have been constructed expressly for academic purposes; others have been acquired and converted. Installed equipment for academic and administrative use ranges from obsolete to state-of-the-art. All of these facilities and equipment support the institutional mission; all must be cared for.

## **Maintenance and Repair**

Many university buildings on SMSU's campuses, including several property acquisitions offering tremendous potential for academic benefit, need major repair. Since 1995, \$39.6 million has been appropriated in maintenance and repair funding.

This is a three-fold increase over appropriations in the previous 10 years. While this is a significant investment and major improvement in the commitment to maintaining the university infrastructure, the trend has to continue to keep pace with recommended industry standards for ensuring proper care of physical plant assets. The industry standard is 2 to 4 percent of the current replacement value; SMSU received an average of 2.3 percent over the past six years.

## **Capital Investment Requirements**

The university has received approximately \$60.6 million for capital improvements to academic facilities over the past six years. This included \$22.9 million for the Meyer Library Project, which includes the construction of a new Information Technology Center and renovation of the existing facility. Despite this effort, unprecedented growth in program offerings and enrollment has outstripped the university's ability to provide adequate per capita academic and administrative space.

A significant infusion of capital investment is essential for the construction of needed facilities to fulfill future educational and administrative demands; modernization and renovation of existing structures to comply with building code requirements; and the provision of state-of-the-art classroom equipment comparable to technology with which university graduates will be expected to be proficient. Left unattended, the deficiencies in the university's physical plant and equipment inventory will seriously retard the attainment of the goals

expressed in this long-range plan. Increased state funding, supplemented by the infusion of private contributions, must be planned for, articulated, and realized.

### Plans for the Future

Facility construction/renovation efforts over the next six years throughout the university system are targeted at supporting the undergraduate and graduate academic environment for the mission and five major themes of the university.

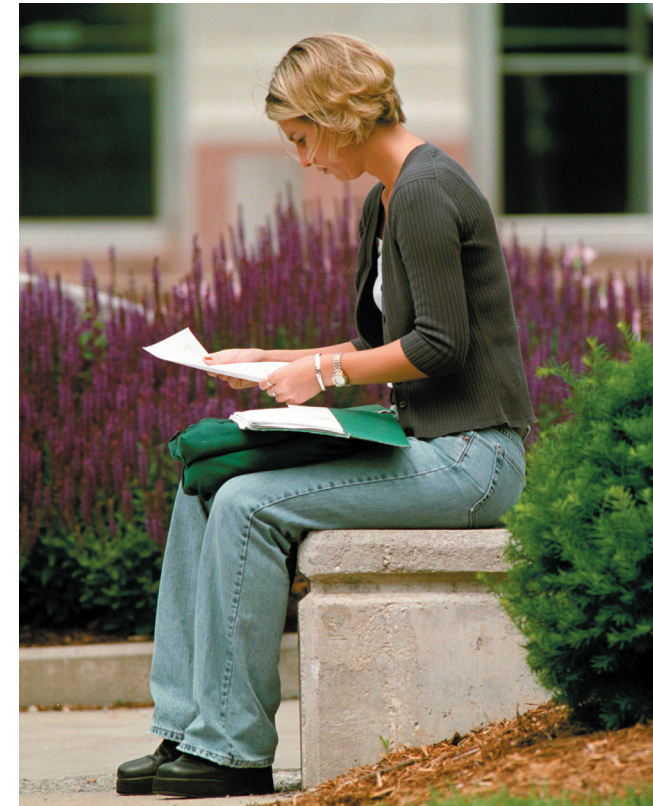
On the Springfield Campus, the primary emphasis will be reutilization of physical space in the central campus core for academic purposes. New facilities and major renovations are planned for the themes of science and the environment, creative arts, and health. For example, creation of the Ozarks Public Health Institute will also require construction of a facility to house that program. And a renovation and expansion is planned for the College of Arts and Letters that would include renovation and expansion of Ellis Hall and Craig Hall, with a new structure to house the art and design department. Additional requirements for the SMSU System include a new library at SMSU-West Plains, that campus's top capital priority, and growth of the SMSU Agriculture Research and Demonstration Center. Growth of the College of Business Administration may necessitate the addition of a fifth floor on Glass Hall.

Where additional space is required for shorter term grants, projects, institutes, and continuing

education programs, the university will seek to lease space. Ideally, that space will be close to campus or in the downtown area, allowing the university to optimize its downtown revitalization partnership with the city and private developers and use of the shuttle system to move users to and from the main campus area.

The initial focus will be improvement of the existing physical plant assets to enhance the programmatic mission. The completion of the 140,000-square-foot Public Affairs Classroom Building in 1998 and other completed projects throughout the SMSU System, has enabled the university to engage in renovations to facilities on all the campuses to accommodate academic and administrative program requirements. The objectives of the plan are to promote efficiency through the best use of space, promote college integrity by locating departments in the proximity of their respective college, exercise good stewardship by using existing space instead of creating new space, and accomplish renovations in a timely manner. This reallocation of space makes good fiscal sense, promotes organizational cohesiveness, and will greatly enhance the university's public affairs mission by updating several buildings with a long history of deferred maintenance issues and problems.

Following soon after as a high priority is a University College Hall renovation/addition project to house the administrative offices of University College, and offer space providing responsive information and support services to both current



and prospective students. Other priority projects include: renovation of McDonald Arena to comply with standards for an adequate learning environment and create enhanced educational areas for health, physical education and recreation programs; a cooperative project with the Federal Transportation Agency to satisfy needed parking requirements on the southwest area of campus; a science and technology building to satisfy rapidly expanding science programs; and a complete renovation and

expansion of the arts and letters complex to allow for a contiguous college offering quality programs.

SMSU's intent to relocate traditional support services departments to the campus periphery will yield a major gain in both academic space and system efficiency. First, relocation will allow the central campus facilities presently housing support services functions to be reconfigured for other pressing needs. Second, traffic and pedestrian circulation in the central campus core will be enhanced when these facilities are converted to academic use. Service providers can operate from the periphery and penetrate the academic core to deliver requested support.

Construction of new facilities and renovation of existing space to meet the current and future institutional mission are both under way and planned. Chart K (right) summarizes these projects. Where state funding is either not available or appropriate, the university will continue to seek other sources of revenue to complete needed projects. Examples of such projects include a second intermodal transfer facility, an expanded campus shuttle system, and a baseball stadium. While not shown in Chart K, these projects are also important to the success of the long-range plan.

**Major Capital Investment Highlights**

**Chart K**

<b>FY01</b>	Facilities Renovation/Reutilization Plan (FREUP) (Includes 10 facilities on three campuses)	\$ 7,800,000
	<b>FY01 Total</b>	<u>\$ 7,800,000</u>
<b>FY02</b>	Facility Adaptation Plan (FAP) (Includes University College Hall and McDonald Arena)	\$ 17,500,000
	Ozarks Public Health Institute (OPHI) - Planning	\$ 250,000
	Agricultural Center Renovation (State Share)	\$ 2,600,000
	New Library at SMSU-West Plains - Planning	\$ 150,000
	<b>FY02 Total</b>	<u>\$ 20,500,000</u>
<b>FY03</b>	Ozarks Public Health Institute (OPHI)	\$ 25,000,000
	New Library at SMSU-West Plains	\$ 9,900,000
	Carrington Hall Renovation	\$ 10,000,000
	New Art and Design Building - Construction Design	\$ 2,830,000
	New Support Services Building - Planning	\$ 250,000
<b>FY03 Total</b>	<u>\$ 47,980,000</u>	
<b>FY04</b>	New Art and Design Building	\$ 25,900,000
	Post Office Building Addition/Renovation at SMSU-West Plains	\$ 2,000,000
	New Support Services Building	\$ 10,000,000
	<b>FY04 Total</b>	<u>\$ 37,900,000</u>
<b>FY05</b>	Science Complex Addition/Renovation (Includes Temple Hall, Kemper Hall, Kings Street Annex, and Central Stores and Maintenance Building)	\$ 35,000,000
	Ellis Hall Addition/Renovation	\$ 12,800,000
	Professional Building Addition - Planning	\$ 250,000
	<b>FY05 Total</b>	<u>\$ 48,050,000</u>
<b>FY06</b>	Craig Hall Renovation/Addition	\$ 6,400,000
	Professional Building Addition	\$ 20,100,000
	<b>FY06 Total</b>	<u>\$ 26,500,000</u>



**Jim D. Morris Center  
for Continuing Education**  
*(One of 10 projects on three  
campuses included in FREUP)*



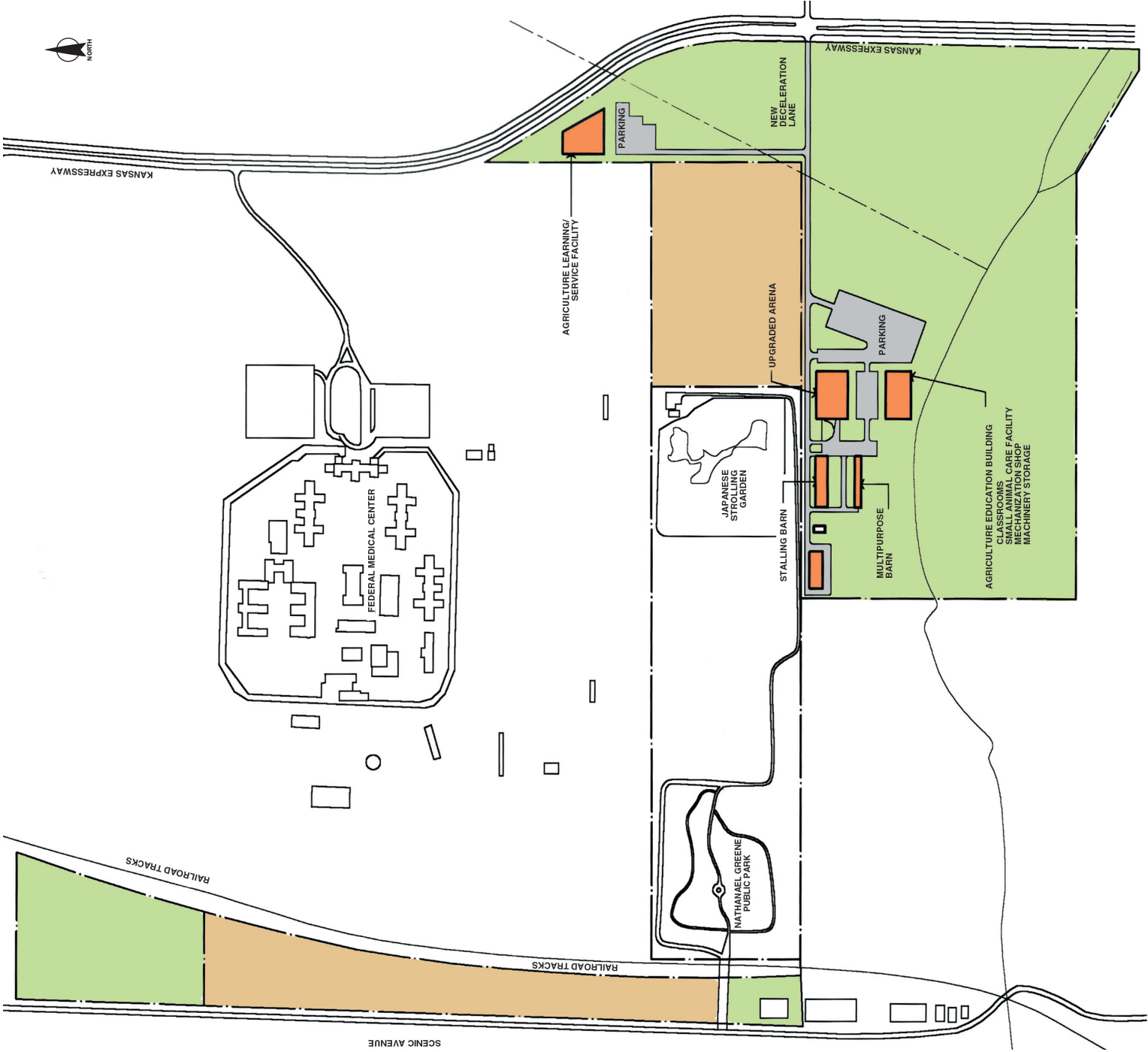
**University College Hall**  
*(Included in Facility Adaptation Plan)*

**Art and Design Building**  
*(This is an artist's rendering of the new structure at the corner of Grand and National which connects Craig Hall and Ellis Hall)*



**Intermodal Transfer Facility**  
*(Located at Grand and Holland, this facility will be funded largely by federal funds and resemble the existing Park and Ride Facility, which is shown here)*

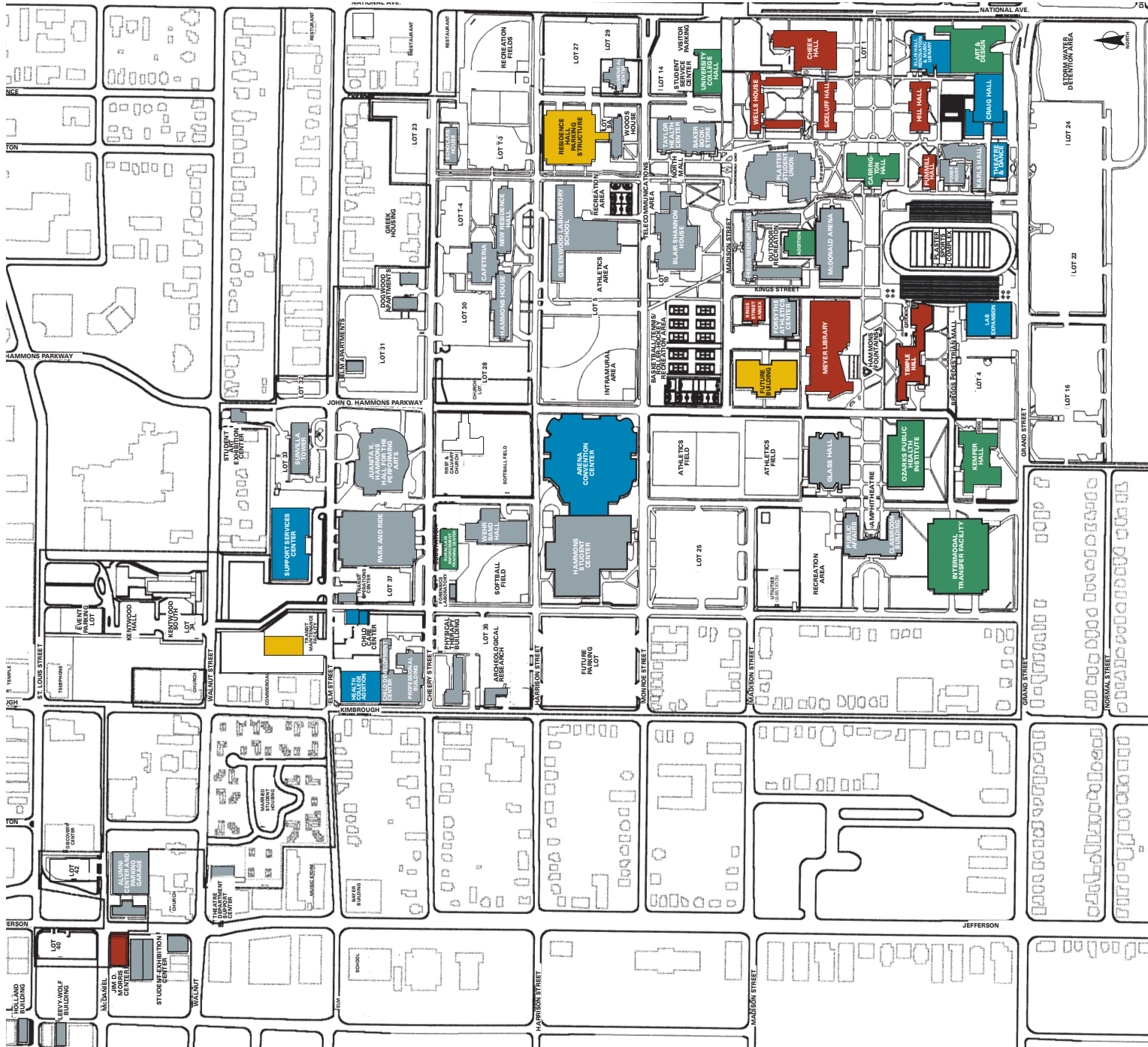




Current Boundary  
 City/Park Board Land Swap

**Agriculture Research and Demonstration Center**  
 (See pages 10-11 for a detailed description of the Center)

# Springfield Campus Master Plan





**UNDER WAY (0-2 YEARS)**

**FACILITIES REUTILIZATION PLAN (FREUP)**

Steeluf, Pummil, Cheek, Hill, Kings Street, Morris Center, and Temple will be partially renovated to accommodate academic and administrative program requirements of relocating departments.

**MEYER LIBRARY RENOVATION AND ADDITION**

Providing electronic document retrieval, remote document access, and collaborative work areas, the renovated Meyer Library will host a multitude of communications and research technologies. Several technology-supported classrooms, remote media distribution, and a multi-media production center will bring digitally enhanced learning to the entire campus. The present Meyer Library also will be fully renovated as part of this project.

**UTILITY DISTRIBUTION SYSTEM REPAIR**

This project will accomplish much-needed structural repairs and utility improvements to SMSU's 1.2 mile underground tunnel system, a vital link for distribution of electricity, water, steam, gas, and telecommunications to the campus-core buildings.

**WELLS HOUSE RENOVATION**

Renovation of the current facility will provide suite-style housing accommodations. Amenities will include data access for individual students in each suite and microwave ovens and refrigerators in suite kitchenettes. The residence hall also will include study lounges, laundry facilities, and a fitness center.

**PROGRAMMED (2-5 YEARS)**

**ART AND DESIGN BUILDING**

Connecting the existing buildings within the arts core of campus, this facility will house the art and design departments, including painting, studios, foundry, and a plaza to display examples of student work. This structure also will enable other departments of the College of Arts and Letters to relocate internally and become more convenient and practical to students.

**CARRINGTON RENOVATION**

Renovations in Carrington Hall will include new HVAC, new hot and cold piping, sprinkler system, electrical upgrades, window replacement, and security and fire protection.

**INTERMODAL TRANSFER FACILITY**

A multi-level parking structure will be located near Holland and Grand to provide commuter parking for students, faculty, staff, and visitors using the SMSU shuttle system. On weekends, this structure will afford proximate parking for special events at Plaster Sports Complex.

**MCDONALD ARENA RENOVATION**

This facility will be renovated to comply with standards for an adequate learning environment and to create enhanced educational areas for health, physical education, and recreation programs. The building's structure and support systems will be rehabilitated for the first time since the 1940's.

**OZARKS PUBLIC HEALTH INSTITUTE**

This new facility between Kemper Hall and Glass Hall will provide additional, much-needed classroom and laboratory space for the College of Natural and Applied Sciences. The complex will be linked to existing science and technology programs housed in Temple and Kemper Halls.

**RURAL LAW ENFORCEMENT TRAINING CENTER**

This facility will house the Rural Law Enforcement Institute and the police substation/safety office for SMSU.

**SCIENCE COMPLEX ADDITION AND RENOVATION**

With the completion of the Ozarks Public Health Institute, space will be freed up in Temple Hall to allow renovation of currently inadequate space into additional classroom, research and office space. At the same time, Kemper Hall will be reconfigured to meet changing technology needs. Longer term science needs will be met by additions to Temple Hall and Kemper Hall and reconfiguration of the current support services building.

**UNIVERSITY COLLEGE RENOVATION**

This two-building complex will be incorporated into a single structure to house the administrative office of University College and offer space to provide responsive information and admission services to prospective students.

**PLANNED (5-10 YEARS)**

**ARENA/CONVENTION CENTER**

An expansion of Hammons Student Center, this facility will house an open arena for special university events. The center also will serve as a site for conventions, trade shows, and exhibits hosted on campus.

**CHILD CARE CENTER**

This facility will house a licensed, accredited child care program, serving university students, faculty, and staff. The center will provide full and part-day care services throughout the year in accordance with national program guidelines.

**HEALTH COLLEGE EXPANSION**

A major addition to the north of the Professional Building will nearly double the available space in the College of Health and Human Services, allowing for expanded educational program offerings in Biomedical Sciences, Nursing, Athletic Training/Sports Medicine, Physical Therapy, Physician Assistant, and potentially Occupational Therapy.

**SCIENCE LAB EXPANSION**

This space will convert the current maintenance facility into a modular laboratory to be used by the College of Natural and Applied Sciences.

**SUPPORT SERVICES CENTER**

This facility, located near the north Park & Ride facility, will consolidate most campus support services, including custodial, design and construction, grounds, maintenance, postal services, printing, procurement services, receiving, vending and concessions, and work control. Traffic congestion in the central campus core will be reduced by the conversion of the support services current facilities to other university needs.

**PROPOSED (10-25 YEARS)**

**RESIDENCE HALL PARKING STRUCTURE**

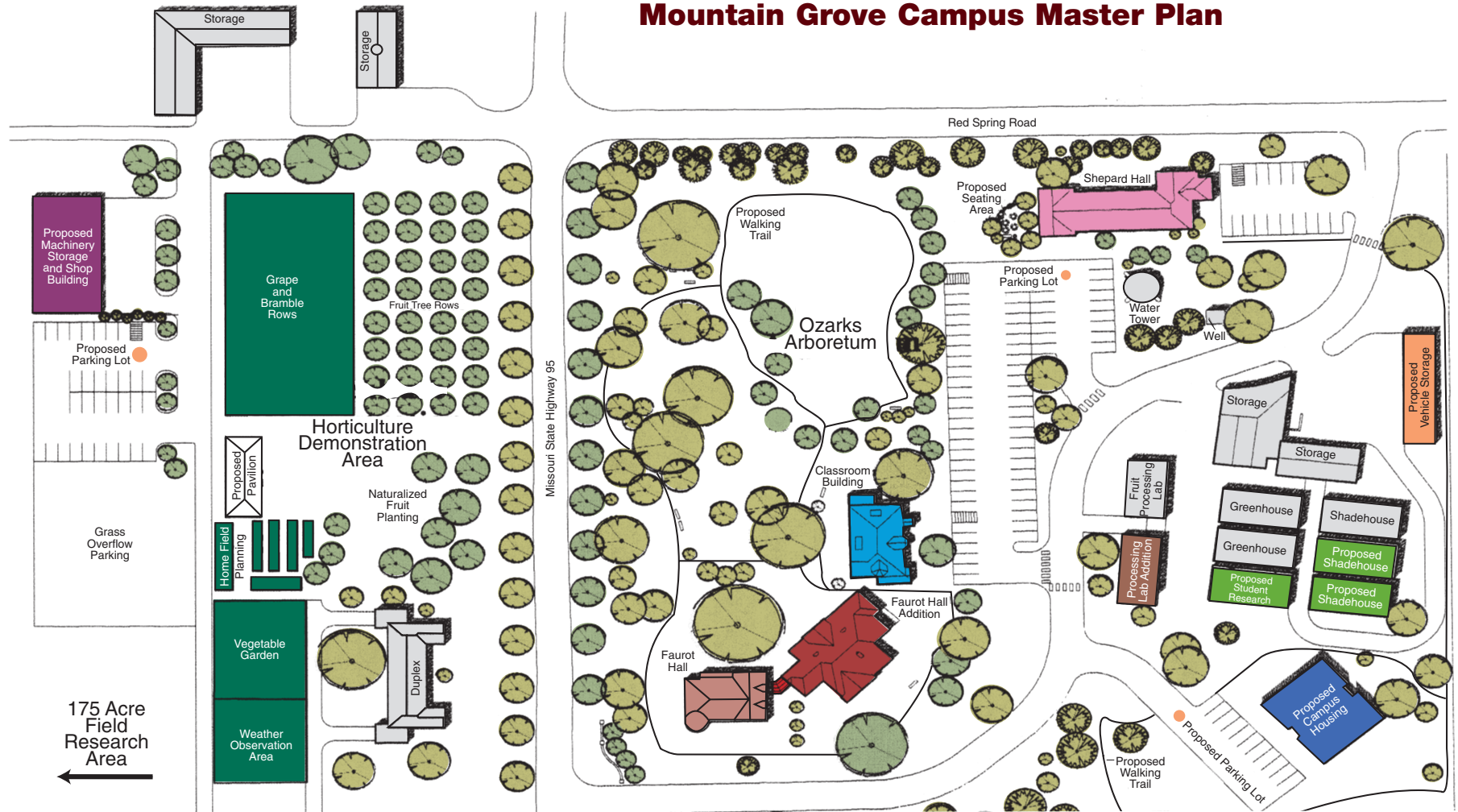
This parking structure, located to the north of Woods House, will provide 1,000 parking spaces for residence hall students. The structure will feature available, safe, and secure parking for students living in nearby residence halls. The top deck of the structure will be configured for recreation, including tennis, and basketball courts, when not used for parking.

**TRANSIT MAINTENANCE CENTER**

Housing many of the service functions of the university, this structure also will contain maintenance and repair bays for the motor pool vehicles, shuttle buses, and department vehicles, decreasing downtime of the university fleet.



# Mountain Grove Campus Master Plan



## FRUIT PROCESSING LAB ADDITION

The proposed addition of 2,000 square feet will be a research facility for value added product innovation.

## HORTICULTURE DEMONSTRATION AREA

The demonstration area west of Highway 95 displays fruit and other horticultural crops, with a proposed pavilion for workshops and education.

## CLASSROOM BUILDING

The original director's residence, built in 1901, now houses classrooms, a student computer lab, offices, and a research laboratory.

## GREENHOUSE/SHADEHOUSE

The addition of a student research greenhouse and two shadehouses, adjacent to the existing facilities, will expand the research/study area available for fruit experimentation.

## FAUROT HALL ADDITION

Constructed in 1998, this addition contains classrooms, a student lounge, a graduate research and teaching laboratory, and offices.

## MACHINERY STORAGE & SHOP

This proposed facility of 5,184 square feet will provide sheltered, secure storage space for existing and future field research equipment and expanded shop area.

## SHEPARD HALL

This facility, built in 1968, serves as the campus administration building, containing offices and laboratories. Renovation will provide additional laboratories and offices due to the relocation of the Paul Evans Library to Faurot Hall.

## FAUROT HALL

The cornerstone of the campus is the original administration building of the Missouri State Fruit Experiment Station. Completed in 1901, the structure now houses the Paul Evans Library, an ITV classroom, and the Mary Lou Sallee Conference Room.

## CAMPUS HOUSING

The addition of an apartment-style campus dormitory with the capacity of 10-20 people will provide housing for non-commuting students and visiting research personnel.

## OZARKS ARBORETUM

The Ozarks Arboretum, established for the display and study of trees and plants will serve plant science students and the public. The proposed walking trail will open the area to public access.

## CAMPUS LANDSCAPE

The proposed development of the campus landscape includes improvements to campus safety, establishment

of foundation plantings around key buildings, provisions for outdoor seating and gathering areas, and annual maintenance.

## PARKING & CIRCULATION

A proposed parking lot south of Shepard Hall and east of the Classroom Building will provide spaces for shared use of the facilities. The present vehicle storage building, located just northeast of the Classroom Building (not pictured), will be relocated to the east side of campus creating a central service area while accommodating the parking lot. A second proposed parking lot west of Highway 95 will provide parking for staff and the public visiting the Horticulture Demonstration Area. The proposed relocated road will replace the primarily one-way road and create two-way access throughout the campus. The proposed addition of sidewalks will further enhance circulation and safety on campus.

# West Plains Campus Master Plan

## UNDER WAY (0-2 YEARS)

### STUDENT SERVICES CENTER

State funding for a Facilities Reutilization Plan (FREUP) will allow renovations to Looney Hall to provide students with "one-stop" admissions, registration, and associated support services.

### EXPANDED PARKING

When resources permit, adjacent properties will be acquired as they become available to develop for open parking.

### PUTNAM STUDENT CENTER

A student capital project fee initiative has been approved by vote of the student body to renovate a portion of Putnam Student Center to create meeting and work space for student organizations.

### HASS-HOOVER HALL RENOVATION

This donor-gifted facility adjacent to the Garnett Library will be renovated using state appropriation for the SMSU System's Facilities Reutilization Plan. Funding will provide a needed expansion for the space-constrained Academic Support Center.

### SECONDARY ENTRANCE/SIGNAGE (WEST MAIN)

Ingress/egress to the campus from the major city thoroughfare of West Main will be enhanced by this improvement. Signage reading "West Plains Campus" above "Southwest Missouri State University" will assist visitors and prospective students while serving to delineate the campus from the surrounding neighborhood.

### SMSU-SPRINGFIELD ACADEMIC OUTREACH CENTER

A former residence will be renovated to provide administrative space for advising and coordinating delivery of SMSU-Springfield bachelor's and master's degree programs on the West Plains Campus.

## PROGRAMMED (2-5 YEARS)

### NEW LIBRARY BUILDING

A major state appropriation of \$9.9 million will be requested to support the creation of this urgently-needed academic project. Significant enrollment growth over the past decade, along with a concomitant increase in academic programs for associate, bachelor's and master's degrees, has outstripped the capacity of the Garnett Library. This new 50,000-square-foot facility will accommodate anticipated growth in textbook holdings, increased demand for electronic access and individual/group study areas, and required space for an expanded Academic Support Center, as well as for a campus-wide audio-visual production and distribution center.

### CENTRAL ADMINISTRATION BUILDING (POST OFFICE)

Nearly a decade ago, SMSU-WP purchased the facility housing the West Plains Post Office to create a central administration building for the campus when the Post Office relocates. The administrative offices for the chancellor, special projects coordinator, university communications and computer services staffs and associated support activities will be relocated into this renovated facility, which will also include a 3000-square-foot addition.

### RENOVATION OF LOONEY HALL

Following relocation of administrative activities from Looney Hall, the facility will be renovated to bring academic areas up-to-date.

### RESIDENCE HALL RECEPTION AREA

This planned expansion will provide a reception area for Grizzly House visitors and afford suitable space for residents to gather, study, use computer resources and for lounging/recreation.

## PLANNED (5-10 YEARS)

### STUDENT CENTER MODERNIZATION

Upon relocation of the library to a new facility, the present Garnett Hall will be converted to meet campus needs for residential and commuter students. The floor plan of this previously renovated building offers available

space for a bookstore, ATM facility, offices for student organizations and for the student life and development staff gathering and recreation areas, and for vending or limited fast food service options.

### PUTNAM DINING FACILITY RENOVATION

Additional space will be created in Putnam Cafeteria upon relocation of many student support activities into the modernized Garnett Student Center.

### VISITOR CENTER/PUBLIC SAFETY OFFICE

As sales continue to grow, the existing Drago College Store will require expanded display space in the modernized Garnett Student Center. The present Drago facility is ideally suited to serve as an identifiable, accessible visitor center and public safety office.

### MELTON HALL ADDITION

The campus's prime classroom, laboratory, and faculty offices for the School of Arts and Sciences will require expansion to complement an increased population in students seeking transfer degrees and participating in bachelor's degree completion programs offered by SMSU-Springfield.

### MAIN ENTRANCE/SIGNAGE (BROADWAY)

Ingress/egress to the campus from the principal city thoroughfare on Broadway will be enhanced by this improvement. Signage reading "West Plains Campus" above "Southwest Missouri State University" will assist visitors and prospective students and serve to delineate the campus from the surrounding neighborhood.

### RESIDENCE HALL ADDITION

A proposed four-story addition adjacent to the existing Grizzly House Residence Hall will contain approximately 80 additional living spaces.

### EXPANDED PARKING

When resources permit, adjacent properties will be acquired as they become available to develop for open parking.

### NEW ALLIED HEALTH BUILDING

As West Plains continues to grow in the provision of health services for south central Missouri, an increased need is projected to occur for nurses and other allied health practitioners. A facility designed expressly with the classrooms and laboratories needed for the education of allied health program associate degree graduates will enable SMSU-WP to fulfill this projected requirement.

## PROPOSED (10-25 YEARS)

### NEW MULTI-PURPOSE INSTRUCTIONAL FACILITY

State appropriation will be requested to construct this instructional facility intended to support multiple academic programs and campus activities. The Multi-Purpose Instructional Facility will contain a variety of diverse classroom areas designed to offer flexibility in their reconfiguration for physical education, dance, theatre, art, music, and similar activity-related classes.

### EXPANDED PARKING

When resources permit, adjacent properties will be acquired as they become available to develop for open parking.

### ATHLETIC/RECREATION FIELDS

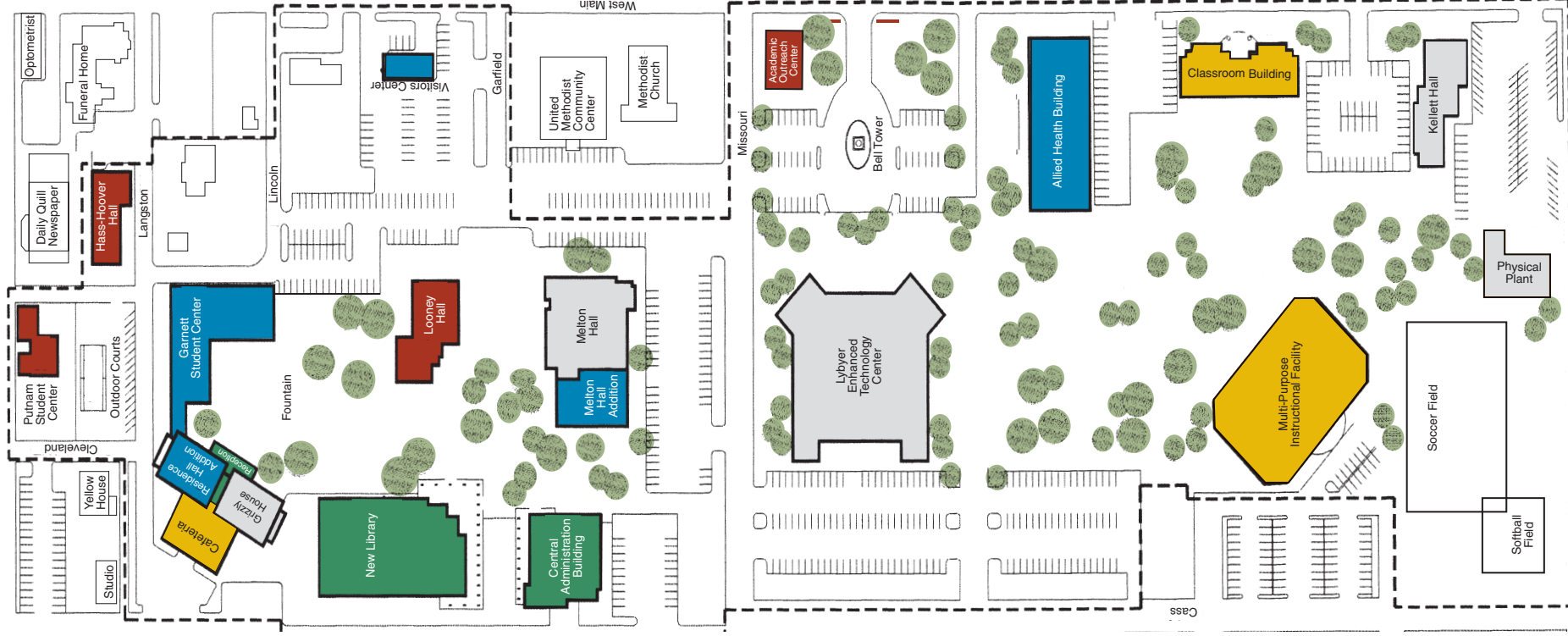
As the campus increases its proportion of residential students, athletic and recreation facilities will be needed on-campus to support student life.

### NEW RESIDENCE HALL CAFETERIA

This facility will be sited adjacent to the Residence Hall complex to provide easy access by residents to dining facilities offering an affordable meal plan.

### NEW CLASSROOM BUILDING

Continued campus enrollment growth and expanding program offerings will necessitate a new classroom building funded by state appropriation.



# Information Technology

**SMSU will use information technologies to enhance the quality of learning, teaching, and research/scholarship, as well as all other aspects of campus life.**

**E**ducated persons in the 21st Century will be able to use information technologies effectively and responsibly. The transition from an industrial economy to an information-based economy, made possible by information technologies, demands that 21st Century workers be skilled in the use and ongoing adoption of these technologies. In an information-based economy, any organization's success will depend in some part on its ability to leverage information and information technologies. As the Coordinating Board for Higher Education's Commission on Affordability stated in its 1999 report, "Higher education and technology are essential and interdependent building blocks for a robust economy."

In response to these changing needs, SMSU has developed a strategic information technology plan designed to deliver these applications and services. This plan is based on the assumption that information technologies — computing and printing equipment, software, media systems, and communication networks — have limited inherent value; their real value is based on the effectiveness of their application.

SMSU will use information technologies to enhance the quality of learning, teaching, and research/scholarship; the quality of student services; administrative productivity, quality, and customer service; and the personal productivity of its students, faculty, and staff. These same technologies will be used to recruit potential students and communicate with alumni and communities anywhere in the world. Potential students are increasingly

evaluating institutions, in part, by the level of technology infused into the institution. Information technologies will enhance existing relationships and allow new types of relationships to be established — between the university and the student, between the student and faculty member, between faculty members, between students and staff, between the university and its alumni, and between entire institutions. Technology is a tool, just one of many in the university's toolbox. SMSU will continue to use information technologies to improve quality, increase access, and become more efficient.

Given the rapid pace of change, the university cannot hope to predict future information technologies any more precisely than other organizations. The only thing known for sure is that technologies will continue to change, and probably at an increasing rate of speed. Information technology products, services, and skills will quickly become obsolete if not regularly updated. Consequently, SMSU must plan for change by using life-cycle budgeting and creating a technical infrastructure that focuses on flexibility and scalability. SMSU's information technology plan is flexible, open-ended, reviewed regularly, and modified as appropriate. The SMSU campuses and partners will continue to work together in a coordinated, "systems" approach to technology planning.

SMSU has undergone significant change as a result of successfully implementing its previous long-range plan. These changes dictate a new set of information technology requirements that must be met. As the Springfield Campus has pursued

*See Performance Measures*

9 47 48 49 50 66



selective admissions, the technology expectations of its students and faculty have escalated accordingly. The addition of new graduate programs and the new theme of science and the environment must be accommodated with the appropriate technologies, as must the increased emphasis on research. The value of information within the university will

continue to grow and SMSU will become increasingly dependent upon information technologies. Additional technologies and technical support will be required to support SMSU's distance learning programs, including the delivery of services to remote students.

SMSU's Strategic Information Technology Plan has six goals:

- ❑ improve the linkage between university objectives and information technology products and services
- ❑ support the development of educated persons by appropriately applying instructional technologies
- ❑ develop employee technical skills to enhance performance, customer service capabilities, and personnel retention
- ❑ enable more agile organizational responsiveness, improved efficiencies/effectiveness of business processes, and increased access to university information while maintaining existing systems
- ❑ improve the effectiveness, capacity, reliability, and transparency of SMSU's technology infrastructure and operationalize programs and services to ensure they can be reliably maintained/provided over time
- ❑ provide quality technical support and services to students, faculty, and staff

### Improving Linkages

SMSU will identify methods of using information technologies to better support the public affairs mission, the five themes, and the four goals of the university. The office of information technology will continue to promote university-wide and community-wide conversations about information technology issues and will encourage increased involvement of technical staff in university planning at all levels. Information privacy, security, and intellectual property issues will become increasingly important, and university-wide conversations must occur to address them.

The SMSU Information Technology Council (IT Council) will continue to be responsible for planning, coordinating, and reviewing major strategic information technology initiatives for the entire SMSU System, and ensuring that these initiatives are aligned with the university's mission and *Strategic Information Technology Plan*. This entity serves as the SMSU System's "strategic clearinghouse" to ensure information technology initiatives are appropriate, sustainable, and funded in the most appropriate manner.

### Instructional Technologies

SMSU recognizes the importance of information and information technologies in support of learning, teaching, and research/scholarship. In fact, information is at the heart of the teaching and learning process, as well as the research/scholarship and public service activities at SMSU. Appropriate

teacher preparation dictates that instructional technologies be infused into all professional education curricula. Instructional design specialists will be required to assist faculty in acquiring and effectively using instructional technologies to improve the learning process.

Technologies will be used to enhance communication between faculty and students. Electronic mail, web-based resources, and course management systems will serve this purpose in addition to classroom contact hours and office hours. Collaboration software will allow groups of learners to work collectively on projects, effectively simulating the way work will increasingly be done in the 21st Century. Students will create electronic portfolios to document their experiences and showcase their skills. Participation in the MOBIUS project will provide SMSU's library patrons with a web-based interface that will allow state-level searching and direct borrowing from other MOBIUS institutions at no cost to the patron. The renovated and expanded Meyer Library will provide a technology-rich environment for SMSU's students, faculty, and other patrons.

Information technologies will continue to be the linchpin enabling anytime, anyplace learning. Whether being delivered via interactive television networks, the Internet, or cable television, these delivery systems will increasingly make SMSU's course offerings available to its 24-county service area and beyond.

At SMSU-West Plains, more instructional technologies will be incorporated into the curriculum to serve that campus' seven-county service area. The Center for Academic Technology within the Lybyer Enhanced Technology Center will encourage faculty



members from all disciplines to learn how to incorporate educational technologies into their teaching styles. Computing resources at SMSU-West Plains will be replaced on a predetermined schedule to insure those technologies remain current. Additional distance learning facilities will be created as necessary to support GrizzNet, the interactive television network that provides instruction to SMSU-West Plains' seven-county service area and beyond. Once the new library is built on the SMSU-West Plains Campus, this facility will be infused with a robust

technical infrastructure capable of supporting both instructional and general access technologies.

### **Technology Training**

SMSU's personnel are its key infrastructure component. To develop and protect this resource, an employee training curriculum and incentive/recognition program will be implemented. In doing so, expected competencies will be determined by job category, employees' existing skill sets will be determined, and individual training plans will be developed to "fill the gap."

Both classroom-based and asynchronous employee training opportunities will be provided. Training classrooms will be equipped and maintained to accommodate the curriculum. An asynchronous, computer-based training system will provide media-rich, just-in-time training opportunities to SMSU employees.

The recruitment and retention of quality information technology staff will become not only more difficult, but also more vital. An increasing demand for these staff on a worldwide basis has resulted in demand greatly exceeding supply. Amid an increasingly competitive staffing landscape, the *IT Staff*

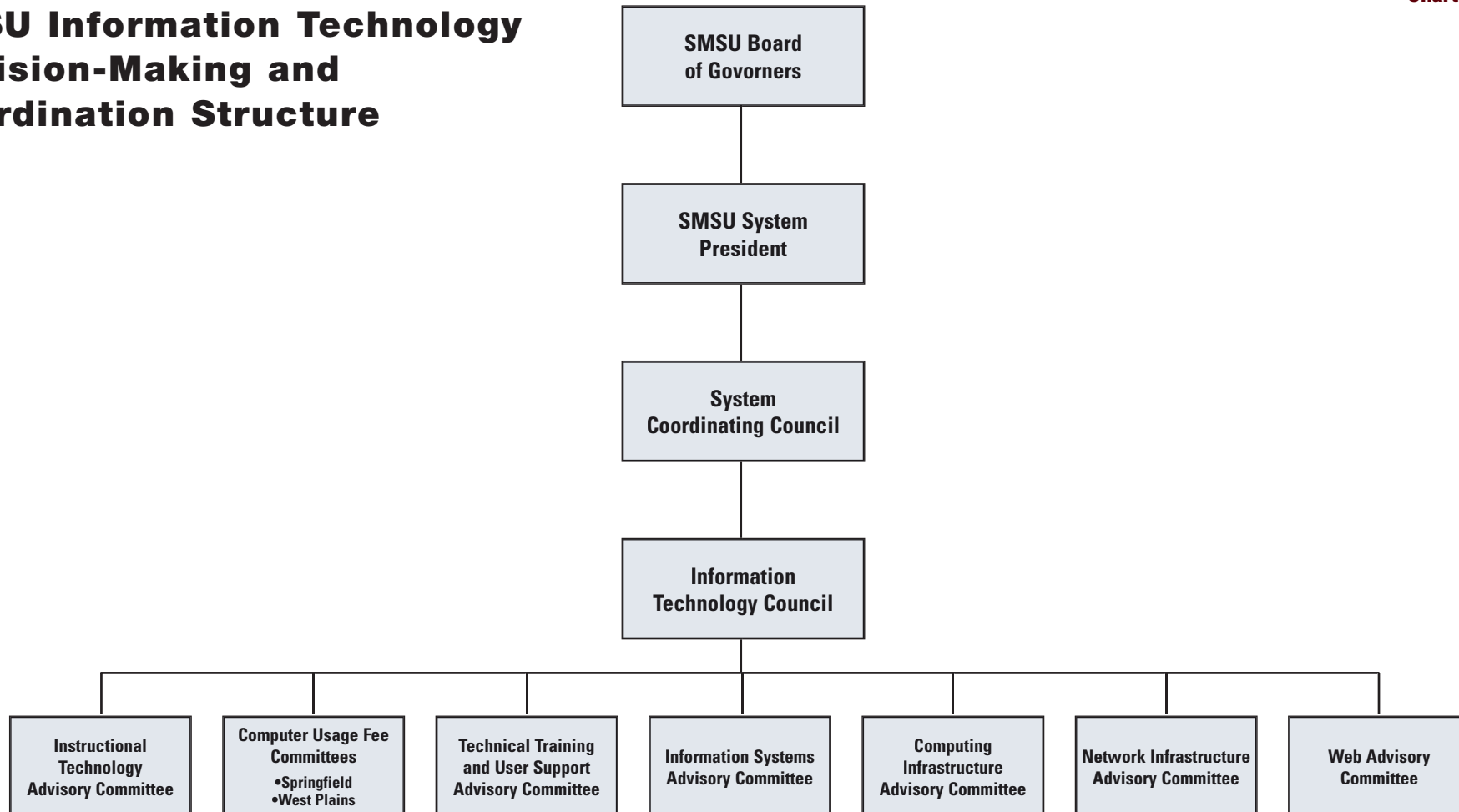
*Recruitment and Retention Action Plan* must be successfully executed.

**Responsiveness and Effectiveness**

SMSU will continue to devote time and energy to the ongoing operation and maintenance of its existing mission-critical administrative computer

**Chart L**

**SMSU Information Technology Decision-Making and Coordination Structure**



systems. These systems allow the university to create, capture, organize, access, and use information and knowledge. The integrity, stability, and security of these systems cannot be compromised as new systems are developed.

The university will, however, enhance its existing administrative systems to be more responsive to the needs of 21st Century students, faculty, and staff. The university's "self service" model will continue to be implemented, providing more responsive services to students and employees by migrating selected applications to the web.

In order to support a more agile organization, improve efficiencies and effectiveness of the university's business processes, and increase access to the university's information, the infrastructure supporting the existing administrative systems on the Springfield and West Plains campuses must be replaced. Relational database management systems will replace the aging file management systems to develop a more flexible and scalable infrastructure. Appropriate electronic linkages between the campuses will be established to support the completion programs at SMSU-West Plains.

SMSU will continue its process improvement efforts and will apply technologies as appropriate to achieve increased efficiencies and/or improved customer service. The Process Improvement Committee will guide these efforts under an initiative known as "Change@SMSU," while a variety of individual teams will perform in-depth analysis into existing university processes, design improved processes, and implement the resulting redesigned processes.

### **Capacity and Reliability**

The value of information typically increases as it is shared. SMSU's network and communications infrastructure has become the institution's "central nervous system," carrying vital information throughout the organization and beyond. Networks provide the foundation for new generations of applications to serve 21st Century students, faculty, staff, parents, and alumni. Networks are overcoming boundaries within the university and between the university and external entities, thus providing new opportunities for relationships, cooperation, and growth. Communication technologies such as electronic mail and the web will increasingly be used to provide efficient services to students, employees, and other off-campus constituents via both wired and wireless connectivity.

As voice, data, and video technologies continue their convergence, SMSU will continue to both upgrade and expand its networks and communication services. In other words, the networks will continue to grow both up and out. The information





age will require a network infrastructure that is an order of magnitude more robust than the infrastructure in 1999-2000.

### **Technical Support and Service**

SMSU will continue its implementation of a “federal model” of technical support — centralized staff offering core support for institution-wide technologies, plus decentralized staff offering support for discipline-specific technologies.

The number and types of technologies used to support differently-abled individuals will be expanded. Assistive technology resources will be available in SMSU classrooms and labs as dictated by demand. An assistive technology training center will be created on the Springfield Campus to facilitate small group and individualized assessment and training services. SMSU will reach out to area school systems and the community to offer specialized training and support in this growing area. University web pages will be made accessible to individuals with disabilities.

### **KSMU**

SMSU’s National Public Radio station, KSMU, is becoming an increasingly important part of the university’s information technology plan. KSMU will become a national model for university-licensed public radio stations. The station will continue to support the university’s public affairs mission through the acquisition, production, and distribution of local and national programming that encourages the exploration of ideas and their appli-

cation to citizenship. KSMU will create anytime, anywhere access to its outreach and program services through the use of information technologies, including reports from its Capitol News Bureau and expanded use of the university’s audio server.

KSMU will aggressively explore, experiment with, and apply computer-based technologies to all operational and support areas within the station. The station will maintain strong community ties through its Community Advisory Board composed of recognized leaders in business, government, and the arts. KSMU will seek to expand its over-the-air network to cover 95 percent of the southwest district, with a special emphasis on providing service to rural communities.

### **Summary**

SMSU will continue its internal investments in information technologies while simultaneously seeking additional funding to support this growing need. SMSU has invested a considerable amount of funds in information technologies. Costs will be minimized as much as possible by standardization and simplification of the technology infrastructure. Due to their short life-cycles, there are no one-time costs in information technology as well as in information technology-based scientific equipment. Most technology components have a useful life of just a few years. Since the pace of technological change is expected to continue or increase, virtually all components of SMSU’s technology infrastructure must be replaced or upgraded every few years. The university

views these expenses as operational investments and funding streams will be matched to these ongoing costs.

The university’s technology infrastructure should be funded as a utility. Just as faculty and students expect the electrical infrastructure to power the classroom lights and electrical outlets, they now expect the technology infrastructure to provide data network ports and digital instructional resources. Thus, the network infrastructure will require continuing upgrades each year.

The Student Computer Usage Fee (SCUF) will continue to be applied to life-cycle funding of instructional technologies and related services that directly benefit students. New instructional computing facilities and services will be established only as the university is able to fund their ongoing maintenance and timely replacement.

# Constant Fees and Changing Enrollment

(Current fees with enrollment predictions on pages 52-57)

**Chart M**

Year	Undergraduate			Graduate			Total		
	Total Fees	Amount Change	%Change	Total Fees	Amount Change	%Change	Total Fees	Amount Change	%Change
<b>Springfield</b>									
FY00 Budget	\$39,475,010			\$2,914,175			\$42,389,185		
FY01 Projection	39,379,824	(\$95,186)	-0.24	3,042,995	\$128,820	4.42	42,422,819	\$33,634	0.08
FY02 Projection	39,292,797	(87,027)	-0.22	3,068,353	25,358	0.83	42,361,150	(61,669)	(0.15)
FY03 Projection	39,096,986	(195,811)	-0.50	3,093,711	25,358	0.83	42,190,697	(170,453)	(0.40)
FY04 Projection	38,860,381	(236,605)	-0.61	3,119,069	25,358	0.82	41,979,450	(211,247)	(0.50)
FY05 Projection	38,645,533	(214,848)	-0.55	3,144,427	25,358	0.81	41,789,960	(189,490)	(0.45)
FY06 Projection	38,463,320	(182,213)	-0.47	3,169,785	25,358	0.81	41,633,105	(156,855)	(0.38)
Change from FY00 to FY06		(1,011,690)	-2.56		255,610	8.77		(756,080)	(1.78)
<b>West Plains</b>									
FY00 Budget	\$ 1,673,209						\$ 1,673,209		
FY01 Projection	1,732,966	\$ 59,757	3.57				1,732,966	\$ 59,757	3.57
FY02 Projection	1,810,651	77,685	4.48				1,810,651	77,685	4.48
FY03 Projection	1,876,384	65,733	3.63				1,876,384	65,733	3.63
FY04 Projection	1,948,093	71,709	3.82				1,948,093	71,709	3.82
FY05 Projection	2,019,802	71,709	3.68				2,019,802	71,709	3.68
FY06 Projection	2,091,511	71,709	3.55				2,091,511	71,709	3.55
Change from FY00 to FY06		418,302	25.00					418,302	25.00

**State Appropriations**

The university received increased support for new programs initiated during the previous five-year plan, and it is important that support be continued. The level of state appropriations needs to increase to more closely match the amounts received by other Missouri public four-year institutions of higher education. Chart O on page 77 provides the information and assumptions about the amount of money needed to balance the university’s requirements.

As a result of implementing the long-range plan *Welcoming the 21st Century*, Southwest Missouri State University is a different institution than it was five years ago. The impact of implementing that plan, while partially funded by state appropriations, has affected the general operating budgets of the university. With additional graduate education comes corresponding demands for additional equipment, staff support, teaching and operating supplies and time for faculty to advise students in thesis projects and clinical experiences. These increased costs have out-stripped the ability of the university to respond in an acceptable way. As a result, SMSU requests that the State of Missouri add an additional amount to the regular appropriation to help cover these increased costs. This is identified in Chart O on page 77 under the heading “Institutional Performance Support”; a more detailed account of the “Institutional Performance Support” can be found in Chart P on page 77.

SMSU will continue to develop new programs during the period covered by this plan. As those programs are developed, it is important to have the State of Missouri help support the new initiatives. Without state support, existing programs will be

**Fee Increase Schedule and Changing Enrollment**

**Chart N**

	Fee Income Without Increase	Fee Income with 2% Increase per Year <sup>1</sup>	Amount Change	Undergraduate Rate Per Hour
<b>Springfield</b>				
FY00 Budget	\$42,389,185			\$101
FY01 Projection	42,422,819	\$44,543,960	\$ 2,121,141	106
FY02 Projection	42,361,150	45,368,792	3,007,642	108
FY03 Projection	42,190,697	46,089,961	3,899,264	110
FY04 Projection	41,979,450	46,776,375	4,796,925	112
FY05 Projection	41,789,960	47,496,537	5,706,577	115
FY06 Projection	41,633,105	48,264,628	6,631,523	117
TOTAL			\$26,163,072	
<b>West Plains</b>				
FY00 Budget	\$ 1,673,209			\$ 71
FY01 Projection	1,732,966	\$ 1,781,782	\$ 48,816	73
FY02 Projection	1,810,651	1,912,660	102,009	75
FY03 Projection	1,876,384	2,034,952	158,568	77
FY04 Projection	1,948,093	2,167,596	219,503	79
FY05 Projection	2,019,802	2,304,281	284,479	81
FY06 Projection	2,091,511	2,445,006	353,495	83
TOTAL			\$ 1,166,870	

<sup>1</sup> Student fee revenue is adjusted for estimated changes in enrollment and a 2 percent increase in fees (estimated annual CPI) for the

weakened. These changes will continue to alter the mix between undergraduate and graduate programs. With a larger graduate enrollment the cost of providing this service will increase. The specific degree programs to be added, complete with implementation date and cost, can be found on Charts E, F and G on pages 49, 50 and 51.

**Student Fees**

The student fee income is the second largest source of revenue for SMSU, but this revenue source is under pressure on several fronts.

First, the pool of students qualified for admission at SMSU-Springfield will continue to decline due to the implementation of selective admission standards. There is keen competition for high-ability students and these outstanding students expect institutions to offer top-notch programs, facilities and support services; more lucrative scholarships and financial aid packages; and state-of-the-art technology. Obviously, these expectations have budget implications.

Second, as graduate students comprise a larger portion of the enrollment on the Springfield Campus, the average cost of educating SMSU students increases. At the same time, the average

credit hour load and resulting institutional revenue decreases.

Third, given national and state concerns about the escalation of student fees and overall affordability of higher education, there is pressure to limit the increases in student fees to the inflation level. This pressure is felt on both the Springfield and West Plains campuses.

Fourth, as SMSU experiences more part-time and distance education registrations, the average credit hour load in these populations declines. Therefore, gross revenue per student is less. Again, this is true for both the Springfield and West Plains campuses.

With these variables providing the context, it is the intent of the university to limit the rate of annual increase in per credit hour fees at SMSU-Springfield to the Consumer Price Index (CPI) in any year when prior year state appropriations per student meet or exceed the average per capita appropriations for comparable Missouri non-land-grant universities. If that funding does not occur, SMSU has committed that it will not raise student fees more than 5 percent in any one year. At SMSU-West Plains, the commitment is to limit the credit hour fee increase to \$2 per hour per year.

Chart M on page 74 shows the effect of a constant fee and changing enrollment. Chart N on page 75 illustrates how revenue is enhanced when student fees are increased at a given percentage.

### **Internal Reallocation**

Internal reallocation should always be a part of any plan. The operations of the university should be examined every year to see if something should be changed, eliminated or added. With the \$1.2 million reallocation in the previous five-year plan, there is not as much available to contribute toward the cost of new programs. Therefore, while reviews will always be made, no specific percentage is being calculated to be added to new revenues to cover these additional costs. The university, however, will continue its process improvement efforts by examining, improving and, when appropriate, eliminating or radically changing its fundamental processes. In some cases, these changes will mean a savings of resources or a reallocation of existing resources; in other cases, the improvements will require an additional expense. Much of the process improvement is being accomplished through a university-wide initiative known as “Change@SMSU.”

### **Sponsored Research**

SMSU has increased efforts to acquire external support over the past five years. A total of 265 proposals were submitted in Fiscal Year 2000 requesting \$18,465,236. In Fiscal Year 1999, the university received 171 grants/contracts for a total of \$4,685,708. The three major areas for these funds were Education (42 percent), Research (33 percent) and Service (25 percent). Sources of these funds were state (58 percent), federal (31 percent), businesses (5 percent), non-profit organizations (4 percent), and county and city government agencies (2 percent).

SMSU intends to increase its externally sponsored project activity over the next six years. The

goals are to increase by 5 percent annually the number of proposals submitted and awarded, as well as the number of faculty applying for external funding to support scholarly projects.

### **Private Donations**

Private support for SMSU has grown over the years, and the university intends to continue that growth. The needs of the university are many and include money for facilities, academic programs, student financial aid, equipment, endowments, and the unrestricted fund. Each of these funds fill special requirements of the university and each area is important.

The goal for the future will be to increase annual gifts by 5 percent per year, both in dollar amount and number of gifts. The goal for the endowment is to grow the fund from its current \$28 million to \$42 million by Fiscal Year 2006. In addition, between Fiscal Year 2001 and Fiscal Year 2006, SMSU will develop and conduct a major capital campaign to support the needs outlined in this six-year plan. Included in the campaign will be goals for capital projects, equipment, scholarships, and other university needs.

Private donations are also important for the West Plains Campus. The goal is to have an annual fund amount of \$750,000 and to increase the academic endowment to \$615,000 by Fiscal Year 2006. This will support at least 75 restricted or endowed scholarships. As always, the university will use these private funds to enhance the opportunities of students by supplementing other funds to maximize available resources.

**Comparison of Anticipated Costs (Inflation, Institutional Performance and New Programs) to Estimated Revenues (Fees, Miscellaneous and Needed State Appropriations)**

**Chart O**

Amount	Total E & G Revenues (Previous Year) %	Inflation @ 4.0% Per Year	Equipment Replacement	Institutional Performance Support	New Programs	Total Needed	Student <sup>1</sup> Fees	Misc. Income	Designated Income	State Funds Needed	Increase in State Funding Amount Needed Based Upon A 2% Student Fee Increase <sup>1</sup>
<b>Springfield</b>											
FY00 Budget						\$138,183,704	\$42,389,185	\$3,748,263	\$11,261,114	\$80,785,142	
FY01 Projection	\$138,183,704	\$5,527,348	\$2,032,950	\$2,000,000	\$ 50,000	147,794,002	44,543,960	3,785,746	11,598,947	87,865,349	\$7,080,207 8.76
FY02 Projection	147,794,002	5,911,760	2,032,950	2,000,000	170,000	157,908,712	45,368,792	3,823,603	11,946,915	96,769,402	8,904,053 10.13
FY03 Projection	157,908,712	6,316,348	2,032,950	2,000,000	877,000	169,135,011	46,089,961	3,861,839	12,305,323	106,877,887	10,108,485 10.45
FY04 Projection	169,135,011	6,765,400	2,032,950	2,000,000	240,000	180,173,361	46,776,375	3,900,458	12,674,482	116,822,046	9,944,159 9.30
FY05 Projection	180,173,361	7,206,935	2,032,950	2,000,000	137,000	191,550,246	47,496,537	3,939,462	13,054,717	127,059,530	10,237,484 8.76
FY06 Projection	191,550,246	7,662,010	2,032,950	2,000,000	180,000	203,425,206	48,264,628	3,978,857	13,446,359	137,735,362	10,675,832 8.40
<b>West Plains</b>											
FY00 Budget						\$ 6,636,507	\$1,673,209	\$305,036	\$149,507	\$4,508,755	
FY01 Projection	\$ 6,636,507	\$ 265,460	\$ 92,140	\$ 100,000		7,094,107	1,781,782	308,086	153,992	4,850,247	\$341,492 7.57
FY02 Projection	7,094,107	283,765	92,140	80,000	\$202,000	7,752,012	1,912,660	311,167	158,612	5,369,573	519,326 10.71
FY03 Projection	7,752,012	310,080	92,140	80,000	94,000	8,328,232	2,034,952	314,279	163,370	5,815,631	446,058 8.31
FY04 Projection	8,328,232	333,129	92,140	80,000	341,000	9,174,501	2,167,596	317,422	168,271	6,521,212	705,581 12.13
FY05 Projection	9,174,501	366,980	92,140	80,000	128,000	9,841,621	2,304,281	320,596	173,319	7,043,425	522,213 8.01
FY06 Projection	9,841,621	393,665	92,140	80,000		10,407,426	2,445,006	323,802	178,519	7,460,099	416,674 5.92

<sup>1</sup> Student fee revenue is adjusted for estimated changes in enrollment and a 2 percent increase in fees (estimated annual CPI) for the Springfield Campus and a \$2 per hour per year increase at the West Plains Campus. If state funding does not meet the estimates, the university will not raise student fees more than 5 percent per year. (See Performance Measure 58 on page 83.)

**Chart P**



## Measuring Progress

**Performance data will be gathered in a variety of ways and then measured against both university standards and statewide goals established by the Coordinating Board for Higher Education.**

**S**ystem effectiveness measures identified in this plan provide descriptive evidence that the Southwest Missouri State University System is serving its constituents in a meaningful way by providing thorough educational services, by fulfilling various state interests, and by conducting its activities in an efficient manner. These measures represent the priorities and commitments of the SMSU System and assume a relatively stable budgetary environment over the next six years.

The intent of each measure is to demonstrate that SMSU has made a firm commitment toward either a state or an institutional goal. Particular emphasis is placed on tracking the implementation of goals identified in the CBHE *Critical Choices* document. Further, nine performance measures have been included that enable the Coordinating Board for Higher Education to continuously monitor the university's progress toward implementing its mission within the statewide system of public higher education.

In addition to the 67 system performance measures identified in this plan, SMSU will continue its annual program of outcome measures that allows the university to track progress toward long-range academic goals. The annual program outcome measures provide academic review statistics used to develop longitudinal descriptions of the academic units within SMSU colleges and themes. The accumulated descriptions are incorporated into

department and institution plans, self-studies, five-year CBHE reviews, North Central Accreditation reviews, and other accreditation association reviews.

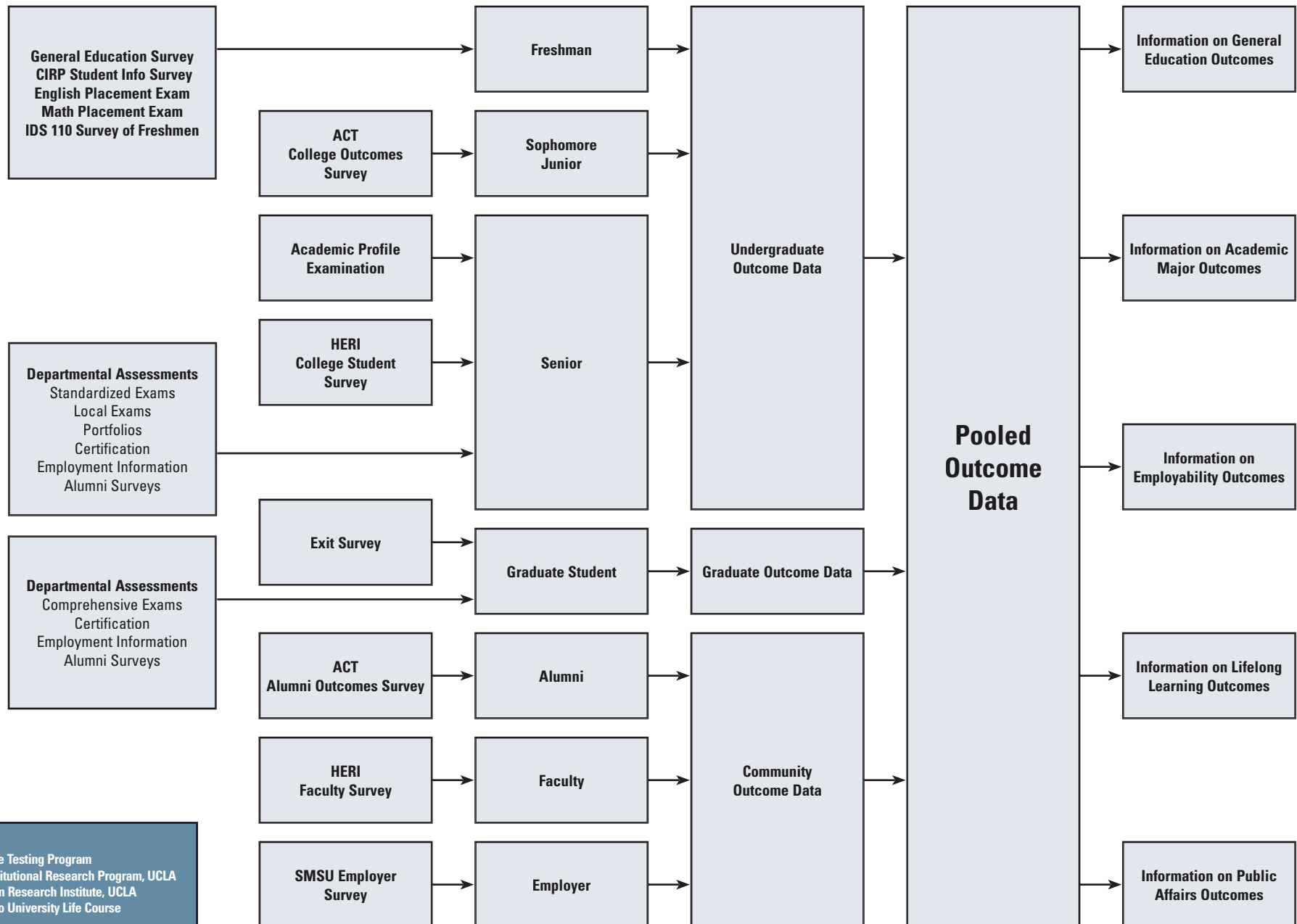
The annual program outcome measures process maintains a cyclical review system that permits continuous improvement and progress monitoring. The regular collection of measurement statistics supports advanced preparation for a variety of reporting and accountability requirements. The statistics are intended to track performance over time as data accumulate from annual measures. The purpose is to maintain a continuous data set to support requests, decisions, reports, and reviews in the future.

Together, the system performance measures and the annual program outcome measures are used to monitor implementation of this long-range plan. Further, they are used to link planning, resources, and performance within academic units and the university through an ongoing monitoring system.

An annual report of performance measures will be published allowing university stakeholders to determine if sufficient progress is being made toward implementing the institution's long-range plan. The performance indicators in the annual report serve to meet both the short-term needs of quality and accountability and the long-term needs for planning, priority setting and budgeting.

Chart Q

# Assessing University Outcomes



**KEY:**  
 ACT-American College Testing Program  
 CIRP-Cooperative Institutional Research Program, UCLA  
 HERI-Higher Education Research Institute, UCLA  
 IDS 110-Introduction to University Life Course

## System Performance Measures

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- 1 SMSU-Springfield will increase its percentage of minority employees to 9 percent by FY06. (*Critical Choices #11, modified*)
- 2 SMSU-West Plains will increase its percentage of minority employees to 5 percent by FY06. (*Critical Choices #11, modified*)
- 3 SMSU-Springfield's average faculty salary will equal or exceed the average of all faculty salaries at comparable public, comprehensive universities. Salary increments will increasingly be related to a defined set of faculty roles, obligations and rewards.
- 4 SMSU-West Plains's full-time, ranked faculty mean salary will equal or exceed the collective mean salary for full-time, ranked faculty positions at twelve comparable two-year, public colleges in four-year systems when adjusted for cost of living.
- 5 SMSU-Springfield's average unclassified professional staff salaries will equal or exceed the average of equivalent titles at comparable public comprehensive institutions. Salary increments will increasingly reflect meritorious performance.
- 6 SMSU-West Plains's unclassified professional staff salaries will equal or exceed the collective mean salary for similarly titled positions at twelve comparable two-year, public colleges in four-year systems when adjusted for cost of living.
- 7 SMSU-Springfield will achieve and maintain classified staff salaries competitive with equivalent positions in the Springfield metropolitan labor market.
- 8 SMSU-West Plains's mean salary (by job title) for classified staff positions will equal or exceed the average mean salary for similarly titled positions in the greater West Plains labor market.
- 9 SMSU System employee participation in designated professional development and training courses will focus on the following critical areas: leadership, supervision, computer technologies, diversity, process improvement and customer service.
- 10 A coherent set of national and local surveys will be implemented by FY06 to broadly measure success in developing educated persons as defined in the university's long-range plan. The resulting database will be continuously updated, and analyses of it will be used to guide university planning and decision-making.
- 11 One hundred percent of SMSU-Springfield's baccalaureate graduates will be assessed by a standardized test of general education and the resulting institutional mean will meet or exceed the national comparative mean.
- 12 By FY06, the percentage of baccalaureate graduates scoring above the 50th percentile on nationally normed assessments will increase 15 percent. (*Critical Choices#15, Funding for Results*)
- 13 By FY06, the percentage of employers rating recent SMSU-Springfield's baccalaureate graduates as well prepared will increase 10 percent above the baseline data from a 1999 survey.
- 14 The annual mean score for SMSU-West Plains graduates will equal or exceed the national mean score for graduates of two-year colleges on the Collegiate Assessment of Academic Proficiency (CAAP).
- 15 SMSU-Springfield will join the Carnegie Foundation Teaching Academy Campus Program in order to further the value of the scholarship of teaching and learning and will create an Academic Development Center (ADC) to oversee all faculty development efforts. After full implementation of the Academic Development Center, at least 30 percent of faculty will participate each year in an ADC sponsored activity.
- 16 By FY06, SMSU-West Plains will invest a minimum of \$1,500 annually per full-time faculty member to develop and sustain academic quality.
- 17 At least 90 percent of the SMSU-West Plains Nursing degree graduates will achieve a passing score on the NCLEX examination.



- 18 At least 90 percent of employers will indicate satisfaction with the preparation of SMSU-West Plains Associate of Applied Science degree graduates.
- 19 At least 90 percent of persons participating in SMSU-Mountain Grove programs and courses will rate the effectiveness of those activities as satisfactory or highly satisfactory.
- 20 Annual expenditures for laboratory apparatus maintenance, repair and replacement will average 15 percent of equipment replacement value. The replacement value of equipment in FY99 was \$22 million.
- 21 SMSU-Springfield and SMSU-Mountain Grove, through the use of traditional collections in combination with enhanced electronic access and retrieval technologies, will achieve and maintain the equivalent of an “A” level (90-100 percent) in collections and at least a “B” level (75-89 percent) in staffing, space and budget.
- 22 By FY06, SMSU-West Plains will achieve and maintain the established national standard for a wo-year campus library based upon the current level of FTE enrollment.
- 23 SMSU-Springfield will increase the number of students receiving teaching certificates in science, mathematics, special education, and/or foreign languages by 5 percent each year.
- 24 By FY06, the five-year retention rate of SMSU graduates who enter the teaching profession will be 75 percent.
- 25 By FY06, 80 percent of teacher education graduates will score at or above the 50th percentile on state-approved exit examinations (i.e., Praxis II, NTE, PLT). (*Critical Choices #4, modified*)
- 26 The number of credit hours required for any baccalaureate degree will not exceed 125.
- 27 Based on review of academic programs, 5 percent of programs will be subjected to reallocation of resources or program elimination by 2006. (*Critical Choices #12, Funding for Results*)
- 28 Instruments will be developed specifically for assessing online courses and programs, and assessment will be completed every semester. Based on assessment information, modifications may be made in the online delivery of courses and programs.
- 29 The retention rate of first-time, full-time freshmen at SMSU-Springfield will be 78 percent to the following fall semester and 70 percent to the second following semester.
- 30 The retention rate of first-time, full-time freshmen at SMSU-West Plains will be 60 percent to the following fall semester.
- 31 At least 55 percent of first-time, full-time freshmen at SMSU-West Plains entering in fall 2006 will complete 24 or more credit hours during the academic year with at least a 2.00 cumulative grade point average.
- 32 By FY06, the graduation rate of first-time, full time freshmen at SMSU-Springfield will be 65 percent or higher. (*Critical Choices #13, Funding for Results*)
- 33 The rate of first-time, full-time freshmen at SMSU-West Plains who graduate within three years after enrolling will equal or exceed 25 percent. (*Critical Choices #13, Funding for Results*)
- 34 The number of transfer students from Missouri two-year institutions to SMSU-Springfield will increase to 600 by FY06. (*Critical Choices #10, Funding for Results*)
- 35 At least 60 percent of the students transferring from SMSU-West Plains to SMSU-Springfield will, at the end of their junior year, achieve a cumulative GPA that equals or exceeds the corresponding GPA while attending SMSU-West Plains.

**36** All first-time, full-time degree-seeking students who have completed 23 or fewer credit hours at another college or university and who graduated from a Missouri high school will have completed the high school core curriculum. (*Critical Choices #1, Funding for Results*)

**37** By FY06, 7 percent of total SMSU-Springfield enrollment will be minority students. (*Critical Choices #3 modified*)

**38** By FY06, 4 percent of total SMSU-West Plains enrollment will be minority students. (*Critical Choices #3 modified*)

**39** At SMSU-Springfield, total institutional grants, scholarships, and waivers will increase by at least the same percentage as the increase in required student fees.

**40** At SMSU-Springfield, the total amount of aid per need-based recipient will increase by at least the same percentage as the increase in required student fees.

**41** At SMSU-Springfield, Missouri residents who are priority aid applicants, with no dependents, will have at least 60 percent of their documented need funded with grants, scholarships, and waivers (gift aid).

**42** At SMSU-Springfield, the percentage of students who have achieved 30 credits or more who are registered in Career Services will increase from 40 percent in 2000-01 to 65 percent in FY06.

**43** By FY06, the average ACT composite score of entering first-time, full-time freshmen at SMSU-Springfield will be 24.0.

**44** Total annual maintenance and repair expenditures from both capital and operating accounts will constitute a minimum of 2 percent of the base construction replacement value. (Related goal, *Critical Choices #21*)

**45** Attain an overall Facilities Condition Index (FCI) of below 10 percent for all campuses in the SMSU system.

**46** Academic and administrative space per full-time student will increase to the state's public four-year institutions' average of gross usable square feet per student by FY06.

**47** By FY06, 80 percent of all SMSU classrooms will be equipped with at least an audio/video presentation system, computer, software, and network access, and one support technician will be provided per 25 classrooms that are so equipped.

**48** By FY06, SMSU-Springfield will migrate 25 percent of its administrative systems to a relational database, will provide a web interface to 50 percent of its student systems, will require the use of electronic mail to conduct university business, and will use electronic workflow and imaging systems to automate at least 30 major university processes. During that same time period, SMSU-West Plains will implement and migrate to a new administrative information system based on a relational database that provides web interfaces.

**49** By FY06, the SMSU System network infrastructure will provide the following to each campus: 100 MB service to 100 percent of student computer labs, classrooms, and faculty/staff offices; and, Gigabit service to 100 percent of the network core and to 100 percent of centralized servers.

**50** By FY06, KSMU will have over-the-air network coverage of 95 percent of the SMSU service area, with a special emphasis on providing service to rural communities.

**51** SMSU-Springfield will increase by 5 percent annually (a) the number of proposals submitted for external funding of scholarly efforts; (b) the number of faculty and professional staff seeking external funding for scholarly efforts; and (c) the number of awards received for externally funded projects.

52 External funding for research and advisory programs at SMSU-Mountain Grove will increase by 5 percent per year through FY06 using the FY00 base of \$350,000.

53 The dollar amount of annual gifts at SMSU-Springfield will increase a minimum of 5 percent per year.

54 The total number of annual gifts at SMSU-Springfield will increase by 5 percent each year.

55 The SMSU Foundation's FY99 endowment will increase from \$27,957,839 to \$42,000,000 by FY06.

56 The amount of annual gifts received by SMSU-West Plains will equal or exceed \$750,000 by FY06.

57 By FY06, annual fund-raising efforts at SMSU-West Plains will increase the academic endowment to a total of \$615,000 and support at least 75 restricted or endowed scholarships.

58 For the SMSU System, the rate of annual increase in per credit hour fees will not exceed the consumer price index in any year when prior year state support per student meets or exceeds the average per capita appropriations for comparable Missouri non land-grant universities, or will not exceed 5 percent per year if that funding level is not received.

**Mission Implementation Measures for the Coordinating Board for Higher Education**

59 The number of courses offering service-learning components, the number of students selecting service-learning opportunities, and the number of hours of community service volunteered by students will increase each year.

60 By FY02, measures will be developed and implemented addressing the relationship of IDS 110, Introduction to University Life, to student citizenship.

61 By FY03, measures will be developed and implemented addressing the relationship of IDS 397 Capstone Courses: Public Affairs Issues for the 21st Century, to student citizenship

62 The number of attendees of programs sponsored by the Public Affairs Convocation Program will increase each year; the number of attendees of programs sponsored by the Public Affairs Grants Program will increase each year; and, the Student Community Action Team will maintain its eligibility for AmeriCorps status.

63 By FY06, the full-time freshmen completion rate at SMSU-Springfield will be 80 percent or higher. (*Critical Choices #8*)

64 By FY06, 18 percent of SMSU enrollment will be graduate students (Springfield Campus plus Extended Campus).

65 By FY06, 90 percent of first-time, full-time freshmen entering SMSU-Springfield will meet a selective admission standard of 120. (*Critical Choices #7* modified)

66 The number of students served by off-campus sites, telecourses, interactive video, and Internet offerings by SMSU-Springfield will increase by 5 percent per year (from 1,650 students in FY00 to 2,475 students in FY06).

67 By FY05, SMSU West Plains's technical education programs will earn national accreditation from appropriate accrediting agencies.

**Chart R**

**Annual Program Outcome Measures:  
SMSU-Springfield**

**RANKED FACULTY**

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**Profile**

- Number and FTE (full-time equivalent)
- Percentage who are minority
- Percentage who are international (Non-resident aliens)
- Percentage of faculty with graduate faculty status
- Number and percentage of highest degrees held by degree type (bachelor's, master's, doctoral, professional)
- Percentage of highest degrees from institutions in Missouri
- Percentage of highest degrees from institutions in contiguous states
- Percentage of highest degrees from institutions in other states
- Percentage of faculty receiving financial support for instruction/research from external sources
- Percentage of faculty receiving financial support for instruction/research from internal sources

**Teaching Loads**

- Percentage of workload devoted to instruction
- Percentage of workload devoted to research
- Percentage of workload devoted to service
- Average number of student credit hours taught
- Average number of student contact hours taught

**Student Learning and Teaching Improvement**

- Percentage of faculty participating in documented faculty development and instructional improvement activities
- Number of faculty members with teacher certification or training related to the development of teaching skills

- Number of faculty members included in teaching ability assessment involving at least three different measures including teaching portfolios, peer evaluations, feedback from current students, alumni, and supervisory personnel

**OTHER INSTRUCTIONAL STAFF**

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**Profile**

- Number and FTE

**TOTAL INSTRUCTIONAL STAFF**

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- Student: Faculty ratio

**STUDENTS**

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**Student Entrance Assessment Results**

- High school rank distribution
- ACT score distribution
- Number entering with advanced placement
- Freshman Profile of selected items from the CIRP survey from IDS 110

**Undergraduate Students**

- Number of students in each major
- Percentage of transfer students entering a major in the fall semester
- Percentage of majors who are minority students
- Percentage of majors with a GPA of 2.00 or above
- Number of students (majors and non-majors) enrolled in undergraduate courses
- Percentage of students enrolled in upper level courses receiving each letter grade

**Student Exit Assessment Results**

- Number of baccalaureate degree recipients who took exams in the major with national norms
- Number of baccalaureate degree recipients who scored at or above the 50th percentile on exams in the major with national norms
- Number of baccalaureate degree recipients who scored at or above the 80th percentile on exams with national norms
- Number of baccalaureate degree recipients who did not take an exit evaluation in their major field that was nationally recognized or normed, but took an exit evaluation that was an institutionally developed assessment
- Number of baccalaureate degree recipients who took neither a nationally recognized or normed exit exam but who participated in a competition or performance at the state level or higher
- Number of baccalaureate degree recipients who participated in a competition related to the major at the state level or higher and received an award
- Number of baccalaureate degree recipients who took a licensure and or certification exam that is scored pass/fail
- Number of baccalaureate degree recipients that passed a licensure or certification exam
- Number of minority students receiving undergraduate degrees in a program major
- Percentage of students completing a baccalaureate degree in six years who are minority students
- Student General Education Exit Exam scores
- Senior Profile items selected from the College Student Survey given as an exit assessment

**Graduate Students**

- Number of students in each major

Percentage of majors who are minority students  
 Number of students (majors and non-majors) enrolled in graduate courses  
 Percentage of majors with nationally-normed test scores

**LIBRARY**

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Library budget as a percentage of University's Educational and General budget  
 Expenditures from the library budget for periodical and other resource materials

**FACILITIES ASSIGNED**

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Number of classrooms (first and second priority)  
 Square feet of classroom space (first and second priority)  
 Number of laboratories (first priority)  
 Square feet of laboratory space (first priority)

**EQUIPMENT**

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Dollars budgeted by departments or allocated by Academic Affairs to replace, repair, and purchase equipment

**PROGRAM/DEPARTMENT**

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Number of full-time employees (excluding ranked faculty) employed  
 Percentage of full-time employees (excluding ranked faculty) who are minority  
 Average dollar amount of financial support from external sources per faculty member  
 Average dollar amount of financial aid per student receiving aid in major  
 Number of student credit hours produced

Percentage of programs offering practical experiences for students (internships, practicums, or other experiences that provide application of skills and abilities related to the program)

Percentage of programs requiring a practical experience component

Average number of graduates in each major for prior three years at the baccalaureate degree level

Average number of graduates in each major for prior three years at the master's degree level

Alumni satisfaction

Number of graduates entering any graduate school

Number of employees receiving financial support for research from external sources

Number of employees receiving financial support for research from internal sources

**ACCREDITATION OF PROGRAMS**

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Accreditations held by departments, effective dates

**NEED**

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**Demand by Students**

Percentage of students filing a degree plan who are in each major

Percentage of all graduate students who are admitted to each major

Number entering the SMSU graduate program

**Demand for Graduates**

Number of graduating students who plan to go to any graduate institution

Number of graduating students who have employment following graduation

Number of graduating students who plan to enter SMSU graduate program

Number of graduating students who do not plan to be employed

Percentage of SMSU students entering SMSU graduate school

Employer satisfaction

**COST**

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**Total Program Cost**

Cost per student credit hour for all levels

**ANNUAL PROGRAM OUTCOME MEASURES: SMSU-WEST PLAINS**

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**Faculty**

Degrees

Percentage for each level

Faculty Teaching Loads

Percent of hours devoted to service

Student to Faculty ratio

Average number of students advised

Number of full-time faculty members

Number of adjunct faculty members

Percentage of faculty participating in documented faculty development and instructional improvement activities  
 Student learning and teaching improvement measures by individual faculty

Number of faculty included in teaching ability assessment involving at least three different measures, including teaching portfolios, peer evaluations, feedback from current students, alumni and supervisory personnel

Number of minorities employed

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**STUDENTS**

**High School Preparation for Students**

ACT score distribution

**Undergraduate Students**

Number of students enrolled

Number of transfer students

Percentage of students in the program with a GPA of 2.00 or above

Percentage of students completing an associate degree in three years or less

Student exit assessment results such as scores on standardized tests (CAAP), certification or licensure, locally developed measures, awards and recognition received at the state or national levels, and student portfolios

Freshmen survey results

**Non-credit Students**

Number of certificates awarded through non-credit programs

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**LIBRARY**

Square feet required for library materials, technology, seating, and staff according to library standards

Estimated gate counts for set time periods

Number of items checked out by category

Number of items borrowed through interlibrary loan

Number of items loaned through interlibrary loan

Percent of library materials budget allocated to individual departments

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**FACILITIES**

Square feet for instruction

Square feet for laboratory or activity center

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**EQUIPMENT**

Dollars spent to add more advanced equipment to modernize program offerings

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**PROGRAM**

Average dollar amount of financial aid per student receiving aid

Number of student credit hours produced

Percentage of programs offering practical experiences for students

Percentage of programs requiring a practical experience component

Average number of students from each program area who graduated for prior three years at the associate degree level

Alumni satisfaction rate

Number of graduates entering any four-year school

Number of bachelor's and master's degrees awarded by SMSU-Springfield and earned through distance learning mode at SMSU-West Plains

**Accreditation of Programs**

Number of programs accredited

Statistics to support specialized accreditation requirements

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**NEED**

**Demand by Students**

Number enrolled in credit programs

Number enrolled in non-credit programs

**Demand for Graduates**

Number of graduates with degrees in areas critical to Missouri

Number of graduates employed within one year

Number of students entering any four-year school

Employer satisfaction rates

**Community Benefits**

Community collaboration resulting from the program relative to the unique location and services of SMSU-West Plains

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**COST**

Cost per student credit hour

**This plan is the culmination of an 18-month process, and has as its foundation a number of resource documents. Those documents, which are listed on the following pages, range from public presentations to reports from the North Central Association.**

## *Resource Documents*

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

## Resource Documents

This document is the culmination of 18 months of work and has as its foundation a number of resource documents. These documents, listed on the following pages, range from public presentations to reports from the North Central Association. Of particular importance are the planning documents and policies listed for the Missouri Coordinating Board for Higher Education. Southwest Missouri State University is a member of the Missouri system of public higher education and these statewide plans and policies form the basic framework under which this plan was developed.

Southwest Missouri State University *Faculty Handbook*  
Southwest Missouri State University *Graduate Catalog*  
Southwest Missouri State University *Undergraduate Catalog*  
Southwest Missouri State University *Faculty Roles and Rewards Report*  
Southwest Missouri State University *General Education Report*  
Southwest Missouri State University *Academic Administrators Handbook*  
Southwest Missouri State University *Employee Handbook*  
Southwest Missouri State University annual *Capital Improvement Appropriations Request*  
Southwest Missouri State University annual *Supplement to Capital Appropriations Request*  
Southwest Missouri State University annual *Appropriations Request*  
Southwest Missouri State University annual *Financial Report*  
Southwest Missouri State University annual *Internal Operating Budget*  
Southwest Missouri State University annual *Faculty-Staff Salaries Budget*  
Southwest Missouri State University annual *Postgraduate Status Report*  
Southwest Missouri State University annual *University System Fact Book*  
Southwest Missouri State University annual *Data Digest*  
Southwest Missouri State University annual *Bear Facts*  
Southwest Missouri State University annual *State of the University Addresses 1993-Present*  
Southwest Missouri State University annual *Departmental Profiles*  
Southwest Missouri State University annual *Information Exchange Reports*  
Southwest Missouri State University annual *FaMM Easy Use Manual*  
Southwest Missouri State University annual *Sponsored Projects: Activities and Trends*

Southwest Missouri State University annual *Report of Performance Measures*  
Southwest Missouri State University annual *Academic Work Calendar*  
*Institutional Plan of Southwest Missouri State University, May 1993*  
*Southwest Missouri State University's Response to The Coordinating Board for Higher Education's Critical Choices Goals*  
*Welcoming the 21st Century A Long-Range Vision and Five-Year Plan (1995-2000)*  
*Southwest Missouri State University System Operations Manual*  
*Information Technology Strategic Plan: The Importance of Information Technology in Developing Educated Persons 2000-2006*  
*Southwest Missouri State University Plan for Improved Learning and Assessment*  
*Change@SMSU: Process Improvement Methodology*  
*Distance Learning Policies and Procedures Manual*  
*Countdown to the Centennial: Enrollment Management at Southwest Missouri State University*  
*Southwest Missouri State University Master Plan Visioning Guide*  
*Southwest Missouri State University Disability Accommodation Policy and Procedures*  
*Southwest Missouri State University Self-Study Report for Certification by the National Collegiate Athletic Association*  
*Southwest Missouri State University Affirmative Action Plan*  
*Southwest Missouri State University Shuttle System Master Plan*  
*The Honor Roll of Donors*  
*Developing New Dimensions: A Decade of Change, prepared for the North Central Association Of Colleges and Schools*  
*Southwest Missouri State University Report of the North Central Review Committee January 1998*  
*Southwest Missouri State University Report of the North Central Review Committee March 2000*  
*Southwest Missouri State University-West Plains Long Range Plan and Vision, FY2001-2006*  
*Southwest Missouri State University-West Plains Campus Five-Year Plan 1994-2000*  
*Southwest Missouri State University-West Plains, Self-Study Report 1993 for the Commission on Institutions of Higher Education North Central Association of Colleges and Schools*  
*Southwest Missouri State University West Plains Campus Master Plan*  
*Southwest Missouri State University-West Plains Course Catalog*  
*Southwest Missouri State University-Mountain Grove Campus Master Plan*  
*Southwest Missouri State University-Mountain Grove Research Plan 2000-2006*



*IT Staff Recruitment and Retention Action Plan*

**Related Documents from the Coordinating Board for Higher Education**

*Strategic Plan for the Missouri Department of Higher Education* October, 1999

*State Plan for Postsecondary Technical Education*

*State Plan for Postsecondary Vocational Technical Education- Executive Summary*

*Blueprint – Progress Report*, April 15, 1999

*Recommendations for a Telecommunications-based Delivery System*

*Missouri Commission on the Affordability of Higher Education – Final Report*, December 1999

*Knight Higher Education Collaborative/Missouri College and University Presidents 1999 Roundtable Final Report of Activities*

*Missouri K-16 Report*

*High School Core Curriculum Guidelines*

*Selectivity and Admissions for Public Institutions*

*Residency Requirements*

*Current Dual Credit Policy*

*Advanced Placement*

*General Education Policy*

*Credit Transfer Guidelines*

*Critical Choices Goals*, September 1993



*Countdown to the SMSU Centennial* was compiled and written through the cooperative efforts of faculty, staff, administrators, and students at Southwest Missouri State University. The document was revised and edited based on campuswide input solicited through administrative units and a series of roundtable discussions. The final document was reviewed by the Administrative Council. It was formally approved May 19, 2000, by the Board of Governors for Southwest Missouri State University. This document is available on the Internet through the SMSU web site at [www.smsu.edu](http://www.smsu.edu).

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