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acknowledgements



University of Missouri–St. Louis

# Reaccreditation Self-Study

November • 2008



*Preface*

This University of Missouri-St. Louis Self-Study Report is the result of the combined efforts of many individuals and groups at UMSL and various community partners. It represents significant learning and discovery about the campus by those who thought we knew it best, and great appreciation for the strengths we have found in the process. As an active researcher myself, I certainly appreciate and enthusiastically encourage the research contributions of our faculty and students. I also understand the



campus better because of my personal involvement in this process. Similarly, we have learned more about areas in which we can improve and have begun or continued to work in those areas. Overall, this has been an extremely positive and useful process toward our campus's continued improvement in all areas.

One of the most important features we have discovered in the self-study process is the diversity of the campus in many dimensions. The strategic planning process started when I joined the campus in 2003 has helped us to increase our faculty and resources and to improve student services. Our annual updates to the 2004-2008 plan and our major revision this year to create Gateway for Greatness, a rolling, annually-updated strategic plan, have demonstrated that planning, reporting, assessment of results, and revisions are effective in moving the campus forward according to our mission and values. Planning and measuring our results are extremely important for UMSL because of the diversity of our campus, from the demographic characteristics of our faculty, staff, and students, to the number and complexity of our

degree programs and the wide variety of research and economic development activities on campus.

We have confirmed in the self-study process that we as a campus have a strong commitment to excellence in all areas of campus life. Our academic programs are highly rated, and the Academic Analytics faculty research productivity rankings have placed us #5 among small research universities. We know that we still need to continue making significant improvements in student retention and have put several mechanisms in place to do that,

including an academic alert system for students who may need help with courses as well as with study habits and time management, and a “respect” campaign to encourage a welcoming environment for all on campus. Along the same lines, we have created a Welcome Center and a Center for Student Success that along with admissions, financial aid, and transfer services are co-located in our Millennium Student Center building to provide excellent service to prospective and current students.



During the self-study process, we have used multi-directional communication channels to both keep the campus informed and obtain valuable feedback. Town hall meetings, including a breakfast meeting with trades workers whose working hours start very early, have shown us that face-to-face discussions are invaluable in addition to the email correspondence we use frequently to communicate with staff, faculty, and students. We plan to continue to use

town hall-type meetings in addition to email and paper for multi-directional communication for our strategic planning and implementation and normal campus activities.

We have learned a lot from this process and look forward to the site visit in November.

Thomas F. George, Ph.D.  
Chancellor

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### *Overview*

**The self-study found the following major mission-driven accomplishments at UMSL since the last site visit in 1999:**

- Collaborating with state representatives, the University of Missouri System leadership, and campus supporters, the chancellor won additional state funding to provide more equitable resources for UMSL.
- A student initiative led to the opening of the Millennium Student Center, a student-friendly, full-service venue where administrative staff work together for students, and students create a sense of community.
- The Touhill Performing Arts Center, controversial during the last site visit, provides the region's highest quality performance space for students and attracts a wide range of performers and their audiences to campus.
- Faculty scholarship productivity rankings increased from 11th to fifth among all small research universities in the nation in the three years included in Academic Analytics' report.
- Through strategic planning, the campus has achieved an ethnically diverse student population similar to that of the region, increased the number and amount of scholarships, added tenure-track faculty, and streamlined administrative offices. A new strategic planning process grew out of previous planning successes.
- A new provost model for campus administration has consolidated most offices with direct student contact under Academic Affairs, providing greater collaboration between Student Affairs and Academic Affairs.

- Faculty leadership and collaboration with Academic Affairs promoted a culture of learning and assessment that produced 100 percent of academic units generating learning outcomes and assessment plans for all programs and new central support for assessment and general education.
- UMSL's leadership in economic development received national recognition when the *Wall Street Journal* and CNBC covered the opening of Express Scripts, Inc. as the first occupant in the university's Business, Technology, and Research Park, which was created through the master plan's vision.
- In a pilot of a new assessment for general education, the Collegiate Learning Assessment, UMSL freshmen scored in the 98th percentile and seniors at the 89th percentile.<sup>1</sup>
- The campus added four undergraduate, five new masters, and two Educational Specialist programs; all except the two master's degrees added in 1999 were based on reconfiguring existing courses to meet identified community needs.<sup>2</sup>

**The self-study also brought to light the following priorities for *institutional improvements*:**

- Increased enrollment and retention continue to be a priority as recent economic realities affect UMSL students' commute, off-campus work, and time to degree.
- Campuswide and program academic assessments and planning require faculty members' continuing attention.
- Enhanced, multidirectional communication among faculty, staff, and administrators will maintain the momentum created through the communication plan of the self-study.

The *key strategies for problem solving and moving forward* identified through the self-study include the following:

- In Academic Affairs, a new assessment coordinator, the provost's assessment and planning committee, and a faculty coordinator of general education are poised to focus on goals for central oversight of the assessment process to take advantage of the gains made through the self-study process.
- A self-renewing strategic plan will serve as a guide for the campus to continue to improve in the face of future economic uncertainties.
- University Advancement has the necessary infrastructure to carry out the campus's first comprehensive campaign to provide greater support for campus initiatives.

This introduction situates the campus historically, geographically, and demographically to contextualize the report's analyses of the ways that the campus meets the Higher Learning Commission's reaccreditation criteria. The introduction ends with a description of the self-study process and overview of the organization of the report.

## **A BRIEF PROFILE OF THE UNIVERSITY OF MISSOURI-ST. LOUIS**

### **History of the Campus**

When the University of Missouri System was organized in 1963, the St. Louis campus was the only one that started as an entirely new university. The University of Missouri-St. Louis began as a consequence of the national movement to create public universities in metropolitan centers. A product of the 1960s when college students sought programs with "relevance," UMSL was designed to educate the area's professionals through research, coursework, and hands-on experiences in the region's businesses, schools, agencies, and arts.

The campus initially operated under the accreditation of the University of Missouri in Columbia, obtaining independent accreditation for baccalaureate degrees in 1968 and for selected graduate degrees in 1972. Full accreditation was continued after site visits in 1978, 1989, and 1998.

According to the campus's history, *The Emerging University: The University of Missouri-St Louis, 1963-1983*,<sup>3</sup> faculty were hired from prestigious universities with a vision of creating a university where graduates would be able to confront urban issues through research, critical thinking, and creativity. More than traditional workforce development, these leaders' vision for UMSL was to educate students for lifelong learning, which would produce good citizens and effective leaders in the region's organizations. That legacy continues, along with many of those individuals themselves who still advocate for such goals as they serve on governance committees or as administrators or emeriti. They created a culture of faculty excellence that persists today, as the self-study corroborates in every criterion.

Since the doors of the old Administration Building opened on a golf course more than 45 years ago, UMSL has grown to encompass 350 acres of beautifully landscaped rolling hills. The campus has become St. Louis's largest university in the number of students and the third largest in the state, growing from 673 in 1963 to 12,147 on-campus, 3,396 off-campus credit students, and 39,000 noncredit students in fall 2007. The number of employees has also grown, from 30 faculty in 1963 to 556 full-time faculty and 700 full-time staff members committed to the future of the St. Louis area through teaching, research, service, and economic development.

### **The Regional Context**

UMSL has a special mission determined by its urban location. With a population of 2.8 million, the St. Louis Standard Metropolitan Statistical Area is Missouri's largest metropolitan area and the 18th largest in the United States. The SMSA includes 16 counties, eight on each side of the

Mississippi River in Illinois and Missouri. The region's population is centered in five counties: the city of St. Louis, St. Louis County, and St. Charles County in Missouri and St. Clair and Madison counties in Illinois. UMSL is located in St. Louis County, which lies west of the city of St. Louis.

Unlike other urban areas, the city of St. Louis cannot expand or annex suburban areas. Its current boundaries took effect in 1877, when St. Louis became the nation's first home-rule city; but unlike others with home-rule, it was separated from any county.<sup>4</sup> A UMSL historian summarized the effect of the well-intentioned decision as erecting “an insurmountable barrier against central-city growth.”<sup>5</sup>

This anomaly led to the growth of the separate St. Louis County. With 37 percent of the residents, St. Louis County is the largest of the counties in the SMSA, and it contains many corporate offices, businesses, and governmental services. It is the home of the region's major airport, Lambert Field, which is located just five miles west of UMSL. In the Illinois portion of the metropolitan area, residents in the counties in Southwestern Illinois constitute 17.5 percent of the workforce and 23 percent of the population in the St. Louis region.<sup>6</sup> The map of the region in Figure I.1. demonstrates the diverse geographic nature of the region.

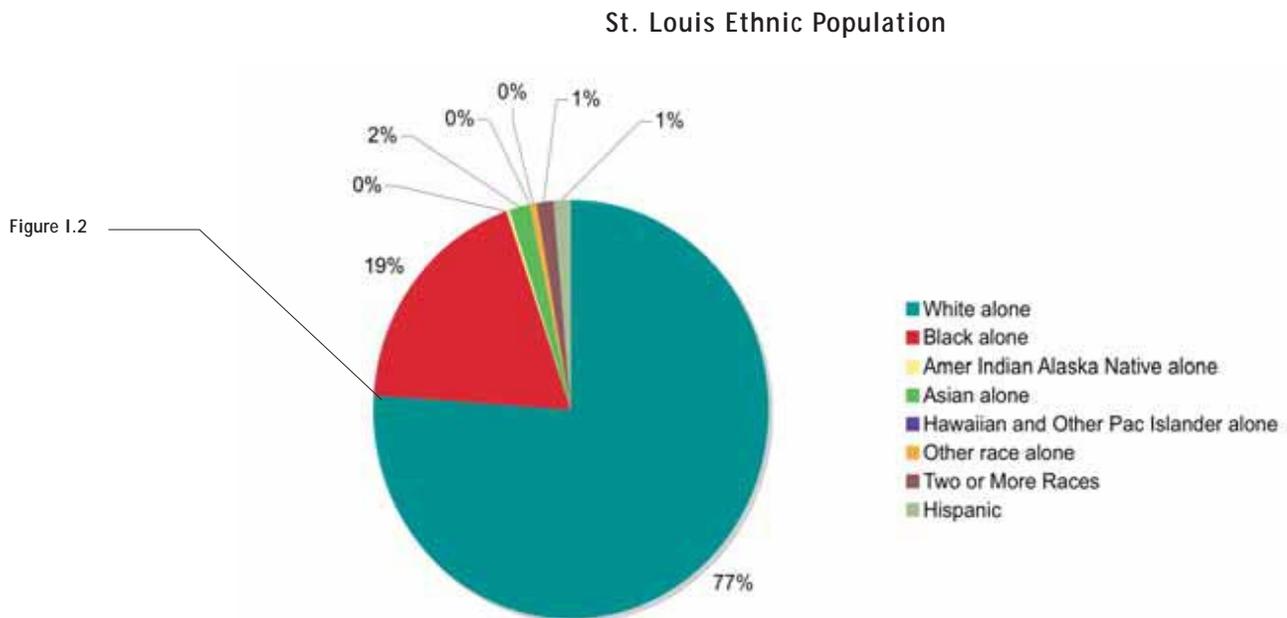
Standard Metropolitan Statistical Area

Figure I.1



Another distinguishing characteristic of the St. Louis region is the large number of local governments, more than 250 municipalities, 91 in St. Louis County alone. With no formal structure to solve regional problems, duplicate services proliferate. In fact, with school districts, fire districts, and other special purpose units, there are over 700 governments in the region.<sup>7</sup> The university is located within the municipal boundaries of four separate municipalities and abuts 11 other jurisdictions, a complexity that the self-study explores in Criterion Five.

The region's ethnic composition contributes to UMSL's mission and programs. Figure I.2 illustrates that population in 2006.<sup>8</sup>



The economic environment of the region is another driving force for the campus. In June 2008, the Federal Reserve's *Beige Book* reported that its eighth district, St. Louis, would see some growth.<sup>9</sup> In fact, St. Louis was singled out in the full report as one of five regions in the country with stable conditions during the quarter.<sup>10</sup> The sale of one of St. Louis's major firms in July 2008 and the worsening national economy may change the next quarterly report.

In Forbes' ratings of cities, St. Louis normally fares well for its cost of living and employment opportunities. Forbes' ranking that affects UMSL graduates, the "Best Cities for Jobs in 2008," however, ranked St. Louis 57th out of the 100 largest cities.<sup>11</sup> It is not clear how that forecast will affect our new graduates. UMSL normally has a good track record of graduates being employed or in graduate school within six months of graduating, including 86 percent of 2007 graduates.<sup>12</sup>

Two local private research universities compete with UMSL for students; St. Louis University is the largest local competitor for undergraduates residing in St. Louis County and provides nine percent of UMSL's transfers from four-year universities. SLU and Washington University compete with UMSL for graduate students, especially the M.B.A. and, since Washington University opened their low-tuition University College, the master's of education as well.

In addition, many private liberal arts universities have added graduate programs that compete to educate local professionals. Private universities often have greater appeal than UMSL to alumni of the area's 434 parochial and independent secondary schools. With more than 20 universities and colleges enrolling about 113,000 in four-year institutions, the St. Louis area produces nearly 26,000 graduates with bachelor's, graduate, or professional degrees each year. The area also has an extensive network of community colleges, which enroll an additional 74,000 students in Missouri and Illinois.<sup>13</sup>

Despite these resources, educational attainment in the St. Louis region is only a little higher than the national average. Although the 2006 census showed that 20 percent of the region's population over 25 had attained a graduate degree, it also documented that 13 percent did not have a high school diploma and 43 percent had not attended college.<sup>14</sup>

Because UMSL shares the University of Missouri's land-grant commitment to research and public service, due to our location, the university has

adapted that mission to metropolitan needs rather than the traditional agricultural-extension mission. To achieve our mission, the campus works in partnership with other key community institutions to advance scholarship; provide quality undergraduate, graduate, and professional instruction to the large and diverse numbers of students in the St. Louis area; and contribute to economic development throughout the region and beyond. Our metropolitan land-grant mission shapes our planning, teaching, research, and community engagement and, for that reason, this theme is found throughout the self-study.

### **The University of Missouri System**

Beyond the mission, the University of Missouri System plays an active role in UMSL's operations. The UM System provides immeasurable support in several areas, including relations with the Missouri Department of Higher Education, the robust library services described in Core Component 3B, and exceptional professional development opportunities detailed in Core Component 4A. On the other hand, system oversight is a major reason for the few new degree programs added since the last site visit; its unilateral decision to migrate to PeopleSoft for all administrative and student information has proven to be expensive and time-consuming for UMSL staff; and the system's governmental relations efforts have led to comparatively few congressional appropriations for research on the two urban campuses.<sup>15</sup>

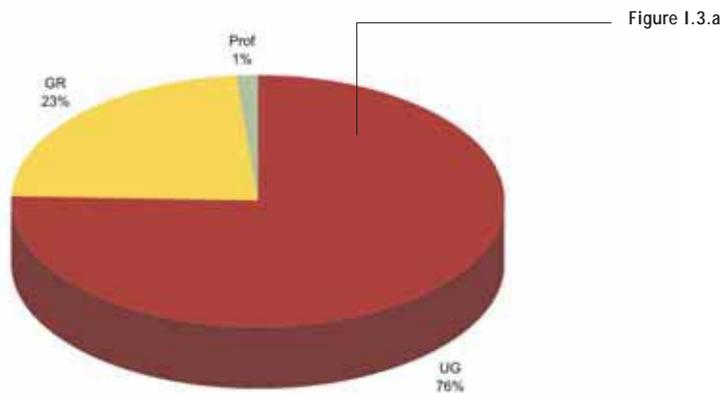
Historically, the campus's biggest issue with the UM System has been UMSL's funding compared with other UM campuses. We educate one-fifth of the System's students but receive only 12 percent of the System's budget. During the last five years, however, UM System leaders have supported our efforts with legislators to increase our budget share, as described in Core

Components 2B and 5C. The new president of the UM System has publicly expressed support for additional state funding to make UMSL's per-student budget more equitable, a very positive stance from the campus's perspective.

### Student Profile

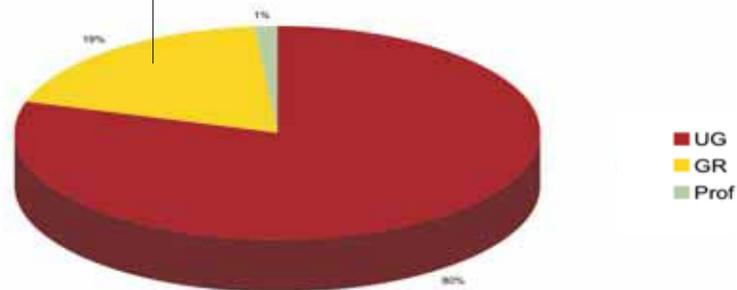
Approximately 15,500 students were enrolled at UMSL in the fall 2007 semester, including 12,147 on campus. After the last site visit in fall 1999, the on-campus enrollment was 12,069. The fall 2007 on-campus enrollment included 498 first-time freshmen, 9,173 total undergraduates, 2,803 graduate students, and 171 students in our only professional degree, optometry. The major difference between 1999 and 2007 is the 25 percent growth among graduate students. Figure I.3.a-b illustrates the difference in the proportions of students at each level during the self-study period.

Student Level Fall 2007



Student Level Fall 1999

Figure I.3.b



From July 1, 2006, through June 30, 2007, UMSL conferred 2,963 degrees, in contrast to the 2,391 awarded in FY 1999.<sup>16</sup> The 24 percent growth is especially notable when contrasted with our enrollment growth of only one percent over the same period. The types of degrees awarded this past fiscal year are portrayed in Figure I.4.

Degrees Awarded FY 2007

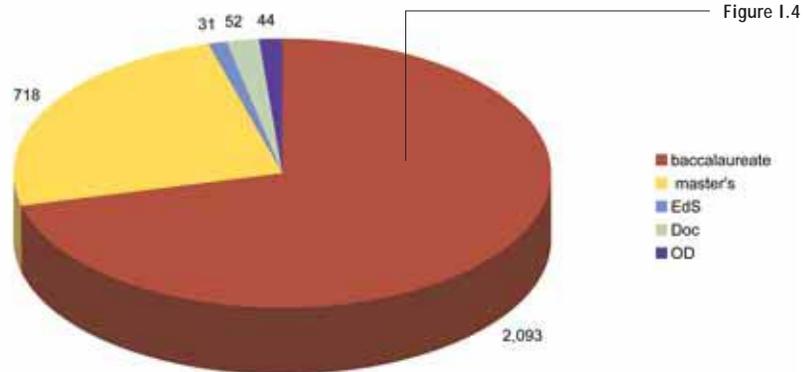
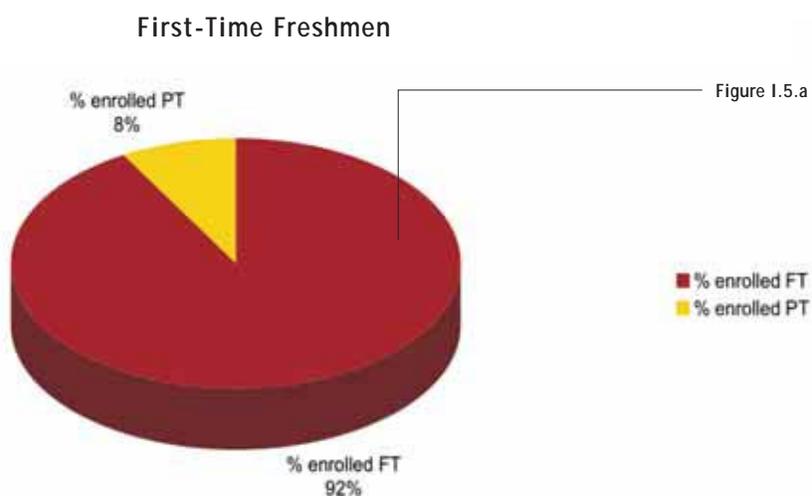


Figure I.4

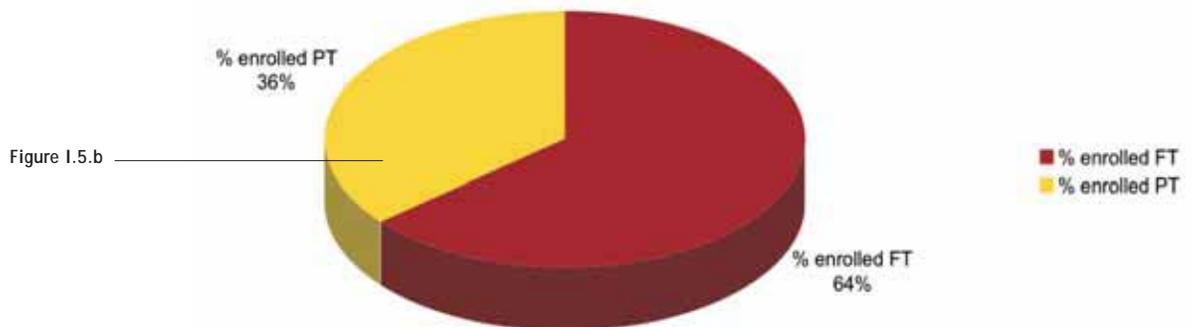
The number of degrees has grown faster than the campus's enrollment because of a larger number of graduate and transfer students. The majority (79 percent) of undergraduate students in fall 2007 began their postsecondary education at another institution. Fifty-one percent of current trans-

fer students started at a Missouri community college, especially those in the St. Louis metropolitan area. Other transfers started college at a four-year institution in Missouri (24 percent) or transferred to UMSL from out-of-state (24 percent).<sup>17</sup>

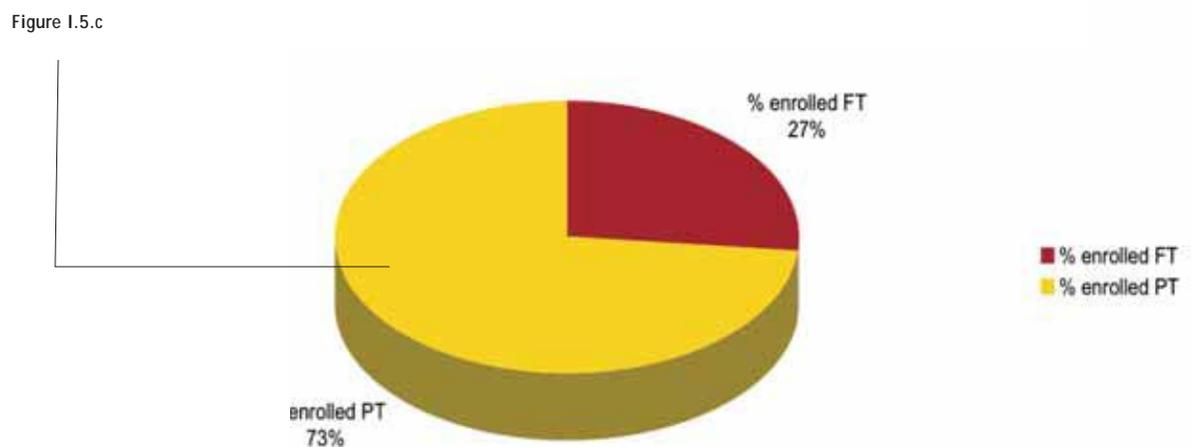
Since the last site visit, the proportion of full-time students increased somewhat. In fall 1999, full-time students comprised 49 percent of the student population, (5,931), and by fall 2007, the total population was 52 percent full-time (6,304), a six percent increase.<sup>18</sup> In fall 2007, almost all first-time freshmen were enrolled full-time, taking an average of 12.9 semester hours of credit, while all undergraduates took an average of 11.0 semester credit hours. Graduate students, on the other hand, are normally employed full-time, and took an average of six credit hours per term. Figure I.5.a-c illustrates how the students' level reflects their enrollment status.



## All Undergraduates



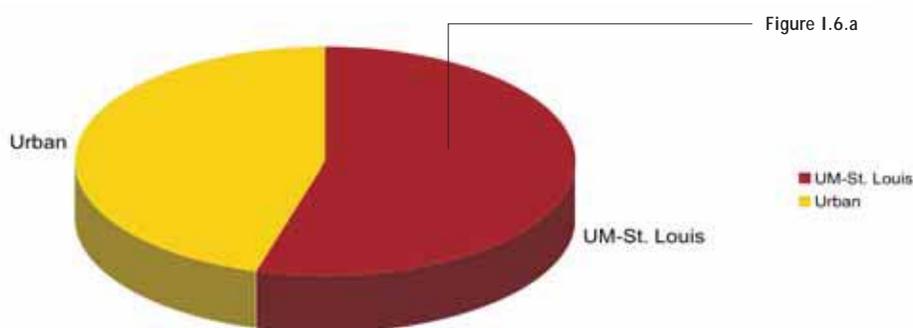
## Graduate Students



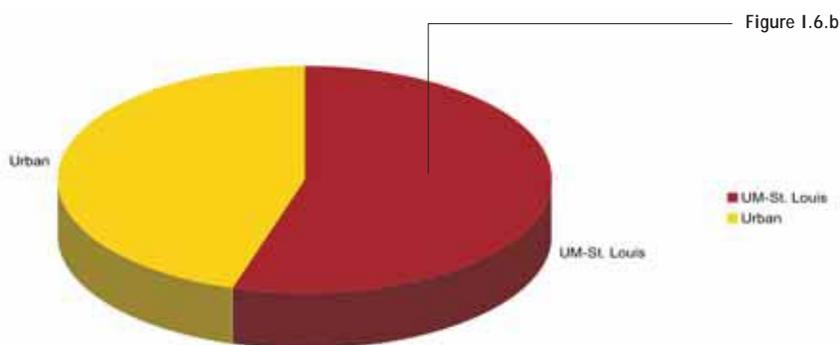
Despite full-time course loads, UMSL undergraduates work off-campus more than their peers, according to self-reports on the National Survey of Student Engagement (NSSE). When asked to indicate the range of hours they work in a typical seven-day week, UMSL seniors reported working off-campus more than 20 hours per week. In contrast, their peers at urban universities worked about half as much. Seniors at other urban campuses worked less in 2007 than in 2002, while UMSL seniors continue to work the

same number of hours. UMSL freshmen's self-reported 11 to 15 hours of work per week was still more than their peers on other urban campuses,<sup>19</sup> as is demonstrated in Figure I.6.a-b.

Freshmen Working Off Campus 2007

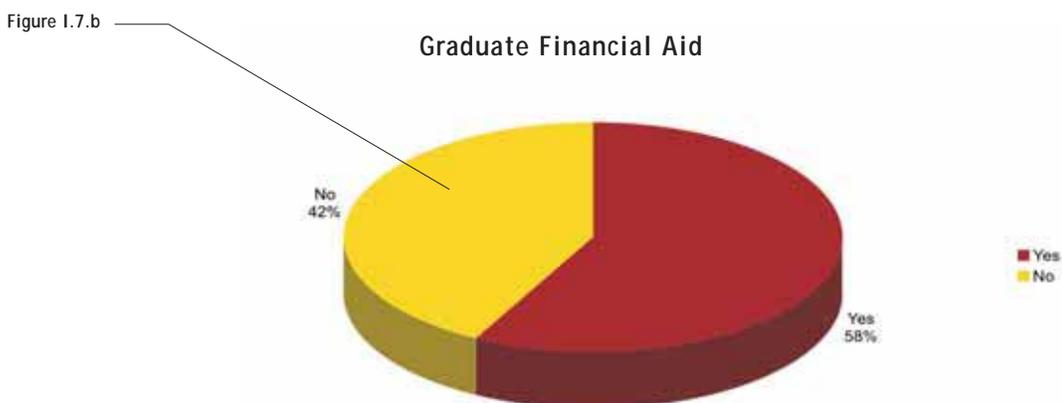
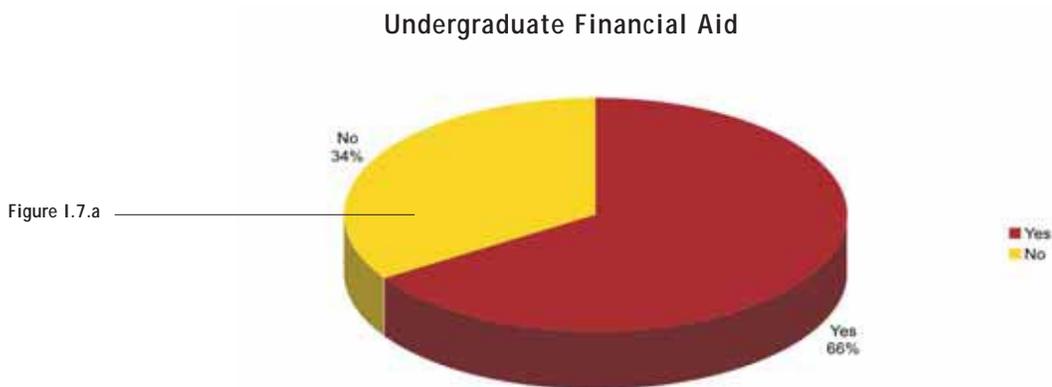


Seniors Working Off Campus 2007



Many UMSL students must work because many are first-generation college students, and their families cannot afford college costs. For Academic Year 2008, 3,463 (38 percent) of our undergraduates who applied for financial aid indicated that their parents' highest school level was middle school/ junior high or high school. That percentage has remained stable for at least the last three academic years<sup>20</sup> and reflects the region's educational attainment described above.

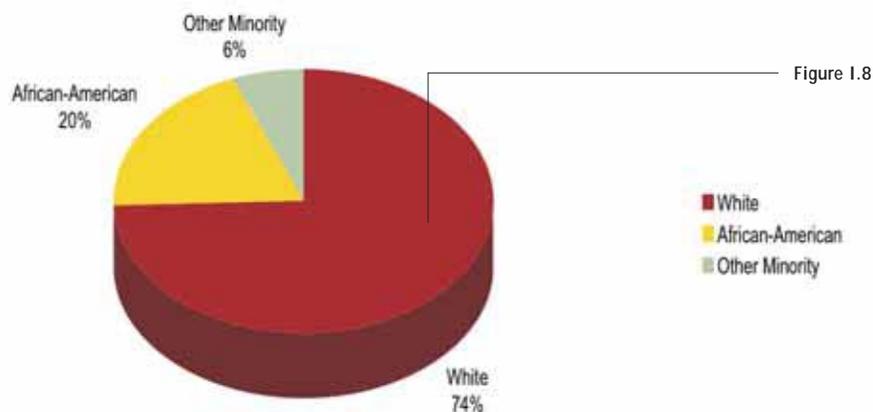
As might be expected in this profile, both undergraduate and graduate students received financial assistance in fall 2007, as Figure I.7.a-b points out.<sup>21</sup>



To achieve their dream of a college degree, UMSL undergraduate applicants must attain the same admissions standards required at all UM System universities. Last year, among entering first-time, full-time freshmen from Missouri high schools, the high school core grade point average (GPA) was 3.146 on a 4.0 scale, and their mean ACT composite score was 22.

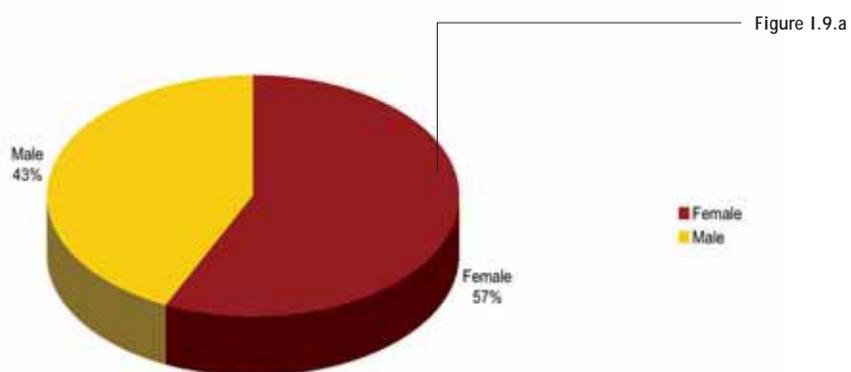
In keeping with our mission, ethnic diversity among UMSL students is increasing. Of those students reporting their ethnic background, Figure I.8 shows that UMSL students reflected the ethnic distribution of the region.

### Student Ethnicity



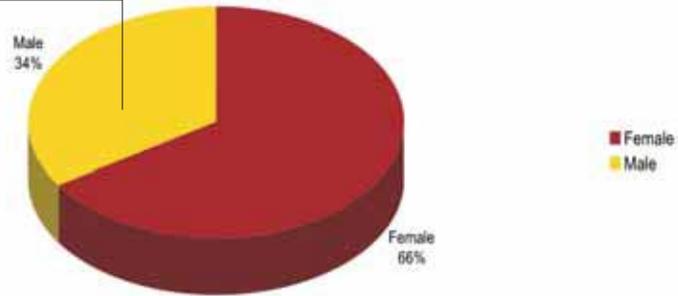
The gender profile of UMSL students had been a stable 60 percent female, 40 percent male over the years of the self-study until fall 2007, when the ratio changed slightly to 59 percent female and 41 percent male. There are more female graduate students, however, so the changes in the overall population mask the increase in undergraduate males that can be seen in Figure I.9.a-b.

### Undergraduate Gender



## Graduate Gender

Figure I.9.b

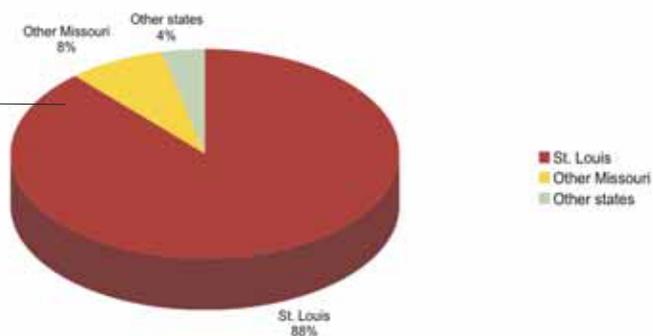


In fall 2007, UMSL students came from 46 states, the District of Columbia, and Puerto Rico. The most frequently represented home states of our students, besides Missouri, were Illinois, Kansas, Tennessee, Indiana, Michigan. The 498 nonimmigrant international students came from 77 countries; the countries most frequently represented were India, People's Republic of China, South Korea, Thailand, and Indonesia.

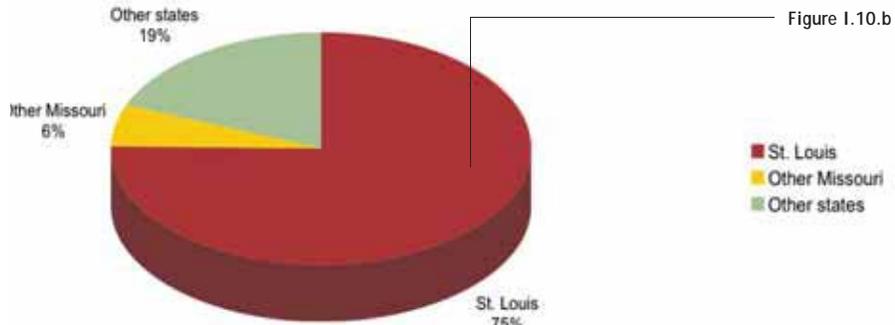
The majority (77 percent) of degree-seeking first-time freshmen came from St. Louis, St. Louis County, St. Charles County, and Jefferson County, which together constitute nearly one-third of the population of the state of Missouri. Overall, as Figure I.10.a-b documents, the on-campus population came primarily from the metropolitan region, although there were some minor differences between undergraduate and graduate students.

## Undergraduate Student Origin

Figure I.10.a

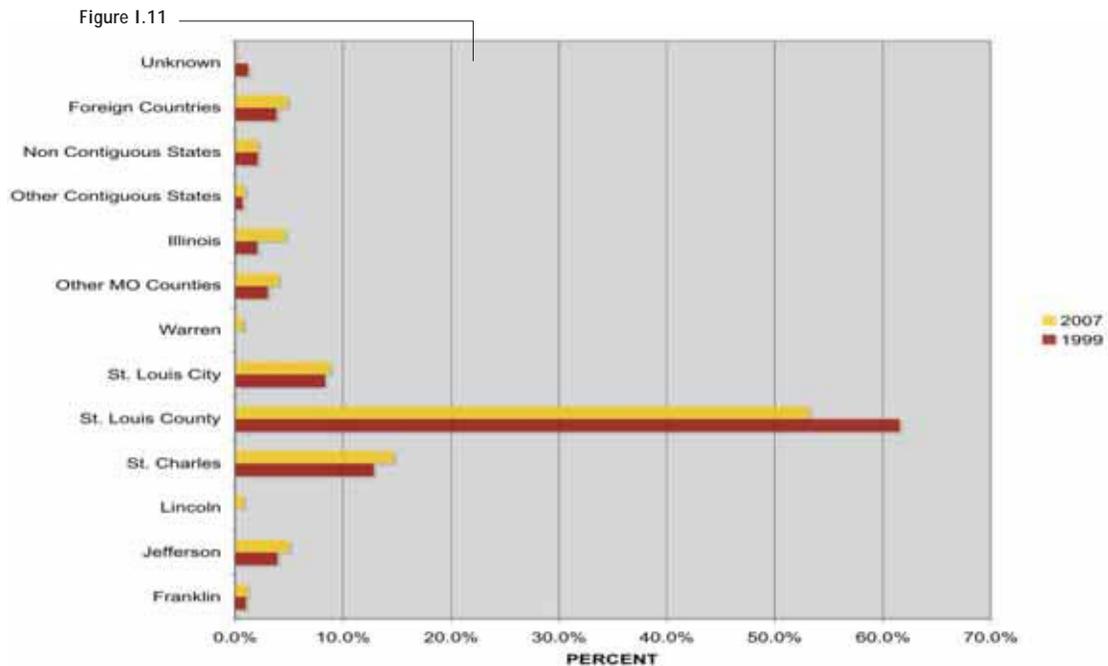


### Graduate Student Origin



Of all students studying at UMSL in fall 2007, on- and off-campus, the largest proportion originated from the St. Louis metropolitan area, as they had in 1999, as Figure I.11 shows. However, students from St. Louis County decreased by 16 percent since 1999, from 9,589 to 8,255. Another change has been the four percent growth in students from the city of St. Louis between 1999 and 2007, from 1,294 to 1,352.

### Undergraduate Student Origin



Students' residence is salient because of the effect that commuting may have on their progress toward a degree. Distance is not the only factor, however. The MetroLink light-rail system makes the campus more accessible to many Illinois students than to those from western St. Louis County because the Metro runs directly between Scott Air Force Base in Illinois and Lambert Field, with two stops on campus. Commuters driving by car can access the campus easily from Interstate Highways 70, 270, and 170. As Figure I.12 summarizes, the largest group of commuting students lives between five and 10 miles from campus, and almost that many live between 11 and 20 miles from campus. Fewer students commute five miles or less to campus.<sup>22</sup>

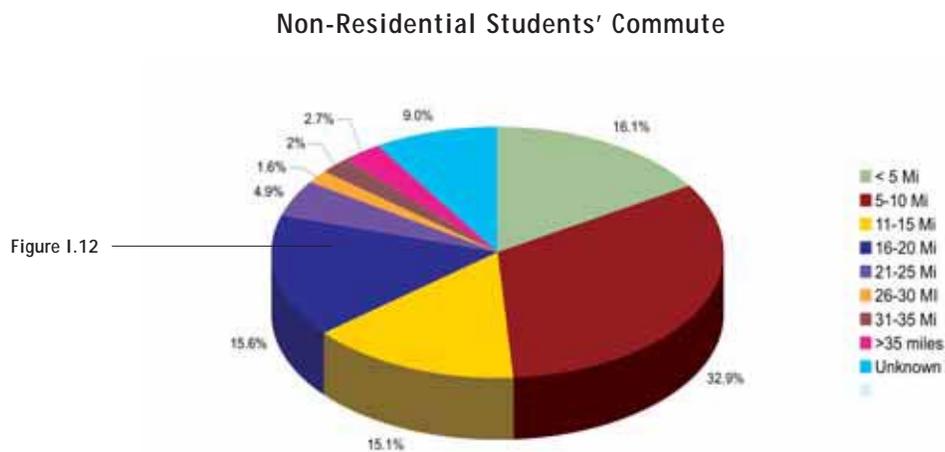


Figure I.13.a-b shows that UMSL students do not differ significantly from their urban-university peers in time spent commuting, according to self-responses to a NSSE question.<sup>23</sup> UMSL freshmen report somewhat longer commuting time, and seniors somewhat shorter. The broad time-span in the NSSE answer (e.g., 2=1-5 hrs/wk, 3=6-10 hrs/wk) no doubt masks some real differences in all groups.

Freshmen Time Commuting

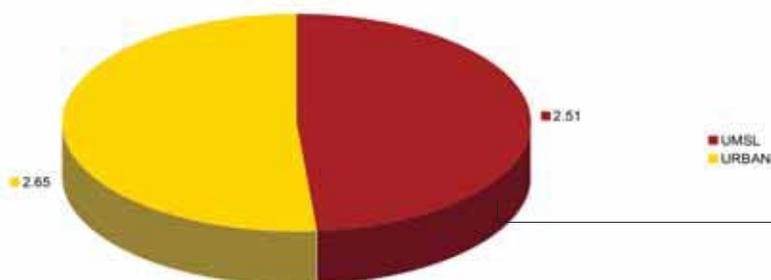


Figure I.13.a

Senior Time Commuting

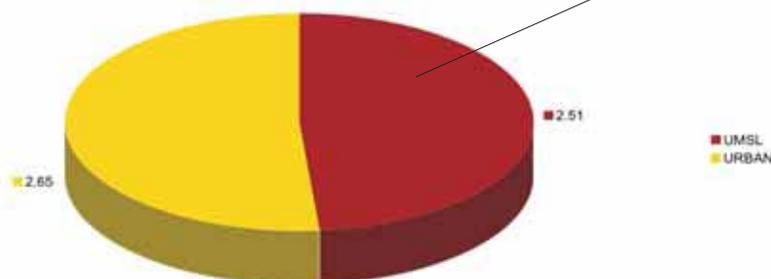


Figure I.13.b

Another reason that residence contributes to UMSL's campus culture is that the majority of our alumni remain in the region. Of the 70,047 alumni with known addresses, 77 percent (53,972) live in Missouri.<sup>24</sup> That provides a solid base of alumni to serve on advisory boards and promote the university within the community, which is described in Core Components 5A and 5C.

Despite long commute times and hours spent working, most UMSL students are making their grades. On a four-point scale, in fall 2007, the mean GPA for all undergraduates was 2.98; graduates earned 3.74 and O.D. students averaged 3.32. Among students earning a bachelor's degree from July 1, 2006, through June 30, 2007, the mean GPA was 3.13 at graduation.<sup>25</sup>

With a large transfer population, UMSL does not have the economies that large freshman class sections afford. More than two-thirds (70 percent) of undergraduate classes had fewer than 30 students each, and more than 44

percent of the undergraduate classes enrolled less than 20. Among all classes offered on campus, the student-to-faculty ratio was 15:1.

UMSL makes many of these data readily available to the public. The Student Profile, accessed from the Academic Affairs Web site, is updated by Institutional Research after data for required federal reports are available each fall semester. The College Portrait is also available from the Academic Affairs Web page. A product of the national project, Voluntary System of Accountability, College Portrait includes NSSE data as well as graduation rate and other quality indicators and costs, primarily for undergraduates. In the self-study report, the Institutional Snapshot is included at the end of Appendix I.

The official Self-Concept Statement for the campus provides a succinct overview of the campus's mission and vision:

*The University of Missouri-St. Louis is a learning-centered, public research university in a vibrant metropolitan setting. We are an economic development resource connected to the St. Louis region and beyond through our research, alumni, internships, and other partnerships. We create exceptional graduates through highly regarded faculty and programs serving traditional and non-traditional students of diverse backgrounds.*

This is the context in which the campus conducted the reaccreditation self-study.

## **THE SELF-STUDY**

### **Conducting the Self-Study**

UMSL began preparing for the self-study in 2002 in response to the Higher Learning Commission's changes in review criteria. Some key activities follow:

- Faculty and administrators participated in HLC and other assessment workshops and conferences, brought consultants to campus, and held conversations around assessment for quality improvement.
- The Reaccreditation Steering Committee began in spring 2007, composed of a majority of faculty and staff members. Administrators who were not on the committee led data collection, provided requested analyses and summaries, and reviewed drafts for accuracy and appropriateness.
- The steering committee formalized the self-study process with the approval of the Self-Study Design, which was submitted to HLC in July 2007. Key to the design was the collection of extant documents on a password-protected site and subcommittees' qualitative review of them for evidence of the campus's effectiveness.
- In keeping with the campus's technological strengths, Draft One was posted as a wiki on the course management system for the campus community to provide feedback. Additionally, the committee hosted several meetings to discuss the self-study process and findings.
- After considering campus input, each committee member summarized how UMSL met a specific Core Component. These "fulfillment statements" then guided individuals and subcommittees to write Draft Two, which was made available to the campus for feedback via a wiki in June 2008.
- A faculty member and an administrator who are consultant-evaluators for HLC critiqued the draft, and four editors polished the report at different times during its development.
- Staff in Creative and Printing Services adjusted their schedule to complete the design and publication of the report.

The final report will be submitted to HLC in September 2008 and made public on the Web site, and the chancellor will invite members of the external community to send comments to HLC. After the fall semester gets underway, the Steering Committee will hold open meetings on the self-study findings and expectations of the site visit.

### **Organization of The Self-Study Report**

**Following the introduction, the report continues in this manner:**

- Core Components are described in Criterion One through Five. The Change Request seeks approval to offer degree programs online.
- Appendix I comprises the compliance documents and Institutional Profile, and Appendix II contains the responses to the 1998-1999 review.
- Completing the report are acknowledgements, a glossary, and an index that cites campus units by Core Component.
- References are cited as superscripts in the text that correspond to end notes in a works-cited list for each section of the self-study. In the electronic version of the report, clicking on the specific work cited will retrieve a pdf version of that work.
- The electronic resource room contains separate lists of works cited for each section of the self-study, utilizing the same superscript numbering in the self-study. The electronic resource room will also have a search engine for retrieving individual works cited as well as other resource-room documents. Paper copies will be made available of any electronic document a team member requests.

## Outcomes of The Self-Study Process

In addition to the conclusions about the campus's progress in each chapter, we achieved some concrete outcomes as a result of the self-study process, including the following:

- Learning outcomes were added to degree requirements in the *Bulletin*.
- A Respect Committee, described in Core Component 2C, started as a result of suggestions during the self-study process.
- The provost initiated a plan to fill key leadership roles in general education and assessment.
- A redesign of the campus map produced new maps for every office and service vehicle to promote an inviting environment for campus visitors.
- Library staff accepted the responsibility to add campus events at the Reference Desk so it can serve as the central public repository of event information.

Overall, most campus employees and many students participated in the self-study. Their reports suggest that, although the process required exceptional effort beyond our routine duties, the self-study provided an avenue to celebrate our achievements and consider ways to improve our shortcomings. Only the extraordinary examination of the entire campus makes that kind of reflection possible.

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**Number**    **Title of Work Cited for Introduction**

1	CLA Results
2	Programs 1999-2007
3	The Emerging University
4	About St. Louis - History
5	The Relationship Between People and Government
6	Labor Force
7	Brookings Institution - St. Louis MO MSA
8	US Census American Community Survey
9	Federal Reserve Beige Book - Eighth District St. Louis
10	Federal Reserve Beige Book - Current Economic Conditions
11	Forbes Best Cities for Jobs 2008
12	Employment Profile
13	RCGA - Education in St. Louis
14	American Community Survey 2006
15	Earmarks
16	UMSL Fact Book
17	Registrar Report FS 2007
18	UMSL Fact Book
19	Student Work
20	First Generation
21	Student Profile
22	Ring Summary FS 2007
23	NSSE Commute
24	Alumni Mailable PDF
25	Student Profile Fall 2007

mission  
planning  
learning  
knowledge  
community  
online  
compliance  
response  
acknowledgements

University of Missouri–St. Louis



***Criterion One***

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

Responses to Criterion One document that the University of Missouri-St. Louis has the organizational and governance structures necessary for quality educational environments. Our policies and practices assure the fair and equitable treatment of all members of the campus community and good stewardship of our resources. We make public the commitments and activities that fulfill our mission.

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

**MISSION DOCUMENTS**

The University of Missouri-St. Louis is governed by the University of Missouri System, whose mission statement affirms:

*The mission of the University of Missouri, as a land-grant university and Missouri's only public research, doctoral, and professional degree-granting institution, is to discover, disseminate, preserve, and apply knowledge.*

*The University of Missouri, through its four differentiated campuses and a health care system, promotes learning, fosters innovation to support economic development, and advances the health, cultural, and social interests of the people of Missouri, the nation, and the world.*

The proposed vision and mission statements of the St. Louis campus are aligned with the U.M. System's mission:

### The University of Missouri-St. Louis Vision Statement

The University of Missouri-St. Louis will be known as a premier metropolitan research university and as a university of choice for undergraduate, graduate, and professional students.

### The University of Missouri-St. Louis Mission Statement

The University of Missouri-St. Louis provides excellent learning experiences and leadership opportunities for a diverse student body. Outstanding faculty and staff, innovative research, and creative partnerships foster synergies that advance the welfare of our stakeholders and benefit the global society.

The mission and vision statements were updated during the strategic planning process from November 2007 through March 2008 and are awaiting the University of Missouri Board of Curators' review. Upon approval, the new statement will be posted on the chancellor's Web site as a public statement of our commitments. Provisions from that strategic planning process require the mission statement to be reviewed with each annual update to the Gateway for Greatness Strategic Plan.

Participants in the planning process agreed to a set of values as guiding principles for the campus. They follow:

***Excellence.*** We believe excellence in research and creative achievement results from original thinking that advances fields of study and is recognized externally. Excellence also refers to paying serious attention to individual student learning needs and maintaining the highest academic standards, using multiple approaches to facilitate learning, engaging in ongoing assessment of student learning, and improvement of the quality of the learning experience.

***Integrity.*** We expect the highest ethical standards in all aspects of the educational experience and foster throughout the campus

community the strongest commitment to respect, dignity, honesty, and freedom in individuals' academic, professional, and civic lives.

***Partnerships.*** We value collaboration among students and organizations and engage in research and teaching to improve the quality of life. Collaboration develops graduates who can contribute in meaningful ways to a diverse global society. Interdisciplinary research generates novel ways of resolving problems and building new knowledge.

***Opportunity.*** We value access to excellent education; engagement in cutting edge research; and dedication to university, community, and professional service as a means to develop the future of the region, state, nation, and world. A focus on opportunity helps develop responsible citizens who contribute to the quality of life and who represent the diversity of the community and the world we serve.

***Diversity.*** We value diversity among faculty, staff, and students and recognize its essential contribution to campus culture. Different cultural, intellectual, socioeconomic, and regional perspectives add substantially to understanding, richness of debate, intellectual inquiry, and knowledge development.

***Stewardship.*** We value the financial, physical, and human resources entrusted to us and exercise care in employing them. We cultivate the trust, loyalty, and good will of stakeholders, whose assets allow us to pursue our educational mission.

## THE UNIVERSITY'S COMMITMENTS

Our values are summarized in three interacting attributes that have characterized UMSL's distinctiveness throughout our history and were explicit in all versions of our mission statement. First, we are committed to quality

learning experiences for diverse students. Second, as the region's only public research university, we produce excellent research, scholarship, and creative works, and we advance knowledge and expertise among our graduates. Third, our strong commitment to the St. Louis region drives our academic programs, research, and teaching and extends the impact of the campus beyond this region.

A notable community partnership, the Desmond Lee Collaborative Vision, links educational, cultural, and social service institutions. Working together, the institutions enhance education, create opportunities for disadvantaged people, and improve the quality of life throughout the St. Louis area.

At the heart of the DLCV are collaborations among 37 endowed professors at UMSL and governmental agencies, businesses, community organizations, and school districts. Specifically, the endowed professors are required to do half of their work within the community and the other half teaching at least one course per semester and maintaining their scholarly obligations.

Our long-standing and diverse partnerships in the region took a qualitatively different tack in March 2007 when Express Scripts, Inc., a Fortune 150 corporation, moved its corporate headquarters to the Business, Technology and Research Park on campus. This location promotes collaboration between ESI and the region's largest university.

## COMMUNICATING THE CAMPUS'S MISSION

The vision, mission, and values statements are publicly accessible in the *Student Planner* and the *Bulletin*, the campus's official undergraduate, graduate, and professional catalog. Additionally, the chancellor discusses the campus's commitments and achievements with constituents through community events, including the long-running annual Chancellor's Report to the Community and the Founders' Day Dinner, as well as in meetings with civic groups. During presentations, the chancellor invites the public to his Web site, where the campus's commitments are communicated.

The chancellor also communicates mission-related activities to the internal community. The Faculty Senate / University Assembly are updated about plans and accomplishments at every meeting. The chancellor also includes the leadership of governance organizations as part of the Chancellor's Cabinet, where policy issues are discussed. Overall, the campus community agrees that transparency characterizes the relationship between the chancellor and the faculty, staff, and students.

All colleges and schools have distinctive mission statements available from their home pages. Faculty members take responsibility for composing, reviewing, and updating the statement of the unit's mission while preparing for five-year reviews. Most also publish newsletters and annual reports for their constituents and stakeholders that describe their mission-driven activities

The three administrative units, Academic Affairs, Managerial and Technological Services, and University Advancement, each operate under a mission statement, as do all of their respective reporting units. All administrative units and their reporting divisions make available from their home pages the mission statements that define their role on campus and in the community.

During the self-study, every unit's Web site was reviewed during summer 2007 to determine whether a mission statement was posted and, if so, whether the statement aligned with the campus statement. All campus units now have a mission statement,<sup>1</sup> and all are aligned with the campus mission statement. These mission statements are prominently placed on Web sites where visitors may easily access them.

## FULFILLMENT OF CORE COMPONENT 1A

The university's mission statement is clear and coherent in expressing the role of the campus locally and globally. The mission statement originates from and builds upon the UM System's statement. Furthermore, through the

recent strategic planning process, the campus revised its mission statement to make it more succinct and coherent; we expect the Board of Curators' approval of those changes in fall 2008. All campus units publish their mission statements on their Web sites, and all align with the campus's mission. Members of the campus community understand the mission as it drives campus planning and decision-making. Through our actions, as well as our publications, we embrace the commitments made in the mission statement.

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

## RECOGNIZING DIVERSITY OF LEARNERS IN CAMPUS MISSION DOCUMENTS

Our campus is one of the most culturally and ethnically diverse in the state. Through periodic revisions, UMSL's mission statements during the self-study period have consistently recognized and valued the diversity of our learners. Eight of the colleges have also addressed diversity in some way in their mission statements.

At UMSL, we consider student diversity broadly, including differences of culture and ethnicity, age, gender, ability, geographic origin, sexuality, and transfer status. Sixty percent of our students are women. Diversity is a core aspect of our mission due to the campus's dedication to its location in the state's largest and most diverse metropolitan area.

The Action Plan of 2004-2008 addressed the recruitment of outstanding, diverse students with specific goals. We exceeded the enrollment target of ethnic minority students and extended the deadline to reach international enrollment targets, as found in the goals and achievements summarized in Table 1.B.1.

Table 1B1. Achievement of 2004-2008 Action Plan Goals

Action Plan Goals 2004	Achievements FY 2007
<ul style="list-style-type: none"> <li>• Increase enrollment of African American students from 14.5% to 16% and enrollment of all ethnic minority students increased from 23% to 26% by 2008</li> <li>• Increase number of non-immigrant international students annually from 500 to 700 by 2012.</li> <li>• Establish financial-aid incentives to increase need-based assistance to students, especially in academic units, and implement a strategic plan that uses all available scholarship money (both private and university dollars) to increase enrollment and retain a diversified student population.</li> </ul>	<ul style="list-style-type: none"> <li>• By fall 2007 UMSL had reached 18.7% African American and 29.1% total students of color, compared to the 13.7% in fall 1997 as reported in the last re-accreditation self-study (1999 Self-Study).</li> <li>• By fall 2007 there were 498 international students enrolled.</li> <li>• In Fiscal Year 2007 the campus awarded \$52.5 million in need-based aid, an increase of 18.5% since 2004 (Common Data Set 2007).</li> </ul>

The campus saw an increase in the number of students of color completing their degrees.<sup>2</sup> In FY 2007, 318 African Americans received degrees or certificates, up 12 percent over the year before (from 283 in FY 2006), while Latino/a students received 45 degrees and certificates in FY 2007, up 18 percent over the previous year (from 38 in FY 2006).

Because of our mission, students can avail themselves of a wide range of diversity experiences on campus. For example, students play an active role in the Chancellor's Cultural Diversity Initiative, established in 2004 to make public the wide variety of activities that the campus offers. This group also serves as an advocate for diversity and diverse populations and publicizes its activities via a Web site, which also posts the Diversity Initiative mission and a letter of endorsement from the chancellor. A weekly program on the student radio station is specifically related to diversity and is hosted by students who invite student guests to discuss a variety of topics on diversity on and off campus. To inform students about the numerous opportunities for students, the Diversity Initiative compiled a list of clubs sponsored by the Office of Student Life that promote a cultural group. Clubs may request student activity fees for their use; in turn, the clubs provide diverse programs for the entire campus.

## COMMITMENT TO DIVERSITY AMONG OTHER CONSTITUENTS

### Precollegiate Commitment

UMSL has a strong commitment to precollegiate programs, most notably the Bridge Program, which serves a diverse group of high school students from a variety of economic backgrounds, by incorporating stimulating educational opportunities through after-school math and science programs, the Saturday Academy, and Summer Academy programs. Other precollegiate commitments and achievements are described in Core Component 5C.

### Employee Diversity

UMSL is committed to ethnically diverse faculty and staff members. The Human Resources Department ensures that staff openings are announced in media designed to reach the broadest applicant population. Despite the scarcity of faculty from underrepresented groups across the country and the resulting competition to recruit them, the campus seeks to maintain or increase the current 20 percent<sup>3</sup> of full-time faculty of color. The director of the Office of Equal Opportunity guides every faculty search to recruit the most inclusive pool of candidates. Under some circumstances, the chancellor helps finance the position if departments hire faculty of color in a tenure-track position. After under-represented faculty are hired, the campus mentors them in expectation of awarding them tenure. Despite the national shortage of diverse faculty in scientific fields, the campus has been able to retain two tenured African American scientists and two Latino/a scientists who are full professors.

As Table 1.B.2 shows, the campus's ethnic composition among teaching and professional staff generally reflects that of the student body. Similar proportions are found in all classifications except clerical and maintenance personnel, where African Americans are overrepresented in the local market, and among executive/administrative personnel, where whites are overrepresented in this market.

Table 1.B.2. Ethnic Composition of UMSL Faculty and Staff

Employment Classification	Ethnic Origin	N Full Time	% Full Time	N Part Time	% Part Time
Executive and Administrative	White	119	83%	6	100%
	Minority	25	17%	0	0%
Teaching and Research	White	437	79%	704	75%
	Minority	119	21%	230	25%
Professional	White	208	73%	36	65%
	Minority	78	27%	19	35%
Secretarial and Clerical	White	142	58%	42	75%
	Minority	101	42%	14	25%
Technical and Paraprofessional	White	40	71%	27	90%
	Minority	16	29%	3	10%
Skilled Craft	White	37	73%	0	0%
	Minority	14	27%	0	0%
Service and Maintenance	White	50	39%	76	67%
	Minority	77	61%	37	33%

The campus has an outstanding track record of recruiting and retaining full-time women faculty members and has had women in leadership roles for the last 20 years. Women scientists thrive in biology and chemistry, and two female assistant professors were recently hired in physics. The campus has celebrated many women's firsts and recognizes them in the annual Trailblazer Awards. The faculty gender profile in FY 2007 is shown in Table 1.B.3.

Table 1.B.3. Gender Composition of Faculty, Fall 1999 and Fall 2007

	Fall 1999				Fall 2007				Change	
	N Tenured	% Tenured	N All	% All	N Tenured	% Tenured	N All	% All	Tenured	All
TOTAL										
Female	73	29%	216	43%	82	35%	268	47%	12%	24%
Male	180		286		155		298		-14%	4%
TOTAL	253		502		237		566		-6%	13%

## Campus Support for Diverse Constituents

Campus constituents have the support of several offices specifically organized to foster and monitor educational equity. These offices meet their mission by serving students, staff, and/or faculty. Several organizations are

designed to conserve and appreciate diverse cultures, while others promote activities so that members of different groups may succeed without impediments.

The Office of Equal Opportunity ensures that the university complies with all equal opportunity laws and regulations. Additionally, OEO supports campus initiatives concerning diversity and social justice by encouraging search committees to find a diverse group of candidates, collaborating on all faculty orientations, and presenting at the annual forum for academic leaders. In 2006, the external reviewer for the five-year review found that stakeholders viewed OEO positively. One initiative that reviewers recommended was to hold training programs covering specific areas.<sup>4</sup> During fall 2007, OEO initiated a series on sexual harassment prevention that was required of all administrators; the following spring the unit held workshops on disability awareness.

Other campus offices that support our diverse populations follow:

- The Institute for Women's and Gender Studies conducts research and provides certificate programs related to women and gender identity.
- The Black Faculty and Staff Association addresses issues identified by African-American faculty, staff, and students and has established an effective line of communication with the administration to work toward greater participation of African Americans in decision-making processes.
- The Office of Multicultural Relations contributes to campus diversity by working deliberately to retain minority students and promote their continued studies after graduation. Their Web site offers students an easy means of accessing those services.

- The Graduate School promotes culturally and intellectually diverse learning environments in which scholarship and creativity can flourish. The school's Faculty Research Fellow program offers support to associate professors from under-represented groups for building their vitae to achieve full professor status.

## RECOGNIZING DIVERSITY OF THE GREATER SOCIETY IN CAMPUS MISSION DOCUMENTS

Our vision and mission statements define UMSL as a metropolitan university that includes the wide range of urban, suburban, and rural areas that constitute the 16 counties that make up the most diverse area of the state of Missouri. As the Introduction explains, UMSL's population of 29 percent students of color almost mirrors the region's ethnic population, putting into practice the goals of our mission statement.

UMSL has long recognized the value that the diverse community adds to our research and teaching. During the strategic planning process of 2008, we confirmed that we must incorporate the campus's commitment to diversity as a value proposition to achieve our vision of being a premier metropolitan research university. Criteria Three and Five detail ways we carry out that mission.

## FULFILLMENT OF CORE COMPONENT 1B

UMSL's mission, vision, and values statements explicitly recognize our commitment to educate a diverse student population. Other campus documents, including strategic plans and college mission statements, affirm this objective. We not only state our values and intentions in our mission statements, but we also plan, carry out, and actively live these commitments to diversity in our campus activities.

*Core Component 1C. Understanding of and support for the mission pervade the organization.*

## SUPPORT FOR THE DIVERSITY MISSION

At UMSL, diversity is a defining element of our institutional culture. In addition to the support for the diversity mission underlying the activities in Core Component 1B, the Chancellor's Cultural Diversity Initiative and activities in the colleges provide evidence of the broad support for that mission.

In 2004, the new chancellor formed two task forces, one to study women's concerns and a second to examine the climate for under-represented populations on the campus. The women's task force continues in the same configuration, but in 2007, the diversity task force became the Chancellor's Cultural Diversity Initiative. The largest challenge the initiative identified was the retention of under-represented faculty and staff. Because of UMSL's scholarly expectations, the campus has been a target of recruiters from richer and more prestigious institutions, which offer our promising faculty highly competitive financial packages that we often cannot match.

Evidence of faculty and staff support for the campus's mission to foster a diverse student body can be found in all academic units. As an example, College of Nursing faculty organize and teach courses to meet the needs of nontraditional students from diverse populations, including first generation college students, those who are older than traditional student populations, and those who are studying part-time while employed or managing family responsibilities.

Similarly, the College of Education has merged its planning activities with its diversity thrust through the formation of the Dean's Committee for Social Justice. The resulting plan, developed with members of the professional community, addresses the recruitment of faculty, retention of stu-

dents, revisions to the teacher education curriculum, and professional development activities for faculty. In addition, the Center for Excellence in Urban Education was reactivated in 2006 to engage and collaborate with the St. Louis urban community in furthering excellence in education.

### **SUPPORT FOR THE TEACHING AND RESEARCH MISSION**

Support for the campus's teaching mission is evident throughout the self-study, most notably in Core Component 3A. Although research support is detailed in Core Component 4A, the outcome of that support is most obvious in the faculty's scholarly productivity. The research productivity of professors also enhances undergraduate and graduate teaching by providing faculty who are active and current in their respective fields and who guide student research projects, including those celebrated at the Undergraduate Research Symposium and Graduate Student Research Fair.

UMSL is known for innovative research because of the links between scholarship and our mission. For example, a professor and students from the criminology program conducted research on the benefits and challenges of a correctional program in which inmate-participants trained service dogs. The project provided evaluative information to the program while our students learned research methods. More examples are found in Criterion Four and Core Component 5C.

### **SUPPORT FOR THE PARTNERSHIP MISSION**

A hallmark of UMSL is our set of creative and diverse partnerships with community, business, educational, healthcare, and governmental organizations. The university is committed to improving the quality of life in communities near and far through the involvement of faculty, students, and staff in research and service. One example of a partnership that enhances the diversity mission is the UMSL/College Summit agreement. When

College Summit expanded to St. Louis, they selected our campus as its sole higher education partner.

As one example of service-learning, UMSL's College of Optometry faculty and students offer eye care weekly at a medical clinic in north St. Louis County that provides multidisciplinary services at little to no fee for the medically indigent. More service-learning activities are included in Core Component 5C.

UMSL faculty and staff are committed to international partnerships as well. Our Center for International Community College Education and Leadership, for example, collaborates with the American Association of Community Colleges to provide training for community college systems abroad. That includes support for three UMSL graduate students pursuing international internships in Honduras, Thailand and Cambodia, and the Galapagos.

Emphasis on partnerships for economic development is most strikingly exemplified through the collaboration with Express Scripts Inc. mentioned in Core Component 1A. In addition, the campus promotes economic development through technology transfer and such initiatives as the Center for Research Technology and Entrepreneurial Exchange or CORTEX, a partnership with Washington University, the Missouri Botanical Garden, Barnes-Jewish Hospital, and Saint Louis University to help create jobs in St. Louis's biotech corridor.

#### UNDERSTANDING OF AND SUPPORT FOR THE MISSION

UMSL's mission statement has been revised twice since the last self-study. As described in Core Component 1A, understanding of and support for the mission is evident by the participation in the development of the vision, mission, and values statements as part of the AY 2008 strategic planning process. After incorporating feedback from faculty and staff, members of

the strategic planning committees adopted the current version; the chancellor approved it and is seeking the Board of Curators' approval.

The mission is communicated through campus publications such as *UM-St. Louis Magazine*, the *Bulletin*, and *Student Planner*. Newsletters circulated from academic and administrative departments convey each unit's progress toward fulfilling the UMSL mission, thereby demonstrating their commitment to the mission.

Faculty demonstrated both their knowledge and endorsement of the mission in a survey administered in fall 2007. Faculty consistently agreed with the following items related to the campus's mission: (a) UMSL's mission is considered in teaching (90 percent agreement); (b) faculty research is aligned with the mission (94 percent agreement); (c) courses prepare students for the global society (95 percent agreement); (d) courses prepare students for the diverse society (95 percent agreement); and (e) courses prepare students for the technological society (90 percent agreement).<sup>5</sup> We explore further how faculty implement the campus's teaching, research, and service missions in Criteria Three, Four, and Five, respectively.

## FULFILLMENT OF CORE COMPONENT 1C

Campus support for the mission is evident in the wide participation in the rewriting of the UMSL vision, mission, and values statements, the retention/graduation goals, and several diversity initiatives. The teaching and research missions of the campus interact to provide outstanding educational opportunities for our diverse population. Our partnerships also create innovative learning environments and help us fulfill the economic development component of the campus mission. These themes are evident throughout the self-study, further documenting the support for the mission that pervades the organization.

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

## UNIVERSITY OF MISSOURI GOVERNANCE

The University of Missouri has provided teaching, research, and service to the people of Missouri since 1839. Since the University of Missouri-St. Louis was founded in 1963, it has been guided by UM System policies for governance structures and campus processes.

### UM Board of Curators

The UM System is governed by a constitutionally established nine-member Board of Curators appointed by the governor and confirmed by the Missouri Senate. The curators establish policies in the *University of Missouri Collected Rules and Regulations*, which govern all four campuses. Similar to UM System employees, the curators follow policies regarding conflicts of interest, Missouri's open records statute, and other well publicized policies that assure integrity. The UM general counsel's office reports to the curators and oversees the interpretation and application of the *Collected Rules* for the four campuses.

### University of Missouri System Administration

A president, appointed by the curators, administers the UM System with vice presidents and other administrative officers. The organizational chart summarizes the system's administrative relations.<sup>6</sup>

## CAMPUS LEADERSHIP

### Chancellor

The chancellor at each University of Missouri campus is expected to champion the interests of the campus before the curators and the President's Cabinet. Among the most enduring indicators of our chancellor's leadership

and collaboration include winning additional state funding for the campus and bringing Express Scripts, Inc. to our research park. Those initiatives are explained in greater detail in Criteria Two and Five, respectively. The Chancellor's Cultural Diversity Initiative, charged with making public the wide variety of activities that the campus offers, demonstrates the chancellor's leadership in the campus's diversity mission. In addition, as a prolific researcher, the chancellor models the research mission.

Since the chancellor's arrival, central administration has been streamlined for greater efficiency. As the organizational chart demonstrates, only three vice chancellors and one director report to the chancellor.

#### Provost and Vice Chancellor for Academic Affairs

Implementing a provost model in 2004 was a major structural change since the 1999 review and was designed to promote collaboration between Academic Affairs and Student Affairs. Under the new model, the vice provosts for student affairs and research; associate provosts for professional development, international studies, and graduate studies; all academic deans; and deans of the libraries, honors, and continuing education report to the provost. Additionally, during the reorganization of the vice chancellors' offices, institutional safety was moved to Academic Affairs to enhance the assessment and coordination of safety and related activities.

As the chief academic officer, the provost and vice chancellor for Academic Affairs has demonstrated leadership in major initiatives such as accountability and assessment, improved student retention, and oversight of academic budgets. One example of leadership is the inclusion of all academic programs in the five-year review process. Previously colleges with specialized accreditation were exempt, and there was little evidence that those programs were held internally accountable. As Core Component 2C describes, that has now changed. In addition, reviews of curators' professors were added to the cycle of reviews for endowed professors.

UNIVERSITY OF MISSOURI-ST. LOUIS

Chancellor  
Office of the Chancellor  
Dr. Thomas F. George

Director  
Office of Equal Opportunity  
Ms. Deborah J. Burns

Provost/Vice Chancellor  
Academic Affairs  
Dr. Glenn H. Coppe

Vice Chancellor  
University Advancement  
Martin F. Lufeld

Interim Director  
Alumni Relations  
Ms. Donna H. Carothers

Director  
Constituent Relations  
Ms. Colleen M. Waterman

Director  
Deis Lee Collaborative Vision  
Ms. Steffanie Harting Rockette

Senior Director of Development - Corporate &  
Foundation Relations and Planned Giving  
Dr. Brenda M. McPhail

Director of Development - Allied Health  
Programs & Annual Fund  
Ms. Krati Meyers Gallup

Director of Development - Colleges and Units  
(Vacant)

Interim Director and General Manager  
KWWU-FM Radio (90.7 FM)  
Mr. Michael W. Dunn

Director  
Marketing  
Ms. Angelina Antonopoulos

Director  
Media, Creative Services & Printing Services  
Mr. Robert D. Samples

Director  
University Events  
Ms. Lucinda R. Vantine

Vice Provost  
Student Affairs  
Mr. Curtis C. Coonrod

Associate Vice Provost, Student Affairs  
Student Success, and Enrollment Mgt.  
Mr. J. Greg McCallay

Director  
Transfer Services  
Ms. Melissa Hatman

Director, Auxiliary & Management Services  
Manager, Bookstore  
Ms. Gloria L. Schultz

Associate Vice Provost, Student Affairs/  
Dean of Students  
Ms. Ornitha T. Montague

Assistant Vice Provost, Student Affairs/  
Health, Wellness & Counseling  
Dr. Nancy M. Magnuson

Director  
Athletics  
Mr. John J. Gavilla

Assistant to the Provost  
Public Affairs & Economic Development  
Ms. Elizabeth Van Dum

Special Assistant to the Provost  
Academic Affairs  
Dr. Dixie A. Kohn

Director  
Institutional Safety-Police  
Mr. Robert R. Roessler

Director  
Business, Research, & Technology Park  
Dr. Julius H. Johnson, Jr.

Director  
Center for the Humanities  
Dr. Diane H. Toulidou-Hilles

Co-Directors  
Center for Ethics in Public Life  
(Vacant)

Director  
Multi-Cultural Relations  
Ms. Gwendolyn DeLoach Packnett

Director  
Outreach Development  
(Vacant)

Director  
Public Policy Research Center  
Dr. Mark Tranel

Director  
Sue Shear Institute for Women in Public Life  
Ms. Vivian L. Eiteloff

Vice Provost  
Research  
Dr. Nasser Anshadi

President  
Center for Emerging Technologies  
Ms. Marcia B. Weitzer

Director  
Center for Nanoscience  
Dr. Jingyue (Jimmy) Lu

Senior Vice President  
Maker Education  
Mr. Harold Zirn

Director IT Architecture  
IT enterprises  
Mr. Kelly Crane-Willis

Associate Provost, Academic Affairs  
Director, Center for International Studies  
Dr. Joel N. Gassman

Associate Provost, Professional Development  
Director, Center for Teaching & Learning  
Dr. Margaret W. Cohen

Associate Provost, Academic Affairs  
Dean, Graduate School  
Dr. Judith Walker de Felix

Interim Dean  
College of Arts and Sciences  
Dr. Teresa Thiel

Director  
School of Social Work  
Dr. Lois H. Pierce

Dean  
College of Education  
Dr. Charles D. Schmitz

Dean  
College of Business Administration  
Dr. N. Keith Womser

Dean  
College of Fine Arts and Communication  
Dr. John B. Hyton

Dean  
College of Nursing  
Dr. Juliann G. Sebastian

Dean  
College of Optometry  
Dr. Larry J. Davis

Dean  
Pierre Laclede Honors College  
Dr. Robert M. Bliss

Dean  
UMSLWU Joint US Engineering Program  
Joseph A. O'Sullivan

Dean  
Continuing Education  
Dr. Wm. Thomas Walker

Dean  
Libraries  
Ms. Amy L. Arnoit

Vice Chancellor  
Managerial & Technological Services  
Dr. James M. Krueger

Associate Vice Chancellor  
Administrative Services  
Mr. Reinhardt M. Schuster

Director  
Business Services  
Ms. Gloria J. Leonard

Director  
Finance  
Mr. Ernest A. Cornford

Director  
Human Resources  
Mr. Peter A. Heilhaus

CIO/Associate Vice Chancellor  
Information Technology  
Dr. Jim S.C. Tom

Director  
Institutional Research  
Mr. Lawrence W. Westermeyer

Planning & Budgeting Specialist  
Managerial & Technological Services  
Ms. Joann F. Wilenson



Since its five-year review, Academic Affairs reported increasing the Council of Deans to a Provost's Council for greater communication with Student Affairs, streamlining processes for faculty hiring, substantially enhancing curricular reviews and the *Bulletin*, and adding an assistant to the provost for financial services to strengthen budgeting and planning.

### Vice Chancellor for Managerial and Technological Services

The vice chancellor for Managerial and Technological Services is responsible for all financial and most operational functions of the campus, including technology. After the administrative review in 2006, most administrative services functions were moved to this division. MTS plays a key role in ensuring fiscal and data integrity. Additionally, Facilities Services personnel are responsible for approximately two million square feet of classrooms, offices, and labs. They provide an environment conducive to learning and research, while achieving the lowest operating costs per Gross Square Feet (FY 2007) within the UM System.<sup>7</sup>

One of the strengths identified in MTS's five-year review reflects the vice chancellor's leadership; that is, the staff members' commitment to quality service and continuous improvement. Specific responses to the review's recommendations for quality improvement are noted in their Annual Report for 2006-07 and include the following:

- The manager of the Cashier's Office meets periodically with the Director of Financial Aid, and a payment kiosk installed near the Registrar's Office permits students to print receipts.
- Human Resources developed a new staff employee-mentoring program as a result of a project of the UM System's Administrative Leadership Development Program cited in Core Component 4A; there are now 60 new-employee mentors.

- MTS personnel collaborate with the University Assembly's Budget and Planning Committee, providing annual budget projections and updated five-year budget projections.

Because of the crucial, pervasive role of Information Technology Services, this office underwent a separate five-year review and received very favorable responses from reviewers and stakeholders.

#### Vice Chancellor for University Advancement

In 2007, to consolidate development and public relations efforts, the campus incorporated the Division of University Relations and the Division of Development under the first vice chancellor for University Advancement. Advancement also now includes the campus's public radio station, KWMU.

The five-year review of the development function suggested several challenges to address, including preparing for the public launch of the campus's first comprehensive fundraising campaign and executing an aggressive marketing strategy. Historically, the campus's development efforts were project based; gifts from friends and individual alumni to the university were not a primary focus. Moving to a prospect-based approach allowed development staff to cultivate alumni and friends and to encourage them to be more engaged in campus activities, specifically in areas of personal interest. Advancement also reported greater internal communication as a result of frequent staff meetings and collaboration with deans. The leadership success of the previous vice chancellor can be measured in the significant increases in gift funds detailed in Criterion Two. This provides evidence that new resources put in place will enable the new vice chancellor to be an effective leader for this increasingly important operation for the organization.

## Overview of Administrative Effectiveness

Program reviews of all administrative units, instituted within the five-year review planning cycle begun in 2001, encouraged broad collaboration and attention to continuous improvement. Through the reviews, vice chancellors and their reports have a public venue for demonstrating and documenting their leadership, effectiveness, and attention to reviewers' recommendations, and faculty and staff members of review teams understand administrative processes better. Annual reports provide a means for administrators to document their commitment to continuous improvement and update their goals for future directions.

## SHARED GOVERNANCE

### Faculty and Staff Governance at UMSL

*Collected Rules 300.040<sup>8</sup>* authorize the Faculty Senate (faculty only) and University Assembly (faculty, staff, and students). Beyond policy, shared governance has been the norm at the University of Missouri-St. Louis since its inception and has been strengthened under the current chancellor. For instance, in fall 2003, the chancellor proposed that an elected faculty member chair the University Assembly's Budget and Planning Committee rather than the chancellor, thereby increasing faculty, staff, and student voices in fiscal decisions.

The Faculty Senate's mission statement aligns closely with the university's mission. The senate, assembly, and their 19 committees provide advice and oversight to the major administrative units to assist them in achieving the mission of the university and to provide insights from faculty, staff, and students in the governance of the campus and administrative decisions. For example, through senate committees, faculty oversee the approval of

all curricular changes and recommend to the chancellor promotion, tenure, and dismissal for cause decisions. Additionally, in joint committees with the University Assembly, faculty work with staff and students to evaluate administrators, approve proposals for budget and planning, and determine the utilization of campus facilities.

As a means of encouraging dialog, the senate holds regular meetings that senior administrators attend as nonvoting members. The chancellor seeks feedback from the Faculty Senate's Steering Committee regarding new initiatives. Committee members play a major, albeit indirect, role in student learning, including modeling responsible citizenship for students. For instance, senators take justifiable pride in their leadership on initiatives regarding program assessment, administrator evaluation, and student retention.

The campus review team's report for the 2006 five-year review of faculty governance processes found that despite communication and organizational challenges, the Faculty Senate University Assembly act in an effective and visible manner in setting academic policies and campus priorities and responding to issues that arise. In their annual report for 2007-08, the Faculty Senate/University Assembly reported that they conducted a major overhaul of the bylaws, moving the detail to operating rules, which can be amended internally, and retaining the general functions of the organizations and their committees as part of the bylaws.

The chairs of the Faculty Senate/University Assembly and the Staff Association are members of the Chancellor's Cabinet.

#### **Student Government Association**

The voice for UMSL's undergraduate, graduate, and professional students is the Student Government Association. SGA's mission statement supports

the campus mission, and its seven standing governance committees provide opportunities for students to voice their concerns and suggestions. SGA provides student representation on campuswide committees so that students are aware of issues and have a means to participate in shared governance. Committee meeting notes are shared with central administration and the Faculty Senate/University Assembly to provide a student perspective to campus operations and plans. The president of SGA also sits on the Chancellor's Cabinet.

#### FULFILLMENT OF CORE COMPONENT 1D

UMSL's administrative and governance structure depends on a university system with well-defined policies and long-term experience. That structure promotes leadership and collaboration to achieve the university's mission; the five-year review process advances continuous improvement and public discussions of governance processes. For instance, the five-year review confirmed that the campus's shared governance structure is effective. Faculty, staff, and students participate in decisions to carry out the mission, including revising educational policy, participating in the campus's budgeting and planning, and initiating special projects.

| *Core Component 1E. The organization upholds and protects its integrity.* |

The University of Missouri-St. Louis manifests a long-term, demonstrable commitment to integrity through the promulgation of guiding documents and conscientious adherence to them. These policies and practices form the *University of Missouri Collected Rules and Regulations*. In addition, the campus follows policies from UMSL's chancellor and those voted upon by faculty, staff, and students through university governance. This section provides examples of documents, policies, and procedures that have been

developed over the years to promote and enhance standards of institutional integrity. Compliance documents found in Appendix I complement these policies.

### FISCAL INTEGRITY

The UM System Office of Finance and Administration's Code of Ethics makes clear the role that office plays in ensuring financial integrity across the UM System. The department also established the fraud and fiscal misconduct reporting line so that employees may report potential fiscal problems.

UMSL's financial officers implement system policies and assure integrity of fiscal and data resources. Examples include annual financial reports, information on the Administrative Systems Project, and the Data Warehouse and UM System Information Access Project. Unit fiscal officers are responsible for implementing internal controls. In 2008, new payroll reconciliation procedures were adopted that require more active involvement by department heads. By following established internal controls, supervisors discovered rare instances of misappropriation of funds and applied appropriate consequences, including criminal referrals.

The Division of University Advancement has the task of managing resources gained from donors. Advancement adheres to federal and state statutes, the *Collected Rules and Regulations*, and codes of ethics of the Council for Advancement and Support of Education and the National Society of Fund Raising Executives.

### INSTITUTIONAL SAFETY

UMSL complies with the Campus Crime Act (reported in Appendix I) to assure the safety of our students and employees. The Academic Affairs Web

site describes procedures for faculty to follow in case of disruptive students. Student Affairs staff are equipped to handle students with serious behavioral issues and have support from campus police officers trained as a Crisis Intervention Team.

In 2007, the UM System initiated an emergency notification procedure. Using third-party technology for a campus alert system, UM will communicate safety information using a variety of modes of communication, including cell phone and email notifications. Concerned that that system did not have the necessary flexibility, the campus instituted a complementary approach with campuswide emails, phone messages, and intercom through police vehicles.

Campus safety is also the responsibility of the Department of Environmental Health and Safety. EHS works closely with researchers to ensure that biological, chemical, and radioactive materials are handled and stored safely, according to established standards.

## EQUITY, ACCESS, AND FAIR TREATMENT

UMSL's commitment to equal opportunity reflects the integrity of our diversity mission. The Board of Curators adopted an institutional policy on equal opportunity in 1971 and subsequently amended it on several occasions. The policy ensures equal employment opportunities and admission to academic programs on the basis of merit without discrimination because of race, religion, color, national origin, sex, age, disability, or Vietnam-era status. In 2003, the policy was updated to include sexual orientation.

The Office of Equal Opportunity was established to develop, maintain, and evaluate a comprehensive approach to improve the total participation

of protected classes on the campus. The OEO reports directly to the chancellor and is designated to administer the campus's equal opportunity and affirmative action programs.

Academic Affairs instituted the Student Advocate Office in 2007 to allow students to voice their concerns. The student advocate maintains a record of all complaints and reports annually to the provost on the number and nature of complaints and how they were resolved. The reports are summarized in Appendix I.

Campus mediation services are available for students, faculty, and staff. In 2008, the service was rejuvenated after several previous mediators left the university. Newly trained mediation participants requested that mediation services be expanded to include conflict services. During summer 2008, a second training was scheduled, and the Mediation Service Web site was being updated.

When the student advocate or mediators are unable to resolve conflicts, students have a distinct grievance procedure. The grade appeal process is separate, and most students prefer this as the first avenue for perceived mistreatment involving grades since the grade appeal may result in a tangible effect on a grade, and students are not permitted to access more than one procedure simultaneously.

Faculty have access to specific grievance procedures that allow them to contest any perceived discrimination or misapplication of university rules. Since the last reaccreditation review, there have been nine grievances filed by faculty; none were central to the campus's mission. Specifically, they were evenly distributed among complaints of violations of tenure procedures, salary increases, and hiring procedures, and all were dismissed for lack of probable cause.

The Human Resources Department administers a separate grievance procedure for staff employees. Although there have been significantly more staff than faculty grievances, the campus's low staff grievance rate — 1.2 percent of eligible staff employees (e.g., 12 grievances) filed in FY 2008 — is typical.

## FACULTY MEMBERS' RIGHTS AND RESPONSIBILITIES

In October 2007, in response to potential external threats to academic freedom, the curators affirmed the University of Missouri's "unwavering commitment to the principles of academic freedom and intellectual inquiry that are the foundation of the American Land-Grant and Research University."<sup>9</sup> That same month, at the chancellor's recommendation, the Chancellor's Cultural Diversity Initiative sponsored a campus conversation led by an intellectual diversity panel comprised of faculty and students with diverse opinions.

The UM System's uniform tenure regulations ensure and protect faculty members' academic freedom on the four campuses. The campus and our colleges and departments frame their tenure documents in the context of the system's policies. Copies of the documents of the academic units are filed with the Office of Academic Affairs and are furnished to the Faculty Senate Appointments, Tenure and Promotion Committee in each promotion and/or tenure dossier.

UMSL's *Faculty Handbook* was designed through collaboration between the Faculty Senate and Academic Affairs and is available electronically on the faculty page of the Academic Affairs Web site. The *Faculty Handbook* underwent a major revision in October 2006, and Academic Affairs updates the links as needed.

A benefit for UMSL's faculty, staff, students, and volunteers is the Defense and Protection of Employees. To allow faculty members and administrators the freedom to make challenging professional decisions without regard to potential legal proceedings, the UM System provides legal support for individuals acting in good faith and within the scope of their employment or volunteer activities.

The *Collected Rules and Regulations* have included an explicit policy on Conflict of Interest since 1990. Employees report on their consulting annually as a means of implementing the policy.

## CONFIDENTIALITY

The campus has undertaken several initiatives to assure that Family Educational Rights and Privacy Act rules are followed. Before the start of each school year, a UM System attorney speaks to administrators at the Academic Leaders Forum to review policies designed to protect students' rights. The registrar developed a statement for student workers to sign that assures that they also understand their responsibilities regarding FERPA, and deans adapted the form for student workers in their offices. Since the last reaccreditation review, only two students threatened a grievance against faculty members for violations of privacy, and both incidents were resolved informally.

UMSL attends closely to the federal requirements of the Health Insurance Portability and Accountability Act to protect the health privacy of our students, patients, and employees. The University Health, Wellness and Counseling Services dedicate a Web site to their privacy policies regarding health information. Students who request learning accommodations are assured that their medical records are handled professionally by the staff in the DisAbility Services Office. Furthermore, the DisAbility Services staff urges faculty not to accept doctors' notes from students since their office retains that responsibility for the campus.

Health care and counseling students learn about privacy laws and must put them into practice during their clinical experiences. The College of Optometry distributes information about HIPAA since faculty not only protect patients' privacy in the University Eye Clinic, but also teach optometry students about the provisions of the law. Similarly, nursing students receive information about patients' privacy during their classes and clinical experiences. Clinical psychology students address privacy issues in their preparation program and in their clinical internships; the department's three counseling centers require the utmost attention to patient confidentiality.

## ACADEMIC INTEGRITY

The University of Missouri System Student Standard of Conduct in the *Collected Rules* provides detailed definitions of academic dishonesty, including cheating, plagiarism, and sabotage. UMSL's procedures for enforcing academic integrity policies were revised in 2003 so that faculty have support during the investigation, students' rights to due process are assured, and repeat offenders are given stronger sanctions. Faculty report anecdotally that they are more likely to submit instances of academic dishonesty than before they had Academic Affairs' support. Similarly, the faculty survey found 93 percent satisfied with the support they received from Academic Affairs when handling academic dishonesty.

At each fall and spring faculty meeting, the provost reports the number and type of violations of the academic integrity policy. Table 1.E.1 documents the number of cases that were reported to Academic Affairs with sufficient evidence to charge the students with violations of the Student Conduct Code.

Table 1.E.1. Academic Dishonesty Charges 2001-2007

Type of Charge	2001	2002	2003	2004	2005	2006	2007
Cheating	0	3	6	10	16	15	9
Plagiarism	1	4	17	45	25	44	38
Sabotage	0	0	1	0	0	0	0
Forgery	0	0	0	0	1	1	0
Total	1	7	24	55	42	60	47

Prior to using the campus's technology systems, all users must agree that they will adhere to the technology acceptable-use policy. Violations of that policy are handled using the academic dishonesty procedures. For instance, the one case of academic misconduct through sabotage in Table 1.E.1 involved a student who violated the acceptable use policy by sabotaging classmates' electronic homework.

Professional development activities on academic integrity educate the campus, including the teaching assistants' professional development conference; the deans, associate deans, chairs, and directors' Academic Leaders Forum; faculty orientations; and the New Faculty Teaching Scholars program. The campus will make available new plagiarism-detection software starting fall 2008 and will hold informational sessions on its use. We consider such tools and professional development a good investment to maintain the campus's academic integrity.

Research integrity, a crucial component of academic integrity, is discussed in Core Component 4D.

## CAMPUS INTEGRITY AND THE SURROUNDING COMMUNITY

From its inception, UMSL has been a good citizen of the region. The university's most expensive contribution to the surrounding communities has been the enhancement of roadways that surround the campus. Since the last reaccreditation review, UMSL swapped land with the Missouri Department of Transportation to realign the road grade of Interstate Highway 70 to make it safer. In the last few years, a grant enhanced Missouri Highway 115, and the university contributed by providing new sidewalks, moving utilities under the road, upgrading traffic lights, and adding bus shelters. In summer 2007, the Wayne Goode Bike Trail was completed with the campus as the connector between the larger St. Louis bikeway and a section in north St. Louis County. Then in late 2007, the campus secured a new grant to study upgrades to the major street that intersects North Campus and South Campus.

The university is committed to being a good neighbor and clearly understands its role within the region and surrounding communities; we intentionally assist local communities whenever possible. More examples of this commitment are included in Core Component 5C.

## FULFILLMENT OF CORE COMPONENT 1E

UMSL upholds and protects the campus's integrity by implementing concern for stakeholders in our structures, policies, and procedures because these govern our relationships with students, faculty, staff, the community, and federal, state, and local governments. These policies and procedures guide UMSL in a way that not only maintains our integrity, but also demonstrates publicly our commitments and our willingness to act on our obligations and values.

## **SUMMARY OF CRITERION ONE: STRUCTURES AND PROCESSES ENSURE INTEGRITY**

The University of Missouri-St Louis operates with integrity to ensure the fulfillment of our mission. The UM System provides a structure and policies that serve as a foundation, and the campus's administrators have roles with sufficient opportunities for leadership to carry out our mission. Shared governance has played a significant role throughout UMSL's history and has been enhanced by this chancellor's practices of transparency and consultation. The effectiveness of administrative and governance processes is reviewed during our five-year review cycle. Although only eight percent of students live on campus, structures are in place for our nontraditional students to contribute to the university's decision-making processes, and the campus provides curricular and co-curricular opportunities that help carry out our mission. The strong presence of shared governance described in this criterion foreshadows the active roles of faculty, staff, and students in fulfilling our mission that are described in the following criteria.

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**Number Title of Work Cited for Criterion 1**

1	Unit Mission Statements
2	Degrees Awarded by Ethnicity
3	Faculty Demographics 2005-07
4	OEO External Review 2006
5	Faculty Survey 2007
6	UM System - Organization Chart
7	Five Year Review, Administrative Services, 2006 Self-Study
8	UM System - <i>Collected Rules</i>
9	UM System - Curators Resolution on Academic Freedom

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mission

**planning**

learning

knowledge

community

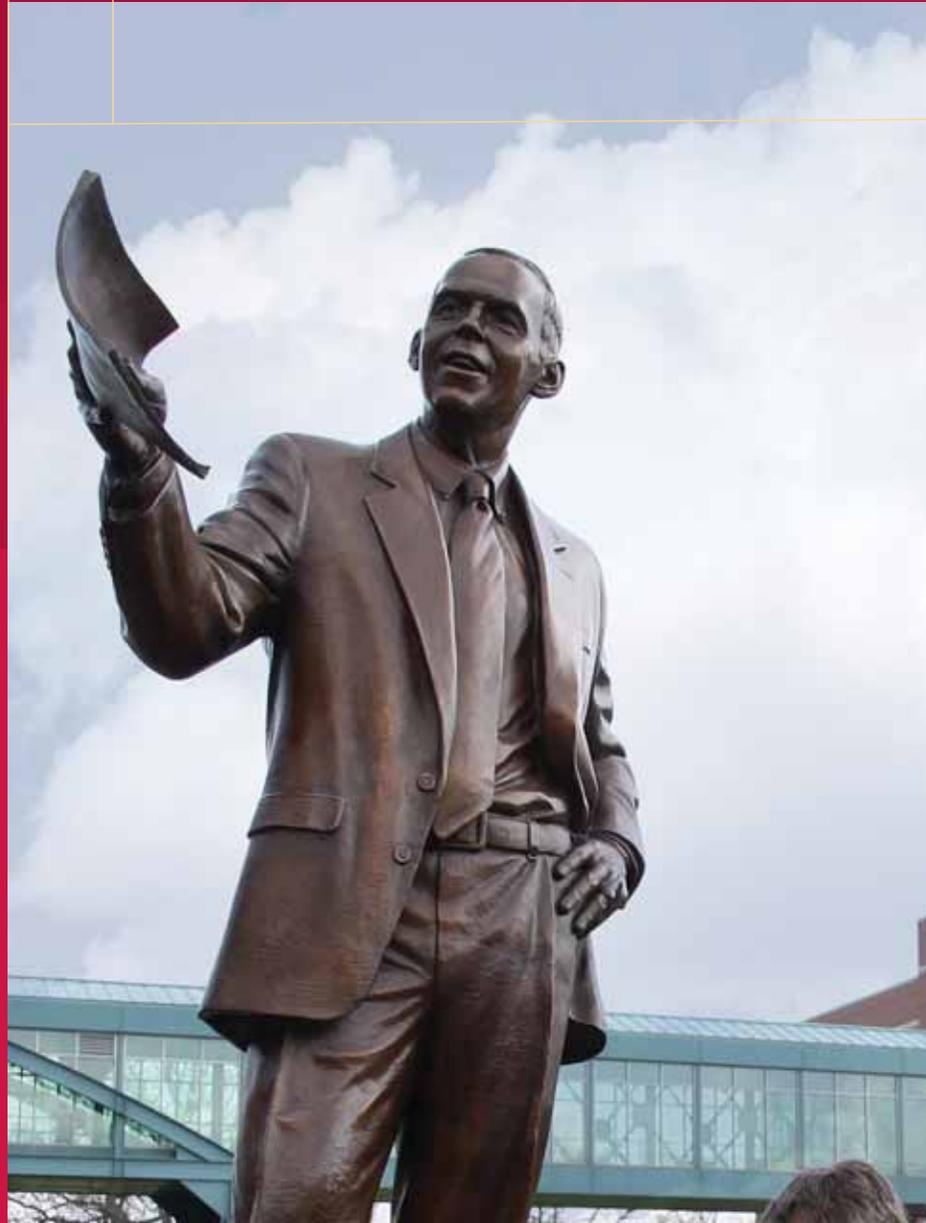
online

compliance

response

acknowledgements

University of Missouri–St. Louis



## Criterion Two

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

To describe the fulfillment of this criterion, we examine in detail the strategic planning activities that the campus undertook since the last site visit. We summarize the university's current fiscal situation and demonstrate how our strategic planning will help us maintain and improve our quality into the future. Our revised assessment procedures provide data for planning and guide quality improvement for the campus and in academic and administrative units.

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

Since the last Higher Learning Commission visit, the University of Missouri-St. Louis has continued to update its strategic plans. UMSL's plans respond to the state's economic situation while staying committed to the mission of the University of Missouri System as the state's land-grant research university. This Core Component describes the campus's preparation for the future and our stewardship of public funds and the public trust.

### STRATEGIC PLANNING

#### Campus Planning

Soon after his arrival, the new chancellor initiated a planning process. After studying previous planning documents and meeting with a wide variety of stakeholders, the chancellor outlined the Action Plan for 2004-08. Several Action Plan goals,

especially enrollment growth, research grants, and development, reflected economic concerns in Missouri. The chancellor then implemented a process that allowed for increased faculty and community input and greater transparency in the planning process.

By 2007, as the Action Plan was coming to an end, the campus undertook a comprehensive strategic planning process with the help of a local consulting firm. A steering committee, composed of senior administrators, and a larger planning team, made up of deans and the University Assembly Budget and Planning Committee, shaped the plan and sought feedback from key constituents. As mentioned in Core Component 1A, planning team members reviewed the document, named Gateway for Greatness, and recommended it to the chancellor.

### Enrollment Planning

Analyses of enrollment patterns show a stable headcount over the past five years, with a slight increase in the number of student credit hours attributed to an increased proportion of full-time students. As required by the UM System, the campus forecasted on-campus enrollment through 2012, using the headcount in 2007 of 12,147 students as a base to project a total enrollment in 2012 of 12,982, a modest seven percent increase. Campus discussions during development of the Gateway for Greatness plan reduced the target enrollment to 12,431 for 2012 or two percent growth. The main difference from previous enrollment projections in both goals is the expected larger proportion of graduate students.

### Undergraduate Recruitment Strategies

Historically, after a recruiting season at high schools and college fairs, UMSL admissions recruiters assisted in processing applications. Today, recruiters are assigned a specific territory, where they build relationships with school counselors and administrators in 20 identified feeder high schools and continue to work with prospects through the summer. We also consolidated

marketing efforts, focusing advertising on targeted educational supplements, radio, and billboards. In 2008, recruiting visits increased more than 20 percent, and the number of school visits increased 18 percent.

UMSL has capitalized on the increasing enrollments at community colleges by embracing them as feeder schools. Consequently, our undergraduate population consists of 79 percent transfer students. Our recruitment efforts align with transfer students' distinct needs. That is, UMSL transfer coordinators advise students on-site at four community colleges how to make a seamless transition to UMSL. A dual-admissions program with St. Louis Community College, detailed in Core Component 5C, goes into effect in fall 2008. In addition, we increased transfer recruitment 15 percent in AY 2008 by visiting other Missouri and Illinois community colleges.

Increased scholarships described in Core Component 2B are expected to enhance our ability to recruit more and better students. For instance, to recruit freshmen for AY 2009, our most prestigious award, the Curators' Scholarship, doubled to \$7,000, and the Chancellor's Scholarship doubled to \$5,000. Expanded criteria allow more freshmen to be eligible for a broader range of academic scholarships, and scholarships available for transfer students grew to over 200, in contrast to only 60 in 2005.

### Graduate Enrollment Plans

Nationally, graduate enrollments are projected to increase 19% between 2006 and 2016.<sup>1</sup> Although factors of economic context and discipline differences complicate planning for graduate student enrollment, a study conducted for the strategic plan found that the graduate market in St. Louis holds more promise than does the undergraduate market.<sup>2</sup>

For the most part, lacking a large marketing budget, the Graduate School's recruitment efforts have relied on the campus's reputation among St. Louis professionals. Professionals enroll in a graduate program for career develop-

ment, which subjects the academic programs to the economic and supply and demand fluctuations for each profession. For example, the Master of Business Administration attracts large numbers of professionals, but the enrollments vary considerably from year to year, depending on the business environment. Nursing, on the other hand, is one profession whose demand seems immune to economic trends; the need for additional nursing faculty is the only impediment to increasing graduate enrollments.

The Strategic Plan calls for a goal of 3,075 graduate students by 2012, an increase of about 10 percent from the fall 2007 enrollment of 2,803. To reach this goal, the graduate directors began considering ideas for recruiting students in line with their program's resources. They will share ideas for attaining a more consistent growth pattern and submit their Action Plans to the graduate dean in late fall 2008.

### Gift Planning

To offset the anticipated gap between resource needs and income from state funding and tuition dollars, gift funds will become crucial. University Advancement was reorganized in 2006 to address that need. Because initial plans for the campus's first comprehensive campaign in 2004 lacked sufficient infrastructure, the University Assembly Budget and Planning Committee agreed with the chancellor's plan of directing additional funds to University Advancement. This proved beneficial, for the restructuring immediately produced significant increases in gifts and the number of persons making gifts to the university, as is explained in Core Components 2B and 5D.

### RESPONDING TO SOCIETAL TRENDS

To stay abreast of national trends in higher education, UMSL holds membership in both the National Association of State Universities and Land Grant Colleges and American Association of State Colleges and Universities.

Adoption of the National Survey of Student Engagement, changes in the assessment of general education, and participation in the Voluntary System of Accountability described in Core Component 2C resulted from our participation in these organizations. They have provided valuable direction for other university initiatives, such as professional development, assessment of student learning, and documenting community engagement.

The university also holds institutional memberships in the major professional organizations for every administrative division and every academic college, school, and/or department for campus leaders to learn about trends in their specific fields. These organizations guide quality improvement plans within those units. The director of University Events, for example, contributes to a professional listserv for trends in commencement exercises.

The campus's numerous local partnerships and connections also provide another source for appropriate planning, as explained in Core Component 5A. Faculty and administrators have close ties to the community through many partnerships, and a high percentage of UMSL alumni remain in the area after graduation. This creates a valuable network of professionals and civic leaders who are eager to collaborate to strengthen the university.

## FULFILLMENT OF CORE COMPONENT 2A

UMSL recognizes the economic and social realities of operating in a low-tax, low-service state, a region with a large number of competitors, and a large metropolitan area with a diverse pool of students whose needs may vary from year to year. By accepting these facts and planning appropriately, the university can fulfill its mission as an outstanding public metropolitan research university. Over the years, planning at UMSL has involved a wide array of goal-setting exercises with input from many constituencies, including students, staff, faculty, community members, and other groups with interest in the success of the university. These activities reflect a serious

effort to move the institution forward. A strategic planning process that began in fall 2007 produced a clear vision for the institution and mechanisms, such as annual reports and five-year reviews, to ensure plans are consistent with that vision. While the self-study activities informed the planning process and made it more strategic, the changes are so recent that little data is available on the impact of the planning. The coming together of the campus through the new planning process—as well as our previous successes with the Action Plan—created considerable optimism that the Gateway for Greatness plan will have a positive impact on UMSL's future.

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

## FINANCIAL RESOURCES

Reviewing financial data since the last reaccreditation review in 1998-99 would ideally yield information on significant trends. However, because of the implementation of the Governmental Accounting Standards Board (GASB) Statement No. 35 in FY 2002, comparable financial data are available only for the six years FY 2002 through FY 2007. The financial data include all activities, not just current funds revenues and expenditures and come from the originally issued financial statements.

### Revenues and Other Items, FY 2002 to FY 2007 and Beyond

Exhibit 1 presents revenue and all other items except operating expenses for the past six fiscal years.

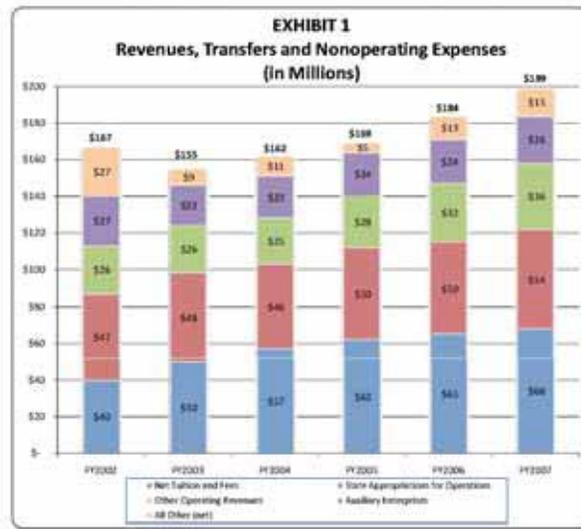


Exhibit 1. Revenues, Transfers and Nonoperating Expenses							
Category	Percentages						Changes FY02-FY07
	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	
Net Tuition and Fees	24%	32%	35%	37%	35%	34%	10%
State Appropriations for Operations	28%	31%	28%	30%	27%	27%	-1%
Other Operating Revenues	16%	17%	15%	17%	17%	18%	2%
Auxiliary Enterprises	16%	14%	14%	14%	13%	13%	-3%
All Other (net)	16%	6%	7%	3%	7%	8%	-8%
Total	100%	100%	100%	100%	100%	100%	

Net Tuition and Fees (gross less Scholarship Allowances) represented the largest source of funds, increasing from \$40 million in FY 2002 to \$68 million in FY 2007. As a percentage of the total, this category increased significantly, from 24 percent in FY 2002 to 35 percent in FY 2004, and has remained relatively stable. Although approximately four percent of the \$28 million growth resulted from additional student credit hours, most was due to increased tuition and fees.

State Appropriations for Operations represented the second largest source of funds, with a net decrease of \$1 million between FY 2002 and FY 2004, followed by an increase of \$8 million between FY 2004 and FY 2007. Historically the St. Louis campus has been allocated approximately 12 percent of the state appropriations allotted to the UM System, regardless

of our enrollment and program growth. Approximately \$5.8 million of the increase was due to equity funding adjustments when the board of higher education agreed that UMSL was underfunded. The Missouri legislature so far has appropriated 80 percent of the recognized equity needs. Despite these increases, this category as a percentage of the total decreased one percent during this period, and our share of UM System state appropriations for FY 2007 is once again at 12 percent.

Other Operating Revenues increased by \$10 million during this six-year period. Most of the increases were related to the Business, Technology and Research Park and revenues associated with collection agency and financial aid fees. Auxiliary Enterprises, which include units such as the bookstore that generate funds for services, experienced a net decrease of \$1 million between FY 2002 and FY 2007 and, except for FY 2002, was 13 percent and 14 percent of the total. The category All Other (e.g., net private gifts and investment and endowment income) declined from \$27 million in FY 2002 to \$15 million in FY 2007, due primarily to the fact that the campus received \$19 million of state capital appropriations and state bond funds in FY 2002 and less than \$1 million total in the other five fiscal years combined.

Looking to the future, the campus will focus on retention and graduation rates, as well as planning for smaller increases in revenue generated from tuition and fees. A 2007 state statute limits tuition and fee increases to changes in the Consumer Price Index unless appropriate approvals are obtained, and members of the Board of Curators appear unlikely to seek approval for increases above the CPI.

Future revenue projections focus on growth in the Other Operating Revenues and All Other (net) categories, specifically in the areas of gifts, grants, and contracts. The reorganized University Advancement division is expected to increase revenues through the comprehensive campaign. Finally, the \$28.5 million capital commitment from the state will increase the amount of revenue reported during the next few years.

## Operating Expenses

Operating Expenses for the past six fiscal years are shown in Exhibit 2.

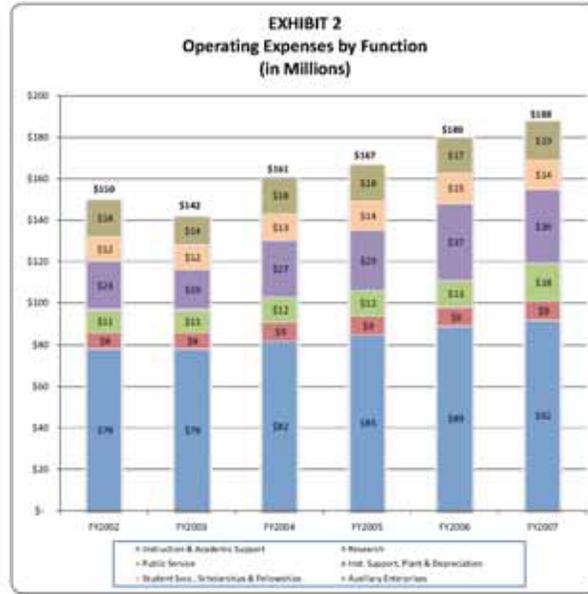


Exhibit 2. Operating Expenses By Function

Category	Percentages						Changes FY02-FY07
	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	
Instruction & Academic Support	52%	55%	51%	51%	49%	49%	-3%
Research	5%	6%	6%	5%	5%	5%	0%
Public Service	7%	8%	7%	7%	7%	10%	3%
Inst. Support, Plant & Depreciation	15%	13%	17%	17%	21%	19%	4%
Student Svcs., Scholarships & Fellowships	8%	8%	8%	8%	8%	7%	-1%
Auxiliary Enterprises	12%	10%	11%	11%	9%	10%	-2%
Total Operating Expenses	100%	100%	100%	100%	100%	100%	

Instruction and Academic Support represented the largest category of operating expenses, increasing from \$78 million in FY 2002 to \$92 million in FY 2007. Despite the increase in dollars, this category decreased to slightly below 50 percent of total expenses in the last two fiscal years because of larger increases in other categories.

The increase of \$7 million in the Public Service category, three percent of the total, was due to major grant expenditures, especially in FY 2007.

Institutional Support, Plant and Depreciation increased from \$23 million to \$36 million during this six-year period and from 15 percent to 19 percent of the total. The primary reasons for these increases were depreciation,

University Advancement, and technology-related expenses. The other categories (Research; Student Services, Scholarships and Fellowships; and Auxiliary Services) remained relatively flat in dollars, although the latter two categories, as percentages of the total, declined by one percent and two percent, respectively.

**Scholarship Allowances and Scholarships & Fellowships (Expense)**  
 GASB Statement No. 35 requires that public higher education institutions report some financial aid as scholarship allowances (a reduction of gross Tuition and Fees to arrive at Net Tuition and Fees) with the remainder reported as scholarships and fellowships (an expense). Exhibit 3 presents these two amounts separately and in total for the last six fiscal years.

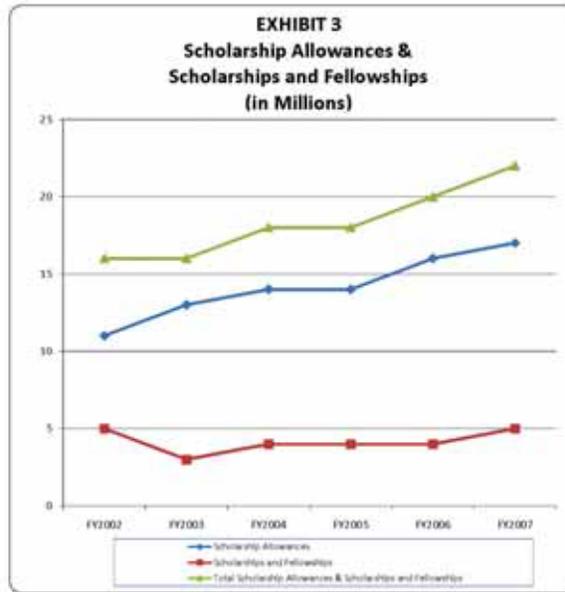


Exhibit 3. Scholarship Allowances & Scholarships and Fellowships

Category	In Millions						% Change FY02-FY07
	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	
Scholarship Allowances	\$ 11	\$ 13	\$ 14	\$ 14	\$ 16	\$ 17	55%
Scholarships and Fellowships	5	3	4	4	4	5	0%
Total							

The University of Missouri reports most of its financial aid as scholarship allowances. This category increased from \$11 million in FY 2002 to \$17 million in FY 2007, an increase of 55 percent, while the amount reported as scholarships and fellowships expense remained relatively level. The overall increase of 38 percent shows that the university made a significant commitment to increase student financial aid during this period. Of the total increase, \$1.2 million came from the equity funding adjustment.

### PLANNING THAT STRENGTHENS UMSEL'S QUALITY

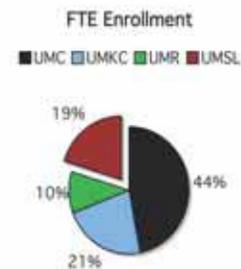
As the last reaccreditation visit documented, UMSEL, like many peer institutions, has struggled with limited funding since its inception. During the organization of the UM System in the 1960s, few anticipated that the newest campus would eventually require a budget comparable to the older campuses. Over the years, state funding per FTE student at UMSEL decreased to among the lowest of all public universities in the state. Although that has improved somewhat, our students still pay more per credit hour than students at other UM System campuses. UMSEL receives considerably less than the \$6,800 average per full-time student allocation statewide and less support than any other doctoral university in Missouri, as demonstrated in Exhibit 4.

In addition to the planning described above, to meet future economic realities, the university has three major strategies, which are discussed in this section. They include negotiating additional funding from the state, seeking more donations, and implementing operational efficiencies.

#### Exhibit 4

- Average state support per full-time student allocation = \$6,800.
- State support per full-time equivalent (FTE) student:
  1. Missouri S&T \$9,500
  2. UM-Kansas City \$8,200
  3. UM-Columbia \$7,500
  4. Lincoln University \$7,400
  5. Truman State \$7,400
  6. Harris-Stowe \$7,200
  7. Central Missouri \$6,500
  8. Northwest Missouri \$6,000
  9. **UM-St. Louis \$5,800**
  10. Southeast Missouri \$5,700
  11. Missouri State \$5,300
  12. Missouri Western \$4,950
  13. Missouri Southern \$4,900
- UMSL does not receive a fair share of state funds given to the UM System consistent with its student FTE:

State Funding	
UMC:	45%
UMKC	20%
UMSL	13%
MS&T	11%
UMC-E	7%
UM System	4%



#### Additional State Funding

During the initial years of the self-study period, additional state funds were available through the state's mission enhancement program. The final year of the program, FY 2002, was not funded, but the campus had received \$5.2 million over the three years FY 1999 to FY 2001 for graduate and honors education and research. After that support ended, the campus was required to budget for research infrastructure through external and existing funds. A recent exception to this is \$28.5 million of capital appropriation to upgrade science laboratories beginning in FY 2008, which was funded by the state legislature through a sale of financial assets owned by the Missouri Higher Education Loan Authority.

To alleviate some of the disparity in UM-campus funding, UMSL also received approximately \$5.8 million in equity funding during the period

from FY 2005 through FY 2008. In FY 2009, the campus received an additional \$2.8 million and an appropriation request for the final \$2.2 million is being made in FY 2010 for a net total of \$10.8 million.

Although UMSL's underfunding has been recognized, the problem is not unique to this campus; all public four-year higher education institutions in Missouri lack adequate support. Should state revenues decline in the next few years, history suggests that public higher education may face significant financial challenges. In that case, UMSL's strategic planning process should serve us well in identifying how best to deploy scarce resources while fulfilling our mission.

### Development

To begin the silent phase of the campus's first comprehensive campaign, in 2005 the University Assembly Budget and Planning Committee recommended significant increases in the development staff and their operating budget. University Advancement was then able to focus on individual donors while also maintaining relationships with the large corporations and foundations that had formed the core of the campus's donor base in the past. As a result, the goal of raising \$100 million during the campaign period July 1, 2005 to June 30, 2012 is on track. By May 16, 2008, 47 percent of the goal (\$47 million) had been raised, while the campaign completed about 40 percent of the time line.<sup>3</sup> Although development funds normally cannot be used to cover operating expenses, additional scholarships, endowed professorships, and other gifts will contribute to the institution's overall fiscal well being.

### Operational Changes

For planning purposes, in 2006 the University Assembly Budget and Planning Committee requested that the administration develop a five-year budget projections model. Now the chancellor shares underlying assumptions and projections on a rolling five-year schedule to assure that fiscal

planning is transparent and future-focused. To meet identified needs, the campus made operational changes that resulted in maintaining or improving services while reducing costs. Some recent examples are described in this section.

Campus administration worked through the shared governance structure to consider proposals to increase efficiencies. For instance, a Faculty Senate task force on evening students recommended eliminating the Evening College and moving its functions into appropriate academic departments. Similarly, the five-year review of the Center for Academic Development included a recommendation that its functions be moved to academic disciplines. These two units were disbanded, and the chancellor streamlined his span of control from six vice chancellor positions to three.

In fall 2007, the provost formed a Program Audit Committee to study all units on campus with “center” or “institute” in their name, evaluating their activities in light of the UM definition of centers and institutes. The committee is expected to make several recommendations that should lead to a clearer understanding of each center’s role on campus, as well as potentially generating savings.

In May 2008, the University Assembly Budget and Planning Committee recommended that future budget reallocations be based on vertical rather than on across-the-board cuts. The recommendations of the Program Audit Committee and others (e.g., the Provost’s Council) will provide major input as the campus faces difficult budget decisions, especially if revenue shortfalls occur.

## FULFILLMENT OF CORE COMPONENT 2B

The self-study found that the campus has used creative methods to fulfill our mission. The state and the UM System have contributed an additional \$8.6 million to date as part of a \$10.8 million agreement designed to bring our funding more in line with other UM campuses. Although the funding adjustments to alleviate funding inequities have been well received, as of FY 2007, UMSL still receives 12 percent of state appropriations (\$53,556,062 ÷ \$440,855,430) while serving 20 percent (9,468 ÷ 48,431) of FTE students. The university is aware of the burden that tuition increases have put on our students and has committed part of the funding adjustment and many development efforts as well as adding a specific goal to the Gateway for Greatness plan to supplement scholarships. To fill the gap caused by expected state funding at less than higher-education inflation rates, the University Assembly Budget and Planning Committee endorsed the deployment of additional funds to University Advancement to carry out the campus's first comprehensive campaign. In summary, through shared governance, more focused enrollment management, increased gifts, and strategic administration of limited funding, the campus will continue to strengthen our quality as we balance competing constituent needs.

*Core Component 2C. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

## ONGOING EVALUATION AND ASSESSMENT OF EFFECTIVENESS

### Five-Year Reviews

The five-year review process is at the heart of UMSL's evaluation and assessment planning, based on a policy the UM System adopted in 1987. The system refined the policy in 2001, requiring a cyclical review to ensure

that all programs were included. As a result, UMSL deans approved a cycle for not only academic programs, but also administrative units. That provided the campus with a strong foundation for the self-study and continued quality improvement. Procedures for conducting reviews at UMSL, the history of reviews conducted, and updated guidelines are posted on Academic Affairs' assessment Web site.

In 2002, the UM System introduced an alternative to the traditional five-year review. The quality-improvement initiative, called the Comprehensive Program Assessment, brings faculty teams from the four UM campuses to review programs that opt for the CPA. As documented below, our campus's five-year review guidelines have been refined over the years to focus more on quality improvement so that now the difference between UMSL's five-year review and the CPA lies primarily in the review teams and the types of feedback that programs receive. The reviewers for the CPA come from a wide variety of disciplines on UM campuses while UMSL's review depends on a faculty review team from the campus and an external reviewer, typically from a peer institution, who is an expert in the discipline under review. UMSL feedback reports of the review are less structured than the CPA reports, which focus on specific CPA guidelines instead of the overall strengths and challenges identified in the review.

#### UMSL's Academic Five-Year Review Process

Beginning in early 2002, the associate provost for professional development assumed responsibility for implementing the five-year program reviews. The guidelines are reviewed annually in response to faculty members' feedback and to include more elements of the quality-improvement model. The changes are evident in the self-studies and the contrasting requirements shown in Table 2.C.1.

Table 2.C.1. Comparison of Review Guidelines 2002 and 2007

2002 Guidelines	2007 Guidelines
<ul style="list-style-type: none"> <li>• Consider department's mission and activities within the context of the university's mission and planning documents.</li> <li>• How are continuing education needs evaluated?</li> <li>• How is the overall financial support for the unit assessed?</li> <li>• What measures are used as evidence that the degree programs are meeting their goals? (e.g., enrollments; feedback from students, graduates, employers; future needs for program graduates).</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the mission, goals, and expected learning outcomes of each program in the department.</li> <li>• What measures are used as evidence that the degree programs are meeting their goals?</li> <li>• Identify how progress toward the outcomes will be assessed.</li> <li>• How does the program ensure that students' knowledge develops to meet the program outcomes?</li> </ul>

**Although the changes were small, the effect was significant. After undergoing the updated review, a chair sent the following unsolicited feedback:**

*Thank you for turning the five-year-review process into a much more meaningful process than it used to be ... The new approach is much more oriented toward encouraging the department to think about things it should have already been thinking about but, life being what it is, they never get around to thinking about. In any case, working through the process of writing up the review and chatting with faculty about it has occasioned many good ideas from my department and made me feel better about being more proactive about having a good department.<sup>4</sup>*

### Reviews of Endowed Professors

Reviews of endowed professors began in 2003 in conjunction with the program review of each endowed professor's department. By fall 2006, all endowed professors who had held appointments at UMSL for at least five years had participated in the review process. In fall 2007, curators' professors were added to the five-year review cycle.

### Administrative and Governance Reviews

Reviews of operations led by vice chancellors and vice provosts were conducted as part of the regular five-year review cycle during summer 2006, although the review of the Faculty Senate/University Assembly was delayed for a year because of a change in leadership. All administrative reviews are analogous to program reviews. That is, units are asked to reflect on strengths and challenges before planning goals for the next five years.

Similar to the department chair quoted above, an administrator who underwent the review sent positive feedback:

*The review process was a very valuable experience for our division as it allowed us to critically analyze what we do on a daily basis and to garner excellent feedback from faculty, staff, and most importantly, students.<sup>4</sup>*

### Assessment Data for Five-Year Program Reviews

To assess the effectiveness of each undergraduate program and meet a Missouri Department of Higher Education requirement, faculty in each undergraduate program select an appropriate capstone experience and assessment for their seniors. Many programs rely on the Major Field Achievement Test, although faculty often consider the scores unreliable since students have little motivation to do well on the test. Although Missouri requires public universities to report the numbers achieving at the 50th and 80th percentile, the state has not implemented incentives for departments to take MFAT scores seriously. On the other hand, some academic units, such as psychology, have studied the MFAT results and have found them useful in locating gaps in their curriculum. Others, such as chemistry, have instead developed procedures to encourage students to take the tests seriously. Other programmatic changes made as a result of MFAT scores are described in Core Component 3A.

As of 2006, all colleges have a summary of an assessment plan for each program. These plans illustrate that each program uses multiple measures—in addition to traditional course grades—to assess student learning throughout the program. Results of these measures provide data for the five-year reviews, which, in turn, have led to revisions in assessment plans. For example, over the last two years, several departments added alumni surveys to their plans after realizing that those crucial data were missing in their original plan summaries although they had conducted the surveys during previous program reviews.

At UMSL, with two exceptions, all programs that can be professionally accredited are accredited or seeking initial accreditation. The Department of Theatre, Dance, and Media Studies was created in 2004 and has not sought accreditation, and the Department of Art and Art History has thus far chosen not to pursue accreditation. Assessment is a key component of specialized accreditation, and accredited programs lead the campus in the use of assessment data to drive decisions regarding quality improvement. Licensing examination scores are reported in program reaccreditation self-studies, and UMSL students typically do very well on them. For example, in 2007, after significant programmatic changes, one UMSL student taking the optometry test scored the highest in the nation. The pass rate of all Optometry students exceeded the national average, and passing rates for our Bachelor of Science in Nursing students regularly exceed 90 percent.

A critical resource for our planning and reviews is the Office of Institutional Research, which tracks campus planning goals and posts data on its Web site. A password-protected section on the site provides data organized for programs undergoing five-year reviews, implementing strategic plans, and carrying out other quality-improvement efforts.

### Assessment of the Five-Year Review Process

The UM System secured an agreement with the Missouri Department of Higher Education to allow a system evaluation of the five-year review process to substitute for the required state review. One campus is targeted each year, and UMSL's review was in 2006. The provosts and UM System administrators identified several strengths and weaknesses that corroborate the description of the process in this self-study. Their main points are synthesized below with internal critiques of the process.

A significant strength has been moving to a quality-improvement model from a compliance model, allowing administrative units to consider evidence that their work is continuously improving rather than merely responding to oversight agencies or immediate needs. This operational change has affected how various units integrate their efforts and led to reorganizations mentioned in Core Component 1C.

On the other hand, both the Faculty Senate Committee on the Assessment of Educational Outcomes' annual reports and the UM System assessment of UMSL's five-year review process found that Academic Affairs needed more staff resources dedicated to assessment efforts. Many faculty members needed coaching to design appropriate assessments of outcomes and might require help identifying more appropriate outcomes. The UM System review also identified the weakness that the campus did not use the five-year review results for quality improvements or campuswide planning and budget allocations.

### Responses to Identified Weaknesses in Assessment Processes

*Annual Reports Close Feedback Loop.* The campus quickly closed the missing feedback loop with a new format for the annual report that requires departments to address issues identified by reviewers and update their goals from the self-study.<sup>5</sup> Core Component 3D contains several examples of

changes to academic programs that came about as a result of assessment feedback. It is also revealing that the vice chancellors now refer to their annual reports as five-year review updates (e.g., University Advancement 2006-07).

*Academic Affairs Oversight.* In response to the call for more centralized oversight, the provost named an Academic Assessment and Planning Committee that consists of assessment coordinators from both colleges and administrative units such as Student Affairs, libraries, and Information Technology Services. In summer 2008, the provost appointed a staff member to serve as an interim assessment coordinator to assure quality improvement of assessment processes.

*University Improvements.* With the cyclical approach to five-year reviews and the fixed schedule of the prior Action Plan, at the time of the UM System review in 2006, it was difficult to incorporate findings from reviews into the Action Plan. The new revolving strategic plan has two advantages that will allow us to respond to the concern that UMSL did not use assessment results for campuswide planning and budget allocations. First, deans must submit action plans to carry out the Gateway for Greatness goals such as faculty composition plans and retention efforts. This will allow them to align program needs with campus plans. Second, the Gateway to Greatness plan will be updated annually; data produced by the cyclical reviews can be more easily incorporated into the planning for subsequent years.

## EVIDENCE FOR INSTITUTIONAL IMPROVEMENT EFFORTS

As a result of the continuous improvement of our assessment procedures, the campus found several additional methods for keeping campuswide quality enhancements in the forefront of our planning. Some of the most valuable are described in this section.

### Voluntary System of Accountability

Several measures of the university's effectiveness contribute to our assessment plans but are not included in the five-year review process. As a public demonstration of our commitment to continuous improvement at the institutional level, in 2007, the campus agreed to participate in NASULGC and AASCU's Joint Voluntary System of Accountability. UMSL's College Profile is available on the campus's Web site as well as the VSA Web site and reports effectiveness measures, including the assessment of general education and undergraduate student satisfaction described below.

### Assessment of General Education

The state of Missouri requires measuring general educational ability on two occasions: as incoming freshmen and as graduating seniors. Until fall 2007, the campus required students to take the Academic Profile as freshmen and before graduating, but results were suspect because the test was not linked to consequences for performance. In a pilot started in 2007, randomly selected freshmen take the Collegiate Learning Assessment each fall, and seniors take it in the spring. In addition to the CLA's normal administration of freshmen and seniors (100 each), in 2008, UMSL randomly selected an additional 100 seniors who had transferred with the Associate of Arts degree. The pilot results found no statistically significant differences between transfer and native seniors, so in future years, seniors will be randomly selected from the entire group.

The university created incentives for participants to perform well, including awarding each participant a \$50 credit to the student account or gift certificate to the bookstore, providing a \$250 gift certificate to the highest scoring senior in each quartile, and giving an iPod to the senior with the most gain over his/her ACT score. Most importantly, the structure of the CLA aligns with the types of course activities students find at UMSL, and we believe it will provide a truer picture of learning than the previous standardized test.

Initial results, found in Core Component 4B, suggest that the rewards structure yielded an appropriate number of participants and that the CLA is an appropriate measure of UMSL students' learning. We expect that the Missouri Department of Higher Education will approve the random selection as a modification of their requirement that every student be tested since DHE staff promoted the CLA during its norming process.

### Assessment of Undergraduate Student Satisfaction

The campus uses the National Survey of Student Engagement to measure undergraduate student satisfaction. Since the scores are for the entire university, initially it was difficult for faculty to assume responsibility for any mediocre scores. After the former dean of Arts and Sciences challenged departments to add academic items from NSSE to departmental course evaluations, faculty discovered that the scores could be traced directly to students' experiences in classes. With the reality that the initial survey indicated that students were not as satisfied at UMSL as their peers were at our comparator universities, faculty and Student Affairs staff started paying greater attention to increasing NSSE scores. Additionally, the College of Business Administration samples students every year and uses NSSE to help satisfy assessment requirements for its accrediting body, and the Honors College oversamples for data on its quality improvement efforts.

The campus administers NSSE every other year for campuswide feedback. Table 2.C.2 summarizes scores from the last administration of the survey and their comparison to our benchmark, other urban universities. Scores indicate that UMSL still has several areas that need attention.

Table 2.C.2. NSSE 2007 Benchmark Comparisons

	UMSL	Urban Universities		
	Mean	Mean	Sig	Effect Size
Level of Academic Challenge Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.				
First-Year	51.3	51.3		0.0
Senior	52.2	55.4	**	-.22
Active and Collaborative Learning Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings.				
First-Year	38.9	40.1		-.07
Senior	43.2	48.8	***	-.33
Student-Faculty Interaction Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom.				
First-Year	29.3	31.7		-.14
Senior	32.7	38.0	***	-.27
Enriching Educational Experiences Complementary learning opportunities enhance academic programs.				
First-Year	22.9	25.7	**	-.20
Senior	32.6	36.5	**	-.22
Supportive Campus Environment Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.				
First-Year	56.8	56.4		.02
Senior	52.5	53.5		-.05
** Significant at the .01 level				
*** Significant at the .001 level				

Although we have not yet achieved our goal of meeting or exceeding the average for urban universities on each measure, we are on the right path. Over time, UMSL's scores have increased statistically significantly, as Table 2.C.3 demonstrates.

As a result of our efforts to increase the scores and demonstrate our commitment to quality improvement, in 2007, the campus agreed to join other campuses in posting NSSE scores on a *USA Today* Web site, and in the November 4, 2007, issue of the paper, UMSL was listed among the original 257 universities to do so. By making the scores public, we intend to demonstrate the campus's willingness to be held accountable for the satisfaction of our undergraduates.

Table 2.C.3. NSSE Growth 2001-2007

Scales***	2001	2007	Change
Freshmen			
Level of Academic Challenge	48.1	51.4	7%
Active and Collaborative Learning	33.2	39.3	18%**
Student-Faculty Interaction	30.1	35.2	17%*
Supportive Campus Environment	53.8	56.2	4%
Seniors			
Level of Academic Challenge	51.6	52.2	1%
Active and Collaborative Learning	39.3	43.2	10%*
Student-Faculty Interaction	32.8	37.4	14%*
Supportive Campus Environment	48.6	52.3	8%

\* p < .05

\*\* p < .01

\*\*\*Because two questions were rescaled, comparisons can be made on only three scales.

## Assessment of Graduate Student Satisfaction

To measure graduate student satisfaction, the Graduate Student Post-Graduation Survey, which has 39 questions common to all disciplines, is mailed to all graduate students within a few months of their graduation. Graduate School staff send and receive the surveys and then distribute the returned surveys, which have experienced a 27 percent return rate, to the respective graduate programs for analysis. In 2008, the Graduate School expects to post the survey online so that the graduate dean, as well as each graduate program director, can have access to the results.

## Assessment of Alumni Satisfaction

Alumni surveys are typically given when programs undergo five-year reviews. Programs with professional accreditation have more frequent alumni feedback processes, but even those without specialized accreditation maintain close ties with alumni and report their feedback in their self-studies.

For the reaccreditation self-study, we conducted a survey through the Alumni Office's email newsletter and Web page. Overall, alumni respondents expressed very positive attitudes about what they learned at UMSL, as detailed in Core Component 4B. As can be seen in Table 2.C.4, when asked whether their degree was worth the tuition, there were differences between

those who graduated before 2000 and the recent graduates who had experienced a significant increase in tuition. Because of these results, the campus added a goal to the Gateway for Greatness Plan to keep tuition and fees as low as feasible, as well as continuing toward the goal to dedicate 20 percent of tuition income for scholarships.

Table 2.C.4. Was your UMSL degree worth the tuition you paid?

	Very positive	Yes	Ambivalent	Negative	Very negative
Before 2000 (N = 33)	45%	41%	9%	0	5%
After 2000* (N = 45)	23%	43%	20%	13%	3

\*no graduates from 2000 responded to the survey

### Assessment of Employers

Accredited programs survey employers of their graduates regularly, and the nonaccredited programs normally do so for their five-year reviews. Large professional programs have found serious shortcomings in their employer surveys; the most serious is that often the staff completing the surveys are unaware of which of their employees are UMSL graduates. Instead of relying exclusively on employer survey data, professional programs such as nursing, education, business, and social work, seek feedback from individuals supervising student interns and from their advisory groups. Every professional program has noted changes made in response to such feedback in their accreditation documents.

For the self-study, we also surveyed community partners that faculty identified in the faculty survey and those from contacts in intern placement offices. We found that the 221 community representatives who responded were very positive about the skills and attitudes of UMSL students and alumni.<sup>6</sup> For example, 98 percent rated UMSL students' oral and written

skills positively, and 99 percent agreed that UMSL students used critical thinking to make good decisions. When asked to rate our partnerships, 52 percent rated UMSL as Outstanding or Exceeds Expectations, and another 45 percent chose Meets Expectations.

Career Services also conducts employer surveys, primarily to determine which companies are hiring UMSL graduates. The College of Arts and Sciences asked Career Services to expand the questions to learn employers' opinions of their alumni. The director reviewed the findings from the partners survey and decided to include similar questions in future annual employer surveys. In this way, we expect that data collected through the self-study process can serve as baseline information for continuing improvements in assessing employers' needs.

#### Academic Affairs Assessment and Planning Committee

As mentioned above, the Faculty Senate Committee on Assessment of Educational Outcomes concluded that their two-year-term membership did not have the expertise or time to oversee assessment and recommended that a team of administrators carry out assessment policies at the program level. At a Higher Learning Commission assessment workshop, a UMSL team designed an academic assessment and planning committee to promote collaboration around assessment. The provost approved the plan and established the committee in early 2008, giving members the following charge: Meet monthly to communicate about academic planning needs and then implement the plans within the academic unit. The new committee eagerly began their work by inventorying campus assessment practices and planning their agenda for AY 2009.

#### FULFILLMENT OF CORE COMPONENT 2C

Assessment of institutional effectiveness represents a university philosophy that permeates our organizational culture. This is evidenced by the fact that

100 percent of our academic programs have identified student-learning outcomes and have established systems to gauge student performance and program quality. The university clearly values external accreditation, which assures that a substantial number of our programs are meeting the highest standards recognized in their field. The campus has transformed the state-mandated requirement of five-year program reviews into a more strategic process, emphasizing continuous program improvement. Finally, Academic Affairs has recognized the challenge of creating a stronger institutional culture for assessment and has committed resources to this area, including an associate provost who supports program reviews, extensive in-service training opportunities for faculty and staff on assessment initiatives, a new committee that will support the existing policy-making governance committee in carrying out academic planning decisions, and a half-time coordinator to oversee assessment activities. Thanks to faculty and administrative collaboration, the campus has benefited from the UM System's guidance over the years and is moving toward a more concerted effort of quality improvement, not only within programs but also campuswide.

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

## PLANNING FOR TRANSFORMATION

Plans that were in progress during the 1998-99 review have transformed the UMSL campus and culture through four major initiatives: the construction of the Blanche M. Touhill Performing Arts Center, the opening of the Millennium Student Center, updates to the Campus Master Plan that included the university's first newly constructed residence hall, and technology planning. Through these initiatives, UMSL was transformed from a strictly commuter campus to a campus community with increasing opportunities to come together, whether in person or virtually, to achieve our mission as a metropolitan public research university.

## Blanche M. Touhill Performing Arts Center

In September 1996, a strategic planning group was organized to envision a new facility for arts programs that would strengthen existing partnerships with regional professional arts organizations, such as the Saint Louis Symphony, Dance St. Louis, and Opera Theatre Saint Louis, and be a showcase for the campus. After its inauguration in 2003, the Blanche M. Touhill Performing Arts Center was reorganized within the College of Fine Arts and Communication, underwent scrutiny from the budget and planning committee, and demonstrated its value to students and the external community.

The FY 2004 baseline report stated that, according to performance contracts in place July 1, an operating deficit of \$850,000 was projected for FY 2005. Under a new director, the FY 2005 operating deficit amounted to \$336,000, and a five-year plan was created to eliminate deficits by the end of FY 2010. The Touhill achieved financial success with the breakeven operating budget in FY 2007, its fourth year of operation, and made a profit of \$11,500 by FY 2008.<sup>7</sup> The current fiscal model calls for continued breakeven status while maintaining high performance standards and reasonable usage rates.

Although the Touhill brings more than 100,000 people to campus each year, at least two-thirds of the activity currently supports academic programs; a Touhill performance series and rentals by external organizations constitute the remainder of usage days.<sup>8</sup> As a result of fiscal responsibility, benefits to students and faculty, and the caliber of programming; most now concur that the Touhill is a campus asset.

Increased attention to the arts led to the creation of the College of Fine Arts and Communication. Along with managing activities of the Touhill center, COFAC is the umbrella for the academic departments of music; art and art history; theatre, dance and media studies; and communication. Des Lee endowed professors in the arts as well as the Arianna String Quartet enhance the prestige of the new college through their outreach, scholarship, exhibitions, and performances.

### Millennium Student Center

In 1995, students approved a dedicated fee in a referendum to finance a new student center through revenue bonds. Students were involved in each phase of the planning, furnishing, décor, and naming of the building. The striking, 175,000 square-foot Millennium Student Center opened in fall 2000, featuring a dramatic three-story rotunda, escalators, and two study rooms, each with a fireplace. The building is connected to the campus quad by a climate-controlled, accessible pedestrian bridge that spans a landscaped valley.

Student services are now centralized in the MSC, providing a more coordinated approach for admissions, registration, financial aid, and other key offices, as well as amenities such as a bookstore, food services, lounges, a conference center, game rooms, a bank, and a convenience store. The design was intended to enhance student pride in the university as well as improve student satisfaction with campus services.

Since it opened, with its welcoming environment, the MSC has become a popular gathering place for students, a marked departure from previous years when students typically left campus immediately after class. A former athletics director noted that students and faculty are lingering on campus more, allowing more conversations and the beginnings of a new campus culture. As a result of more opportunities to socialize, students began creating new activities and taking a sincere interest in building their campus culture. For instance, homecoming consists of activities throughout the week, culminating with major events over the weekend, including sports, alumni reunions, and dinners. By fall 2007, participation in the semiformal homecoming dance on Saturday night had grown from 400 in 2001 to more than 800.<sup>9</sup> The MSC has allowed Student Life programs to flourish; for example, lectures by distinguished guests selected by student organizations average around 500 participants, and several recent lectures exceeded those numbers.

Similar to the Touhill, the MSC is an example of effective long-term campus planning to enhance the learning environment.

### Campus Master Plan

The Campus Master Plan, designed originally in 1993, has driven campus decisions about the use of land, space, and facilities that enhanced the mission and altered the campus culture, as evidenced above. In addition, through an agreement with the Missouri Department of Transportation, Interstate Highway 70 was realigned for safety and to create an exit for UMSL onto a street that was renamed University Boulevard. This provided UMSL frontage on the Interstate and created space for the campus to attract a Fortune 150 corporation to the campus's Business, Technology, and Research Park.

To meet the 2004-08 Action Plan goal to increase beds on campus, a new residence hall was constructed in 2006. As the campus plans new recruitment and retention strategies described in Core Component 3C, the residence halls and student activities are positioned to play key roles in accomplishing enrollment goals.

### Campus Technology Planning

Since the Faculty Senate's Computing Committee led an initial technology plan in 1996-97, planning in Information Technology Services has continued to respond to campus needs and the external environment. The robustness and sustainability of the technical infrastructure is ITS's top priority; electronic, mechanical, and physical components must work reliably and cost-effectively, or none of ITS's other goals is possible. ITS's planning includes the development of regular equipment replacement cycles as well as evaluation of promising new hardware and software products.

The campus has the advantage of being large enough to attain reasonable economies of scale and yet small enough that most IT functions can be

centralized, creating a balance between effectiveness and cost efficiency that is relatively rare in higher education. For example, centralization enabled the campus to commit to a single course management system from Blackboard, called MyGateway. That milestone decision motivated faculty to learn to incorporate technology into their classes and provided a software standard for students, faculty, and staff. Because of UMSL's success, our ITS staff host the Blackboard Intercampus Collaboration to serve the University of Missouri-Kansas City and Missouri University of Science and Technology. ITS also played a key role in planning the new student information system, PeopleSoft, collaborating with Student Affairs as well as the UM System. Named MyView at UMSL, the new system provides self-service tools for students to manage their academic records and financial obligations.

NSSE scores and recent alumni comments confirm that UMSL provides an extraordinary technological infrastructure. The increasing use of technology for teaching, communication, planning, and assessing has contributed to a greater sense of campus community, even when students live and study off campus.

### Summary of Major Planning Initiatives

Overall, the result of these four major planned projects can be observed in the increasing number of students engaged in campus life. Although we cannot attribute the increased freshmen satisfaction scores on the 2007 administration of NSSE strictly to the campus cultural transformations, freshmen scores are not significantly different from those at our peer institutions, unlike the seniors, who have benefited less from these planning successes. The new focus on the arts has increased enrollments in those fields and greatly enhanced the university's image in the community. There is no doubt that because of these four initiatives, the campus is now better positioned to fulfill its mission.

## PLANNING IN THE COLLEGES

Within the colleges, strategic planning has traditionally coincided with assessment of student learning and resulting curricular enhancements. Because there is no formula to determine funding at either the state level or within the University of Missouri System, deans cannot expect additional funds for new initiatives. However, the colleges' strategic plans demonstrate how UMSL accomplishes its mission and implements our continuous improvement model despite limited state resources.

### College of Arts and Sciences

The College of Arts and Sciences is the largest and most diverse college at UMSL. In its continued efforts to improve and deliver the academic core for the campus, CAS's long-range plans have included various initiatives intended to strengthen the foundational coursework in the liberal arts. Recent examples include the Mathematics Technology Learning Center, the merger of the Writing Lab with the Department of English, and the planned Center for Languages and Cultures, described in detail in Core Component 3D. Also central to the college's mission is faculty and student collaboration in research and scholarship. Both undergraduate and graduate students participate in a community of scholars that promotes excellence in teaching, critical thinking skills, collaborative learning, and strong research and scholarship across a range of disciplines. Future priorities for the college include further strengthening faculty research, improving faculty-student research collaborations, and selectively growing and improving academic units that contribute to the mission of the college and the campus.

### School of Social Work

The School of Social Work resides within CAS but conducts its own independent planning. SSW engages in systematic assessment and seeks feedback from agencies where UMSL students are placed. Assessment initiatives have

resulted in multiple programmatic improvements. For instance, as of summer 2008, all of the recommendations from the last Council on Social Work Education accreditation review were accomplished, including moving offices to contiguous space in their own building to facilitate communication. SSW uses a multi-method assessment plan approved by CSWE to evaluate its programs on a continuing basis. Feedback from the nationally standardized examination given to all Bachelor of Social Work graduates showed that our scores increased in 2007 as a result of changes made in response to the professional accrediting organization.<sup>10</sup>

### College of Business Administration

The College of Business Administration set goals as part of its strategic planning process with a new dean in 2004, which included achieving pedagogical excellence, improving the quality of incoming students, and enhancing graduate programs. By 2008, the college had developed an ongoing assessment and reporting system based on learning components and target knowledge and skills for each undergraduate business program. New admission standards for entry into CBA undergraduate majors were developed and will be implemented for fall 2009 entering students. Graduate programs were enhanced through market studies that led to program modifications and development of new programs. All programs are being assessed in accordance with the 2004 strategic goals. In 2007-08 the College began the process of developing a new strategic plan that will guide CBA achievements in the future.

### College of Education

The College of Education updated its strategic plan, Futures II, in 2003 by committing itself to the following 14 strategic priorities: collaboration and partnerships, educator preparation, innovative and collaborative graduate programs, professional development and lifelong learning, faculty development, research, social justice, diversity, technology, advocacy for

the COE, documenting impact of college endeavors, alumni relations, resources, and organizational effectiveness. The priorities not only reflect the campus's mission but also strategic initiatives related to fiscal resources in the college. The college initiated planning updates in fall 2008.

### College of Fine Arts and Communication

Soon after the founding of the College of Fine Arts and Communication, faculty developed mission and vision statements, core values, and strategic goals for its strategic plan for 2003-08. As a result of planning and data generated by five-year reviews, the faculty separated media studies from communication, revived the inactive theatre program, and added dance. The college will monitor the success of plans made through continuous evaluative processes that include five-year reviews, music reaccreditation review, and the ongoing evaluation of courses and curricula by both students and faculty. In addition, a new strategic plan for 2008-13 includes strategic goals, action steps, and criteria for assessment.

### College of Nursing

After obtaining input from students, alumni, clinical partners, and university colleagues, faculty, and staff; administrators developed the College of Nursing 2007 Strategic Plan. Designed in conjunction with the college's five-year review, the plan connected quality improvement activities with strategic planning. The plan updated mission, vision, and values statements and stipulated the following five strategic priorities: ensure excellence in nursing education, expand advanced nursing education and research, collaborate with local healthcare providers, enhance the culture of cooperation, and expand funding for sustainability and growth. As a result of their planning, the college has updated the curriculum in all programs and redesigned the professional doctorate in line with national guidelines for the Doctor of Nursing Practice. Faculty will start recruiting D.N.P. students in summer 2008 and expect that clarifying the differences between it and the research Ph.D. will serve students better and enhance both programs.

### College of Optometry

In 2005, College of Optometry faculty, staff, administration, and students updated their 2001 Strategic Plan in preparation for a reaccreditation visit that coincides with the campus's reaccreditation site visit. During the planning process, faculty prioritized their goals by underscoring those areas where they could demonstrate a quality-improvement approach. After an ongoing curriculum review, faculty increased the use of case-based group learning and self-discovery exercises. The result has been dramatic. By 2007, O.D. students' scores on the national licensing examination exceeded the national average.<sup>11</sup>

### Continuing Education

As part of their planning, the Division of Continuing Education has a history of assessing and meeting societal needs, particularly of place-bound citizens in the region interested in noncredit and credit courses. CE staff conduct written program and course evaluations and use the feedback to assess the value of each program or course, the effectiveness of the instructor, and the service participants received from CE staff. Evaluation results are then used to review programs or courses. An example of CE's response to community needs is the growing advanced credit program for students in 64 area high schools. Because of its success, CE is preparing for specialized accreditation by the National Alliance of Concurrent Enrollment Providers. A new dean was appointed to CE in 2006 and immediately began to plan financial incentives for academic colleges to provide off-campus and off-schedule credit courses to increase enrollment. As a result, a Winter Intersession began in late 2007 and, due to student and faculty demand, is planned to expand in late 2008.

### Pierre Laclède Honors College

Planning in the Honors College is largely concerned with improvements in enrollment, curriculum, and governance. Recent improvements in the college's advising and registration system have led to a 15 percent increase

in credit hours, between AY 2006 and AY 2007. Overall, fall-to-fall head count enrollments showed an increase from 256 (in 1997) to 500 (in 2007).<sup>12</sup> In curricular matters, the writing program continues to develop more varied course options. The campus’s First Year Experience Task Force in 2003 led to several years’ experimentation and, in 2006-07, full implementation of an integrated first-year honors curriculum. In terms of governance, the college has responded to its 2003 UM System CPA review by instituting an Honors College Assembly, consisting of faculty, staff, and representative students, that serves as a governance body and a smaller Faculty Council that concentrates on curricular matters.

### ALIGNMENT OF STRATEGIC PLANS

As the examples above demonstrate, plans in the academic organizations align with the campus mission by responding to needs identified by our community partners, focusing on assessing student learning, and building structures for continuous improvement. Further, the strategic planning consultant designed Figure 2.D.1 to explain to the president of the University of Missouri System how the planning and self-study processes interact. As part of the campus’s strategic planning, unit action plans are linked with bi-directional arrows to show that the plans will work together to achieve the campus’s mission through college action plans that implement steps to achieve the Gateway for Greatness Strategic Plan.

Figure 2.D.1



One example of the links between the campus and college plans is the means for addressing faculty resources. At the time that the previous Action Plan went into effect in fall 2004, there were 289 tenured/tenure-track faculty members. As a result of the Action Plan, by fall 2007, the university increased to 327 tenured/tenure-track faculty members.<sup>13</sup> Looking ahead, because of stable enrollments and structural deficits in various academic colleges, the Gateway for Greatness plan of 2008 calls for the academic units to develop plans within existing budgets to ensure that faculty composition (e.g., tenure status, specialization, rank, and ethnicity/gender diversity) is appropriate for meeting the unit's teaching and research goals. Each college is developing an individual action plan based on its unique needs.

#### **FULFILLMENT OF CORE COMPONENT 2D**

UMSL's planning activities include a wide array of efforts that support the mission—from physical plant, curriculum, community relations, student life, and economic development to administrative structures, all in alignment with the campus's mission. Campus planning activities as a whole and within university units further enhance the mission and provide greater opportunities for the campus to fulfill its mission. Assessment is playing a central role in our planning, linking vision to quality enhancements.

#### **SUMMARY OF CRITERION TWO: UMSL PREPARES FOR THE FUTURE**

Although the university continues to confront limited state funding, in recent years the University of Missouri System administration has supported legislation that provides additional funding to UMSL. The campus has dedicated a portion of new funding to scholarships to help students face increases in tuition and, thereby, increase enrollment, with the remainder covering needs across campus. A new enrollment management plan will maintain our tuition income, and the new campus emphasis on development is expected to fill some fiscal gaps.

A key to the university's healthy future is to continue developing the assessment plans so that resource decisions are based on strategic plans, five-year and annual quality reviews, and subsequent improvements and efficiencies. The strong support of faculty and the dedication of administrators to this model provide the leadership to collect, analyze, and apply information not only to improve student learning, but also to achieve operational efficiencies. In this way, the campus meets the Higher Learning Commission's Statement on Assessment of Student Learning, "Faculty members, with meaningful input from students and strong support from the administration and governing board, should have the fundamental role in developing and sustaining systematic assessment of student learning."<sup>14</sup> Our strong assessment and strategic planning processes are designed to allow the campus to adjust to future economic and societal trends.

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Number Title of Work Cited for Criterion 2

1	Broadening Graduate Education
2	Eduventures Regional Demand
3	Advancement Update 6-08
4	What the Campus is Saying About Assessment at UM-St. Louis
5	Annual Report Template 2007
6	Partners Survey
7	Touhill Operating Budget FY 08
8	Touhill Usage Report
9	Student Affairs Assessments 07
10	School of Social Work Annual Report
11	Annual Report Optometry 2007
12	Honors College Annual Report 2007
13	Action Plan 2007 post Budget and Planning
14	HLC Statement on Assessment of Student Learning

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acknowledgements

University of Missouri–St. Louis

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### Criterion Three

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The University of Missouri-St. Louis has made great strides since the last reaccreditation review to bring teaching and learning to the forefront of conversations on campus quality initiatives. We have invested considerably in professional development and technology to enhance support for faculty as well as in direct services to students. Evidence of fulfillment of this criterion documents how learning outcomes for academic programs drive our assessment methodologies; how our support for teaching demonstrates that learning is a shared value among university administration, faculty, and students; and how we have created effective formal and informal learning environments. All of this promotes students' chances for academic success.

*Core Component 3A. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

#### OVERVIEW

The campus has made rapid progress in recent years in systematizing the assessment of learning outcomes. For example, when the University of Missouri System's five-year review process started in 2001, programs with specialized accreditation were omitted from UMSL's review cycle because they had a long history of documenting achievement of standards to peer reviewers in their disciplines. To address the resulting assessment disparities, the new provost added accredited programs to

the five-year review cycle. The most dramatic changes at UMSL however, occurred in programs without specialized accreditation or certification since most faculty in those programs were unfamiliar with national trends in outcomes assessment.

In this Core Component, we add to the assessment information in Core Component 2C by describing the variety of processes used to develop learning outcomes and assessment practices within each college. We document that at UMSL, assessment is not an end in itself but instead, in line with our research mission, a mechanism to gather information for program revisions that enhance student learning. This Core Component offers examples of curricular and instructional changes derived from assessment data as evidence that our learning outcomes make effective assessment possible.

## DEVELOPMENT OF LEARNING OUTCOMES AND ASSESSMENTS

### Faculty Leadership

One of the most significant changes since the last reaccreditation self-study was the design of learning outcomes for all programs. Faculty took the leadership to achieve this through governance and departmental activities. The change formally started with the 2004-08 Action Plan goal to increase the percentage of programs with learning outcomes. At the time the Action Plan was introduced, 16 percent of programs had learning goals; by 2008, this had increased to 100 percent.

The change was possible because of an active Faculty Senate Committee on Assessment of Educational Outcomes. In AY 2006, after benchmarking peer universities and attending assessment conferences, the committee determined that UMSL was lagging behind our peer institutions in assessment practices. The committee made specific recommendations in its annual report, including forming a new implementation and oversight committee

in Academic Affairs with unit assessment coordinators serving as permanent members and a new assessment coordinator. The committee continued its discussions into 2007, recommending that (a) assessment be integrated into revisions of general education, (b) a formal plan for incorporating standardized test data into programs be developed, and (c) course-embedded assessments be designed for general education. Continuing and new members of the committee have maintained an active role in determining assessment policies. For example, during AY 2008, the committee redesigned the campuswide course evaluation items described below.

By fall 2007, a faculty survey confirmed that assessment of learning outcomes had migrated beyond professionally accredited programs. For example, 98 percent (189/193) of faculty respondents either agreed or strongly agreed with the statement “I consider the program goals in my academic area when I design my courses.” Furthermore, 89 percent of faculty respondents (159/179) agreed with the statement “My program area uses student assessment results to enhance the program.” These survey responses confirm that UMSL faculty value assessment,<sup>1</sup> as do their responses to the provost’s requests for documentation of each program’s learning outcomes and assessment plan described in the next section.

### Administrative Leadership

Since 2000, the Center for Teaching and Learning has played a leadership role in the development of learning outcomes through faculty support initiatives. The CTL director improved the assessment process through annual updates to the five year program review guidelines and the selection of both external reviewers, who offer viable suggestions about outcomes assessment in their disciplines, and campus review teams familiar with national assessment trends.

In 2005, with increasing campus interest in learning outcomes and assessment practices, the provost requested that each dean oversee the collection of assessment documents with evidence of the following:

- Departmental development of learning outcomes for all degree programs.
- Ways the required curriculum contributes to achieving the expected outcomes, and
- Evaluation and assessment measures used.

As described in Core Component 2C, to promote institutionalization of the collection of program revision information, in AY 2007, Academic Affairs modified the format for annual departmental reports to include a section on student learning to address the following: (a) Summarize evidence that this year's graduates from each program have met the learning outcomes, and (b) How did faculty use program or course-level assessment data or teaching evaluation (including midterm) data and National Assessment of Student Engagement results to change their courses?

### ASSESSMENT IN THE COLLEGES

As a result of this institutionalization, data are now the principal drivers for program improvement across campus. Colleges rely on faculty expertise in each discipline to define learning goals for all programs. Although each college has tailored its assessment approach to suit the nature of its discipline, all assessment plans document the use of multiple measures. All units with graduate programs report differentiating the curriculum to require more academic rigor of graduate students.

Reported direct measures of student learning include standardized tests, comprehensive exams, term papers and presentations, lab reports, traditional and electronic portfolios of student work, performance in capstone courses, video resumes, auditions, recitals, and assessment of fieldwork.

Programs with licensing refer to their professional examinations for program quality data. The large number of performance measures reflects the campus's goal of providing a quality education while fulfilling our mission of educating St. Louis. All programs also rely on indirect measures, which include course evaluations, senior and alumni surveys, field supervisor surveys and informal feedback, graduate placements, student awards, retention and graduation rates, and five-year program reviews.

All colleges report modifying their programs and practices based on assessment data. Such alterations included modifying course content, the addition or deletion of courses, changes in course sequencing, changes in degree program requirements, the addition of new degree programs, and changes in advising procedures.

Most colleges and departments have curriculum committees charged with reviewing assessment results. Academic unit heads (e.g., chairs, directors, or coordinators) also take responsibility for overseeing the total quality improvement process, particularly the quality of instruction. Colleges also hold focused meetings to address curriculum and share assessment information with alumni or review boards.

In the following section, the progress made with assessment of student learning is summarized for each college.

### College of Arts and Science

Faculty within the College of Arts and Sciences are developing a culture of assessment, as evidenced by their active participation in the development of learning outcomes and assessment plans. Each department's faculty committees address issues related to learning outcomes, assessment, and curricular changes. Department chairs or program directors routinely review all syllabi to ensure that course content, assignments, grading rubrics, and outcomes are clearly stated and aligned with the unit's stated learning objectives. All CAS degree programs now have student-learning outcomes,

and despite few professionally accredited programs, each unit differentiates the learning outcomes for undergraduate and graduate studies.

CAS programs that are assessed by external professional organizations receive favorable reviews. The American Psychological Association accredits the Ph.D. program in clinical psychology, for example. The recent reaccreditation review noted that the program's assessment strategies are comprehensive, clearly link to goals and objectives, and play a significant role in program improvement. Faculty in psychology applied their experience with APA accreditation to other programs in the department.

Similarly, because of the American Chemical Society Committee on Professional Training's certification of the Bachelor of Science in Chemistry, faculty pay close attention not only to the assessment of undergraduates, but also to that of graduate students. At a meeting of the graduate program directors, for example, the graduate director of chemistry shared chemistry's assessment practices in the Ph.D. program.

Faculty rely on assessment data to improve student learning, as evidenced by the following highlights from recent annual reports:<sup>2, 3</sup>

- Enhancing undergraduate instruction with technology, including personal response systems ("clickers") in introductory biology, chemistry and biochemistry, and mathematics classes;
- Increasing rigor through graded homework and additional writing assignments in English, economics, and history;
- Increasing the stakes of standardized examinations in English, psychology, and chemistry and biochemistry;
- Improving the teaching of upper level and/or graduate classes after needs assessments in economics and mathematics.

As CAS faculty apply their research skills to analyses of their teaching, they have developed thoughtful assessment practices. CAS departments are committed to assessing student learning and engaging in continuous improvement.

### School of Social Work

The Council on Social Work Education accredits the Bachelor of Social Work and Master of Social Work. Both programs' goals closely align with the social work mission, and their learning objectives follow from the goals. The objectives provide a guideline for course content, practicum learning objectives, and practicum and course assessment.

Similar to other programs in CAS, the school has a faculty assessment committee that reviews the assessment plan and revises it as necessary. As a result of assessment data, faculty have revised the curriculum and their syllabi, and students and part-time faculty members now receive more guidance in developing and applying assessment tools.<sup>4</sup>

Social work field placement supervisors, alumni, and community advisory boards provide qualitative information on student learning and effective practice skills. These groups also update faculty on changes in the profession that affect curricular content or expectations in field placements. Alumni are now conducting workshops on licensing examinations to improve graduates' pass rate.

Because of social work faculty members' experience with professional accreditation, their programs serve as models of curriculum and assessment alignment. As a result, the school plays a leadership role on the provost's Academic Assessment and Planning Committee.

### College of Business Administration

The Association to Advance Collegiate Schools of Business accredits all programs within the College of Business Administration. AACSB accreditation of the college's accounting programs puts the CBA in the top 10 percent of business schools in the country.<sup>5</sup>

For its 2006 AACSB site visit, CBA faculty articulated learning outcomes to reflect the college's mission and to distinguish each degree and emphasis area. CBA's Undergraduate Studies Committee analyzed the curriculum and benchmarked it against three comparator programs. Through that process and related work in the college, faculty developed 14 learning goals and matched each emphasis area's core course outcomes to class content derived from the curriculum. All of the six functional areas (accounting, finance, marketing, management, logistics and operations, and information systems) align the outcomes and assessments to all classes.

As a result of the benchmarking, the college developed an assessment process using embedded assessment, tying content of the undergraduate and graduate courses to content keys.<sup>6</sup> In addition to a broad range of direct and indirect measures to gauge student learning and the programs' effectiveness, seniors in the capstone course all complete the National Survey of Student Engagement each spring.

In response to assessment results, faculty implemented a major revision in the undergraduate application process to increase the caliber of students in business administration programs. Beginning in fall 2009, students must formally apply for admission to CBA; admission requirements include a campus GPA of 2.5, completion of a preadmission cluster of nine courses with a GPA above 2.0, and no grades below C-.

As these examples illustrate, CBA faculty draw on results from their assessment of learning outcomes for program improvements. No longer do faculty merely comply with AACSB requirements; instead they have advanced a robust assessment plan for the college.

### College of Education

The College of Education's mission and vision and its accrediting bodies drive the college's assessment practices. The National Council for the Accreditation of Teacher Education and the Missouri Department of Elementary and Secondary Education accredit teacher and administrator preparation programs. The Council on Accreditation for Counseling and Related Educational Programs accredits school counseling, community counseling, and career counseling programs. The new Educational Specialist Degree in School Psychology is preparing for a review by the National Association of School Psychologists.

COE graduates have an excellent record on various licensure examinations.<sup>7</sup> All students recommended for certification or licensing have passed the Praxis examination in their field for initial teacher preparation, school psychology, and school counseling; community counseling and educational administration graduates consistently meet, and usually exceed, the mean on national licensure exams. Importantly, results from employer surveys are consistently favorable regarding the overall quality of our teacher candidates.

One recent change based on assessment results is a required placement in a metropolitan school setting so UMSL students can begin to interact with pupils and experienced teachers in their earliest teacher preparation classes. As students progress through the program, increasingly more demanding field experiences, internships, and student teaching assignments are required. Another curricular enhancement is systematically infusing technology into the program, using "smart" classrooms, computer labs,

and MyGateway. Field placements are then focused at school sites that offer technologically advanced, interactive environments. Faculty continue to collect data on the efficacy of these changes to report during the next NCATE review in AY 2010.

COE faculty invest considerable time redesigning undergraduate and graduate programs, reflecting continuing efforts to stay on the leading edge in educator preparation. Faculty are attentive to student needs and provide evidence that their students are prepared for licensing examinations and careers.

### College of Fine Arts and Communication

Programs in the College of Fine Arts and Communication have distinctive learning outcomes and assessments that reflect trends in the disciplines. For example, art history students apply specific methodologies in their analyses of works of art while studio art students focus on theory, methods, and practice. Communication's outcomes relate to the communication process and the influence of contextual factors, culture, and channel characteristics on those processes. A required internship is the capstone experience in which faculty and an on-site supervisor evaluate each student's competencies. Media studies faculty measure outcomes related to interpretation and analytical skills through writing and production of mediated texts. Theatre and dance outcomes are associated with knowledge as well as performance. Because the National Association of Schools of Music accredits UMSL's music programs, performance is a key requirement of all music programs.

Since the college was created and started offering classes in 2002, faculty have revised the curriculum on the basis of assessment data.<sup>8</sup> For example, to improve the quality of recitals, the music department began requiring a prerecital approval hearing to certify each student's readiness for a public

performance. In 2004, in response to student demand, faculty reinstated the theatre emphasis area within the communication department, created a new Bachelor of Art in Theatre and Dance, and then moved the new program from the Department of Communication to the new Department of Theatre, Dance, and Media Studies; the Bachelor of Science in Media Studies was approved in AY 2007.

COFAC offers the campus several models of performance outcomes and assessments, even in fields normally considered outside the performing arts, such as communication. The college's many links to the regional arts and media communities provides means for externally validating student learning.

### Pierre Laclède Honors College

The program of the Pierre Laclède Honors College incorporates general education classes, interdisciplinary junior-level seminars with rigorous writing requirements, and an independent study or research internship. Honors students maintain a writing portfolio, which opens with two essays; students add sample essays derived from classes before completing the portfolio in the capstone course.

Faculty developed an honors rubric to measure portfolio outcomes, and resulting assessment data guide faculty in seminar planning.<sup>9</sup> The college also holds midsemester evaluations, asking each instructor to evaluate students' work, performance, and participation after eight weeks. In their end-of-term course evaluations, students assess not only the instructor and the course, but also their own work and contributions to the seminar. Students participate in random exit interviews and written survey questions, and the campus oversamples honors college students when administering the National Survey of Student Engagement for the college's use in quality improvement.

The Honors College assesses the program as a whole by grading random samples of student essays. Collected data chart the improvement of students' writing, individually and collectively. A recent holistic grading of portfolio samples showed that students demonstrated a marked improvement in depth and development of support for the central purpose of the writing assignments.<sup>10</sup>

The Honors College is an ideal unit for studying innovative assessment strategies. The size of the college, its link to the campus's mission, its emphasis on writing, and the number of disciplines included all provide a model site for exploring the use of portfolio assessment in other units.

### College of Nursing

The Commission on Collegiate Nursing Education accredits the Bachelor of Science in Nursing and Master of Science in Nursing, and the Missouri State Board of Nursing approves UMSL's baccalaureate program. Currently, doctoral programs are not included in professional accreditation, but faculty review the Ph.D. and Doctor of Nursing Practice against benchmarks from the American Association of Colleges of Nursing. The D.N.P. will be reviewed for initial CCNE accreditation in fall 2010.

College of Nursing faculty evaluate the extent to which the curriculum reflects current standards in nursing practice through indirect measures and by benchmarking licensure pass rates. For the past six years, UMSL's B.S.N. graduates' first-time pass rates on the national licensure examination, NCLEX-RN®, have exceeded 90 percent, greater than state and national averages.<sup>11, 12</sup> Because the pass rates for the adult nurse practitioner and family nurse practitioner graduates have varied, in 2007 faculty adopted a standardized pre-examination to identify areas that needed remediation.

Learning outcomes for the M.S.N. and post-M.S.N. certificate programs represent specialty practice built upon the B.S.N. foundation and incorporate research through evidence-based practice. Faculty revised the Ph.D. curriculum in AY 2007 so that learning outcomes focus on the skills necessary to initiate successful research programs and become productive nurse scientists.

CON faculty, both tenure- and non-tenure-track, take an active role in the college's evaluation plan, reviewing outcomes and planning curricula based on assessment, as well as professional benchmarking. Accreditation requirements and best practices guide the faculty as they continually improve the degree programs.

### College of Optometry

The Accreditation Council on Optometric Education accredits the Doctor of Optometry program in the College of Optometry. Faculty in COO have responded to their accreditation standards by establishing competencies in six domains of knowledge and practice. Students are assessed throughout the program for continuing credentialing and privileging through traditional direct measures such as tests and direct supervised clinical work as well as monthly grand rounds and patient-encounter evaluations.

The National Board of Examiners in Optometry examination is required for licensure and also serves as an external measure of the curricular experience. As a result of recent revisions to the curriculum and new admission requirements, UMSL students' first-time Part I pass rate on the NBEO has steadily increased over the past five years and now exceeds the national average.<sup>13, 14</sup>

In AY 2007, faculty implemented several curricular changes based on assessment data, including changing the type of in-class activities and the presentation of material in two courses, increasing learner-centered activities

across the curriculum, and offering more opportunities to practice optometry at community health centers.

Master's and Ph.D. programs in vision science are not included in ACOE accreditation. Faculty have recently begun to revise the graduate curriculum based on new learning outcomes, but no data are yet available.

Optometry tenure-track and clinical faculty have designed a program that prepares optometric students to assume more responsibility for patient care as they gain greater knowledge and experience. Successful patient care provides a natural outcome that corresponds to accreditation standards.

#### University of Missouri-St. Louis/Washington University Joint Engineering Program

The 2006 reaccreditation of the joint engineering program from the Accreditation Commission of the Accreditation Board for Engineering and Technology was significant because of the unique nature of the program. The University of Missouri-St. Louis/Washington University Joint Engineering Program is a public-private partnership intended to serve predominantly nontraditional students who are place-bound. In the partnership, UMSL is responsible for the pre-engineering and nonengineering coursework, and Washington University provides engineering courses from their ABET-accredited program.

The outcomes of the three programs, civil, mechanical, and electrical engineering, align with the 10 ABET criteria. For program enhancement data, faculty analyze themes of students' comments during exit interviews and external advisory board feedback and evaluate courses every two years using compiled samples of student work.

To respond to shortcomings identified during the 2001 ABET visit, faculty now assess student preparation in lower division math and science coursework and provide feedback to UMSL departments and feeder institutions.

Civil engineering faculty created a superior new course to replace an inadequate course in construction management, and the mechanical engineering program added more tutors and remedial help sessions.

As on most campuses, the ABET review makes student assessment a top priority for engineering faculty. The joint engineering program is very attentive to aligning learning outcomes with overall program assessments and quality enhancements to assure the success of UMSL students and maintain professional accreditation on both campuses.

### The Graduate School

The Graduate School is the administrative unit for graduate faculty and implements policies faculty establish for quality control of all graduate programs. Faculty representatives on the Graduate Council develop policies guiding graduate programming and review all graduate curricular proposals prior to Faculty Senate review. Each graduate program must have a director who approves all GS forms—from admission to graduation—before sending them to the graduate dean for review and approval. GS staff then assure that each individual who applies for graduation has met the distinctive requirements of the specific program.

One mission of the GS is to promote interdisciplinary programs. Successful ventures have included the Master of Public Policy Administration and Master of Science in Gerontology. When those programs become viable, they may move to an academic home, as gerontology did in AY 2007. Since interdisciplinary undergraduate programs may need a home in a non-discipline-specific college, the Bachelor of Interdisciplinary Studies moved to the Graduate School when its original home, the Evening College, closed.

The accreditation guidelines of the National Association of Schools of Public Affairs and Administration guide the M.P.P.A. Program outcomes require graduates to analyze substantive public policy problems and/or potential

solutions using sophisticated qualitative and quantitative analytic tools, and each outcome is tied to specific assessments as students progress through the program.<sup>15</sup>

Given its track record of collaborating across campus, the Graduate School is in a unique position to foster conversations about quality graduate programs. Monthly meetings with graduate program directors provide a venue for such discussions.

### CAPSTONE ASSESSMENTS

As mentioned above and in Core Component 2C, most programs rely on capstone measures. Biology, criminology and criminal justice, chemistry and biochemistry, English, mathematics and computer science, physics and astronomy, psychology, sociology, music, and business administration use the Major Field Achievement Test to assess undergraduate degree programs; faculty review MFAT outcome data longitudinally from the Institutional Research Office and by semester from the testing office.<sup>16</sup>

Many programs are now reconsidering the utility of the MFAT. Some faculty find it appealing because the subscores correspond to subdisciplines in the undergraduate curriculum and because it is perceived as an unbiased external measure of the program's quality. Others, however, question its reliability and validity when students do not take the test seriously or when few students take it. In an effort to increase student motivation, psychology faculty now factor the score into the grades students receive in the capstone course. Chemistry faculty alert their students that MFAT scores are shared with faculty advisors and may affect their letters of recommendation. Chemistry scores increased in winter semesters 2007 and 2008; however, due to the small number taking the test, additional years of data will be required to affirm the effectiveness of this strategy.

Issues of reliability and validity prompted some programs to identify alternate measures of student learning. Economics faculty, for example, drafted their own exit exam, and biochemistry and biotechnology faculty now use a different standardized exit exam, the Area Concentration Achievement Test.

Graduate students are assessed through a variety of capstone experiences, which vary considerably from program to program. Examples are final research projects, comprehensive examinations, and exit projects such as a thesis.<sup>17</sup> Graduate School policies require that all doctoral programs assess students' ability to do independent research.<sup>18</sup> While the dissertation is the capstone experience, all doctoral programs also require comprehensive examinations at a formative point in the program.<sup>19</sup>

## COURSE AND INSTRUCTOR ASSESSMENT

Missouri Senate Bill 389, passed in summer 2007, requires public universities to post course-evaluation results for all faculty beginning in August 2009. The provost charged the Faculty Senate assessment committee with determining common items to administer across campus with the departments' course evaluation. For greater discussion about the items, the Faculty Senate Academic Advisory Committee reviewed the assessment committee's proposed items before the full Faculty Senate approved them in April 2008.

The items, which mirror the National Survey of Student Engagement, are answered in a five-point Likert scale:

1. The syllabus clearly expressed the goals, expectations, and the nature of the course.
2. The instructor of this course has given me adequate ways to contact him or her, via email, phone, discussion board, office hours, or appointment time.

3. The course required that I come to class ready and prepared.
4. The instructor provided timely and useful feedback on my academic performance during the semester.
5. This course expanded my analytical thinking, my technical skills, my creativity, my knowledge, and/or my competence.

### ASSESSMENT OF LEARNING OUTCOMES AT UMSL

The progress made to date toward designing measurable learning outcomes was accomplished with a great deal of faculty effort and administrators' creative use of resources. Some faculty were adept at aligning learning outcomes, curricula, and assessments due to their experience with specialized accreditations. As might be expected, the quality of these efforts is somewhat uneven across campus, but the growing level of interest and activity is encouraging.

The UM System's focus on administrative leanness originally posed some concerns about resources for centralized stewardship of assessment, as the Faculty Senate's Committee on Assessment of Educational Outcomes annual reports document. Despite a lack of central oversight of assessment practices, however, it is clear that all programs have made significant progress. The Academic Affairs assessment Web site holds a centralized resource of assessment plans accessible to faculty, and data are posted on the institutional research Web site for departments' easy access. To communicate learning outcomes to students, Academic Affairs requested that all programs add learning outcomes to the *Bulletin* during its revision for AY 2009.

With this foundation, a bright future is predicted for UMSL's focus on learning. We expect the provost's new Academic Assessment and Planning Committee and interim assessment coordinator to sustain the positive momentum, bring some central oversight to the activities, and provide feedback to faculty, many of whom are novices in such approaches to

curricular design. As additional faculty gain an understanding of the role of assessment, quality improvement of student learning at UMSL is secure.

### FULFILLMENT OF CORE COMPONENT 3A

UMSL fulfills Core Component 3A through faculty efforts in governance and program development and through Academic Affairs' initiatives. Five-year program reviews and departmental annual reports provide evidence that faculty are considering assessment results as they revise the curriculum. The extent to which learning outcomes are focused and consistently assessed varies among colleges and programs. Faculty in colleges that offer professional degrees and accredited programs clearly comprehend the importance of and rely upon learning outcomes to guide assessment strategies and resulting programmatic changes, and their colleagues in other programs are following suit. Faculty are also reconsidering the role of standardized exit exams, with some programs finding new value and relevance in their results and others considering alternative methods, including building program assessment measures into capstone courses. The Office of Institutional Research has improved its capacity for analyzing and reporting assessment data to better support faculty in their program revisions. With the major strides accomplished in analyzing assessment data and the strong commitment of the faculty to continually improving academic programs, prospects for development of this criterion are promising, particularly given the specification of a goal in the Gateway for Greatness Strategic Plan (Core Component 2A) for all programs to implement an assessment plan.

*Core Component 3B. The organization values and supports effective teaching.*

UMSL has the advantages of a diverse student body, a research environment, and a vibrant urban setting, all of which influence our teaching. The campus requires all faculty to be effective teachers and allocates significant resources

to support teaching. We also reward faculty for their accomplishments in teaching. Campuswide supports for effective teaching are summarized in this Core Component.

## CAMPUS SUPPORT FOR FACULTY

### Center for Teaching and Learning

Established within Academic Affairs in 2000, the Center for Teaching and Learning sponsors professional development for faculty, graduate students, and academic leaders. Over the years, the number of CTL events and attendance at them has grown significantly, and CTL's impact is clear. Since the CTL began offering full-time and part-time faculty orientations, faculty have become more aware of academic policies and university resources.<sup>20</sup>

The CTL engages broad constituencies to support effective teaching. For instance, in addition to extensive faculty professional development, CTL developed a noncredit Certificate in University Teaching for graduate teaching assistants and pioneered sessions for undergraduate peer tutors. Besides its own extensive programming, the CTL administers UM System programs that support effective teaching, including the New Faculty Teaching Scholars, a year-long program for early career faculty. The CTL will also become the campus coordinator of Harvard University's Collaborative on Academic Careers, which the UM System recently adopted. Clearly, even with a short history and limited resources, as the external reviewer found during CTL's five-year review, the center is positioned to continue to enhance the quality of teaching at UMSL.<sup>21</sup>

### Information Technology Services

Similar to the CTL, Information Technology Services is committed to quality through collaboration and assessment. ITS and the CTL have sponsored several Provost's Forums on Teaching and Technology. Attended by faculty, staff, and students, these events create an opportunity for constituents to discuss the uses of technology to improve teaching and learning,

contemplate the most promising investments in technology, and share ideas about best practices. In addition to such services, ITS has made major contributions to teaching through two key components — the Faculty Resource Center and MyGateway.

### Faculty Resource Center

Since the earliest days of synchronous distance education, UMSL's Faculty Resource Center has helped faculty take advantage of the campus's significant technology investment. FRC resources help faculty use technology to increase communication, engage students, and keep them on track in their courses. The FRC Web site makes available a thorough faculty/staff technology guide that describes how to access the wide variety of resources available through ITS.

### MyGateway

One of the most important examples of the value the university places on student learning is MyGateway, the customized version of the Blackboard course management software system introduced in fall 2000. New capabilities are added with successive versions of the software; the addition in fall 2008 of the plagiarism-detection module, for example, is expected to provide another significant tool for faculty. MyGateway, as its name implies, provides students direct access to their course materials, email, grades, degree audit report, registration, and student account.

The fact that all courses are available through MyGateway is changing the way faculty conduct their classes, as evidenced by the annual increases in the use of features such as online grade books and discussion boards. The dramatic increase in MyGateway usage is summarized in Table 3.B.1.<sup>22</sup>

	2005	2008
Courses using MyGateway	Over 1,200	Over 2,000
Maximum number hits per day on MyGateway	1.4 million	4.8 million

In 2005, MyGateway was evaluated through a survey of a random sample of 1,107 students and faculty in five percent (54) of both fall and winter semester's courses, which were divided into categories of high and low use of MyGateway based on daily frequency of instructor access and student usage. The results showed that in high-use courses, student engagement and intent to take additional courses and complete their degree programs increased. Students in high-use courses were statistically significantly ( $p < .001$ ) more likely to spend time studying, engage in online discussions, receive instructor feedback, and agree that they were satisfied with the course. They communicated with other students in the course and worked in online and face-to-face groups significantly more. Students reported benefiting from immediate access to grades and other course information, the ability to communicate with instructors and classmates, and the convenience and organization of course material.<sup>23</sup>

Each semester, surveys of faculty and student usage and satisfaction continue to confirm these results and provide a longitudinal record of MyGateway's contribution to student learning, recruitment, and retention.<sup>24</sup>

### Technology in Teaching Grants

Since 2005, ITS has offered annual competitive awards, Innovation Grants for Integrating Technology in Teaching and Learning, totaling \$20,000, that provide up to \$4,000 each to help faculty develop new ways to use technology. Projects have included developing discussions on modernizing history, creating online music education libraries in MyGateway, and using personal digital assistants and classroom observation software.

### Midsemester Course Feedback and Academic Alert System

Two midsemester review systems, collaboratively designed by the CTL, ITS, and Student Affairs, also document the university's support for effective teaching. Both provide faculty with user-friendly mechanisms to evaluate student progress during the semester. The voluntary Midsemester Feedback

System, implemented through MyGateway, solicits student feedback on the course so that instructors can make adjustments to their teaching during the remaining half of the semester. The program was initiated in winter 2004 with 265 registered courses. By winter 2008, the number of registered courses increased to 760.

The Academic Alert System, originally called Early Alert, provides an online form where faculty may identify students' areas of weakness, especially during the first crucial weeks of each semester. The Center for Student Success receives the forms and contacts students to offer guidance, referrals, and specially designed programs. The use of the Academic Alert System has increased since inception, and it continues to be an effective tool to support student learning, as documented in Core Component 3D.

### Support for Online Teaching

The Dean of Continuing Education designed the latest initiative for supporting faculty in their teaching. CE's instructional designer for distance education, in collaboration with the CTL and ITS, started the Online Development Institute in summer 2008 with 17 faculty participants (and eight on a waiting list). In weekly hands-on sessions, faculty applied approaches for effective online teaching. More about the project is included in the Change Request for Online Programs.

### REWARDS FOR TEACHING

Barriers to change in higher education typically hinge on the misalignment between new expectations and traditional reward systems. Higher education's recent focus on student learning is such an area. Although UMSL has some advantages in that respect because of UM System promotion and tenure criteria, faculty and administrators have made additional inroads in matching available rewards to new expectations, as this section documents.

### Faculty Teaching Awards

The UM System's distinguished Presidential Award for Outstanding Teaching recognizes a single faculty member for outstanding teaching over a career 10 years or longer at a University of Missouri campus. A UMSL faculty member in the Department of Biology won the first of these awards in 1991, and two others, one in the Department of Art and Art History and the other in the Department of Music, have won since then, most recently in 2007.<sup>25</sup>

The Faculty Senate Committee on Faculty Teaching and Service Awards has responsibility for several awards, including the Chancellor's Award for Excellence in Teaching, the Chancellor's Award for Excellence to a Non-Tenure-Track Faculty Member, the Chancellor's Award for Excellence in Research and Creativity, the Gerald and Deanne Gitner Excellence in Teaching Award, and the Emerson Excellence in Teaching Award. The committee also reviews nominations for the UM System President's Award for Outstanding Teaching and collaborates with the Faculty Senate Committee on Research for the UM System's most prestigious award, the Thomas Jefferson Award.

Within the past five years, the committee has made a number of changes in committee membership and criteria for the campus awards to emphasize student learning and support excellent teaching.<sup>26</sup> For example, the committee recommended reducing the disparity of the cash value between the awards to non-tenure-track faculty (\$1,000) and those going to tenure-track faculty (\$5,000). This was subsequently approved, making the value of the non-tenure-track awards one-half that of the awards to tenure-track faculty, or \$2,500. The committee also revised the award criteria to request specific evidence of contributions to student learning.

Many colleges and departments also give awards that acknowledge outstanding teaching. Within the College of Fine Arts and Communication, the Faculty Excellence Award is given to a faculty member who epitomizes

excellence in teaching, research/creative activity, and service, and the Student Service Award recognizes a faculty or staff member who provides excellent service to COFAC students. The College of Education annually gives an Outstanding Faculty Award to tenure-track and non-tenure-track faculty in each division. The College of Arts and Sciences recognizes a lecturer each year with the College of Arts and Sciences Lecturer of the Year Award. The College of Business Administration instituted the Anheuser-Busch Excellence in Teaching Award. The CTL's annual recognition of graduate students who have won departmental teaching awards has resulted in more departments instituting awards for their teaching assistants.

### Expectations of Good Teaching in Faculty Reviews

The UM System expects faculty to document good teaching during reviews for tenure, promotion, and post-tenure. The policies explicitly consider teaching effectiveness equivalent to research in faculty performance reviews. The same standards for promotion are held for all four UM campuses and are included in the University of Missouri *Collected Rules and Regulations*. Although in practice more faculty have failed tenure reviews for lack of research productivity than for poor teaching, the self-study found increasing attention to teaching over the last five years. For example, newer faculty are more likely to attend sessions on effective teaching than their senior colleagues, perhaps because newer faculty are more aware of a need to be informed about best practices in teaching than those who started their careers before faculty professional development was available on campus.

Recently, as a result of faculty governance, the UM System issued policies that require departments to specify promotion criteria for full-time non-tenure-track faculty. As a result, renewal of contracts of non-tenure-track

faculty hired exclusively for teaching depend on effective teaching. Most departmental guidelines rely heavily on course evaluations and other teaching data to evaluate teaching professors at all ranks, and university support and services are available to aid faculty to achieve success.

### FULFILLMENT OF CORE COMPONENT 3B

UMSL's commitment to effective teaching is evident in our investment of considerable human and technological resources to enhance teaching and learning, particularly through Information Technology Services and the Center for Teaching and Learning. These organizations collaborate to support innovative uses of technology in teaching and invite external consultants to share how other research universities are enhancing teaching. These resources, however, are not as noticeable to students as is MyGateway. Students complain when faculty don't take advantage of MyGateway, thereby motivating more faculty to use more enhanced tools to engage our diverse students in learning. Now that the user-friendly Academic Alert is available, more faculty are notifying the Center for Student Success about under-achieving students, demonstrating our shared responsibility for student learning across campus. Seeking input from students about faculty members and graduate teaching assistants' teaching effectiveness at midterm as well as during end-of-course evaluations allows faculty to make corrections midcourse so that both students and faculty are more satisfied with their course experiences. To recognize the value of effective teaching and motivate more attention to student learning, a faculty reward structure is in place.

*Core Component 3C. The organization creates effective learning environments.*

UMSL has created effective learning environments, both across campus and off campus. In addition to intellectually stimulating environments, UMSL's dedicated grounds, custodial, other Facilities Services, and Accounting

Services staff have created a beautiful, safe, and well-functioning campus that provides an inspirational learning environment for students, employees, and visitors. This section begins with the vital role that the libraries and technology services play in creating effective learning environments and then offers examples of effective environments created through our commitment to shared responsibility for student learning. In contrast to Core Components 3B (teaching support) and 3D (student services), this Core Component provides evidence of our commitment to outstanding physical and virtual environments that promote learning.

## CAMPUSWIDE LEARNING ENVIRONMENTS

### University of Missouri-St. Louis Libraries

The UMSL libraries have long recognized that collaboration is the best means to overcome resource limitations, as well as to serve the greatest number of stakeholders. Two significant examples have proven successful throughout the time period of this self-study, 1999 to 2008.

Since 1998, the libraries' staff have collaborated within the UM System and also have been a founding member of the 68-member MOBIUS Consortium of academic libraries across the state of Missouri. The MOBIUS Consortium makes available a combined collection of over 20 million books to its members. Faculty, staff, and students can request books directly using the MOBIUS online catalog, as well as check out materials in person at any member library.

The St. Louis Mercantile Library, which moved to campus in 1998, contains the John W. Barriger III Railroad Library and has long been considered one of the premier cultural institutions in the Midwest.<sup>27</sup> This collaboration of old (the Mercantile was founded in 1846) and new (UMSL was founded in 1963) has made an array of unique resources available to the UMSL community and has broadened the population of stakeholders for both institutions.

The libraries also have a long history of collaborating with UMSL's Information Technology Services. In 2001, the first Library Research Commons, consisting of 60 networked computers, was opened in the Thomas Jefferson Library. A similar facility was opened in 2004 in the Ward Barnes Library on the South Campus. Research assistance from a reference librarian and technical assistance from ITS staff are available within each facility. Because the libraries also allow access to the physical collection of reference works, circulating books, and bound journals; patrons are able to use the most appropriate resource, whether online or in print.

UMSL has benefited from the UM System's collaborative purchases on behalf of all institutions. As an individual institution, it would not be possible to purchase the 173 databases and 28,000 unique full-text online publications to which library users now have access. In the most recent fiscal year, library users downloaded a total of 611,160 articles, which would cost over \$9 million if requested using traditional interlibrary loan methods.

Collaboration within the campus community is best exemplified by a recent requirement to cut periodical subscriptions by 29 percent, due to inflationary pressures. As a resource for faculty to decide which specific titles to cut, library staff created a database of periodical subscriptions that included data for each title on price, inflationary increases over the past five years, citation impact factors, actual library usage, cost per use, availability in online form, and ownership of the title by other campuses. The campus was engaged in that project during the libraries' five-year review in fall 2006. The faculty review team noted that the AY 2006 spending per FTE for UMSL libraries was less than on all other UM campuses, and the number of FTE students per professional librarian was one of the highest.<sup>28</sup> In early 2007, the Faculty Senate Library Committee carried that concern to the chancellor. Subsequently, the University Assembly Budget and Planning Committee approved an annual increase to the serials acquisitions budget for FY 2008

to FY 2012. As a result, the serials cut was avoided and an ongoing commitment to maintain current subscription levels is included in the university's Gateway for Greatness Strategic Plan at an annual increase of \$246,000.

Library staff also work closely with faculty to support teaching. Starting in 2003, the libraries embarked on an ongoing process of formal assessment of its instructional program with an initial user satisfaction survey. After revisions in 2005, the assessment process now incorporates a test of library skills prior to instruction and a follow-up test at semester's end to analyze instructional efficacy. In 2007, library instruction sessions served 2,878 students over 160 class meetings.<sup>29</sup>

This collaborative tradition is undoubtedly at the root of faculty members' positive regard for the libraries. For example, when asked, "Do the following resources support your research? If so, please rate their effectiveness," 60 percent of faculty respondents rated library resources as effective. When the same question was asked regarding library resources in teaching, almost 85 percent rated them as effective. Similarly, when asked, "How effective for students were the services provided in the following offices?" libraries were rated as 92 percent effective.<sup>30</sup>

### Technology-Enhanced Learning Environments

Information Technology Services created two learning studios in AY 2008 to provide innovative and inviting technology-enhanced learning environments as an alternative to traditional classrooms. With movable, flexible furniture, these spaces accommodate different types of learning, provide collaborative and social spaces for students and teachers, and are accessible to persons with disabilities. In data collected through focus groups and observation, the learning studios were found to be very effective in promoting learning as well as a sense of well being.<sup>31</sup> Campus learning environments such as these will be highlighted as cases in Exemplary Interactive Practices, a U.S. Department of Education grant recently awarded to the CTL and ITS.

UMSL has an outstanding technology infrastructure to support the learning environment for students and faculty virtually anytime and anywhere. Support for Web-enhanced courses using MyGateway is available to students in all computer labs on campus, and a comprehensive tutorial is available online. Continuing development of labs and classrooms illustrates the value the university places on positive learning environments. Of UMSL's 121 classrooms not dedicated to a specific program, 81 percent (98) are fully equipped with technology; plans to increase to 100 percent technology integration are included in the Gateway for Greatness Plan described in Core Component 2A. Students confirm their use of technology in responses to the National Survey of Student Engagement question, "Using computing and information technology," as their benchmarked scores indicate in Table 3.C.1.<sup>32</sup>

Table 3.C.1. NSSE Benchmarks for Technology Use

Class	UMSL 2005	Urban 2005	UMSL 2007	Urban 2007	UMSL Change	Urban Change
FY	3.08	2.93	3.18	3.00	0.11	0.07
SR	3.00	3.15	3.15	3.13	0.15	-0.02

## LEARNING ENVIRONMENTS IN THE DISCIPLINES

### Science Learning Facilities

In 2008, the state provided \$28.5 million from the Lewis and Clark Discovery Initiative funds to renovate the science laboratories for faculty and graduate-student research, and faculty are currently contributing to the design plans. However, because the need for renovation of science laboratories has been felt for some time, the campus created in 1999 a biotechnology lab and research support room and renovated two rooms into support facilities for the ecology complex and greenhouse.

To support undergraduate students, the Department of Physics and Astronomy and the Department of Chemistry and Biochemistry established learning centers staffed by graduate teaching assistants and peer tutors. The learning centers were designed out of concern for the retention and success rates for nonmajors taking required science courses.

### Technology-Enhanced Learning Spaces

Concerned about student success rates in college algebra, the Department of Mathematics and Computer Science began a major course redesign in 2004, and by fall 2005, the Mathematics Teaching and Learning Center opened as a specially designed computer lab dedicated to mathematics instruction with lab and discussion group support for the coursework. This facility also offers individual support and online exercises to assist students who need additional instruction. The rise in the college algebra pass rate from 55 percent in 2002 to 75 percent in 2005 represents a statistically significant increase in student success that can be attributed to the new collaborative approach to learning.<sup>33</sup> That success is motivating mathematics faculty to explore alternative approaches to teaching calculus. After a site visit, an official from AASCU noted, “It is both the two facilities [MTLC and Learning Studio], and the singular institutional commitment, that make UMSL a national leader.”<sup>34</sup>

The Department of Communication sought laboratory and research space to reshape significantly the traditional thinking in the discipline. The department outfitted research and laboratory facilities with electroencephalograph equipment, a first in the country for this kind of communication research, for faculty and students to collect data on brain activity associated with scripts and novel communication. Indeed, research conducted in the new lab contributed to the department being recognized as the fifth most productive department in the nation.<sup>35</sup>

In 2004, the College of Nursing developed two nursing arts laboratories with state-of-the-art human-simulation mannequins. The simulation lab provides computerized-human models that allow students to react to scenarios, testing their abilities to treat complex symptoms. The mannequins and other simulation equipment provide realistic learning experiences for clinical education, and the clinical scenarios that are used with the simulators ensure that students learn critical clinical content before being exposed to the wide variations in actual clinical environments.

Unlike campus computer labs, the College of Education's E. Desmond Lee Technology and Learning Center is devoted exclusively to developing, using, and training in technologies that improve learning among PreK-16 students. Since its inception, external groups have recognized the TLC's work, including the Great City Universities, the Xerox Corporation's Award for Innovation and Imagination, and the American Association of Colleges for Teacher Education's prestigious Best Practice Award for the Innovative Use of Technology.<sup>36</sup>

### Fine Arts Learning and Performing Spaces

The campus maintains significant space for musical, theatrical, and dance rehearsals and performances and visual arts production and exhibitions. As described in Core Component 2D, the Touhill Performing Arts Center is a state-of-the-art facility that includes two performance halls (1,600 and 300 seats, respectively), a rehearsal hall, a variety of dressing rooms, and support spaces. An elegantly designed and spacious lobby affords areas for meetings, dinners, and other functions. The Music Building contains keyboard and music technology labs, as well as practice rooms, studios, offices, and a recital hall that seats 100 persons. In addition, a rehearsal hall, studios, and rehearsal spaces for instrumental music are located in the Provincial House.

The Fine Arts Building contains state-of-the-art computer classrooms, one of the best-equipped printmaking rooms in the region, a photo lab, student

studio space, classrooms, and faculty offices. Offsite studio and classroom space is used for instruction in sculpture and ceramics. In addition, studio art faculty are provided with individual studios offsite near campus.

Four campus galleries provide venues to exhibit work by students, faculty, staff, and a variety of visiting exhibitions. The Mercantile Library houses a significant permanent art collection and features a regular schedule of exhibitions. Gallery 210, an award-winning facility that features cutting-edge exhibits of contemporary art, moved in 2002 to a newly renovated space near the Touhill Performing Arts Center. Gallery Visio, located in and administered by the Millennium Student Center, affords a space for students to exhibit and/or curate shows. Gallery FAB, in the Fine Arts Building, presents a regular schedule of student and faculty exhibitions.

Although spaces for the arts are separated across campus and beyond (described in Core Component 5B), the university has invested considerable resources in providing adequate and even exceptional space for students, faculty, and staff to explore, create, produce, and exhibit art.

## SHARED RESPONSIBILITY FOR THE LEARNING ENVIRONMENT

### Student Affairs

Since 2000, the professionals and staff in Student Affairs have developed a greater appreciation of their roles as educators as they have assumed increasingly complex responsibilities. In 2007, the Millennium Student Center, residence halls, the Testing Center, and Department of Athletics moved organizationally to Student Affairs. These informal learning environments required reorganization and professional development to maximize the resources offered in each environment. Student Affairs' services, which are included in Core Component 3D, collaborate to share responsibility for students' learning.

### Grounds and Facilities Services

Campus visitors compliment the appearance of our campus, which affirms the university's focus on the campus environment. Groundskeepers' outstanding contributions are reflected in the campus's external appearance, and Facilities Services staff maintain interior learning environments. For instance, in AY 2007, staff upgraded the lighting in many classrooms, hallways, and offices. The changes not only improved the illumination at the desk level so students could read materials more easily, but also improved safety in corridors. In addition, the new lighting fixtures are 10 to 20 percent more efficient, thus supporting the campus's conservation initiative.

Another recent safety enhancement was to improve lighting on streets and in parking lots and garages. To minimize disruptions and distractions in the classrooms, staff schedule the majority of maintenance activities during hours when students are not in class.

UMSL is committed to reducing energy consumption, promoting energy efficiency, and implementing energy conservation programs as part of a broader effort to protect the environment. Over the years, the university has experimented with environmentally friendly programs and procedures such as recycling waste products, encouraging use of mass transit, and replacing traditional campus vehicles with electric vehicles. Since the initiative began in 1993, the university has implemented capital improvements in the field of energy conservation, saving approximately 6.8 million kilowatt-hours of electricity annually, enough to power 764 average United States households.<sup>37</sup>

### Campus Safety

In 2000, UMSL's Institutional Safety became the first higher education police department in the state to be accredited by the Commission on Accreditation of Law Enforcement Agencies, documenting the campus's

commitment to go beyond the Clery Act (Appendix I: Compliance) to promote a safe learning environment. Most officers are specially trained as Crisis Intervention Team responders, a program that combines efforts of law enforcement with mental health organizations to recognize and aid individuals in crisis. The officers have a strong working relationship with campus counseling and Student Affairs, and their success is lauded by faculty who have required the support of the CIT.

### University Child Development Center

The University Child Development Center provides high-quality preschool programs all year for children from six weeks to five years of age, along with childcare for families of UMSL students and faculty in evening courses during the fall and winter semesters. In addition to these essential student services, the UCDC supports student learning, serving as a practicum site for early childhood courses, a resource for optometry students to learn about pediatric vision development and practice vision screening, and a facility in which graduate psychology students can practice administering standardized tests.

## OFF-CAMPUS LEARNING ENVIRONMENTS

### Programs and Courses at Other Sites

UMSL has a long, successful track record of offering select degree-completion and graduate programs at regional community colleges, schools, and hospitals. Enrollments in off-campus courses indicate a continuing demand for public higher education opportunities in the surrounding metropolitan area and rural areas in our service area. In 2007, UMSL offered four percent fewer off-campus sections than in 2003 (908 compared to 946) but increased the number of credit hours generated in those sections by three-and-one-half percent (from 38,171 to 39,508). These figures include our large dual-enrollment program for advanced high school students.<sup>38</sup>

Our policies dictate that any learning environment, whether on- or off-campus, must comply with the same safety and accessibility requirements as on campus. Our well-regarded Division of Continuing Education has oversight of the quality of the environment as well as the quality of instruction in the off-campus courses through joint administrators in each college.

### Online Learning Environments

UMSL has the capacity to meet HLC's *Best Practices in Distance Education* and deliver asynchronous courses and programs of the same quality as those offered on campus. Our online environments are explored in detail in the Change Request following Criterion Five. With increasingly blurred lines between online and face-to-face teaching and increasing student interest in online offerings, the campus is requesting permission to offer any program online.

### FULFILLMENT OF CORE COMPONENT 3C

UMSL's commitment to shared responsibility for student learning is demonstrated in the wide variety of comfortable learning environments that meet the needs of our diverse students, all created through the prudent use of limited resources. The university has invested significantly in technology to promote collaboration and learning across campus and beyond, and the campus community has embraced the implementation of these investments, as answers to the NSSE question on technology confirm. Student Affairs, Institutional Safety, Facilities Services, Information Technology Services, and staff members in other divisions are pleased that the campus recognizes their expanded roles as shared participants in creating learning environments. UMSL continually seeks ways to attract students and visitors to campus to take advantage of our outstanding learning environments.

*Core Component 3D. The organization's learning resources support student learning and effective teaching.*

In addition to the support for effective teaching outlined in Core Component 3B and the learning environments described in Core Component 3C, the campus provides a great number of services to support student learning in and out of class; those support services are the topic of this Core Component. This section ends with the results from faculty and alumni surveys that sought opinions on the effectiveness of these resources for learning and teaching.

## ASSESSING RETENTION NEEDS

UMSL has grappled with undergraduate enrollment and retention issues throughout the years of the last two reaccreditation reviews, and these topics continue to be on the agendas of administrative and governance meetings. More than one-third of UMSL's undergraduates are first-generation college students<sup>39</sup> who are likely to have transferred from another institution. A large number of UMSL students have full-time jobs, which leads many to stop out and delay their graduation beyond the six years reported by universities serving traditional undergraduates. Several recent initiatives illustrate the seriousness with which the campus takes student retention.

To understand the role that undergraduates' perceptions of the campus play in enrollment and retention, the campus has used the National Survey of Student Engagement since 2001 to gather feedback from currently enrolled students. As described in Core Component 2C, this feedback has been shared widely across the campus to motivate greater participation in raising our scores. For even broader dissemination, in 2006, the campus agreed to participate in *USA Today's* Web site posting of NSSE scores, and in 2008, joined NASULGC/AASCU's Voluntary System of Accountability. The resulting College Portrait, which also includes NSSE scores, is available from the campus's homepage.

To focus our retention needs assessment, beginning in fall 2004, the university engaged a consultant to study the issues and extended the consultation in 2005 to include an academic advising audit. Advising shortcomings identified included inconsistencies, emphasis on course registration rather than higher-order advising with knowledge of curriculum, and lack of clarity regarding who was each student's advisor.

The consultant made several broad recommendations to enhance undergraduate retention, summarized as follows:

- Resolve major transition challenges related to advising.
- Use NSSE results to frame the educational importance of an early alert program.
- Create a pilot learning community program based upon linking at least three general education courses.
- Provide communities for commuters and transfers.
- Offer substantially more 8 a.m., late afternoon, and Friday classes to alleviate the large waiting list for many classes.
- Create a well crafted, concise "UMSL Service Strategy" or "UMSL Service Pledge."
- Convene a celebratory event to thank the leaders of feeder institutions for sending UMSL such successful students.<sup>40</sup>

As a result of the recommendations, five campus teams — minority students, transfer students, freshmen, data, and services — proposed solutions in their targeted areas. When team members met as a group, they discovered that several solutions overlapped. The following section describes some of the initiatives that resulted.

## RESPONSES TO NEEDS ASSESSMENTS

### Increased Collaboration between Student Affairs and Academic Affairs

Student Affairs played a major role in responding to many of the consultant's recommendations. The division underwent major reorganizations and started several new programs to enhance collaboration within the division of Student Affairs and with other Academic Affairs units. For example, the Center for Teaching and Learning promoted the use of class rosters with photos from student I.D. cards to help faculty members learn students' names. Student Affairs, working with Information Technology Services, quickly made photo rosters available for each class; the photos proved very popular with faculty.

Student Affairs is addressing the unique needs of our transfer students—79 percent of our undergraduate population—through the Office of Transfer Services and Articulation. Although UMSL has long employed advisors on community college campuses, this new unit assists transfer students to make an easier transition to UMSL. Articulation plans make public what the university accepts as transfer credits. As a result of numerous campus collaborations, fall-to-fall transfer student retention<sup>41</sup> increased from 70 percent in 2002 to 73 percent in 2007, and goals for maintaining or improving retention and graduation of transfer students were set in the Gateway for Greatness Plan.

The campus recently completed an agreement for St. Louis Community College students to be dually admitted to both their home campus and UMSL. Those students have access to UMSL facilities while they are still enrolled at the community college, a means of helping their transition as well as building loyalty to UMSL.

The Welcome Center serves as the campus's main information center. Located in the hub of the Millennium Student Center, the Welcome Center provides information about the many services and activities on campus, serves as headquarters for all campus tours, and even takes care of parking tickets visitors may get. The center's staff model an attentive, welcoming attitude and sponsor workshops on maintaining a service attitude.

The Center for Student Success, created in 2006, advises and provides programming for students without a declared major, those admitted conditionally, and those on academic probation. In addition, the center responds to the Academic Alert System described in Core Component 3C. Based on two years of data, CSS has documented that participants performed better if they completed the program. Specifically, if identified students completed the program, then their GPA increased by an average of +0.72.<sup>42</sup>

The move to the Millennium Student Center provided a centralized location for DisAbility Access Services with more space for testing accommodations, study areas, and support services. Faculty members are more comfortable with the security of their exams and the convenience of the new testing rooms. A new database system links to the main student information system, enabling DAS staff to notify faculty of accommodation information more efficiently. Information Technology Services made available adaptive software at disability workstations campuswide that previously were only available in the adaptive lab. Staff in University Health, Wellness, and Counseling Services now provide emergency psychological and medical assessment screening for undiagnosed at-risk students requesting disability accommodations and assist students who need documentation for medical withdrawals.

The Testing Center, formerly in the Center for Academic Development, provides a comfortable environment for students to take placement, make-up, or standardized examinations. Students who require special accommodations also appreciate the Testing Center for its ease of use and quiet environment. Use of the Testing Center has grown significantly, from 3,318 students tested in AY 2004 to 4,512 tested in AY 2007. In the fall 2007 faculty survey, the Testing Center received the highest effectiveness ratings among the campus's services for students, undoubtedly because of the service it provides to both faculty and students.

Staff in the Office of Multicultural Relations, also located in the MSC, were active in the retention consultation and follow-up activities. The MCR is guided by its strategic developmental retention plan, which engages students from their initial contact with the office through the completion of their academic goals and beyond. MCR staff work to empower students through one-on-one consultations, individualized tutoring, upperclass student mentoring, and professional development workshops.

### Academic Advising

Based on the consultant's recommendations, the university adopted a split model of advising in all colleges and a campuswide advising center serving the needs of students without a declared major and those on probation. The College of Arts and Sciences and College of Fine Arts and Communication established an advising center with professional staff for undergraduates to serve primarily incoming students with declared majors. Designated faculty from each academic department also advise for this office.

Due to the advising demands of professional programs with certification, licensing, and other accreditation demands, the College of Education, College of Business Administration, College of Nursing, and the Joint

Engineering Program maintained their existing advising structure, which includes professional advisors and faculty advising students. The Pierre Laclède Honors College maintained its advising structure as well, with each honors student being advised by an advisor who is a member of the honors faculty.

The development of the Degree Audit Reporting System advising module greatly enhanced the advising process by providing an automated record reflecting undergraduate students' academic progress toward degree completion. By considering UMSL course work, transfer courses, and courses in progress, DARS analyses provide timely information on a student's grade point average and progress. In AY 2008, Graduate School staff began adding master's degree plans to DARS.

In response to the consultant's suggestion to form a centralized advising committee, the provost established the Academic Advising Council to improve the coordination, communication, and focus on all academic advising-related issues and concerns. The advising council has met monthly during the academic year since it was established in 2006, tackling such projects as increasing communication among advisors and assisting with the change in general education assessment from requiring the Academic Profile to encouraging randomly selected students to take the Collegiate Learning Assessment described in Core Component 2C.

### Class Scheduling

To respond to the recommendation to offer more classes at 8 a.m., late afternoon, and on Fridays, the College of Arts and Sciences encouraged departments offering general education courses to use more hours each day and more days of the week. Faculty complied but found resistance from students. While attendance at early classes has increased, the attempt to add Friday classes met with serious attendance problems. As a result, in 2007,

there were 88 sections on Fridays, down from 134 in 2003, the year that data were collected for the consultation. For example, in 2007, the number of Monday through Friday courses dropped from 26 in 2003 to three, and Monday, Wednesday, and Friday courses dipped from 41 to 17.<sup>43</sup>

Recent anecdotal feedback to advisors suggests that scheduling has become even more complex since the consultant's visit. Advisors learned that students prefer to schedule classes no more than twice a week for two reasons. First, many undergraduates work three days a week. Second is the increase in gas prices,<sup>44</sup> exacerbated by traffic disruptions caused by closing high-traffic sections of Interstate 64 for two years. Because 42 percent of UMSL's 11,391 commuting students live at distances of 15 to 50 miles each way and 27 percent commute 20 miles or more,<sup>45</sup> a growing number of students consider the trips to campus per week as a condition for selecting classes. This often delays their progress toward the degree because a two-day-a-week schedule usually limits the number of courses students can schedule. UMSL's large number of community-engagement experiences has exacerbated commuting issues. Nursing students, for example, requested that classes not be scheduled after practica to avoid driving back to campus.

Similarly, advisors are receiving increasing requests for one-day-a-week classes to save on gas and commuting time. The number of single-meeting-per-week classes has increased significantly since 2003, especially for lower division and graduate students. In fact, 60 percent of the additional 122 sections in 2007 were scheduled on single days.<sup>46</sup>

The results of these accommodations led to the following patterns of course scheduling in fall 2007 compared to fall 2003:

- 5:30 p.m. continues to be the most popular time slot, increasing by seven percent to 20 sections. Courses from all levels are scheduled at that time because undergraduate and graduate students who work full-time prefer that schedule.

- **Classes at 8 a.m. increased nine percent.**
- Overall, the number of sections increased from 1,813 to 1,935, and the number of sections at the most popular times also grew. In 2003, 93 percent of classes were at the most popular times, dropping in 2007 to 89 percent, indicating a somewhat broader use of the time spectrum.

Accommodating student needs for compacted scheduling has put greater demands on facilities. Although technically UMSL has sufficient classrooms, the type of rooms needed varies considerably and influences course scheduling. As more faculty rely on technology in the classroom, finding enough technology classrooms at the times needed is one limiting factor. The nature of the course, e.g., lab or studio, causes similar scheduling issues because those spaces are limited. When departments without sufficient faculty attempt to increase section size, they find few classrooms that will accommodate a class of 100 or more.

Because of our attention to retention, colleges constantly review attendance patterns and adjust as student demand changes. Offering courses at community colleges, hospitals, and schools; increasing online courses; experimenting with eight-week offerings; and Continuing Education's new Winter Intersession are examples of our attempts to meet students' scheduling needs.

Reducing the number of students on waiting lists each semester has varied by college. Primarily, advisors encourage students to register early enough so the department can add sections if necessary, and chairs request that faculty allow one or two more students to enter closed classes.

### Results of Retention Efforts

The Department of Athletics improved graduation and retention rates since the last reaccreditation review. In 2003, the department started focusing on student academic success, began a mandatory study hall, and hired an

academic advisor. Athletics continues to work closely with academic departments to identify students at risk early in the semester and refer them to the Center for Student Success. The result is that UMSL student-athletes' reported Academic Success Rate is 85 percent, and the student-athletes surpass other UMSL students in four-year graduation rates, as documented in Table 3.C.2.

	All Students	Student-Athletes
UMSL		
1999-00 Graduation Rate	43%	64%
Four-Class Average	41%	64%
Student-Athlete Academic Success Rate		85%

Retention rates have increased somewhat among freshmen and first-year transfer students since data were collected for the 2004 consultation. First-year retention (i.e., first fall semester to second fall semester) between fall 2003 and fall 2006 grew from 68 percent to 71 percent among UMSL native freshmen, and from 70 percent to 73 percent among first-year transfers. We narrowed the retention gender gap — males increased from 63 percent to 73 percent and females decreased from 74 percent to 72 percent during those same three years. African American retention also increased from 66 percent to 69 percent.<sup>47</sup>

It is too early to predict that these increases will also improve our six-year graduation rates. Graduation rates grew somewhat, from 49 percent among all students who entered in fall 1997 to 51 percent among all those who entered in fall 2000. African American graduation improvement was more dramatic, increasing from 28 percent of students who entered in fall 1997 to 40 percent of those who entered in fall 2000.

UMSL faculty and staff consult the institutional research restricted Web site for retention data on numerous subgroups of students (e.g., athletes, honors students, students admitted on probation). This way, administrators have easy access to data on how specific groups of students are progressing.

## LEARNING AND TEACHING RESOURCES IN THE COLLEGES

In addition to the increased responsibility for advising, departments with large numbers of service courses also accepted responsibility for assisting students from all disciplines after support services were decentralized to provide more consistency and integration of those functions into academic departments.

### English as a Second Language

Since summer 2007, the English as a Second Language program has been administered through the newly combined departments of anthropology and foreign languages, where ESL faculty were already housed. International undergraduate and graduate students take an ESL diagnostic test during orientation to supplement the Test on English as a Foreign Language score required for admission. Students are then advised into the appropriate ESL courses, including conversation and pronunciation, note-taking, advanced grammar, accent reduction, research papers, and a seminar for international teaching assistants. Department chairs have also referred faculty to the ESL accent-reduction classes.

### Writing Lab

The Writing Lab moved to the English department in 2007, providing a link with the disciplinary knowledge that composition studies offers to writing consultancy. The Writing Lab makes supervised graduate tutors available to all UMSL students seeking assistance and critiques essays, reports, résumés, or term papers. The lab also conducts workshops on grammar and research-paper writing skills on a regular schedule and by faculty request. The supervisor, who has a degree in English as a second language, works regularly with international students. The lab's Web page makes information on writing topics accessible to students whenever or wherever they are studying.

## Math Lab

In addition to the new Mathematics Teaching and Learning Center described in Core Component 3C, the original Math Lab continues to support students. This lab offers individual assistance on a walk-in basis to students needing help with any mathematics course, from basic math through calculus, or any course requiring mathematical skills. Students or prospective students who are preparing to take the Mathematics Placement Test or C-Base Exam may also go to the lab for help. Based on their successful experiences in the Math TLC, faculty are now exploring ways to make the lab's services available online.

## STAKEHOLDER PERCEPTIONS OF THE EFFECTIVENESS OF SERVICES

### Faculty Opinions of Services

In the faculty survey of fall 2007,<sup>48</sup> a high percentage of respondents who had used the services rated most of the campus's learning and teaching resources as effective or sufficient. For example, the photo roster, new at the time of the survey, received 95 percent positive ratings, followed closely by the Faculty Resource Center, Center for Teaching and Learning, and Midsemester Feedback (each 93 percent positive). Additionally, faculty rated positively the support for academic dishonesty investigations (93 percent positive) and departmental support for teaching (80 percent positive). More faculty did not rate a service, indicating they had not used it. Although it is encouraging that few have needed to access dishonesty investigations, the limited responses to all services suggests that the campus needs to make a concerted effort to inform faculty members of available supports for their teaching. The self-study process, including the survey, may contribute to educating faculty about these services.

Many respondents to the faculty survey also seemed unaware of their role in encouraging students to take advantage of the many support services for

students. Of course, one could argue that many services are directed toward at-risk students and that limited use of police services or the Academic Alert System speaks well for the campus. For that reason, even with smaller responses, the percentage of positive responses was calculated. Among those faculty respondents using the services, the Testing Center received a 97 percent positive response, followed closely by the Math Lab (90 percent positive), technology Help Desk (90 percent positive), Health Services (89 percent positive), Counseling (88 percent positive) and Campus Police and Graduate School (each 86 percent positive). Student Affairs is planning ways to encourage faculty and students to take advantage of these effective services.

### Alumni Opinions of Support Services

Alumni opinions of UMSL's student support services were also important to the self-study process. Of the 86 alumni who completed the survey, perceptions of the services were generally as high as those of the faculty. Most respondents to the alumni survey<sup>49</sup> who had used the services found most of them at least somewhat effective. Interestingly, in general, those who graduated prior to 2001 (33) and those who didn't list a graduation date (8) tended to rate the services more positively than those who graduated in 2001 and later (45). On the other hand, more recent graduates were more likely to rate more services. Since the directions read, "Please indicate that you did not use or have access to a service by leaving it blank," increased responses may suggest either that recent graduates were more likely to use more services or they remember them more clearly.

In those items where at least half of the respondents in each group rated the service, the largest differences in their ratings were in Admissions Office (93 percent positive before 2000: 79 percent positive after 2000), Access to Technology (83 percent positive before 2000: 92 percent positive after 2000), Cashier's Office (89 percent positive before 2000: 78 percent positive after

2000) and Registration Processes (90 percent positive before 2000: 84 percent positive after 2000). Only the very positive Access to Technology was expected. We attribute the unexpected drop in effective ratings in offices related to student records to the disruptions caused by the change in the student information system to PeopleSoft.

### FULFILLMENT OF CORE COMPONENT 3D

The NSSE factor, Supportive Campus Environment, asserts, “Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.” UMSL students’ responses on this factor have not grown significantly (please see Core Component 2C), perhaps because we had achieved our benchmark in 2001; that is, our freshmen and seniors have consistently rated this factor close to their urban peers. Student satisfaction is an important variable in our retention efforts. The campus has made several attempts to respond to issues raised in 2004; some have proven effective while others were changed in response to current students’ reactions. The result has been a gradual increase in student retention and graduation and high expectations for continued growth.

### SUMMARY OF CRITERION THREE: EVIDENCE OF STUDENT LEARNING AND TEACHING EFFECTIVENESS

Evidence for this criterion documented that the campus is increasingly assessing student learning and, as a result, revising outcome expectations, course delivery and content, and/or program measures. As in other criteria, we found that the university was able to make these changes due to the energy and commitment of the faculty along with support from judicious use of administrative funds.

The Center for Teaching and Learning and Instructional Technology Services are two leaders in the campus's support for teaching and learning. They have improved their services over time because of continuous quality improvement processes. Their work, in collaboration with faculty and Continuing Education, will continue to be crucial as the campus offers more online courses.

The newly formed Academic Assessment and Planning Committee is building on the momentum created by departmental attention to learning. In spring 2008, the committee set the agenda for AY 2009 to include whether it is now time to move to campuswide outcomes of all undergraduates, or, if not, what the future assessment priorities should be.

To support student learning, we are proud of our safe, technology-enhanced learning environments, created despite limited resources. We continue to seek consistent, direct measures of the effectiveness of student support services. While admittedly lagging indicators, results from indirect measures are encouraging: our annual retention rates are higher than in 2005 when efforts began, retention holds prominence in the Gateway for Greatness Strategic Plan, and NSSE scores on measures of Supportive Campus Environment stay near or above our peers' scores. In addition, we continue to ask for our stakeholders' opinions through surveys and include the results in five-year program reviews. Students who are referred to support services from the Academic Alert process and students on probation who avail themselves of academic success services perform better than those who do not. Our challenge now is to encourage more students and faculty to take advantage of our excellent services.

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**Number Title of Work Cited for Criterion 3**

1	Faculty Survey
2	College of Arts and Sciences Annual Report 06-07
3	College of Arts and Sciences Annual Report 07-08
4	School of Social Work Annual Report 2006-2007
5	Real Scoop on Accreditation
6	College of Business Administration - Student Learning Outcomes Assessment
7	College of Education Institutional Report for NCATE
8	CoFAC Annual Report 2006-07
9	Honors College Annual Report
10	Honors College Evidence for Criterion Three Statement
11	College of Nursing Comprehensive Program Assessment
12	College of Nursing CPA Report Appendices
13	Optometry 2003 Annual Report
14	Optometry 2007 Annual Report
15	Comprehensive Assessment Program Report for Public Policy Administration
16	MFAT Scores
17	Graduate School Policies - Exit Project
18	Graduate School Policies - Independent Research
19	Graduate School Policies - Comprehensive Examinations
20	Orientation of Part-time Faculty email
21	Center for Teaching and Learning External Reviewer Report
22	MyGateway Usage Statistics
23	Comprehensive Evaluation of MyGateway
24	ITS Accountability Web Page
25	UM System Presidential Award
26	Senate Faculty Teaching and Service Awards Self-Study Review
27	Library Five-Year Review - External Reviewer Report
28	Libraries Five-Year Review - Campus Review Team Report
29	Annual Report Library 2007-08
30	Faculty Survey
31	Tom, Voss and Scheetz - The Space is the Message
32	NSSE Means Comparison
33	Addressing the Crisis in College Mathematics: Designing Courses for Student Success
34	Mehaffy email
35	Communication Newsletter
36	College of Education Significant Accomplishments
37	Environmental Health and Safety Data
38	Off-Campus Teaching 2003-2007
39	First Generation UMSL Students
40	Retention Consultant's Report
41	Retention and Graduation Rates
42	Early Alert Summary
43	Day of Classes
44	KSDK 8/18/80
45	Miles Commuted
46	Time Classes Offered in Order of Popularity 2007
47	Retention and Graduation Rates
48	Faculty Survey
49	Alumni Survey

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mission  
planning  
learning  
**knowledge**  
community  
online  
compliance  
response  
acknowledgements

University of Missouri–St. Louis

critterion four



## Criterion Four

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

As a public research university, the University of Missouri-St. Louis relates this criterion to our fundamental research mission as well as the broader ways in which the institution contributes to acquisition, discovery, and application of knowledge.

That is, our achievement of this criterion is rooted in our commitment to our basic and applied research mission as well as to the breadth of learning the campus provides to faculty and staff as well as students.

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

### UNIVERSITY OF MISSOURI SYSTEM SUPPORT FOR THE RESEARCH MISSION

In October 2007, the University of Missouri System Board of Curators reaffirmed its “unwavering commitment to the principles of academic freedom and intellectual inquiry that are the foundation of the American Land-Grant and Research University.” This resolution confirmed the research and student-learning mission of the UM campuses that serves as the foundation for all activities of UMSL.<sup>1</sup>

The *UM Collected Rules and Regulations*, which originate from the Board of Curators, stipulate the research requirements for faculty promotion and tenure of at all

UM campuses. The *Rules* make clear that research is the primary expectation for faculty to be tenured and/or promoted, and post-tenure review policies expect faculty to continue their scholarly productivity.

### UM System Financial Support for Research

During the initial years of the self-study period, the state provided funding for mission enhancement, a strategic planning initiative. The campus received \$5,193,900 from FY 1999 through FY 2001 to enhance graduate programs, research, and the honors college.<sup>2</sup>

The UM Research Board continues to provide a competitive grants program available to all UM System faculty to support promising new faculty and fund high quality new initiatives by senior faculty. Although the number of tenured and tenure-track faculty at UMSL is about 14 percent of the UM System total, our faculty have been very successful in tapping this support, winning 18 percent of the 347 awards (excluding engineering) in 2003 through 2007.<sup>3</sup>

### UMSL SUPPORT FOR RESEARCH AND SCHOLARSHIP

The Office of Research Administration assists faculty in obtaining and administering externally funded research grants and contracts. Faculty, graduate students, and staff who apply for grants can visit ORA for staff support, such as building a budget, editing the narrative, and reviewing agency requirements. ORA staff maintain faculty-friendly schedules and receive consistently high marks from those who use their services.

### Internal Grants

Some colleges and schools do not have sufficient funds to support conference presentations or research expenses for their active faculty. The campus's Small Grants competition is designed to address that need. The Faculty

Senate Committee on Research awards up to \$1,000 each for professional conferences, software, computer upgrades, and professional development. In FY 2007, faculty won almost \$38,000 in UMSL Small Grant Funds.<sup>4</sup>

The Faculty Senate Committee on Research selects the winners of another internal competitive grants program, the Research Award, which provides grants ranging from \$1,000 to \$12,500. Stipulations are that only junior faculty may receive summer salary support, and researchers may not apply for a second grant until they have first applied for external funds. In FY 2007 UMSL faculty won almost \$178,000 in Research Awards.<sup>5</sup>

Each year the Center for International Studies promotes faculty research in international, crosscultural, and comparative studies through the Center Fellows program. In 2006-2007, 30 faculty, representing the Colleges of Arts and Sciences, Business Administration, Education, Fine Arts and Communication, and Nursing, served as fellows. Through this program, fellows published five books, 69 articles, chapters, poems, musical compositions and reports, on documentary film and four book reviews and curated two exhibitions.<sup>6</sup>

### Startup Packages

Financing laboratories for new scientists has become increasingly expensive, so departments set aside a portion of grant indirect funds to finance startups or seek ORA's assistance if they do not have sufficient funds to cover the costs. Between 2004 and 2007, startup packages for 12 science faculty members averaged \$230,000 each.<sup>7</sup>

### Research, Sabbatical, and Professional Development Leaves

The university has three types of leaves supporting faculty research and creativity. A sabbatical leave is available to tenure-track faculty after six or more years of service and to non-tenure-track faculty in special circumstances; under *UM Rules*, the campus supports sabbaticals of up to one year

at half-salaries. A research leave is available to all tenure-track faculty with established scholarly, artistic, or research records and to non-tenure-track faculty in special circumstances. Faculty are encouraged to fund research leaves with external grants. A development leave is available to academic staff to pursue personal, professional, instructional, or administrative development. Administrators and other nonacademic staff may also be eligible for development leaves. The *UM Rules* permit the university to support one-year research and development leaves at up to full salary, but usually UMSL faculty receive no more than one semester at full salary from university funds. During the last three years, an average of 15 faculty members per academic year has taken leaves to support their research.

### Support for Student Research and Scholarship

Student research is inherent in graduate and undergraduate programs at UMSL, with papers and research projects or performances incorporated into coursework in all disciplines. The Gateway for Greatness Strategic Plan promotes increasing student research; other significant initiatives are described in this section.

In 2003, the Graduate School began to make travel awards available to students attending professional conferences, expanding to 30 awards for more than \$9,000 in AY 2008. The Graduate School also partners with the new campus chapter of Sigma Xi to sponsor a competitive event that recognizes graduate students for their research, with awards granted to the winners selected by faculty judges.

The annual Undergraduate Research Symposium is a venue for undergraduates from all majors to display their research, scholarship, and creative projects. URS began in 2002 as a community-service project hosted by the Golden Key International Honour Society and the Honors College to provide undergraduate students an opportunity to gain experience presenting research at a professional-style conference. Golden Key continues to be vital

to the operation of the URS both through student volunteer work by seeking funding from the Student Allocation Budget Committee.

The College of Fine Arts and Communication supports a wide range of student artistic opportunities, from instrumental, choral, and vocal ensembles to various visual art forms, the creation of original video productions, and an original musical show. The quality of the music programs was recognized in January 2008, when the University Singers, an auditioned choir of 65 UMSL students, performed by invitation at the Missouri Music Educators Association Conference and Clinic. UMSL student and community ensembles have toured extensively, including 12 tours to Europe and South America. By their nature, such performance opportunities involve student and faculty collaboration in producing a variety of artistic and aesthetic outcomes. Artistic work is evaluated by peers, professors, and in many cases by the public, with prompt feedback provided to student artists.

### Faculty Perceptions of Research Support

The survey of faculty opinions conducted for the self-study included research support. Supports rated most highly among items with at least 100 responses were information technology and the technology help desk, the internal grants program, departmental research environments, the Center for Teaching and Learning, and library resources. Items with at least 100 responses for which half or more faculty rated support as insufficient included faculty travel funds, graduate student research support, and availability of research assistants.<sup>8</sup>

One of the five strategic goals in the Gateway for Greatness Strategic Plan is to build the quality of research, scholarship, artistic/creative activity, and graduate programs. The goal will be measured by increasing external funding, number of patents and license contracts issued, and doctoral degrees awarded in addition to scholarly productivity. Findings on the faculty survey will be useful as deans plan to implement the Gateway for Greatness goals.

## RESEARCH CENTERS

In keeping with our urban land-grant mission, UMSL supports various research centers that tie research activity to current challenges in society. In AY 2008, the Program Audit Committee began reviewing all centers and institutes for their viability and match to UM criteria for centers, including having an interdisciplinary focus and being formally recognized. Some of the research centers reviewed in the audit are described in this section and in Core Component 5C.

### Center for Nanoscience

Researchers in the Center for Nanoscience study technologically significant materials with Missouri's only atomic resolution electron microscope. In 2006, the university invested significant funds to recruit accomplished researchers to the center, increasing the annual budget from less than \$33,000 to more than \$700,000. During the period 2006-2008, CNS members were awarded 19 grants totaling \$3,490,788.<sup>9</sup>

### Center for Neurodynamics

The Center for Neurodynamics was established to carry out basic research in the interdisciplinary areas of statistical and nonlinear physics and sensory neurobiology. Since it started in 1996, CND has been recognized nationally and internationally for two singular research initiatives, stochastic resonance and paddlefish. The paddlefish has expanded the understanding of electrosensitivity in nature and emerged as a model system for understanding the processing of sensory signaling by the brain. In a recent addition, research in the CND is being recognized for new methods of interpreting patterns of brain function through whole-brain imaging techniques.

## Center for Transportation Studies

The Center for Transportation Studies in the College of Business Administration bridges contemporary and historical aspects of transportation, logistics, and supply chain management. Supported through endowments created by the Mercantile Library and the John W. Barriger III National Railroad Library, the center houses endowed faculty members from history and business and offers research opportunities to other faculty and graduate students. CTS's work is unique because of its wide perspective on transportation that includes the history of transportation. For example, the Western History Association, the largest such association west of the Mississippi, collaborates with the center.

## SUCCESS AND QUALITY IN RESEARCH AND SCHOLARSHIP

This section describes evidence of UMSL's research quality and productivity to further document the degree to which faculty are meeting the research mission of the university.

### UM System Research and Creativity Award

Each year, the UM President's Award for Research and Creativity honors a UM faculty member for a sustained nationally and internationally recognized record of research and/or creativity. The success of UMSL faculty in winning this most prestigious award despite our limited number of faculty is testament both to the quality of research and to the UM System's recognition of our campus. Since 1980, this top research award has been granted 28 times, with nine awards going to UMSL faculty from a broad range of departments. Departments represented to date include biology, chemistry (twice), English (twice), physics and astronomy (twice), political science, and psychology. Representing 14 percent of the UM System's tenured and tenure-track faculty, our faculty have won more than 30 percent of these awards.<sup>10</sup>

### National Awards and Selective Academies

Faculty members have accumulated international and national awards for the quality of their research, led by our researcher-chancellor. Since arriving at UMSL in 2004, the chancellor was elected as a foreign member to the Korean Academy of Science and Technology, which is that country's version of our National Academy of Sciences.<sup>11</sup> Most recently, the chancellor was notified that he will receive an honorary doctorate from the University of Szeged, Hungary in fall 2008.

Faculty win prestigious awards as well. Since 1999, ten of our faculty have won Fulbright Awards,<sup>12</sup> including most recently to study the Olympics in China. In 2008, a faculty member of the Division of Counseling and Family Therapy won the National Career Development Association's Eminent Career Award, the most prestigious honor in the career counseling profession.<sup>13</sup> The director of the Center for Neurodynamics was recognized with the 2007 Presidential Early Career Award for Scientists and Engineers, granted annually to 20 young researchers from across the country.<sup>14</sup> In 2006, a faculty member in political science won an award for the best article in politics and history from the American Political Science Association.<sup>15</sup> Another faculty member was awarded a doctorate in music honoris causa from Wilmington College in 2002.<sup>16</sup>

National associations have recognized 16 of our current faculty as fellows, two of whom are fellows in more than one academy. Academies represented include the American Association for the Advancement of Science (seven fellows), the American Physical Society (three fellows), the American Academy of Nursing (two fellows), the American Society of Criminology (two fellows), and the American Academy of Arts and Sciences, American Academy of Nurse Practitioners, American Academy of Optometry, and National Academy of Public Administration (one each).<sup>17</sup>

A number of undergraduate and graduate students have won national awards in fiction, history, and life sciences. In addition, between 1999-2007, 12 of our students were named Fulbright Scholars, nine in biology with the others in anthropology, economics, and foreign languages.<sup>18</sup>

### External Funding

In recent years, the number of projects receiving external funding on an annual basis has been fairly stable. The volume of funding has increased substantially, however, and the sources have shifted from regional sources to more national sponsors. External funding, which was below \$23 million in FY 2003, increased to \$30.5 million in FY 2007.<sup>19</sup>

Principal investigators have made a significant contribution to student learning by increasing tuition on proposals for external funding. In the last year before ORA required tuition to be included, FY 2001, the amount of tuition charged to grants was \$5,196. By FY 2008, that had grown to \$120,339, for a total of \$669,620 since the policy began.<sup>20</sup>

### External Recognition of Research Productivity

A 2007 Academic Analytics study cited in the *Chronicle of Higher Education* ranked UMSL as fifth nationally in research productivity among Ph.D. program faculty when compared across small (i.e., under 15 Ph.D. programs) research universities.<sup>21</sup> Faculty in Information Systems ranked third in the country in research productivity in that same analysis.<sup>22</sup> The university monitors Academic Analytics' reports to track faculty scholarly productivity and compares their work with the scholarly productivity in peer institutions; it is included as a measure in the Gateway for Greatness Plan.

That recognition also brought attention from the local press. The *St. Louis Post-Dispatch* characterized local perceptions of the campus in January 2008, when it wrote, "While UMSL may be better known to local St. Louisans as a commuter school, the sometimes overlooked university is gaining

renown these days as a prolific research engine.”<sup>23</sup> While some may perceive commuter students and research excellence as incongruous, we are proud that our campus educates the students of St. Louis in a first-class research setting.

## OTHER UNIVERSITY SUPPORT FOR LIFELONG LEARNING

### Professional Development

An important support for faculty professional development is the Center for Teaching and Learning, founded in response to a 1999 recommendation of an Enrollment Management Task Force. In addition to the teaching support described in Core Component 3B, the CTL provides seminars for junior faculty in seeking internal funding, using campus resources, and preparing for tenure reviews. They also cosponsor grant-writing workshops with the ORA.

The most highly respected professional development opportunities for faculty and administrators are sponsored by the UM System and managed on campus by the CTL. The New Faculty Teaching Scholars program is designed to support faculty as they adjust to their new academic responsibilities and build collegiality; 104 UMSL faculty have participated since the program began in 2001. A yearlong program that provides leadership development and ongoing support to department chairs, directors, and assistant and associate deans, the Leadership Development Program has included 49 UMSL leaders since its inception in 2000. Sixteen administrative leaders at UMSL enrolled in the Administrative Leadership Development Program, which provides opportunities to work with other leaders within the UM System to solve actual problems and enhance personal leadership skills. One UMSL executive and two deans have taken advantage of the UM System’s executive coaching program for senior UM administrators. Participants in all the programs consider them to be effective learning experiences.

### Tuition Benefit

Staff and faculty who have worked for the UM System more than six months may enroll in courses at 75 percent of undergraduate fees. Additionally, since 2003, employees who work for the UM System for more than five years may apply for assistance for their dependents to enroll in UM classes at a 50 percent reduction in undergraduate fees. Interestingly, employee participation in the tuition benefit has risen slightly since 2006 (from 275 to 295 participants) while the number of dependents has dropped significantly, from 336 in 2006 to 212 in 2008, an indication that the funds increasingly support employees' professional development.<sup>24</sup>

### Noncredit Opportunities

In addition to the opportunities described above, a number of administrative departments provide training in software, leadership, and job-market skills to students, staff, and faculty. For instance, Information Technology Services provides technology skills development to all three groups in separate venues. Human Resources, Continuing Education, and the UM System provide additional staff training. There is no charge for these services if they are directly related to the staff member's position, and staff may take other professional development courses at reduced fees. HR's Web site provides entry points for the various programs.

Continuing Education sponsors events and programs that support life-long learning in which participants from campus as well as the community can learn new information and skills. For example, CE's largest program includes noncredit information technology certificates. In contrast, the long-running storytelling festival not only provides entertainment but also develops cultural awareness. As their Web site attests, CE holds numerous events that enrich the campus's life-long learning.

A former CE event, the Monday Noon Series, is now sponsored by the Center for the Humanities and includes presentations by UMSL faculty

and guest speakers. The humanities center also sponsors the What is a City? conference each fall. Faculty and guest speakers from a broad range of disciplines share insights about urban life focused on a single theme. The last conference, for example, centered on film portrayal of urban life around the world.

#### FULFILLMENT OF CORE COMPONENT 4A

This section documents that UMSL values a life of learning. Research and scholarship are fundamental to UMSL's mission and are recognized in the UM System's faculty reward criteria; tenured and tenure-track faculty are held to the same research standards as on other UM campuses. For faculty to attain those high standards, the campus has used creative means to stretch scarce resources. These include internal competitive grants programs for both small and more substantial research expenses, funding startup costs, and supporting centers to increase the impact of interdisciplinary research. Faculty scholarship has been recognized in external reviews for its quantity and in awards for its quality. Students also have support for their life as new researchers. Undergraduate and graduate research is increasingly recognized on campus and at professional organizations. The self-study found that the campus creates and supports a culture of learning through the commitment of the faculty to the campus mission and through support from staff and administration. A life of continuous learning is available to employees through innovative professional development programs, a tuition benefit, and noncredit enrichment courses and programs.

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

## BREADTH OF INTELLECTUAL INQUIRY THROUGH GENERAL EDUCATION

### General Education at UMSL

General Education in its current form began in 2002 after two years of planning. The program is comprised of 42 hours of required coursework that includes the skill and knowledge areas recommended by Missouri Department of Higher Education guidelines. All courses incorporate critical thinking skills, and each course specifies at least one knowledge and one skill goal as well as assessment methods.

In January 2007, the provost charged a General Education Inquiry Group with analyzing general education issues at UMSL. The group recommended increasing the number of general education courses to provide more flexibility for students, attending to the assessment of general education, reviewing the required junior-level writing course, and appointing a general education coordinator and a small committee to monitor the program.

By summer 2008, the provost had named a faculty member as coordinator of general education, who, with a new General Education Committee will continue to refine the program and study the thorny issue of the junior-level writing requirement for transfer students. Initial results of the pilot of the Collegiate Learning Assessment detailed in Core Component 2C suggest that the measure provides better data on general education than prior measures for our quality initiatives. UMSL freshmen scored well above the expected scores on the CLA as a whole (98th percentile) and on every subtest except Make an Argument, where they scored above expected. Seniors scored above expected on the total score (89th percentile) and the Analytic Writing subtest, as expected on the Make an Argument subtest, and well above expected

on the Performance and Critique-an-Argument subtests.<sup>25</sup> The results of this pilot will contribute to our efforts to ensure that the campus's quality improvement model incorporates general education as well as the degree programs and processes.

### Value of the Themes of General Education

Although the state mandates the parameters of general education in Missouri, the themes that faculty identified in 2000 are those considered basic for a well-educated citizen. For example, our general education program stresses higher-order thinking and communication skills. It is also our expectation that skills such as valuing, which includes integrity and cross-cultural awareness, lead to personal development and learning aligned with the campus's mission. This assists our graduates to achieve intellectual and personal growth needed for success in St. Louis or any culturally diverse city.

The alumni survey in spring 2008<sup>26</sup> provided evidence that students value what they learned at UMSL when asked about specific general education goals. The results are summarized in Table 4.B.1.

Table 4.B.1. Alumni Perceptions of General Education Goals

The survey asked the following question: EXPECTATIONS OF A UNIVERSITY EDUCATION  
Do you agree that your program at UMSL prepared you to grow in the following skills?  
If the item is not applicable to you, please leave it blank. MY PROGRAM PREPARED ME  
TO: Responses to items reflecting general education goals included the following:

Skill Area	Percent Agree or Strongly Agree
Think critically	98%
Work well in a team	96%
Solve problems in my professional role	96%
Make successful oral presentations	94%
Use creativity in my professional role	94%
Write well	93%
Get along well with colleagues	90%

The high percentages of agreement indicate satisfaction with the skill and knowledge goals in UMSL's general education program. When asked to

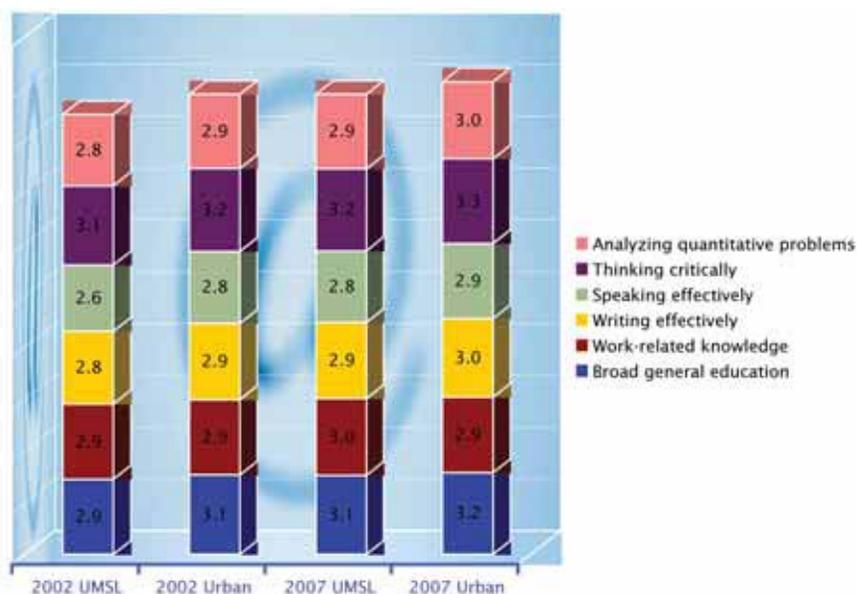
comment on the “Best part of an UMSL education,” alumni survey responses supported these results and the effects of our graduates’ academic experiences on their personal development. In addition, three 2003 graduates made special note of the wide breadth of academic possibilities, developing critical thinking and writing skills, and challenging coursework as the university’s strengths.

Alumni responses corroborate the seniors’ opinions on the National Survey of Student Engagement<sup>27</sup> shown in Table 4.B.2. By 2007, UMSL seniors’ perceptions were closer to those of their urban-peer benchmarks, as a result of greater growth at UMSL than nationally.

Table 4.B.2. Senior Perceptions of General Education on NSSE

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?  
1=very little, 2=some, 3=quite a bit, 4=very much.

	2002 UMSL	2002 Urban	2007 UMSL	2007 Urban	Change UMSL	Change Urban
Broad general education	2.9	3.1	3.1	3.2	4.8%	2.9%
Work-related knowledge	2.9	2.9	3.0	2.9	2.4%	0.0%
Writing effectively	2.8	2.9	2.9	3.0	4.3%	3.4%
Speaking effectively	2.6	2.8	2.8	3.0	8.6%	3.9%
Thinking critically	3.1	3.2	3.2	3.3	3.3%	2.5%
Analyzing quantitative problems	2.8	2.9	2.9	3.0	4.7%	3.6%



On a campus that focuses primarily on learning within a specific discipline, it is gratifying to see evidence that seniors and alumni value the broad skills and knowledge that they've acquired at UMSL.

## BREADTH OF INTELLECTUAL INQUIRY BEYOND GENERAL EDUCATION

### Breadth in Learning Outcomes in the Majors

The reason for our graduates' high agreement with general education skills and knowledge became clearer as departments established program learning outcomes and designed college assessment plans (detailed in Core Component 2C and Criterion Three). Faculty discovered that learning outcomes for undergraduate programs, which they had developed without much consultation with other departments, aligned with the campus's general education goals. The resulting charts, posted on the Academic Affairs assessment Web site, demonstrate how each program extends the general education skills into the discipline. This alignment not only increases our students' breadth and depth of academic pursuits through upper-level course work and research, but also provides evidence of the faculty's commitment to UMSL's general education goals.

### Bachelor Degrees with Breadth

In response to student needs, UMSL developed two interdisciplinary bachelor's degrees since the last site visit. The Bachelor of Interdisciplinary Studies replaced the Bachelor of General Studies in 2005 to provide a more substantive individualized degree program. In the B.I.S., students with the assistance of an advisor, chart a rigorous, long-range plan of emphasis areas in upper- and lower-level course work. Perhaps due to the rigor of the program, only 16 students were in the program in FS 2007, while the B.G.S. had 67 students when it ended in FS 2004.

With the uncertain future of the B.G.S., in 2004, the College of Arts and Sciences designed an interdisciplinary baccalaureate degree, the Bachelor

of Liberal Studies, for students with multiple interests who want to obtain a less specialized degree than a baccalaureate degree but want more structure than in the Bachelor of Interdisciplinary Studies. The B.L.S. requires a Liberal Studies Concentration (minimum of 33 hours) selected from existing departmental minors, interdisciplinary certificates, and capstone courses. Students must complete the lower- and upper-division requirements that comprise minors and certificates as well as a capstone course in one of those fields. The innovative program has proven so popular that there were 183 majors by FS 2007.

Many minors and certificate programs enhance the breadth of academic majors. For example, the Pierre Laclede Honors College Certificate, available to the college's 513 students, includes seminars, the honors junior-level writing requirement, six hours of research, internships, and/or independent study, and a capstone course. Also, the Writing Certificate of the English Department offers students the opportunity to increase their writing expertise in the areas of creative writing, technical writing, and/or a combination of research and career writing possibilities.

Many courses are cross-listed at UMSL, allowing students to gain hours in a major from faculty in other, related fields. For example, courses for the Undergraduate and Graduate Certificates in Gerontology are cross-listed in other academic fields so that students may earn the certificate through courses in political science, psychology, optometry, anthropology, and so on. This practice has allowed the campus to offer more specialized courses by leveraging existing resources. In the same example, students majoring in political science, psychology, optometry, and anthropology have access to advanced courses on aging. If the courses were not cross-listed, then students would have to take them as electives in other departments, extending their time to degree. The Faculty Senate requires that all departments concur before a cross-listed course can change, which leads to greater collaboration and planning across departmental lines.

### Breadth Through Independent Study

At UMSL we take pride in the wide variety of individualized learning opportunities offered to undergraduate as well as graduate students, including internships, capstone experiences, research opportunities, service-learning, and study abroad. Although enrollment FTE has been stable in research independent-study courses over the study period, the number of students engaged in such courses has increased from under 350 in 1998 to almost 500 in 2007.<sup>28</sup> Table 4.B.3 shows the growth in student credit hours produced in the past five academic years in internships and externships.

Table 4.B.3. Credit Hours in Independent Study 2004-2007

	2004	2005	2006	2007
Internships (SCH)	5211	4747	9173	8996
Externships (SCH)	1423	1697	1560	1638

### BREADTH THROUGH CO-CURRICULAR EXPERIENCES

Although only eight percent of UMSL students are campus residents, there has been an increasing array of student activities for learning beyond the classroom. Many departments have clubs that engage students in volunteer or networking experiences that enhance their academic major. For example, Accounting Club members, consisting primarily of undergraduates, volunteer their Saturdays to prepare tax forms for the poor and elderly as the UMSL Tax Corps. The active Biology Graduate Student Association provides a forum for graduate students to share learning experiences beyond the classroom and laboratory.

In 2007, the Student Government Association initiated a fundraiser for cancer research, Relay for Life, which is now managed by Colleges Against Cancer. Each month prior to the April event, SGA sponsors an event to sustain the efforts leading up to it. Administrative departments donate

gifts and sponsor advertisements to support the participants at the all-night event.

The campus newspaper, *The Current*, supports News at Noon as part of the *New York Times*' American Democracy Project. Once a month, students meet with faculty to discuss current events using local and national newspapers.

Other similar experiences are included in Core Component 5C.

#### FULFILLMENT OF CORE COMPONENT 4B

UMSL demonstrates dedication to student learning through the acquisition of a breadth of knowledge and skills in programs designed to promote academic inquiry. The general education program, its goals, outcomes, and assessment; the B.I.S. and the B.L.S. degree programs; and the extensive certificate programs and independent study illustrate the continuing commitment to the breadth of study and preparation of our students for lifelong learning. An infrastructure is in place for continued development of general education and attention to its assessment. The increasing number and variety of co-curricular offerings also enrich the learning experience for the entire campus community.

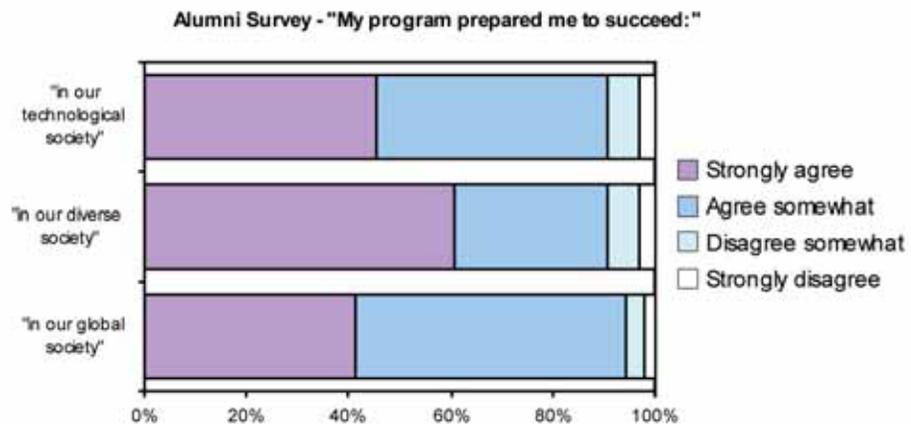
*Core Component 4C. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

#### ASSESSING THE CURRICULUM FOR CURRENCY

UMSL conducts full reviews every five years of its academic and administrative units, and administrators update the outcomes of these reviews annually. Review teams include not only our faculty from related disciplines, but also external scholars who are experts in their fields, normally from other urban public universities.

The alumni survey<sup>29</sup> asked questions directly related to this core component. Table 4.C.1 shows that the alumni were very positive about the currency of their curriculum.

**Table 4.C.1. Alumni on Currency of the Curriculum**



An overview of the five-year review process is included in Core Component 2C, and departments' revisions of the curriculum as a result of assessments are summarized in 3A. In this Core Component, we highlight a few specific illustrations of continuing and new developments to provide evidence of a current curriculum.

## PREPARATION FOR OUR GLOBAL SOCIETY

### Center for International Studies

The Center for International Studies provides a broad array of curricular and extracurricular resources to prepare UMSL students for success in our global society. Curricular resources include undergraduate international studies in African, East Asian, European, Greek, International, and Latin American Studies and International Business; and the Graduate Certificate in International Studies. CIS manages the Study Abroad program that each year offers approximately 70 opportunities for UMSL students in more than 40 countries.

CIS's co-curricular resources include the International Performing Arts Series and conferences, speakers, and programs. In this way, the center promotes interest in international affairs and increases the campus community's understanding of other cultures.

The CIS director was instrumental in securing support from community leaders committed to global education to endow professors of Education and International Studies, African/African American Studies, Chinese Studies, Greek Studies, Irish Studies, and Japanese Studies. These endowed professors, along with visiting scholars from foreign universities, provide unique opportunities for UMSL students to learn about and from our global society.

#### Academic Programs With Global Curricula

General education requirements include goals that relate directly or indirectly to our global society and diversity, such as the valuing skill, social and behavioral sciences knowledge, and humanities and fine arts knowledge. Several academic programs also seriously address the importance of preparing our students for our increasingly global society. This section summarizes a few distinctive examples.

UMSL's international business program consistently ranks in the top 20 nationally in *U.S. News and World Reports*,<sup>30</sup> a ranking that depends largely on the reputation of the faculty. Those faculty recognize that undergraduate students pursuing business degrees must have a worldwide perspective. For that reason, all undergraduate business students at UMSL must fulfill a global awareness requirement of three courses and must include at least one cultural diversity course.

Most Department of Biology graduate students working in ecology, evolution, and systematics spend substantial time abroad working on their thesis

projects; undergraduate students also work abroad on faculty projects. Research is conducted primarily in Central and South America, but faculty and students have also studied in India and China, as well as countries in Africa.

To overcome traditional barriers to cultural understanding, UMSL's Departments of Foreign Language and Anthropology joined to create a new department and pilot a Center for Cultures and Languages. In fall 2006, faculty started a major revision of the elementary language sequence to move toward a proficiency-oriented and task-based approach incorporating new technologies so students finish the required sequence with genuinely functional language skills.

Upon their admission to the Doctor of Optometry program, students are advised of an opportunity to conduct fieldwork in a developing country, providing vision care to those who would not otherwise have access to care. The College of Optometry sponsors three students for each of three trips per year in which the sponsoring organization normally sees 3,000 to 5,000 patients per year.

### PREPARATION FOR A DIVERSE SOCIETY

This self-study, especially Core Component 1B, makes clear that diversity is a distinguishing characteristic of UMSL, defined along many dimensions, including race, ethnicity, age, socioeconomic background, and disability. This section provides examples of curricular innovations and co-curricular experiences designed to broaden our students' understanding of cultural diversity.

The College of Education created a governing committee on social justice when graduates were not achieving minimum requirements in their knowl-

edge of diversity. In focus groups and a two-day retreat, faculty made major overhauls to the curriculum for secondary education. The committee now is studying ways to make similar changes to the curriculum for elementary teachers. The college annually sponsors numerous activities for students, faculty, and staff that focus on diversity issues.

The Center for Human Origin and Cultural Diversity grew out of collaboration between the College of Education and the Department of Anthropology. Center staff provide professional development for education faculty as well as the region's PreK-12 schools in social justice and multicultural and race-conscious pedagogy.

The Institute for Women's and Gender Studies provides a comprehensive undergraduate and graduate gender studies curriculum as well as community outreach and research on gender and women's issues. The institute's research and courses seek to enhance students' understanding of the ways in which gender, sex, and sexuality have influenced human society and experience across time and cultures. Because of the campus's practice of cross-listing courses described above, students in a wide range of majors have access to specialized courses within their own department taught by women's and gender studies faculty.

The Sue Shear Institute for Women in Public Life offers co-curricular experiences to educate students and community members on the need for women's leadership in public service and to coach women seeking judicial appointments and employment in government policy-making positions. Many of their former participants now hold elected office or have been appointed to statewide commissions.

The Office of Equal Opportunity offers co-curricular programs for the campus, including the annual Martin Luther King Day celebration and a related

essay contest for undergraduate students. OEO also sponsors Black History month celebrations and the campuswide program for women pioneers, the Trailblazers. The Trailblazer Award has recognized women's firsts in campus leadership roles (chancellor, provost, athletic director, etc.) as well as women alumni and community members who made significant contributions to the campus and the region.

Several support services promote the success of diverse groups of students and generate more sensitivity to diversity on campus. For example, the Office of Multicultural Relations offers tutoring and counseling to culturally diverse students, including many who are first generation college students. The men's, women's, and gay, lesbian, bisexual, and transsexual resource rooms provide resources, counseling, and other programming to promote a safe and healthy campus. The campus counseling office offers sensitivity training to staff. The Office of International Student and Scholar Services assists international students with their special needs for success at UMSL, including advising, help with compliance with immigration and tax regulations, and networking with U.S. students.

To coordinate the multifaceted role of diversity on campus, the Chancellor's Diversity Initiative expresses the campus's continuing commitment to fostering an environment of inclusion for all people. The initiative is responsible for a number of projects to promote diversity, including a campus diversity inventory, Web site, and student radio program. Their activities are detailed in Core Component 1B.

## PREPARATION FOR A TECHNOLOGICAL SOCIETY

### Learning by Using Technology

Rather than simply teaching students about technology or having a minimal technology literacy examination, our programs require students to use technology. UMSL is known as a leader in support for technology in teaching and learning. By focusing on faculty's use of technology in their teaching,

UMSL created an environment where students experience a wide variety of technological tools. This section describes how the campus has supported faculty to learn to use these new tools.

The most successful event for promoting technology for learning has been the annual Focus on Teaching and Technology conference, sponsored by the Center for Teaching and Learning, Information Technology Services, and Continuing Education. The conference has grown by compound rates of 50 percent in 2005, 75 percent in 2006, and 50 percent in 2007 and now encompasses partners from three other colleges/universities in the region and from industry. ITS and CTL also co-sponsor several Provost's Forums on Teaching and Technology to stimulate campus conversations about the use of technology in teaching and learning. A 2006 Forum led to the Learning Studios described in Core Component 3C. As discussed more fully in Criteria Two and Three, MyGateway, our Web-based course management system, has changed the way faculty conduct their classes.

ITS regularly surveys students and faculty on their usage of technology in labs, classrooms, and MyGateway. These surveys, summarized in Core Component 3C, show a growing trend over the past six years of increased technology use for greater student engagement and learning. NSSE results reflect this success because UMSL exceeds our comparators in support for and use of technology. Our alumni survey corroborated these findings.

In addition to the quality of campuswide technology, examples of applications of technology in the disciplines is described in Core Component 3C.

### Technology Majors

Students can major in several technological fields at UMSL. Computer science has lost majors over the last five years due to fluctuations in the job market but is still a large program, with 168 undergraduate majors and 64 master's students in fall 2007.

In the sciences, the Biochemistry and Biotechnology Program is one of the fastest growing on campus. Designed to meet industry needs for interdisciplinary and technological understanding, the new programs currently have 96 undergraduates and 29 master's students.

The application of technology to business settings is housed at UMSL in the Information Systems Area and the Logistics and Operations Management Area in the College of Business Administration. The undergraduate IS curriculum includes practical application to technological needs in business settings, as will be discussed in Core Component 5C. Reflective of the campus's mission, IS faculty are engaged in the community and also in research. Recently CBA launched a new Ph.D. specialization in logistics and operations management. LOM faculty participate in projects in the Center for Transportation and advise Express Scripts, Inc., the first tenant in UMSL's Business, Technology, and Research Park.

#### FULFILLMENT OF CORE COMPONENT 4C

UMSL has a well-organized, regular review process for academic and administrative units, which lead to curricular revisions and enhanced management that assure students and the community that UMSL graduates are prepared to succeed in a global, diverse, and technological society. Exposure to global issues is available in many courses as well as through co-curricular activities. As a metropolitan campus in an ethnically diverse region, UMSL attracts students from a variety of backgrounds, which allows students to be immersed in a vibrant diverse context as well as having curricular opportunities that promote the understanding of diversity issues. UMSL has a strong culture of technology support and usage; the campus is recognized as a leader in the region and among its comparators in students' use of technology in learning. The new Gateway for Greatness Strategic Plan reaffirms the campus's continuing efforts to improve the expectations of this core component.

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

## UNIVERSITY SUPPORT FOR RESPONSIBLE RESEARCH

### Office of Research Administration

The Office of Research Administration provides administrative oversight to ensure that faculty and students conducting research on human subjects are evaluated within the framework of applicable federal regulations. ORA publishes information about and forms for the Institutional Review Board for the Protection of Human Research Subjects. The IRB assures that every proposal receives an appropriate review. In addition, the Graduate School requires every dissertation or thesis proposal with human subjects to receive IRB approval prior to the graduate dean's approval of the proposal. These policies and procedures also adhere to the UM's *Collected Rules on Research Involving Humans in Experiments*. In its Annual Report of 2007, ORA reported 273 active human subject research protocols.<sup>31</sup>

Because of their research focus on human subjects, several units instituted college procedures that faculty and students must follow prior to submitting proposals to the IRB. This local procedure assures that researchers are more likely to prepare appropriate IRB requests, which facilitates a timely review of all proposals at the campus level.

ORA collaborates with the Animal Care and Use Committee, which serves as the Institutional Animal Care and Use Committee to oversee the Animal Care facilities and UMSL's animal care and research program. The committee and Animal Care staff follow procedures from the Association for Assessment and Accreditation of Laboratory Animal Care International. UM's *Collected Rules for Animal Research* align with those national stan-

dards. The animal facility and programs are inspected annually by the United States Department of Agriculture, semiannually by the IACUC, and every five years by AAALAC. The last USDA inspection, in April 2007, found no noncompliant items, and the most recent IACUC inspection, in October 2007, found no significant deficiencies. As recommended during ORA's five-year review,<sup>32</sup> improvements were made to the animal care and use program so that, with the latest inspections, the university moved from conditional to full AAALAC accreditation in 2007.<sup>33</sup>

ORA also works closely with the campus's Office of Environmental Health and Safety and the Radiation Safety Officer to ensure compliance with federal guidelines. Research facilities are routinely inspected by campus staff and periodically by officers from United States Nuclear Regulatory Commission. UMSL passed the most recent inspection on December 6, 2007. The campus is also in the process of reporting to the Department of Homeland Security the quantity of designated chemical compounds, a new requirement for research institutions. UMSL has no research in classified or restricted fields.

#### Structures to Investigate Allegations of Research Dishonesty

The *Collected Rules* contain policies with regard to Allegations of Research Dishonesty (420.010), Procedures Governing the Disposition of Charges of Research Dishonesty by Academic Faculty and Staff (420.020), and Conflict with the Interests of Federal Grant Agencies (420.030). In keeping with *UM Rules*, the Faculty Senate each year elects a standing committee on research dishonesty.

*UM Rules* identify the vice chancellor for academic affairs as the administrative officer charged with overseeing research integrity procedures. Since our last review in 1999, there have been two cases of reported research dishonesty at UMSL. In both cases, the campus's procedures allowed the cases to be formally resolved.

## **FULFILLMENT OF CORE COMPONENT 4D**

UMSL supports the efforts of our faculty, students, and staff to acquire, discover, and apply knowledge responsibly. *UM Rules* align with federal laws and guidelines to provide policies on all campuses that guide researchers about expectations for research integrity. ORA provides resources to assure that the campus meets all regulations regarding the responsible conduct of research, and the five-year review process affords a means of reviewing ORA's oversight responsibilities.

### **SUMMARY OF CRITERION FOUR: UMSL'S SUPPORT FOR A LIFE OF LEARNING**

The evidence presented for this criterion demonstrates that UMSL supports a life of learning among faculty, staff, and students through professional and personal development. The initial results of our assessment of general education through the CLA corroborate our other assessments that UMSL students are developing both breadth of knowledge and critical thinking in general education courses and in their majors as a result of learning outcomes that encourage inquiry throughout their lives. Our faculty research and productivity has been validated by our ranking as fifth among small research universities by Academic Analytics. The campus research and learning environment that supports these achievements thrives due to extensive use of technology, global linkages and programs, a wide range of curricular and co-curricular learning options, commitment to diversity, and integrity.

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 Number Title of Work Cited for Criterion 4

1	Curators' resolution 10/5/07
2	Spectrum 1997 about mission enhancement
3	Research Board
4	Internal Funding Report_Small Grants_
5	Internal Funding Report_Research Awards
6	CIS Annual Report
7	New faculty startups
8	Faculty survey 2007
9	2008 CNS Self-Study.pdf
10	Presidents Award for Research and Creativity
11	Chancellor's awards
12	Fulbrights to Faculty
13	Eminent Career Award
14	NSF announcement of award to Sonja Bahar
15	Awards - Politics and History Section of APSA
16	Harbach bio
17	National Academies
18	Fulbright Details Student.pdf
19	Annual Report_External179 Funding_FY2003-FY2007.pdf
20	Tuition Transferred from Grants
21	Academic Analytics Top Schools
22	Academic Analytics UMSL 2007
23	Post Dispatch on UMSL Research
24	Tuition Assistance 2006-2008
25	CLA Results 06-7
26	Alumni Survey
27	NSSE Outcomes Related to General Education
28	Research, Independent, and Internship Courses
29	Alumni Survey
30	International Business ranking in US News and World
31	ORA Annual Report Update FY07
32	ORA 2006 External Reviewer
33	AAALAC compliance

mission  
planning  
learning  
knowledge  
**community**  
online  
compliance  
response  
acknowledgements

University of Missouri–St. Louis



critterion five

## Criterion Five

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

Through the self-study process, the University of Missouri-St. Louis has gained increased insights into our institution's long-standing commitment to serve our constituents. It is the ongoing commitment to society that attracted many faculty and staff as well as the students we recruit. Here we take the opportunity to focus on that distinguishing characteristic, one that is so embedded in all campus initiatives that it risks our presumption.

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

UMSL defines its constituents as students; faculty and staff; alumni and donors; community members, taxpayers and their political representatives; educational partners; and professionals in our graduates' places of employment, including business, governmental and nongovernmental, healthcare, school, and science and arts organizations. The diversity of our constituents' needs and expectations led us to design formal and informal means of gaining an understanding of them. We found that constituents have different, sometimes conflicting, needs and expectations. This Core Component describes activities that the campus has undertaken to assess our constituents' needs.

### LEARNING FROM OUR CONSTITUENTS

#### Students' Needs

UMSL's primary objective is to meet students' needs so they have every opportunity to learn. As previous criteria have detailed, we seek students' feedback through the

National Survey of Student Engagement and other surveys, course evaluations, and interviews. Faculty learn about students' instructional needs through evaluations of assignments; assessment data from capstone experiences and course evaluations provide feedback about students' needs at the program level.

In 2007, after statewide discussions of intellectual diversity, the provost appointed a student advocate to create a direct means for students to communicate complaints or concerns about instructors, offices, and campus activities. The advocate conveys this information to relevant units, advises the provost concerning issues where intervention by campus officials is needed, and guides students to the unit that might resolve the issue. The student advocate maintains a record of each concern and reports annually to the provost on the number and nature of the complaints, the number resolved, and the resolutions. Appendix I includes a summary of the complaints.

The large number of students who transfer to UMSL testifies to our success in meeting their needs. Since the last site visit, transfer students have represented at least 75 percent of enrollment each year, with most originating from two-year schools.<sup>1</sup> Recognizing that niche, the campus has articulation agreements with all community colleges in the region. Faculty and Student Affairs staff regularly share ideas with their counterparts at the community colleges with the goal of assuring transfer students' smooth transition to UMSL. UMSL advisors located on four key community college campuses learn prospective transfer students' needs and convey them to UMSL staff and faculty.

### Learning About Employee Needs

As the self-study demonstrates, faculty governance and campus involvement is extraordinarily positive at UMSL, creating numerous paths for faculty to make their needs known. One unaddressed need in University of Missouri System policies was a provision for medical leaves. Faculty representatives

to the UM System's Intercampus Faculty Council devoted several years developing an appropriate solution, and last year, the UM System approved a formal medical leave policy. The new policy also created the opportunity for the campus to develop a procedure for faculty to request accommodations, which is currently being revised to include staff.

In 2006, the IFC addressed the treatment of non-tenure-track faculty. By November of that year, the UM System accepted IFC's proposal for explicit policies regarding the employment, rank, and promotion of non-tenure-track faculty. The campus quickly acted to institute promotion guidelines in each college.

The Staff Association provides a means for staff to express their needs, and its president conveys them to the Chancellor's Cabinet. These governance structures ensure that the campus has formal procedures to learn about employees' needs.

The structures also support a campus environment that is responsive to constituents within and outside of the campus. We operate on the principle that employee satisfaction affects the workplace, the learning environment, student satisfaction, and how we interact with external constituents. To enhance collaboration among staff, the vice provost for Student Affairs convened a group called Key Communicators, those staff members likely to receive the first calls from prospective and continuing students, parents, alumni, or the public. The Key Communicators provided insights to the retention consultant described in Core Component 3C, and they continue to meet to exchange information and suggest improvements.

In June 2006, the Human Resources Interdepartmental Partnership was initiated to link Human Resources with employees, including representatives from the Staff Association, Faculty Senate/University Assembly, union-eligible employees, Black Faculty and Staff Association, and divisional faculty and staff representatives. HRIP provides an informal forum for

sharing information, discussing important employee issues, and suggesting innovations. For example, at the suggestion of HRIP, the campus provided centrally located computers with email access to employees who do not use computers as part of their daily work and arranged for training. Such access should allow staff to participate in more campus events.

An outgrowth of the Key Communicators, a Respect Committee was formed and sanctioned by the Office of the Provost in spring 2008 to enhance the core cultural value of respect on our campus. After a retreat, and facilitated by a diversity officer at one of our industry partners, the committee began preparing for a campuswide launch in fall semester 2008. We expect the campus community to embrace the initiative so genuine exchanges can take place in increasingly supportive atmospheres.

#### Learning About the Needs of Alumni and Other Donors

The greatest means of learning from our alumni constituents is through the growing Alumni Association and its associated groups. Deans rely on college alumni organizations for information on practices in the discipline while central administrators have sought alumni advice on the school mascot, marketing initiatives, and business-university partnerships. Alumni are included on some campus search committees, and some governance committees seat alumni as voting members.

The Alumni Association publishes an online newsletter, holds receptions at the offices of major employers, provides mentoring to students, and recognizes outstanding alumni. As described in Core Component 3C, programs generally seek feedback from their own alumni during five-year reviews or to meet specialized accreditation requirements.

UMSL has three major donor organizations: the Pierre Laclede Society, composed of those who donate at least \$1,000 per year; the Auguste Chouteau Society, whose members make larger endowed gifts, and the

1963 Society for deferred or planned gifts. The Chancellor's Council, with representatives from corporate donors, meets quarterly to advise the chancellor on campus matters. Development officers assure that donors receive appropriate recognition and support and can make their needs known.

To assist deans in meeting their development goals, University Advancement created guidelines for leadership councils. Each council has the role of advising, assisting, and advancing the mission of the college.

### Learning About Needs of Community Members, Taxpayers, and their Political Representatives

As explained in the Introduction, the campus is located within the municipal boundaries of four separate municipalities and abuts 11 other jurisdictions. Long-term residents of those communities have supported the university since its inception. In recognition of that support, the university annually celebrates Founders' Day to, among other objectives, honor the area residents who lobbied the state to bring a campus of the University of Missouri to this region. A new statue of one of those founders in the center of campus unwittingly provided the means for students to start a new custom of dressing the statue on special occasions to encourage greater school spirit. Despite some concern that the decorations could be perceived as disrespectful, that founder himself pronounced the new practice as a playful and creative way to rally student solidarity.

In addition to our open-door attitude toward community members, Public Affairs staff attend city council meetings, host political and community leaders, and negotiate with representatives when the campus's needs conflict with residents' needs. Because of employees' and students' many contacts with elected officials, Public Affairs developed a protocol for such interaction to enhance communication channels.

Facilities and Planning staff take into consideration our neighbors' needs and participate in meetings related to the master plan and planning in their communities. UMSL finds inventive ways to resolve potential conflicts. For example, after a 2006 electricity failure destroyed some scientific research data, Facilities Services staff sought ways to support the researchers without affecting the neighbors' quality of life. They were able to design a backup generator with noise abatement features.

Because the campus serves the region, faculty and staff also are involved in improving low-income neighborhoods at a distance from campus. Within the last 10 years, the campus has received two U.S. Department of Housing and Urban Development Community Outreach Partnership Center grants. These very competitive awards require the university to work in advance with a community to assess needs and priorities so that the grant proposal is designed to match community needs and university resources.

Elected officials who collaborate closely with the campus generally represent area residents, and UMSL has relied on them over the years to learn what stakeholders want and also to represent the campus's needs in the legislature. The positive working relationships among the university, legislators, and the region's businesses were made public in a March 2008 editorial in the *St. Louis Business Journal* after the campus's additional funding request was not included in the higher education bill, "For those of us in the St. Louis region, the biggest slap in our educational face is the refusal of the lawmakers to address the historical equity gap at University of Missouri-St. Louis."<sup>2</sup> Due to these mutually beneficial relationships, our supportive legislators and business leaders assured that the equity funding described in Core Component 2B was funded in separate legislation.

The campus's Volunteer Services program was created in 2004 to encourage community members to volunteer on campus. Since its inception, 570 volunteers have served over 23,000 hours in 72 different campus units.<sup>3</sup> This provides an avenue for the university to learn about community interests

and for volunteers to learn about the campus. An additional benefit is that the university hired seven staff members based on their successful volunteer experiences.

### Learning from External Professional Colleagues

Faculty and students collaborate naturally with their professional colleagues in the St. Louis region, many of whom are our students and alumni. These partnerships often lead to curricular innovations, as explained in Criterion Three. The examples below demonstrate how the campus learns from stakeholders who are professionals.

Through periodic environmental scans, such as mailed surveys, Continuing Education and College of Education administrators solicit advice from educators regarding the planning and delivery of professional development activities for teachers, administrators, and counselors. For example, they partner with the St. Louis Public Schools on the Teach for America project, attracting teachers to schools of high need. CE and COE leaders also collaborate with the Training Network, a citywide body devoted to providing professional development opportunities for early childhood educators.

The Public Policy Research Center learns from professional colleagues in governmental and nonprofit organizations through PPRC's research on public policy issues. The center's staff and faculty affiliates analyze and evaluate public policies and programs; collect, analyze, and disseminate information on the state and region; and study comparative metropolitan policy issues with their collaborators.

Career Services staff seize opportunities during career fairs to learn from area business representatives about the quality of our students. When compared to other local universities, employers preferred UMSL business graduates for their work ethic but judged their social skills less polished. To address this, Career Services sponsors an etiquette banquet each semester so that

students can learn those skills. The feedback forwarded to the College of Business Administration led faculty to add a course that addresses workplace professionalism.

The director of transfer services meets regularly with local community college professionals to exchange ideas on how the campus can provide a smoother transition and transfer experience for students. Staff responsible for transfer students also learn from their active participation in the state Department of Higher Education's initiative on transfer students.

#### FULFILLMENT OF CORE COMPONENT 5A

The university recognizes that learning from those we serve plays a crucial role in our quality-improvement initiatives, so we are intentional in our formal and informal efforts to do so. The fact that 75 percent of UMSL graduates remain in the region provides an additional incentive and means to engage and learn from our communities. As a research university, we have faculty experts who conduct formal needs assessments for their projects, grant proposals, and degree programs. Advisory organizations provide a means of collecting information and assessing existing programs. Most units at UMSL engage in active partnerships with local organizations, and these relationships inform the units' decision-making. To maintain our quality improvement approach, the campus must learn from constituents, and UMSL takes advantage of many avenues to do so.

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

Community engagement has been a central focus of UMSL since the university was established in 1963. The UM land-grant mandate informs the university's vision of a learning environment that integrates instruction, research, and civic engagement. The latter takes five main forms: campus-

based projects, curricula of engagement, student-sponsored projects, direct community services, and partnerships. Although these areas overlap and intersect, for this report, they are highlighted as discrete activities to show that community engagement is a distinguishing characteristic of UMSL.

## CAMPUS-BASED COMMUNITY ENGAGEMENT PROJECTS

Several new facilities have been developed since the reaccreditation visit in 1999. Although described throughout the self-study, this section briefly explains how these facilities enhance the university's capacity to engage external communities and better serve our internal constituents.

### Blanche M. Touhill Performing Arts Center

The Blanche M. Touhill Performing Arts Center was designed to bring economic, cultural, and social benefit to the region while providing an exceptional space for formal and informal learning, as Core Component 2A details. As one of the finest performance centers in the region, the Touhill provides a professional bridge from the theory of the classroom to the reality of the professional world. Funded through a \$40 million appropriation from the state and \$12 million in external gifts and campus funds, the Touhill opened in September 2003. Students increasingly use the building for academic purposes, taking advantage of its unparalleled sightlines, incomparable acoustics, technical flexibility, and outstanding client services. The remaining time is allotted to other university programming and community events.<sup>4</sup>

### Millennium Student Center

The Millennium Student Center, described in Core Components 2A and 3C, provides a gathering place and service center for the university and surrounding communities. On average, each year 45,000 to 70,000 people attend events such as addresses by political figures, lectures by prominent thinkers, gatherings of diverse local organizations from a bar association to high school

reunions, annual display of the AIDS Memorial Quilt, and student outreach services such as screenings for anxiety and depression and flu shots. The bookstore sponsors readings and book signings for faculty and community authors and participates in community events to promote literacy.

### Gallery 210

Gallery 210 presents accessible, high-quality contemporary art exhibitions by artists with national reputations, as well as emerging and established regional artists. The goals of the gallery are to (a) present innovative and challenging art to various St. Louis audiences, (b) enhance the cultural climate of the underserved communities adjacent to the campus, (c) expose contemporary Missouri artists to a wider audience, and (d) serve the university's educational mission as a progressive institution dedicated to supporting diversity and culture. Gallery 210 encompasses 5,000 square feet of professional exhibition space and an auditorium for a rapidly changing program of art exhibitions and lectures to serve approximately 4,000 visitors annually, 50 percent of whom are off-campus constituents.<sup>5</sup>

### Mercantile Library

The Mercantile Library hosts a diverse array of cultural and scholarly events, such as the joint Frontier Cities conference created with Yale University in 2008. Free to the public, the library's exhibitions included a 2004 collaboration with Japan's Shibusawa Memorial Museum. Plans are underway with the Washington State Historical Society to host the traveling exhibit, *The West the Railroads Made*, in 2009. The physical and online art exhibitions support the Mercantile's historic mission to make the work of Missouri artists accessible to worldwide audiences.

## CURRICULA OF ENGAGEMENT

The university's curricula of engagement offer a wide range of off-campus opportunities for students to apply what they have learned in class to serv-

ices benefiting the region. Community service is intrinsic to the curricula in several academic programs as students participate in practica, student teaching, clinical experiences, and other supervised work-life activities following classroom preparation. Faculty members in many disciplines integrate extensive civic activities into students' educational experiences through internships, research, capstone experiences, and service-learning. This section includes examples of students learning in the community and then reports the results of the survey on faculty experiences with community engagement.

### College of Business Administration

In the required business writing course, 200 students per year apply their writing and business managerial skills to develop a fundraising plan for a local nonprofit organization. They conduct research into the mission and goals of the organization or work developing plans for Operation Teardrop, UMSL's program supporting schools in Sri Lanka. Students craft press releases, newsletters, budgets, marketing plans, brochures, and graceful appeals that solicit help and offer reasoned arguments and research relevant to real world problems. Students who research local organizations through this project often continue as volunteers at the organization.

The Web Development Corps is an activity of the Information Systems Programming Club. The corps allows students to volunteer to learn Web tools and design Web pages beyond the IS curriculum, which they can also reference on their resumes. Projects for Web design or maintenance normally last all semester and are matched with the students' capabilities while also challenging students to develop greater skill. Recent projects were completed for UMSL's Institute of Women and Gender Studies, Children's Advocacy Services, and the Black Staff Association and for the local government of Wright City, Missouri.

In the Business Systems Analysis course, students learn to design computer systems, in contrast to the individual computer programs they learn in more foundational courses. A key component to the class is a semester-long group project in which students produce a coherent, professional report with recommendations for systems change and specifications for systems design. Over the last five years, more than 200 students have participated in such projects, all of which are conducted at nonprofit organizations or units of the university.<sup>6</sup>

Internships, although not required in CBA degree programs since many students already work, are recommended and available to students who wish to participate. Participation in business internships grew from 177 in fall 2005 to 246 in fall 2007.<sup>7</sup> Graduate courses with internships are also offered in accounting, finance, information systems, logistics and operations management, and business administration.

### Criminology and Criminal Justice

Undergraduate students in Criminology and Criminal Justice become more engaged in course content when it is combined with hands-on learning and civic engagement in criminal justice and related agencies. In winter 2007, students in the course, Gender, Crime, and Justice, participated in a service-learning project in which they partnered with personnel at a local women's prison, a domestic violence shelter, or a home for abused and neglected children. To integrate the service efforts into the course, the instructor utilized guest speakers, tours, and a final writing assignment that required students to discuss the agency's work in the context of the academic research discussed in class. In fall 2008, students will assist with the new Missouri Innocence Project, a joint effort of the Journalism School at the University of Missouri-Columbia and the Law School at the University of Missouri-Kansas City.

## College of Fine Arts and Communication

Key to learning experiences in the College of Fine Arts and Communication is intense community involvement as faculty and students present plays, perform in concerts, and exhibit art on campus and throughout the metropolitan area. Internships are essential components in many of the programs and are required of communication majors. Six endowed professorships link COFAC with community organizations. For example, through the Des Lee Fine Arts Education Collaborative, COFAC students and faculty provide significant arts experiences for thousands of children in the community.<sup>8</sup>

## Foreign Languages and Literatures

Service-learning courses in Spanish place students in three local community organizations: La Clínica, Acción Social Comunitaria, and Catholic Charities Community Services, all of which provide social services to needy Hispanics. As part of the winter semester study tour to Costa Rica, students and faculty work in a childcare center for underprivileged children or an orphanage.

## School of Social Work

Nearly 250 students majoring in social work learn to integrate theory and practice through practicum positions in courts, schools, hospitals, political offices, and social-service agencies. Each practicum requires 570 contact hours for students pursuing a bachelor's degree and 900 contact hours for students pursuing a master's degree.<sup>9</sup>

## Honors College

Students in the course, *Citizen Participation: Keystone of Democracy*, travel to the state capital to experience citizens' access points to the democratic process. In winter 2007, the class worked with the Associated Students of the University of Missouri, attending conference hearings and meeting with state representatives to discuss issues relevant to Missouri college students, including the controversial sale of Missouri financial aid investments and the intellectual diversity bill. Students wrote a short paper discussing how

this experience contributed to their understanding of the interrelationship between government and citizens. Almost universally, students praised the experience for revealing legislators' willingness to dialog with their constituents.

### Summary of Curricula of Engagement

Table 5.B.1 reports the results of the faculty survey items regarding our faculty members' extensive engagement with our constituents. In all, 127 tenure-track, 57 non-tenure-track, and 21 part-time faculty respondents summarized how their curricula engage students, the number of students participating in those activities, and the number of hours that students participate.

Table 5.B.1. Faculty Survey Results on Curricula of Engagement

Since FS 2005 I have taught classes in which students are engaged in	
Required activities in external organizations in this region	68
Required activities in other states	6
Required activities internationally	11
Optional activities in external organizations in this region	62
Optional activities in other states	20
Optional activities internationally	18
No activities off campus	59
Subtotal	244
The approximate number of students who participate each semester in off-campus activities in my courses is	
0	39
One to Ten	53
Eleven to 20	26
21-30	9
31-40	7
41-50	5
51-60	5
> 60	8
Please approximate the number of hours a given student spent with or for each organization during the semester. (Please check only one.)	
Less than 1	24
1-10	55
11-20	16
21-30	7
31-40	3
41-50	1
51-60	2
> 60	20

## STUDENT-SPONSORED PROJECTS

UMSL's students often conceive of and carry out volunteer projects through the campus's student organizations. One new organization, Colleges Against Cancer, raised \$86,778 in 2007 and 2008 for cancer research and treatment through their annual event, Relay for Life. Student athletes have volunteered with a number of organizations, including Habitat for Humanity. Alpha Phi Omega, a student service organization, attracts students who are passionate about making a difference in their community.

The Student Government Association sponsors the Big Event, a campus-wide student service project begun in 1999 and open to all students. The Big Event, which started 26 years ago at Texas A&M University, is the largest one-day student-service event in the nation. UMSL students have participated in the Missouri River Relief Clean-Up Project and provided mentors to Big Brothers, Big Sisters.

The Office of Student Life initiates and coordinates a wide range of service projects in an attempt to attract students who want to get involved but are not yet members of student organizations. While Student Life sponsors projects year-round, the centerpiece of its service program is the Month of Service, when every November, students volunteer in community improvement projects.

## DIRECT COMMUNITY SERVICES

UMSL applies resources to solving specific problems faced by the communities we serve. These direct services not only benefit community members but also provide hands-on learning for advanced students and research sites for students and faculty.

### Community Psychological Service

The Community Psychological Service, a nonprofit mental health clinic established within the Department of Psychology in 1977, serves 800 clients per year, 95 percent from the community at large and 5 percent from campus.<sup>10</sup> CPS serves as a primary practicum training site for students in the clinical psychology doctoral program. Supervised by licensed psychologists on the faculty, students provide psychological services to a caseload of two or three clients each. CPS also furthers the research mission of the university by offering faculty and graduate students opportunities to conduct applied research in the center.

### Children's Advocacy Services of Greater St. Louis

The Department of Psychology also supports the Children's Advocacy Services of Greater St. Louis, whose primary mission is to reduce the impact of trauma on sexually abused children. This center offers direct services to children and law enforcement agencies as well as continuing education to professionals. In the center, psychology students learn about child and family assessment and interventions, clinical psychology students augment the core training that they receive at CPS with clinical experiences, counseling students take classes, and advanced students and faculty from other departments conduct research projects.

### Center for Trauma Recovery

Although the Center for Trauma Recovery is primarily a research center that develops new treatments for trauma survivors, it also offers therapy for survivors of sexual assault, physical assault, and domestic violence. The total number of treatment sessions provided over the course of a typical year exceeds 1,250 hours of therapy.<sup>11</sup> This community service allows doctoral students in clinical psychology to conduct trauma therapy under the supervision of one of the center's licensed clinical psychologists.

## University Eye Center

Under the umbrella of the University Eye Center, the College of Optometry offers an in-house clinic, three offsite clinics, and a Mobile Eye Center, all of which make available basic eye care and eye health management while simultaneously providing professional preparation for optometry students. Utilization of the Mobile Eye Center has recently expanded through a partnership with the St. Louis Area-wide Agency on Aging and area Lions Clubs. In collaboration with Southern Illinois University-Edwardsville, the university sponsors an eye clinic in East St. Louis, Illinois, funded by the East St. Louis Community Fund. In total, the University Eye Center serves approximately 18,000 patients per year.<sup>12</sup>

## Center for Business and Industrial Studies

The Center for Business and Industrial Studies engages faculty, staff, students, and other associates on a project basis in consultations with for-profit and nonprofit organizations that require unique blends of skills and knowledge. Projects apply information technology and analytical models to organizational planning and management and are as diverse as the development of computerized systems for bus operations in the metropolitan transit agencies of St. Louis and Cincinnati and statistical models for risk management for three of the nation's largest financial institutions. Linking our service and research missions, the center publishes its innovations in analytical methodology in top management journals.

## PARTNERSHIPS

### The Desmond Lee Collaborative Vision

The Desmond Lee Collaborative Vision began with a gift to endow professorships that devote at least half their time collaborating with the most prestigious St. Louis scientific and cultural organizations. Currently 37 endowed professors work with more than 100 community organizations and several government agencies and business in the St. Louis area.<sup>13</sup>

A few projects that exemplify the range, impact, and quality of the activities of the DLCV include the following:

- The Desmond Lee Endowed Professor of Music Education chairs the Fine Arts Collaborative, a collective effort among 12 fine arts agencies, professionals from 14 school districts, and theater production companies that work together to engage underserved populations in the fine arts.
- Under the direction of the Des Lee Professor of Zoological Studies, the Department of Biology and the Saint Louis Zoo partner with the Charles Darwin Research Station and the Galapagos National Park to survey the Galapagos Islands for avian diseases. Undergraduate and graduate students participate in activities on the islands ranging from assisting veterinary pathologists to participating in studies of avian evolutionary ecology. The project was adopted as one of 13 centers of the new Wildcare Institute at the Saint Louis Zoo and is frequently cited as a model of how zoos and universities can collaborate to conduct more important conservation activities than either could accomplish alone.
- The Des Lee Collaboration in Art includes the Director of the Laumeier Sculpture Park and an endowed professor in contemporary art who both collaborate with the Contemporary Art Museum St. Louis, the Saint Louis Art Museum, and the Pulitzer Foundation for the Arts.

Overall, the Des Lee Collaborative is an ambitious model program that provides opportunities for the university to work on issues important to this region.

The Center for Character and Citizenship was created in spring 2006 through collaboration between two Des Lee professors and several nonprofit organizations. The center operates through numerous partnerships to carry out

its mission to foster the development of character and democratic citizenship in youth. For example, the center's partnership with regional organizations such as Kids Voting Missouri and CharacterPlus involved 79 school districts in Missouri in center activities. Associates of the center have won several awards, including the national Character Education Partnership's Lifetime Achievement Award.

### Scientific Partnerships

All of the science departments at UMSL provide precollegiate, undergraduate, and graduate students the opportunity to conduct research in our distinguished scholars' laboratories. Many also partner with renowned scientific organizations in this region and internationally, including the following:

- In addition to the Desmond Lee Endowed Professor described above, two other endowed professors link the Biology Department to the Missouri Botanical Garden and the Donald Danforth Plant Science Center.
- The Whitney R. Harris World Ecology Center was formed in 1990 through a collaborative agreement with the Missouri Botanical Garden. The center now has formal partnerships with the Saint Louis Zoo, a university in Madagascar, three laboratories or universities in Argentina, a university in Brazil, and a biological center in Guyana.
- The university is a member of the St. Louis University Research Consortium that operates Lay and Reis Field Stations in Missouri.
- The university partners with Washington University, the Missouri Botanical Garden, Barnes-Jewish Hospital, and St. Louis University to support the Center of Research Technology and Entrepreneurial Expertise or CORTEX, which supplies academic research facilities and life science incubators, as mentioned in Core Component 1A.

## INFRASTRUCTURE FOR SUPPORT OF COMMUNITY ENGAGEMENT

The need to coordinate UMSL's community engagement activities emerged in AY 2003, when several faculty members, staff, administrators, and students leading civic engagement activities initiated a Civic Engagement Group. Their conversations resulted in four campus events in AY 2005. The series, *Coming of Age: UMSL at 40*, celebrated the 40th anniversary of the campus and provided the new chancellor a platform for conversations on the Action Plan's goals regarding students, the community, and research in the metropolitan area.

In fall 2007, the provost convened a Task Force on Civic Engagement to propose the infrastructure needed to apply to the Carnegie Foundation for recognition as a community-engaged university. The task force will create an inventory of civic engagement activities and suggest ways to manage the implementation of civic engagement activities in preparation for the application. Support from two organizations, the Missouri Campus Compact and the American Democracy Project, contributed to the development of a Web site, a beginning inventory of campus civic engagement activities, and service-learning workshops for faculty.

The additional Carnegie classification, included as a goal in the Gateway for Greatness Strategic Plan, will require the campus to find a means of systematically collecting and classifying information on faculty, staff, and student activities without hampering the individual, entrepreneurial spirit that drives most of these efforts.

## FULFILLMENT OF CORE COMPONENT 5B

In a 2004 report to the UM Board of Curators, the chancellor estimated that community work carried out by social work students and faculty alone resulted in more than \$1.5 million of in-kind service annually to the community. Our partnerships and direct services to the community are so vast

that we find it daunting to measure the impact similarly from the campus's overall perspective. The large number and variety of projects in, for, and with community agencies vividly demonstrate UMSL's commitment and capacity to engage with our constituents and communities to meet our mission. The university provides a wide array of direct services to the public, on campus and off, through clinics, services, consulting, and research projects. Moreover, community service is intrinsic to many of the campus's academic programs, carried out through internships, research, capstone experiences, and service-learning. The increasingly important co-curricular activities sponsored by Student Life reflect the growing sense of community on campus. With our goal of adding the Carnegie Foundation's classification as an engaged university, UMSL faces the challenge of documenting all that our campus does in the community.

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

Under this Core Component, we analyze the university's responsiveness to its constituents. In addition to UMSL's receptiveness implicit in the projects described in Core Component 5B, specific examples of responsiveness to students, professional colleagues, and community partners are described in this section.

## RESPONSIVENESS TO STUDENTS

Because students are central to UMSL's mission and activities, responses to their needs have been described throughout the self-study. For example, our goal of meeting the needs of diverse students is evident in each criterion. Responding to the undergraduate retention rate required the work of many faculty and Student Affairs staff, and those efforts are explained in Core Component 3B. Student Affairs also took seriously the need for informal learning through Residential Life and Student Life; the new residence hall

is described in Core Component 2D, and co-curricular learning is included in Core Component 3A. The Millennium Student Center opened as a result of student demand for a facility with consolidated services and is described in Core Component 2A. Other significant examples of responses to students' needs are described in this section.

### Office of Transfer and Articulation Services

In recognition of transfer students' needs, in 2005, Student Affairs formed the Office of Transfer Services and Articulation, dedicated to enhancing transfer students' experiences. This office advocates for transfer students and provides peer mentoring, orientation sessions, and workshops for student success to reduce their time to and cost of degree. The growing fall-to-fall retention rate among transfer students (70 percent in 2003 to 73 percent in 2006)<sup>14</sup> gives us hope that our efforts will make a difference over time. At this point, it appears that the efforts have been more successful with males than with females, as Table 5.C.1 documents. While the annual retention of females grew somewhat (75 percent in 2003 to 77 percent in 2006), retention of males grew significantly (62 percent in 2003 to 79 percent in 2006). Since the numbers of men and women transfer students also grew before 2003, this change may be more significant to enrollment plans than the overall retention figure suggests.

Table 5.C.1. Transfer Retention By Gender 2003-2007

	N Retention	Fall-to-Winter Retention	Fall-to-Fall Retention
Females			
FS2003	653	87%	75%
FS2004	605	88%	75%
FS2005	682	85%	73%
FS2006	658	88%	77%
FS2007	623	88%	
Males			
FS2003	462	82%	62%
FS2004	449	85%	72%
FS2005	495	87%	75%
FS2006	464	90%	79%
FS2007	539	85%	

## MetroLink

In the early 1990s, regional mass transit expanded from buses to include a light rail system called MetroLink. UMSL donated land for right-of-way and, in return, the university received two Metro stops, one on North Campus and the other on South Campus. Initially, the cost for student tickets was so low that the campus underwrote the program, allowing students to ride public transportation free with a valid UMSL student I.D. card. Within the past few years, however, Metro required the campus to pay ever-increasing amounts for tickets until it became impossible for the campus to pay the full amount, and the service to students was discontinued. Through negotiations, the campus agreed to underwrite part of the cost of a semester pass, but students were not satisfied with the arrangement. In 2008, students passed a referendum to tax themselves to add to the university's payment to Metro so all UMSL students will be able to ride MetroLink without paying for a ticket starting in fall 2009.

## Other Student Services

Some other services that demonstrate the campus's responsiveness to students include the following:

- UMSL students receive a reduction in ticket prices at the Touhill Performing Arts Center in exchange for student-fee support of the Touhill.
- In 2007, Career Services eliminated the previous charge for services of \$35; in the first year after the fee was eliminated, the office saw a 94 percent increase in number of students using the on-line database, UMSL Career Key.<sup>15</sup>
- In response to increasing tuition costs, the university has enhanced the scholarship program in total dollars awarded as well as number of awards made.<sup>16</sup> Beginning in AY 2009, the value of the top two awards available to new freshmen will double, from \$3,500 per year to \$7,000 per year for the

Curators' Scholarship, and from \$2,500 to \$5,000 per year for the Chancellor's Scholarship.

- Scholarships for transfer students have also increased both in number of awards and total dollars awarded.

## RESPONSIVENESS TO THE EXTERNAL COMMUNITY

### Responsiveness to Educators

UMSL graduates 11 percent of all new teachers in Missouri each year,<sup>17</sup> and College of Education faculty continue to support their alumni and other professional educators. Their most obvious support is the development and scheduling of programs and courses to meet ever-changing licensing requirements. For example, the Division of Educational Leadership and Policy Studies developed the Educational Specialist (Ed.S.) degree in response to the state's new requirement that the administrator's certificate include an Educational Specialist degree. Moreover, since school administrators normally receive salary increases if they complete a doctorate, faculty also designed a path to the Doctor of Education degree for graduates of the Ed.S. program. These changes enhance the careers of educators and also are expected to improve the quality of schools where our graduates work as school leaders.

The Center for Entrepreneurship and Economic Education, accredited by the National Council on Economic Education, works to increase the quantity and enhance the quality of entrepreneurship and economics taught in K-12 classrooms through teacher education and curriculum development. The center, housed in the Department of Economics, partners with the Federal Reserve Bank of Saint Louis and the Foundation for Credit Education to produce curricula for personal finance.

### Responsiveness to Health Care Professionals

As part of the UMSL mission, we support and enhance the education of health care professionals in the region and beyond. The College of Nursing holds a variety of accessible graduate courses, continuing education, and development activities. Two major examples include a symposium series during CON's 25th anniversary in 2007 and the conference, A Celebration of African-American Nursing History, in 2008. This latter event brought together over 340 health professionals, university and high school students, and faculty and staff members.

As the state's only optometric school, UMSL's College of Optometry plays a significant role in maintaining the professional skills of the state's optometrists. Partnering with the Ophthalmic Education Institute, the college has an office devoted to continuing education that holds well-regarded events, normally sponsored by vendors that also fund significant scholarships for our Doctor of Optometry students.

A professor in the Department of Philosophy is a nationally recognized bioethicist whose views are sought on controversial developments in biology and medicine by the media (e.g. the *New York Times*, *St. Louis Post-Dispatch*, CBS, NPR, *Boston Globe*, *Scientific American*). He also serves as associate editor for ethics for an international surgical journal and as a medical ethicist for the National Cancer Institute and the National Eye Institute.

### Responsiveness to Business and Industry

Similar to faculty in other programs, business faculty design programs to accommodate working students' schedules. Potential MBA students may enroll in a hybrid program that offers a large part of the curriculum online. Classes meet on campus with professors one weekend each month, and other class work is completed via the Internet.

The Executive Leadership Institute within the College of Business Administration is a student-centered program that aids future leaders to become more effective in rapidly changing organizational environments. Students benefit from the Executives in Residence, retired or transitioning business leaders who volunteer their time at ELI.

A number of the large St. Louis-based corporations offer alumni support groups as part of their corporate culture. This has aided the Office of Alumni Relations to re-energize UMSL's large local alumni population.

#### Responsiveness to Government and Nonprofit Agencies

The Nonprofit Management and Leadership program, housed in Public Policy Administration, is the largest academic program in nonprofit and philanthropic studies in the metropolitan region and the largest provider of services to that community. NPML faculty arrange graduate student internships at nonprofit organizations; provide extensive consulting services to organizations throughout Missouri; and offer numerous professional training programs for professional staff, executives, and board leaders. Through credit and noncredit classes and workshops, NPML has trained more than 400 community leaders from nonprofit and voluntary organizations across the state.

Through a special appropriation in 2007, the state established the Center for Ethics in Public Life at UMSL to promote greater integrity in the conduct of public officials. The center is one of only a very few university-based programs across the country dedicated to the particularly challenging ethical issues that confront public officials at the state and local levels.

One of the university's largest projects for community enhancement is the Community Partnership Project, coordinated by Continuing Education. CE staff and community leaders work intentionally to resolve community needs. Some of the most outstanding programs include the following:

- The Neighborhood Leadership Academy, an annual certificate program, brings together a diverse group of neighborhood leaders for a four-month, hands-on leadership training program that emphasizes community building principles, organizational leadership and management practices, and personal leadership skills.
- The Community Partnership Project Brown Bag Series brings together students and community organizations on issues of concern to local neighborhoods.
- The Community Partnership Project Seminar Series links research and practice and promotes sharing information and ideas on issues that affect the region.

### Responsiveness to Precollegiate Students

Over the years, the campus has attended to prospective college students' needs through precollegiate programs. Although the majority of the participants in these programs attend college elsewhere, our faculty and staff consider their participation in these programs important to UMSL's mission. Some of those programs are described in this section.

As mentioned in Core Component 1C, our Bridge program collaborates with 23 school districts and 55 high schools to prepare local youth for the collegiate experience. Since 2003, 100 percent of Bridge participating senior students have later enrolled in institutions of higher education. Donors endowed scholarships for former Bridge participants to attend UMSL, and one endowed a fellowship for them to continue to graduate school at UMSL.

The College of Fine Arts and Communication provides programs for K-12 students such as "Acapelloza," a program for high school choral singers, the Greater St. Louis Jazz Festival and Jazz Combo Camp, the Arianna String Quartet Chamber Music Clinic, and the Des Lee Fine Arts Education Collab-

orative. Each fall the college presents the Dean's Award for Creative Achievement in the Arts to selected Missouri high school seniors who come to campus from across the state with their teachers to receive their awards.

Twenty years ago, the National Science Foundation funded a five-year project at UMSL, Students and Teachers as Research Scientists. STARS was so successful that the campus continues to sponsor it, and several St. Louis scientific industries provide funding. STARS introduces high school seniors and teachers to various aspects of the scientific enterprise as practiced by scientists in academic, private, and governmental research institutions. STARS participants are so outstanding that each summer UMSL scientists welcome them to their laboratories, and many students publish their results in refereed journals.

The Writers in the Schools program has been part of UMSL's MFA in Creative Writing program for six years, serving between 80 to 120 high-school juniors each year. UMSL students volunteer to visit classrooms and conduct creativity exercises, read their own work or the work of their favorite authors, provide copies of the campus's noted literary journal, *Natural Bridge*, and talk with participants about being writers.

## RESEARCH FOR THE PUBLIC GOOD

A considerable amount of research on campus stems from issues and opportunities particular to St. Louis, with findings of this research often directed to local public audiences as well as international scholars. In addition to research described in Core Component 4A, this section provides examples of how research and community engagement intersect with student learning as a result of UMSL's responsiveness to the community.

The Department of History's St. Louis Virtual City Project, funded by \$2 million from the National Endowment for the Humanities and the Institute of Museum and Library Services, utilizes interactive web technologies to

explore the history of the region. Visitors to the Virtual City Web site can explore local history by clicking on buildings in the model to access narrative text, images, and primary source materials. For example, the Old Courthouse in the 1850s is a portal to information on the Dred Scott case. The 1950s model includes hyperlinked department stores that elaborate on the theme of postwar consumerism.

Our noted criminologists conduct research related to the region on topics such as recidivism, preventing adolescent crime, police use of force, victimization, and social sources of crime. This cutting-edge research contributes to policy decisions associated with crime around the world and also engages undergraduates and graduate students. The St. Louis Regional Chamber and Growth Association appreciated the work of one scholar so much that the organization nominated him for a Sold on St. Louis Award in 2008.

Faculty in Political Science, among the campus's most prolific researchers, are known for outstanding work on political processes and policy issues in the St. Louis region, the U.S., and internationally. The highly diverse faculty members share their scholarship with the public and students to create engaging learning environments. Students also gain knowledge from internships arranged through faculty members' contacts in governmental agencies, and many alumni have achieved high positions in government, including members of the state legislature and Congress.

UMSL's scientists doing basic research are also solving problems that contribute to the public good. One biologist, for example, contributes to the long-term Missouri Ozark Forest Ecosystem Project, while some of his students study the damaging, invasive Japanese honeysuckle. Such basic biological understanding is needed in the public debate on the future of the planet. In 2005, a graduate student in biology won the Goldman Environmental Prize-Africa, often referred to as the Nobel Prize for the environment, for risking his life to protect the Okapi Wildlife Reserve in the Democratic

Republic of the Congo. This award goes to individuals who have demonstrated exceptional courage and commitment to preserve and enhance the environment.

Scientists in several labs at UMSL are working on alternatives to fossil fuels. The Center for Nanoscience's studies of hydrogen storage compounds are expected to improve the feasibility of hydrogen as a fuel. A student in biology is carrying out basic work on the switch-grass complex, a potential source of biofuels, and two biology faculty members study the production of hydrogen and other potential sources of renewable energy by bacteria.

Despite the lack of a medical school, UMSL faculty also research properties and processes that may lead to medical breakthroughs. For example, a chemist's development may lead to an aerosol drug delivery system for patients with cystic fibrosis, and a physicist contributes to understanding of the brain through studies of epileptic seizures.

### CREATING NEW PARTNERSHIPS

Historically, the campus has supported an entrepreneurial model in its community outreach activities. Providing infrastructure, the Division of Continuing Education has a long history of linking university resources with collaborative partners to address specific community needs. CE has the resources and expertise to assist with needs assessment, program planning and development, financial oversight, and program assessment to support and seed programs on behalf of the campus. Campus policies, however, do not require CE to be involved in creating new partnerships.

The campus's close ties to the region, built through our existing partnerships and large local alumni base, allow new partnerships to be built through individual or departmental initiatives. For example, when faculty propose a new academic program, the proposal must include the program's local relevance. We have consistently exceeded this state requirement. One example is the

Museum Studies graduate certificate program. Created through collaboration between the anthropology and history departments, program faculty have relationships with a wide variety of museums, historic houses, and historical societies throughout the region. The organizations rely on UMSL interns and hire Museum Studies graduates. In turn, faculty collaborate with museums to develop programs and exhibits.

The intentional decentralization of the creation and maintenance of partnerships has served the university well. Decentralization allows UMSL to benefit from the entrepreneurial spirit that drives our faculty and staff to create and sustain community partnerships, and academic and administrative departments openly support the formation of new community partnerships. Faculty respond quickly to community requests and use campus resources such as CE or centers to support their initiatives.

This entrepreneurial environment has one drawback, however. It has been difficult to collect all the ongoing activities and data needed to apply for the Carnegie special classification of engaged university. Additionally, we discovered that several projects were not collecting data on the impact of their partnerships. The Community Engagement Task Force described in Core Component 5A plans to resolve this before they prepare the application for the additional Carnegie classification of an engaged university in 2010.

#### **FULFILLMENT OF CORE COMPONENT 5C**

UMSL demonstrates its responsiveness through a wide array of projects for its students, the community, and an ever-increasing number of constituents, including PreK-12 teachers, precollegiate students, scientific organizations, and health care and business professionals. Our activities inform and are enhanced by the campus's research, teaching, service, and economic development missions.

*Core Component 5D. Internal and external constituencies value the services the organization provides.*

In this Core Component, the volume, longevity, and sustainability of UMSL's partnerships provide evidence that our constituents value UMSL. In addition, external awards and donations to the university make public our partners' appreciation for UMSL's services.

## INTERNAL CONSTITUENTS VALUE UMSL'S SERVICES

### Students

In the last five years, the services that the university offers students have increased dramatically. The addition of the Millennium Student Center created a focus for UMSL student activity, as detailed in Criteria Two and Three. That students value the MSC is evidenced by the growth of student participation. Although students have first priority, student clubs wanting to use the MSC for meetings or programs must reserve the space far in advance because of the demand. Applications for student government funding have increased in the past five years so that approximately 85 percent of more than 200 recognized organizations requested approximately \$1 million dollars from Student Activities Fees.<sup>18</sup>

In the Health, Wellness, and Counseling Center, clients have increased from 6,504 in AY 2004 to 9,188 in AY 2008.<sup>19</sup> The new Center for Student Success had 3,252 clients in its first year, 2006, and 3,329 in 2007.<sup>20</sup> As the university continues to see growth in all student services and as our assessment of them becomes more effective, the impact of the services offered will be measured as a component of annual reports.

### Employees

Evidence that university employees value UMSL can be found throughout the self-study. The average length of service of full-time employees in FY 2008 of 9.6 years (10.6 years for faculty, 8.9 years for staff) and projected staff turnover of 9.4 percent provide more tangible evidence of employees'

regard for UMSL. New hires of external staff (i.e., new staff not transferring from another department on campus) of 161 resulted in a ratio of new hires to terminations of 1.3:1. Applications received for those staff openings numbered 9,135 this year, up from 5,337 in FY 2007.<sup>21</sup>

## COMMITMENT TO COMMUNITY ENGAGEMENT

### Faculty Value Community Engagement

As reported in Table 5.D.1, faculty respondents to a survey reported that between 2005 and 2007 they taught 185 classes that included community engagement. More than 100 of their students were engaged each semester, and most students dedicated between 1 and 60 hours to engagement activities associated with their classes, with 20 individuals spending more than 60 hours in a single term in the activity. As expected, faculty overwhelmingly agreed that students like earning credit for off-campus activities (91 percent) and receiving paid internships (94 percent). On the other hand, only 57 percent of the faculty agreed that the university rewarded faculty efforts in community engagement. Eighty-one percent noted that they recorded their engagement activities in the computerized system that records vitae activities, the Faculty Accomplishment System, which suggests that administrators might be able to capture most community engagement activities through FAS reports.

The faculty's commitment to community service and engagement reflects their dedication to the community, even without a perceived explicit reward system. According to the survey, of the 275 research projects carried out with a partner organization, 49 percent were unfunded local, state, national, and international projects. These activities are in addition to the curriculum projects described in Core Component 5B. According to faculty survey reports, students seem to value engagement experiences so much that one-fourth of the 188 students involved in community-based research projects were volunteers.

Table 5.D.1. Faculty Survey Results on Curricula of Engagement

Since FS 2005 I have taught classes in which students are engaged in	
Required activities in external organizations in this region	68
Required activities in other states	6
Required activities internationally	11
Optional activities in external organizations in this region	62
Optional activities in other states	20
Optional activities internationally	18
No activities off campus	59
Subtotal	244
The approximate number of students who participate each semester in off-campus activities in my courses is	
0	39
One to Ten	53
Eleven to 20	26
21-30	9
31-40	7
41-50	5
51-60	5
> 60	8
Please approximate the number of hours a given student spent with or for each organization during the semester. (Please check only one.)	
Less than 1	24
1-10	55
11-20	16
21-30	7
31-40	3
41-50	1
51-60	2
> 60	20

Feedback from the faculty survey suggests that community partners value their relationships with UMSL as well. Faculty reported that 83 external partners sent thank you notes to the faculty or faculty's supervisor, and 63 sent letters of reference for students or faculty reviews. A very positive sign was that 58 partners hired UMSL students as a result of the projects. UMSL also received benefits from the partnerships that included feedback for improving the relationship, acknowledgment in external newsletters, and even donations.

Many faculty and staff also contribute to the region by serving on advisory boards and making presentations at community functions. In AY 2007 faculty reported more than 450 community service contributions in the Faculty Accomplishment System. This significant number of faculty involved in community organizations is further evidence that UMSL employees value working in their community, both personally and professionally.

### Community Partners Value UMSL's Collaboration

At about the same time that faculty were asked to respond to questions about their collaborative work, community partners were surveyed about their experiences with UMSL. Of the 190 respondents, 154 answered the question regarding the value of our students' contributions, and 99 percent of them agreed that our students made significant contributions to their organization. Among the 124 who hired UMSL graduates, 84 percent agreed that they hire all of our graduates that they can. The partners were very positive about their experiences with our faculty and staff. When asked whether they agreed that faculty and staff plan collaboratively, 95 percent agreed. They also agreed (96 percent) that faculty and staff respond to their feedback and use their time well by arriving on time and meeting deadlines (97 percent). The responses were stratified by type of organization so that the deans and career services personnel could have more specific information for their quality improvement efforts.

## EXTERNAL RECOGNITION FOR SERVICES

### Awards

One indication that constituents value the university's work is the recognition the campus community receives from external organizations. This section lists a few recent examples that reflect the diversity of our constituents and their needs as well as evidence that they value our contributions.

- The chancellor was awarded the 2008 Distinguished Higher Education Award by the Dr. Martin Luther King Jr. State Celebration Commission of Missouri.<sup>22</sup> The award was presented in recognition of the chancellor's outstanding commitment to higher education in Missouri and for his continuing efforts to exemplify Dr. Martin Luther King Jr.'s ideals and commitments.
- The College of Optometry received the 2007 Community Champion Award from the Institute for Family Medicine for its efforts to assist those receiving inadequate health care.<sup>23</sup>
- UMSL received the 2006 Quality Concrete Award for its role in the aesthetic enhancement project of Interstate 70 and Florissant Road.<sup>24</sup> The award is given to architectural features that lift the spirits of the community and create a recognizable landmark in the greater St. Louis region.
- The College of Education was the 2006 recipient of the Best Practices Award for Innovative Use of Technology from the American Association of Colleges for Teacher Education in recognition of innovative use of educational technology.<sup>25</sup>

Perhaps the best single indicator of UMSL's commitment to community engagement is the UM System's Brice Ratchford Memorial Fellowship Award. The award is given annually to one UM System faculty member who demonstrates commitment, dedication, and effectiveness in advancing the land-grant mission. Between 1999 and 2008, one-third of awards have been won by UMSL faculty.<sup>26</sup>

### Donors

The campus saw an extraordinary increase in the number of donors between 2003 and 2007. As Table 5.D.2 documents, within the overall increase of 53

percent, the largest increase in a single group was from friends, those individual community members who invested in the university without a natural affiliation with the campus. The 78 percent increase in the number of donor-friends provides evidence that external constituents value UMSL and are increasingly willing to show it through their donations.

Table 5.D.2. Increase in Number of Donors By Type, 2003-2007

	2003	2008	change
Alumni	3349	4654	39%
Business/Corporation	383	477	25%
Foundation	58	72	24%
Friend	2522	4492	78%
Fund Raising Consortia	5	4	-20%
Organization/Association	113	134	19%
Religious Organization		2	
Student	6	42	600%
TOTAL	6436	9877	53%

## SUSTAINED PARTNERSHIPS

Another indication that community organizations value the university's contributions is their willingness to engage in long-term relationships with us. A few of those sustained partnerships are described in this section.

### Boeing

The partnership with Boeing and its predecessor, McDonnell-Douglas, is very long standing. For at least 20 years, UMSL has sent numerous interns to Boeing, and our faculty speak at Boeing events and offer workshops for Boeing employees. Boeing, then the McDonnell-Douglas Corporation, asked the university to support an engineering program for place-bound, diverse students of the St. Louis region. To accommodate our corporate partner, UMSL began the Joint Engineering Program with Washington University. Boeing also arranged to bring a distinguished faculty member to the Mathematics and Computer Science Department to conduct cutting-edge research

in computational harmonic analysis to support Boeing's research and development. Boeing has sponsored the campus's precollegiate activities and career services activities and donated other gifts. Importantly, Boeing is among the largest employers of our graduates.

#### **Express Scripts, Inc. Headquarters**

In pursuing the university's priority to enhance civic engagement for economic and social benefit of the region, the university developed a Business, Technology, and Research Park. In 2004, the university successfully competed for a bid to bring the first tenant to the park: the headquarters of Express Scripts, Inc., whose chief executive officer is an alumnus. The ESI phase I site was completed and occupied by April 2007 with phase II scheduled for completion in late fall 2008. The project brought considerable national attention to the campus, including an article in the *Wall Street Journal*, a story on CNBC, and articles in the higher education press.

ESI is an integral member of the campus community and has access to many university amenities and services. UMSL students participate as employees or interns at ESI, and faculty members are involved in consultations related to ESI's operations. In addition, the student art gallery, Gallery Visio, exhibits 20 pieces of student art in the ESI corporate headquarters for six months then replaces them with a new showing. This provides a unique opportunity for our art students to have their work hanging in a Fortune 150 company. In 2007, the corporation solicited student artists to design a holiday card for 8,000 constituents in a competition with cash prizes.

#### **Clinical Field Sites**

The College of Nursing has sustained professional relationships with local hospitals, long-term care facilities, and community health agencies. After the college's affiliation with Barnes-Jewish-Christian Health System ended in 2005, more clinical sites were willing to partner with UMSL. The hospitals

and health care systems employ our graduates as well as providing clinical and research opportunities across all nursing programs.

The College of Education has sustained partnerships with more than 200 area public school districts and private schools. As teacher preparation increasingly takes place in schools, school partners appreciate the opportunity to prepare future teachers and hire graduates who have worked successfully with their pupils.

The College of Optometry has maintained a connection with all federally funded neighborhood clinics in the region. Over the past five years, the number of community partnerships has increased 50 percent, from 31 in 2004 to 48 in 2007.

#### Scientific Services for Community Organizations

Evidence that constituents value services offered by UMSL scientists is found in the continuing relationships with our faculty. Among several examples, faculty members and graduate students in the Department of Physics and Astronomy have developed partnerships with researchers in industry, including Monsanto and other local corporations, and regional universities to lend their expertise in electron microscopy and nanoscience. The Microscope Image and Spectroscopy Lab in the Center for Nanoscience offers instrumentation and expertise that are unique in the state of Missouri.

The Department of Chemistry and Biochemistry has maintained close ties to industry over many years. One example of area scientists' value of those relationships is the arrangement the department has with the researcher-owner of NanoVir, who continues to conduct research on campus. As part of our agreement, UMSL has an equity stake in NanoVir and receives overhead funds from NanoVir's grants, including a grant to fund research on antiviral compounds to treat human papillomavirus infection.

### Long-Term Relationships With Donors

In addition to the extraordinary support provided to create the Des Lee Collaborative, several donors have maintained close, long-term relationships with UMSL. Two examples demonstrate donors' appreciation of the campus's work over time.

After several years supporting the biology department's research and teaching about conservation, in 2007, a St. Louis philanthropist donated \$5 million to endow the World Ecology Center to recognize the center's impact on educating the next generation of ecologists.<sup>27</sup>

In 2008, a local philanthropist gave a \$1.5 million gift to endow a chair in Byzantine and Orthodox Studies to offer a comprehensive study of the history, culture, politics, and individuals of the Byzantine Empire.<sup>28</sup> His previous gift in 1996 endowed a chair of Greek studies and established the Greek studies program at the university.

### COMMUNITY USE OF UNIVERSITY FACILITIES

Many organizations seek to use campus facilities for their events. As a public university, we welcome the opportunity to serve the community by renting our facilities and inviting visitors to our events. This section summarizes some of the university's facilities that community organizations value.

#### Touhill Performing Arts Center

In addition to its academic mission described in Core Component 3C, the Touhill presents an annual series of performances that bring regional, national, and world performances to St. Louis. This series accounts for only seven percent of the annual usage of the building while attracting 20 percent of the attendance. The center is home to several nonprofit organizations

through direct partnerships, including the Saint Louis Symphony Orchestra, Dance St. Louis, and the Modern American Dance Company and provides rental access to outstanding performance space at reasonable prices. The Touhill also hosts several regional festivals, annually attracting thousands of high-school and community-college students. In all, the Touhill attracts more than 100,000 people to campus each year.

### **Athletics Facilities**

UMSL's athletic facilities include an outdoor soccer stadium, tennis courts, a softball complex, an intramural field, and a new baseball field is under construction. Indoor facilities consist of a 3,000-seat basketball and volleyball arena, fitness center, racquetball courts, a swimming pool, and classrooms, studios, and teaching labs. These facilities are home to intercollegiate athletics, campus recreation, and physical education classes and also support an assortment of sport camps for local youth that average more than 1,000 participants each year. When not in use for university-sponsored events, the Mark Twain facility is available for outside organizations and service events that bring, on average, 20 community groups per year. The largest events include high-school graduations, Missouri state high school regional and sectional basketball tournaments, and job fairs for employers to meet UMSL students.

### **Millennium Student Center**

As mentioned previously, the Millennium Student Center was constructed to foster a sense of community among students, faculty, and staff. Evidence that it is meeting its goal comes from foot traffic in the building of 2,261,259 in FY 2007, an increase of 17 percent over the previous year. The MSC also

is an attractive venue for external groups. In FY 2006, 28 percent of annual rental hours were used by outside groups; in FY 2007 the percentage rose to 52 percent.<sup>29</sup> Students are pleased to share the space because the rental income helps reduce the fees they must pay.

#### **FULFILLMENT OF CORE COMPONENT 5D**

UMSL is highly valued within the St. Louis community for the diverse services it provides. External partners offer students a richer education than would be possible if lessons were held exclusively in a classroom. Students appreciate the opportunities that the partnerships provide to apply their knowledge and skills in professional settings, and our partners enjoy making a contribution to students' learning. UMSL employees seek ways to enhance the work and learning environment by carrying out the campus's mission of engagement. The awards, donations, and positive feedback from our community partners signal their appreciation of the extra effort that partnerships require.

#### **SUMMARY OF CRITERION FIVE: UMSL'S COLLABORATION WITH OUR CONSTITUENTS.**

Responses to Criterion Five document 45 years of engagement with our region. UMSL was founded in response to the need for a public university in the state's largest metropolitan area, and the campus has been engaged with this community ever since. It is fitting for our self-study report to conclude with illustrations of mutually beneficial and reciprocal community engagement activities. Through these connections to our community, UMSL faculty and students create relevant knowledge and provide authentic, enhanced learning experiences so the metropolitan region will continue to

benefit from their research and learning, and from the campus's economic-development initiatives. Because the campus is integrated into the community in many ways, it will be a challenge to identify and document all of our engagement activities to demonstrate publicly UMSL's distinctiveness through the Carnegie Foundation's classification as an engaged campus. As described throughout this study, all criteria provide evidence that our constituents are a major consideration in our mission, resources, students' learning, and intellectual productivity. Our community partnerships, in addition to our stewardship of financial resources described in Core Components 1A and 2B, document that the University of Missouri-St. Louis achieves its mission and serves the region admirably.

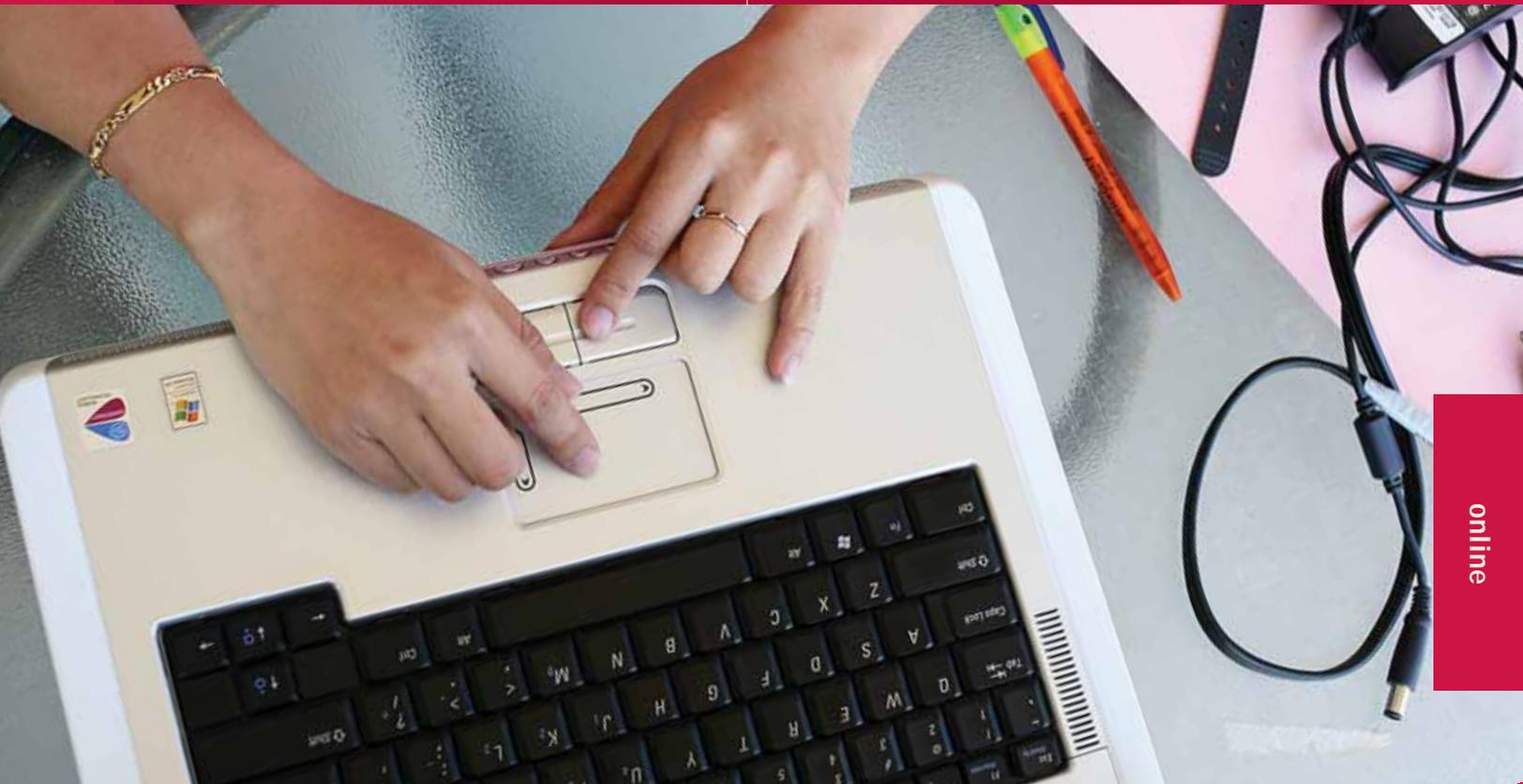
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 Number Title of Work Cited for Criterion 5

1	Fall New Transfer Students 1998 - 2007
2	<i>St. Louis Business Journal</i>
3	Volunteer Services Annual Report
4	Touhill Usage Figures
5	Gallery 210 Statistics
6	Business service-learning
7	Business internships 2005-07
8	College of Fine Arts and Communication Annual Report
9	Social Work Community Service
10	Community Psychological Services
11	Center for Trauma Recovery
12	College of Optometry Five-Year Review Self-Study
13	Des Lee Collaborative Vision
14	Retention Table
15	Career Services Annual Report
16	Scholarship Report
17	Colleges of Education teacher production
18	Student Affairs Assessments
19	Health, Wellness and Counseling Services Annual Report
20	Center for Student Success Report on Activity
21	HR Turnover Report
22	Martin Luther King, Jr. Award
23	Optometry Newsletter Winter 2008
24	Construction Achievement Award
25	CoE Significant Accomplishments
26	Ratchford Award
27	Harris Center Self-Study 2008
28	Byzantine and Orthodox Studies
29	MSC Usage

mission  
planning  
learning  
knowledge  
community  
**online**  
compliance  
response  
acknowledgements

University of Missouri–St. Louis



online

## Request for Approval of a Proposed Change: Online Education

### 1. What is the change being proposed?

#### *Specific change that is proposed*

The University of Missouri-St. Louis is seeking approval for asynchronous online delivery of all degree programs. UMSL's current Statement of Institutional Scope and Activities follows:<sup>1</sup>

#### Distance Learning

This listing is limited to programs that are delivered 100% asynchronously

BSN in Nursing (Internet)

MBA in Business Administration (Internet)

MED in Adult Education (Internet)

MED in Elementary Education (Video/CD ROM)

By way of this application, we request approval for Internet delivery of all UMSL programs and to eliminate the Video/CD ROM delivery of the Master of Education in Elementary Education.

Recent interest in online delivery of a broad range of programs, propelled by strategic planning, motivates this request. UMSL's online programs will be offered with the same educational integrity as those taught on campus. That is, the online programs will require the same faculty, courses, and program outcomes as programs offered on-campus, and the online class curriculum will mirror the on-campus course curriculum, with the same learning objectives. The campus will assure that quality online advising and support services are available.

This request to offer all degree programs at UMSL in an online format is made to protect the university's integrity. Since a large segment of our undergraduate

population consists of transfer students, many need to satisfy only the residency requirement and take a few specialized courses to graduate. With the increasing number of course offerings and students enrolling in online classes,<sup>2</sup> it is possible that soon a student will take online courses and be able to graduate with an UMSL degree that is not on the approved list. This proposal will demonstrate that the university has the commitment and capacity to meet Higher Learning Commission's *Best Practices in Distance Education* and deliver asynchronous courses and programs of the same high quality as those offered on campus.

*Expected outcomes of this proposed change (enrollment growth, enhanced services, etc.)*

#### Expected Outcomes of Offering Online Programs

- The academic departments that offer online programs will experience an increase in the number of majors.
- There will be no differences in students' achievement of learning outcomes for on-campus and online course offerings.
- We anticipate no significant difference in alumni satisfaction between students studying online versus on-campus in course and program evaluations.

*Impact of this proposed change on the institution's current mission, the numbers and types of students to be served, and the breadth of educational offerings:*

Offering degree programs online is a natural extension of our land-grant mission since online delivery will make our baccalaureate and graduate programs more accessible to more prospective students. Not all programs lend themselves to online asynchronous delivery, of course, and faculty in each program will assure that the delivery system is appropriate for the content.

Online degree programs will not change our mission. For example, we do not intend to recruit students outside of our service area except when our partnerships take opportunities to other sites. Our international collaboration has led to some interest in online programs, for instance, as have some funded projects. A previous example of this was a federally funded project to upgrade science teaching in rural Missouri and Iowa.<sup>3</sup> Other examples are the international projects described in Core Component 4C. To support our mission, no online program will be advertised in regions beyond our current service area, and no UMSL program will be delivered online without an on-campus presence.

*Identify from this list the Commission's policy/policies relevant to this change:*

Change in educational offerings: Commission approval is required to extend accreditation to include:

- Degree programs offered through distance delivery methods.

2. What factors led the organization to undertake the proposed change?

Adding online programs will allow us to:

- Respond to student needs for alternate methods and convenient access to higher education;
- Compete more effectively with other higher education institutions offering online programs in our region;
- Support the growing interest in online education among faculty; and
- Increase the campus's overall enrollment.

### Convenience for Commuting Students

As the Introduction documented, UMSL students often commute long distances. To meet those students' needs, we have a long history of offering degree programs at residence centers, which are in community colleges in east-central Missouri and a high school in St. Louis County. In our offsite face-to-face classes, we have experienced enrollment fluctuations that often make on-site teaching impractical and so supplement them with synchronous or asynchronous distance offerings. With this proposed change, students will be able to take classes even when enrollments are low at a specific site, and the university will be assured that any degrees earned meet our accreditation standards.

The high cost of gasoline adds a significant consideration for commuting students. This is compounded by the closure of a major highway for the next two years. As Criterion Three mentioned, commuting students often request a class schedule that allows them to drive to campus only one or two days a week, and, with other scheduling demands, offering such classes is often not feasible. As a result, advisors have found that students' time-to-degree suffers. Offering asynchronous classes will allow students to maintain their course-load, even during those semesters when the on-campus schedule imposes difficulties on specific commuters.

### Higher Education Competition

In recent years, many higher education institutions have extended their reach into the St. Louis region, and local independent universities are offering more convenient graduate degrees. Offering online the same quality degree programs that we offer on campus will help UMSL meet needs that those universities currently fill. We can deliver quality degree programs and support services online at a lower tuition and also offer support within

driving distance. Depending on the students' needs any particular semester, our proximity and in-state tuition should prove to be an advantage as we compete with out-of-state and private competitors.

### Increased Interest Among Faculty

The university has invested considerable resources to support online teaching, and faculty are using these resources to convert their classes to online formats. As reported in Core Component 3C, over 2,000 courses used MyGateway in FY 2008, and the maximum number of hits per day on MyGateway was 4.8 million. It is anticipated that technologically little change will be required for many faculty members to move their traditional classes to online courses. New support for faculty discussed below is now attracting a broader range of disciplines to online teaching.

Faculty also have a financial motive for converting courses to an online format. Those accepted into the online institute sponsored by Continuing Education receive a stipend of \$1,000 for completing the institute, \$2,000 for teaching the course the first time, and a new laptop.

Colleges and departments are also motivated by the fiscal model since classes offered online and offsite can generate revenue for the academic college.

### Enrollment Needs

Competition for students in this region is stiff, as the Introduction explained. By focusing on nontraditional students, UMSL has been able to maintain stable enrollments over the last 10 years. Nontraditional students often have time constraints as they attend to personal and professional responsibilities, and online programs allow busy students to study at times convenient for them. The more delivery options we can offer without

diminishing the quality of the learning experience, the more attractive UMSL becomes to prospective students.

*Describe the relationship between the proposed change and ongoing planning.*

Both the expired Action Plan and the new Gateway for Greatness Strategic Plan include goals for online delivery systems. As a result of the Action Plan priorities, in spring 2007, UMSL offered 74 courses via the Internet, 15 of which had multiple sections; 143 distance courses using both ITV and face-to-face delivery methods; and 20 video courses in 10 different programs.<sup>4</sup> Measures for the goals in the new strategic plan include credit hours earned in online and offsite courses and other alternative offerings.

The following summaries provide evidence of planning for online education in most colleges at UMSL. The three colleges with approved online programs may have other programs that will move to at least 50 percent online very soon.

**Business.** The College of Business Administration pioneered a weekend-based, Internet-enhanced track of the Master of Business Administration as an alternative to the traditional part-time evening program. Students proceed through the program as a cohort group and complete the requirements for the degree in two years. Although there are no specific plans to do so, the next likely business program to migrate to online delivery is the Bachelor of Science in Business Administration for transfer students. Currently synchronous distance courses augment the offsite courses and allow students to complete the program without regard to enrollment numbers at an individual site.

**Nursing.** The Registered Nurse to Bachelor of Science in Nursing degree is the only College of Nursing undergraduate option with a fully online course of studies available. It has also been approved for online and offsite delivery

at four community colleges and several hospital sites. As of summer 2008, 44 students are enrolled in the BSN Completion online option. Core courses in the Master of Science in Nursing are now offered both online and face to face so students have a choice of learning modalities. Nurse Educator specialty courses are available solely in an online format. Advanced practice core courses also are available solely online for the Pediatric Nurse Practitioner component of the M.S.N. program and are taught collaboratively by three UM campuses. Although the Doctor of Nursing Practitioner will not be offered online soon, we anticipate that when it is, program courses will be entirely online with face-to-face meetings at the final-project stage.

**Education.** College of Education faculty will continue their tradition of making graduate programs accessible to area educators via online as well as face-to-face offsite courses. The success of the online Master of Education in Adult Education and online courses in Elementary Education is motivating faculty to consider future offerings. These include the Educational Specialist in Educational Administration because of a recent change in state certification requirements for school leaders. Experience with online offerings in the M.Ed. in Elementary Education program suggests that future online M.Ed. programs will be in Early Childhood and Special Education.

**Fine Arts and Communication.** The faculty in the Department of Communication have been teaching online for many years with well-developed departmental supports for instructors and learners in online courses. Approval of this request will allow them to offer their Bachelor of Arts degree online. Also, although faculty have offered only one graduate course online to-date, upon HLC approval, they plan to design the Master of Arts degree for online delivery.

**Arts and Sciences.** The former dean of Arts and Sciences rewarded faculty for developing courses that could be used for a minor in the Bachelor of Liberal Studies degree. The B.L.S. consists of two specified minors and the

capstone course from one of those fields and is being re-designed for online degree completion.

Graduate School. The Bachelor of Interdisciplinary Studies is a candidate for future online development, although there are no B.I.S.-specific courses. Students could complete the B.I.S. degree online if advisors find a sufficient number of online courses that meet an individualized degree plan.

In summary, we have been planning for an online culture since 2004 and now are poised to offer online degree programs. Recently, the campus has invested resources in improved technology to offer student services online and encouraged faculty to re-design classes in online formats. This infrastructure, bolstered by goals in both strategic plans, has created an environment conducive to the development of online programs.

### 3. What necessary approvals have been obtained to implement the proposed change?

*Identify the internal approvals required and provide documentation confirming these actions*

No approvals are required on campus to migrate existing degree programs to online delivery. Despite that, CE sought Faculty Senate advice on its new plans to support and oversee the design and delivery of online programs. Senators did not envision a role in the process but suggested peer review for oversight and requested annual reports to update the Senate about online offerings. As a result, staff from the Center for Teaching and Learning, Instructional Technology Services, and CE collaborated to create a pilot program of peer review to assess the online courses prior to allowing them to be offered.

The UM System requires that campuses inform the vice president for Academic Affairs when a program is delivered online. Upon approval of this request, we will notify the vice president of our authority to offer online

programs, and then before delivering a complete program online, we will inform the vice president about each specific program.

*Identify the external approvals required and provide documentation confirming these actions*

The Missouri Coordinating Board of Higher Education does not require universities to submit requests for approval for existing academic degree programs offered online. Instead, the policies on Web-based programs refer institutions to HLC's best practices. In May 2008, board staff conducted a survey of online programs offered at Missouri public universities, and UMSL reported the programs that had been submitted in the Annual Report to HLC. Staff responded with surprise at the number and variety of offerings across the state, and we suspect that more state department oversight may be required in the future. Should that happen, we would follow our traditional procedure of working through the University of Missouri System to satisfy the state's requirements.

Due to our proximity to Illinois and the Metro Fee that allows undergraduates in the Illinois counties of the St. Louis Standard Metropolitan Statistical Area to pay non-resident fees, Academic Affairs contacted the Illinois Board of Higher Education to seek staff counsel on approvals required should a resident of Illinois enroll in an online program at UMSL. We were advised that the Joint Committee on Administrative Rules, a bipartisan legislative oversight committee, is reviewing those rules and that we should contact IBHE after October 2008 about any new requirements. Academic Affairs will make available any updates during the site visit.

4. What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?

*Identify challenges directly related to the proposed change.*

The commission identified no relevant challenges to online services during the last re-accreditation visit in February 1999. In fact, the Commission's Evaluation Team identified Continuing Education, which has responsibility for online program management, as "a model for others across the nation."<sup>5</sup> We are optimistic that CE's strong leadership of offsite programs will assure the same level of quality for delivery of online programs.

The 1999 team also identified the campus's technology infrastructure and distance delivery as strengths in this way, "Substantial progress in developing a campus-wide technology infrastructure, including strong instructional technology on campus and effective distance delivery systems."<sup>6</sup> UMSL's technology infrastructure has increased dramatically since then, as documented throughout the self-study.

*Describe how the organization has addressed the challenge(s).*

N/A

**5. What are the organization's plans to implement and sustain the proposed change?**

*Describe the involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change (curriculum development and oversight, evaluation of instruction and assessment of learning outcomes).*

UMSL has strengths that facilitate implementation of the proposed change: experience with online course and program delivery, appropriate faculty, new professional development, technology, a plan to oversee the quality of the offerings, and a long-established assessment system that has been revised for online quality assurance.

## Experience with Online Offerings

Table 6.1 documents the growth in online course offerings since the last reaccreditation visit. Almost all programs have experimented with online or hybrid courses. This experience has guided the campus to develop an implementation plan to move from offering courses to offering complete programs online.

Program Name	Primary Modality	Graduate 2007	Graduate 2006	Undergraduate 2007	Undergraduate 2006
BSN in Nursing	Internet	0		34	28
MBA in Business Administration	Internet	32	29	N/A	N/A
MED in Adult Education	Internet	70	35	N/A	N/A
MED in Elementary Education	Video/CD ROM	47	100	N/A	N/A

## Faculty Credentials

Because of our campus's long history of off-campus course offerings, there are policies in place that require academic programs to approve any non-tenure-track faculty member involved in distance education, whether face to face, offsite or online. The standards for faculty teaching online remain the same as for on-campus teaching. For example, if an adjunct faculty member teaches a distance graduate course, then the dean of the Graduate School must approve that faculty member's credentials for that particular course, as with on-campus courses. The self-study provides evidence throughout of the strength of UMSL's faculty and the review processes that provide oversight of their activities.

## Professional Development

The Center for Teaching and Learning and Information Technology Services have been routinely assisting faculty with the redesign of existing courses for alternative delivery methods since 2000. The CTL and ITS's Faculty

Resource Center were described fully in Core Component 3B, along with the online midsemester reviews that support formative feedback.

During AY 2008, CE hired an instructional designer to assist faculty in developing and delivering online courses. In collaboration with ITS and the CTL, CE created the Online Development Institute. The purpose of the ODI is to provide incentives and assistance to attract more faculty to online teaching. In the ODI, faculty examine pedagogy and new approaches to online instruction, best practices in the field, technology tools, online course design, and the integration of these skills to deliver classes online. The ODI employs a hybrid model, with 80 percent being online and the remaining in face-to-face seminars, with the goal of providing practical and repeatable models faculty can use when teaching online. The online portion of the ODI utilizes adult learning theory to expose faculty to multiple technologies in support of a wide variety of learning styles. Modeling a wide range of delivery mediums—readings, videos, screen casts, cartoons and a weekly TV show—gives faculty first-hand experience with how these technologies and methods support learning. Face-to-face seminars allow faculty to share experiences gained from the ODI and time to receive one-on-one assistance. The lab days are hands-on experiences in which faculty practice with technology in a friendly and supervised environment.

### Technology

Appropriate technological resources are critical to online program delivery. UMSL's exceptional technology, including the powerful portal to the Blackboard course-management software, MyGateway, will serve the online programs. It is described throughout the self-study, especially in Core Component 3D.

Technology is so integrated into our face-to-face offerings that no introductory course will be required for online students. For new students, MyGate-

way is available from the university's homepage, and online student help is easily available from the MyGateway site or the campus home page. Student services also have online materials, links to email contacts, and phone numbers to provide service at a distance.

### Assessment

Assessments for continuous quality improvement consist of two tracks, the academic content and the online delivery. Academic deans are responsible for assuring the integrity of the academic program and quality of teaching within their colleges. CE, as the overseer of all online programming, assures the quality of the online experience for students and faculty. Because these factors interact, open lines of communication are crucial. As explained below, associate deans with dual reporting lines play a pivotal role in the communication of assessment processes and outcomes.

In its service role, CE, in collaboration with the CTL and ITS, is sponsoring a pilot of a peer review process using the Illinois Online Network Quality rubric<sup>7</sup> to assure that each course is appropriate for online delivery. Peer review teams, comprised of faculty members and administrators experienced in online education, evaluate each course based upon best practices and using the standardized rubric.

After the pilot, CE will be responsible for a peer review of each online course prior to the course being offered. Peer reviewers will submit a written report on each course to the CE dean, who will compile those reports into an annual summary for the Faculty Senate.

Instructors of online courses will utilize the online midterm evaluation as feedback for improvement while courses are in progress. In addition, CE will periodically conduct focus groups with students who recently completed online courses to assure that, from the students' perspectives, courses meet the elements of best practice.

Academic personnel oversee UMSL's academic programs and regularly review their quality, as evidenced in such processes as the annual reports and the five-year reviews described in Core Components 2C and 3A. The academic quality of the online programs will be assessed through the regular five-year review process, with the addition of input from CE on the quality of the transition to online delivery. Departmental course evaluations, required of every course every semester, will be adapted to the online environment. CE will suggest to academic deans any recommended remediation on an as-needed basis.

Each year, deans of the colleges review the work of their faculty and assure that standards of quality teaching are maintained. There are no differences in faculty review between face-to-face and online teaching, although workload credit for online courses varies by college. Student evaluations of online courses will figure in the annual reviews of faculty, just as they do for on-campus classes.

### Implementation Plan

To move to full authorization, UMSL will implement the requested change in three tracks, depending on the current status of the programs. Online programs are divided into existing approved programs, programs nearing 50 percent of courses online, and future online programs.

**Existing Approved Programs.** Online programs already approved will continue to operate as they currently do with a few changes to increase Academic Affairs' oversight. For example, the associate deans for continuing education that represent these programs will communicate with Academic Affairs to assure that campus reports are accurate. They will ensure compliance in such matters as (a) correct codes used during scheduling to assure that the courses are identified as components of approved programs in annual reports to the U.S. Department of Education and the Higher Learn-

ing Commission; (b) service-learning or other courses that include students who may be involved in off-campus experiences in Missouri, other states, or other countries; (c) codes that signal that a non-resident student should receive a tuition scholarship; (d) provisions for online assessment of courses using both an evaluation of the instructor and course, as well as feedback on the technology and online support services. In short, the programs will continue to operate as they do currently, but Academic Affairs will design procedures to assure that the campus meets reporting requirements.

**New Online Programs.** Colleges that currently deliver 50 percent or more of courses toward a degree program will immediately seek approval from Academic Affairs to continue to teach those courses online. In addition to the compliance requirements above, they must satisfy Academic Affairs' expectations that their courses meet HLC's best practices, namely, (a) program faculty have been actively involved in designing, approving, and delivering the online program; (b) the online courses are designed to be dynamic and interactive; (c) the learning outcomes for the online program are the same as those for the on-campus program and they are measured with the same assessment plan; (d) online program information is easily accessible (including a three-year schedule of class offerings for the online program) for prospective and current students.

Other best practices will be addressed through collaborative efforts of the college, ITS, CTL, CE, Student Affairs, and, potentially, lab directors. First, student support services should be easy to find for both prospective students who are unfamiliar with UMSL and enrolled students who also attend face-to-face classes. For example:

- MyGateway tutorials, accessible through ITS's Web site, will be linked from the online program's Web page.
- The college administrator for CE will advise ITS before scheduling classes of any hardware or software requirements that are not already

available and assure that prospective students have an easy means of learning what they are from the program's website.

- The college administrator for CE will also advise the departmental liaison to the libraries of the types of references students will need to assure that required texts that are fully online are available before classes are offered.
- The Student Success Center will also need to be informed that program faculty may be using the Academic Alert system to refer students for services who are not able to come to campus.
- Fully online support is available for program advising and technology help. The college CE administrator will review other potential services with the instructor.
- If a program cannot assure Academic Affairs that all necessary services are available on campus, then staff will investigate the possibility of outsourcing those services.

A quality improvement plan must be in place. Online faculty are required to use the Online Midsemester Feedback system<sup>8</sup> to give students the chance to offer suggestions to improve the learning environment. At the end of the term, CE will survey online students regarding the quality of the online experience itself and seek suggestions for improvement. Programs are expected to work with ITS to provide the departmental course evaluation instrument online, if it is not already. Instructor evaluation will also follow the same procedures as for on-campus teaching, although CE staff may provide additional information on the instructor's role in the effectiveness of the online experience based on students' feedback. Assessment of student learning will mirror on-campus assessment, and those data are included in the five-year program and specialized accreditation reviews. Five-year reviews and annual reports will add information to assist the campus to address the online planning outcomes. Assessments will include measures of how well the program achieves the goals cited in this proposal, namely, changes in the number of

majors due to online offerings, differences in achievement in class or in program measures (MFAT, licensing exams, etc.) between on-campus and online students; and differences in alumni satisfaction between online and on-campus students.

Faculty also have online support for their teaching from the Faculty Resource Center.<sup>9</sup> The Center for Teaching and Learning<sup>10</sup> has materials online for faculty orientation, recommendations for syllabi, and other teaching assistance. Their online materials will be enhanced with streaming video through a recent grant, and programs that request specific faculty support may contact CTL so that their needs can be met online or through a personal consultation.

**Future Online Programs.** CE's Online Development Institute will be available exclusively for departments moving from online courses to a full program, starting summer 2009. Deans who want to take advantage of the incentive plan offered through the ODI will propose to the dean of Continuing Education the program(s) to be selected to participate. Preference will be given to those programs that have large enrollments and the opportunity and resources to recruit more students. Knowing how many and which programs intend to offer 50 percent or more classes online within the next five years will allow CE to plan accordingly.

*Describe the administrative structure (accountability processes, leadership roles) necessary to support this proposed change.*

The lack of central oversight of online courses has concerned the provost. As the campus moves from online courses to full programs, the Dean of Continuing Education will manage all distance education offerings, whether face-to-face, hybrid, or completely online, with oversight and support from Academic Affairs. This plan formalizes the support that was operating informally but inconsistently and provides oversight mechanisms.

To formalize the agreement with faculty, each individual faculty member must sign a Memorandum of Understanding and seek his/her department chair and dean's endorsement. The MOU has the following provisions:

Continuing Education agrees to

- Provide a laptop computer to faculty for use in the ODI and in developing and delivering a specific course;
- Provide a \$1,000 stipend to faculty member who completes the ODI;
- Provide a \$2,000 stipend in addition to compensation for teaching the course when the course is first delivered via the Outreach Program;
- Provide technical assistance to faculty via the Instructional Design staff, the CTL and the ITS Faculty Resource Center;
- CE reserves the right to engage other faculty to facilitate delivery of the course, to meet enrollment demand;
- All courses will be evaluated by the CE Faculty Online Peer Review Committee based upon a standardized rubric and gain appropriate CBHE, and HLC approvals before courses is placed in the UMSL Schedule of Classes.

The faculty member agrees to:

- Successfully complete the ODI;
- Complete online development of specified course to be offered within an online program;
- Work with the CE Online Peer Review Committee to ensure that learning outcomes and objectives are aligned and meet criteria set forth in the selected standardized rubric adopted by the CE Online Peer Review Committee;
- Participate in ITS or CTL conferences/workshops and stay abreast of best practices in instructional pedagogy and technology;
- Certify that no copyrighted material, other than copyrights the faculty member holds or for which permission has been secured, will be used in the development of this course;

- Participate, as schedule allows, in sharing experiences in developing and delivering this course with colleagues in appropriate campus ITS and CTL sessions.

Dual oversight of the assessment processes by academic and CE deans described above assures the quality of the online delivery of the programs and campus support systems, as well as the integrity of the academic program. CE has an associate dean or other administrator assigned as a liaison to each participating college who reports to the dean of Continuing Education with dotted lines to the dean of the respective academic college. The associate deans are charged with scheduling offsite and distance education courses so that students have the opportunity to complete their degree online. They are also charged with keeping communication lines open between CE and academic units to assure that assessment findings are shared and lead to quality improvements.

Academic Affairs will oversee the dual assessment procedures. The assessment coordinator will incorporate items specific to online programs into the templates for annual reports and five-year program reviews and collaborate with the deans when the reports suggest that programs need revision.

*Describe how the organization will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling).*

Our support services are offered online for all students, so online students have access to services for registration, financial aid advising, fee-payment, testing, library search using the university's integrated systems, and administrative support.

As described in Core Component 3A, library holdings are computerized so that students can conduct reference searches via telecommunications. Entire texts of an increasing number of periodicals are available online. The library's password-protected page, available on MyGateway and the UMSL

home page, provides resources to both faculty and students. Faculty reserve material for their online and face-to-face classes, and students can search for reserve items by a professor's name or the name of the course. Faculty and students have access to online subject guides, the UMSL Library Catalog, statewide MERLIN and MOBIUS Catalogs, database searching, Interlibrary Loan and library instruction, including tutorials. Additionally, online students can email a reference question or sign up for a research consultation in person or electronically. To assure that materials for a specific program are available, each program director is charged with requesting any particular electronic materials before offering the program online.

The Office of Transfer Services and Articulation provides advising services by phone, fax, and online. In addition, they have several upgrades planned for AY 2009, all of which will support online students. Online or phone transcript evaluations, a key advising tool for preadmissions, will be piloted to assure accuracy. The existing online orientation will be revised to include information for returning and transfer students. Virtual chat or Instant Messaging with a transfer coordinator and live voice with scheduled times to be online outside of regular office hours are also goals for this academic year.

The student portal on MyGateway links to tools students often need, including financial aid and academic advising, class schedules, online testing appointments, the online registration system, the *Bulletin*, final exam schedule and academic policies. Information on accessing Web-based courses using MyGateway is available to students on any of the computer labs on campus. Alternatively, there is a comprehensive tutorial available online for students who are unable to drive to campus.

The academic support services, such as the Writing and Math Labs, are gearing up for more online support. The Writing Lab, for example, answers questions by phone when they don't entail revisions of entire papers. Staff are investigating how other campuses provide such services to online

students. With the success of the Math Teaching and Learning Lab (Core Component 3B), the Math Lab is also considering how to extend its services to off-campus students.

In addition to the campuswide services already available, departments that offer programs entirely online are required to offer online advising for students that opt to take their program entirely online. Departments must also confer with the service providers to communicate any special services students may need in their particular program.

*Provide financial data that document the organization's capacity to implement and sustain the proposed change (projected budgets, recent audit reports, revenue streams, cost of facilities, and projected facility and equipment costs).*

Currently, campus funding from the state of Missouri and revenue generated from tuition provides the financial resources for all courses. A complete description of the campus's funding is included in Core Component 2B.

Students pay the appropriate campus tuition for online and campus courses. Students in online courses offered by CE also pay UMSL's Instructional Technology Fee, but not the Student Facility, Activity, and Health Services Fee. An online course supplemental fee of \$50 per credit hour<sup>11</sup> helps build the necessary infrastructure, including costs for faculty incentives, professional development, marketing and general operational costs. CE shares the supplemental fee with the colleges so that students don't have to pay any additional college fees associated with online instruction.

When CE offers distance courses, the tuition accrues to CE. CE pays all costs, including six percent of instructional costs to the campus's operations fund, and then divides the profits according to an agreed-upon amount between CE and the college that offers the class.

This model, created from years of experience with off-campus course delivery, produces revenue that supports the programs and provides incentives for colleges to pilot new delivery systems. Even with the additional faculty incentives that will begin during the next AY, this model is expected to generate considerable profit while serving students' needs.

By summer 2010, the campus expects to have enough data to determine whether online courses are adding enrollments or moving enrollments from campus to online courses. If there are no substantial increases in enrollments, then Academic Affairs will renegotiate the funding model so that more tuition returns to the university to compensate for the transfer of general revenue to the colleges that can occur with this model. It might also be necessary for support services to receive more funds.

*Specify the timeline used to implement the proposed change.*

Upon HLC approval, academic deans will request approval from the provost to offer those programs with 35 to 50 percent of courses offered online. After reviewing the proposals, the provost will determine which will be offered online. The provost will then inform the vice president for Academic Affairs of the UM System. The CE associate deans, in collaboration with the academic departments, will plan a course schedule for each discipline that will allow students to complete that degree online and post the schedule online with the existing three-year course schedule. Departments will notify existing and prospective online students of the new delivery mode as soon as their program's schedule is in place.

**6. What are the organization's strategies to evaluate the proposed change?**

*Describe the measures the organization will use to document the achievement of its expected outcomes.*

*Describe how the assessment of student learning is integrated into the assessment program.*

As the self-study report makes clear, all academic programs and administrative units at UMSL undergo a required five-year review and submit annual updates to those reviews. Since the online programs mirror the on-campus programs, reviews of online programs will take place during each department's regularly scheduled annual report and five-year review. Data that faculty provide for the five-year program review include how students' knowledge and skills are evaluated and what changes have been made to the program as a result of assessment findings; online data will be included in those standard reviews. Evidence of the campus's extensive program review process is in Core Component 2C, and examples of programmatic changes made as a result of the review process are given in 3A.

Additionally, until the next HLC reaccreditation site visit, online programs must show the extent to which this proposal's outcomes were achieved. That is, there will be an increase in the number of majors; there will be no differences in learning outcomes for on-campus and online programs; there is no significant difference in alumni satisfaction between students studying online versus on campus in course and program evaluations.

For its five-year review, CE will solicit feedback from students regarding online student support services. Faculty who participate in the ODI and teach online courses will provide feedback regarding their professional development and other support services. Additionally, to report the extent to which this proposal's outcomes were achieved for the entire university, CE will summarize enrollment growth by major, a comparison of learning outcomes by major, and comparison of alumni satisfaction by major. CE will also summarize changes made as a result of instructor, student and alumni feedback. For quality improvement, CE's annual report will include any updates to the five-year report data.

## Conclusion

This change request documents that the University of Missouri-St. Louis meets the conditions in HLC's *Best Practices in Distance Education*.

*Best Practice One: Education is best experienced within a community of learning where competent professionals are actively and cooperatively involved with creating, providing, and improving the instructional program.*

UMSL's development of online programming is the product of collaboration among offices with excellent track records in promulgating instructional change. CTL, ITS, and CE provide support to faculty innovators who volunteer to pioneer effective teaching via the Internet. Since these programs mirror on-campus programs, faculty will consider online data and needed improvements using the same assessment procedures that they employ for their on-campus programs.

*Best Practice Two: Learning is dynamic and interactive, regardless of the setting in which it occurs.*

Through the ODI, faculty from across campus learn best practices of online teaching. We anticipate that the online practices may lead to enhanced face-to-face instruction as well. The CTL provides workshops and individual consulting if faculty need guidance to make the online environment more dynamic and interactive.

*Best Practice Three: Instructional programs leading to degrees having integrity are organized around substantive and coherent curricula that define expected learning outcomes.*

UMSL's academic degrees offered online mirror those offered on campus. That is, they include substantive and meaningful curricula with defined learning outcomes that are assessed through multiple measures.

*Best Practice Four: Institutions accept the obligation to address student needs related to, and to provide the resources necessary for, their academic success.*

Our outstanding student services are available to students whether on campus or online. For students who desire “high-touch” with “high-tech” classes, online students are welcome to visit advisors in person or by phone. This will normally be possible because we intend to attract students from our normal service area; those few outside of commuting distance are expected to be those participating in collaborative partnerships where UMSL faculty are available offsite or by telecommunications.

*Best Practice Five: Institutions are responsible for the education provided in their name.*

CE will oversee the administration of online programs, which includes assuring the quality of online instruction and seeking any required state approvals should students from other states enroll in an online program at UMSL. Should the Missouri DHE change its approval requirements for online programs, Academic Affairs will assure that those requirements are met. CE will collaborate with academic deans regarding the integrity of the program’s quality, and Academic Affairs will oversee their administration.

*Best Practice Six: Institutions undertake the assessment and improvement of their quality, giving particular emphasis to student learning.*

The culture of assessment evident on the campus will be reflected in our online programs since the outcomes of the academic programs are identical despite different delivery modes. All academic programs at UMSL undergo five-year program reviews, and the delivery system will be a factor in those reviews to assure that all graduates of the program attain the same outcomes.

*Best Practice Seven: Institutions voluntarily subject themselves to peer review.* Every five-year review includes at least one external and three internal peer reviewers. Most of the programs that we plan to offer online are professionally accredited, and their review process includes peer review. Finally, during the next campus reaccreditation process, evidence of the online programs' quality will be included in the self-study, and the extent to which the campus meets the expected outcomes will be evaluated.

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**Number      Title of Work Cited for Change Request**

1	Statement of Institutional Scope and Activities
2	History of Online Courses at UMSL
3	Dr. Shymansky's website (Science Teaching in Rural Missouri and Iowa)
4	UMSL Action Plan with Revisions Approved by Budget and Planning
5	1999 Evaluation Team Identifying UMSL Continuing Education as Model Program
6	1999 Evaluation Team Identifying UMSL Distance Delivery as Strength
7	ION Quality Online Course Initiative
8	Midsemester Feedback System
9	Faculty Resource Center
10	Center for Teaching and Learning Web Page
11	Letter of Approval for Online Course Supplemental Fee



mission  
planning  
learning  
knowledge  
community  
online  
**compliance**  
response  
acknowledgements

University of Missouri–St. Louis



## Appendix I: Federal Compliance

### CREDITS, PROGRAM LENGTH, AND TUITION

#### Credits

The University of Missouri uses traditional semester credit hour equivalencies for courses. UMSL's *Bulletin* defines a credit as the semester hour, which represents a subject pursued one period weekly for one semester of approximately 16 weeks or for a total of approximately 16 periods for one term. Normally, the lecture or recitation period is 50 minutes long.

UMSL meets the amendments of the Higher Education Reconciliation Act of 2005 regarding the definition of an academic year for a program that requires a "minimum of 30 weeks of instructional time for a program that measures its length in credit hours" since our semester term is 16 weeks. This is a traditional academic calendar followed by most accredited institutions of higher education in the country. Shorter lengths of terms, such as summer school or our Winter Intercession, equate in class sessions and instructional contact hours to the regular 16-week semester.

All courses are transcribed in a particular semester, fall, winter, or summer; Winter Intercession courses are transcribed in the following winter semester. Transcripts list courses taken by semester, the level of the course (undergraduate or graduate), grades, and semester and cumulative grade point average.

#### Program Length

Neither the UM *Collected Rules* nor the Missouri Department of Higher Education (MDHE) stipulate the length of program or credits required for a degree or the

specific length of programs. In its rules about transfer students, MDHE specifies the following as the expected length of a baccalaureate degree:

A baccalaureate degree program, or major, consists of a [42-hour] general education program and a coherent grouping of courses or subject-area requirements in a specific discipline or program field. Generally, the number of credit hours required for a major ranges from thirty (30) to forty-eight (48) semester credit hours. There may be exceptions to this rule in the case of highly specialized professions or disciplines, interdisciplinary studies, or majors in general liberal arts studies (<http://www.dhe.mo.gov/credittransfer.shtml>).

UMSL's undergraduate programs meet those standards. All candidates for baccalaureate degrees must complete a minimum of 120 semester hours. At least 45 of these hours must be courses numbered 2000 or above (or comparable courses transferred).

To assure quality graduate programs, UMSL's Graduate School has long had minimum credit hour requirements for graduate programs. For example, master's programs must have a minimum of 30 credit hours, and doctoral programs must require at least 60 hours beyond the baccalaureate degree. The Graduate School is charged with enforcing these policies.

### Tuition and Fees

The UM Board of Curators sets tuition and fees, and any variation from the system-wide amounts requires a special request to the curators. MDHE's Policy on Higher Education Student Funding Act Implementation requires that all public universities annually submit their change in tuition from the current academic year to the upcoming academic year, beginning in AY 2009. For institutions like UMSL whose tuition is greater than the state average, the percentage change in tuition may not exceed the change in the consumer price index.

UM tuition varies by student level. That is, undergraduate, graduate, and professional students pay different rates, currently \$245.60, \$298.70, and \$557.10 per credit hour, respectively. Other programs have specific rates associated with the cost of delivery so that the high school dual-credit courses currently are \$54 but the online M.B.A. is \$618 per credit hour. Out-of-state and international students must pay an additional non-resident fee.

Other fees consist of those that the Student Government Association approves for all students and program-specific fees. Among those that all students must pay are the Institutional Technology fee, currently \$11.70, and the Student Facility, Activity and Health Fee of \$45.83 per credit hour. Online students pay a supplemental fee of \$50 but do not pay the Facility, Activity, and Health Fee. Students using special services such as submitting dissertations and those who break laboratory equipment or send a bad check also have special fees.

To add program fees, the dean proposes the fee to the provost. If approved, the dean takes the proposal to the Student Government Association for students' approval. Proposals for program fees require a rationale and a specific plan for how the funds will be used. For example, fees in laboratory science courses are used to maintain equipment for scientific research and buy new instruments in the student labs. Fees in the arts support student laboratories and studios.

The Cashier's Office provides consumer information on its Web site regarding all tuition and fees, and that page is linked to other Web pages that prospective students might visit. Additionally, the College Portrait developed through NASULGC/AASCU's Voluntary System of Accountability (VSA) allows undergraduate students to compare UMSL's College Portrait, including costs, with those of other participants in the VSA.

UMSL's programs provide students with careers or preparation for graduate school. Until recently, students did not complain about the cost of the degree in relation to their earning potential. The alumni survey found that students graduating after 2000 were more likely to be ambivalent or negative in their answers to the questions about whether an UMSL degree was worth the tuition. The campus addressed this by doubling the top merit and need scholarships (please see Core Components 2B and 5B) and adding a goal to the Gateway for Greatness strategic plan to maintain the fees as low as feasible.

### **COMPLIANCE WITH THE HIGHER EDUCATION REAUTHORIZATION ACT**

UMSL has complied with all Title IV requirements, and our status with the Department of Education has remained favorable since the review of 1999.

#### **Financial Aid**

The campus maintains current copies of all documents required by the Higher Education Reauthorization Act, including the following: Program Participation Agreement (PPA), Eligibility and Certification Renewal (ECAR), and the annual report Fiscal Operations Report and Application to Participate (FISAP). There have been no U.S. Department of Education audits of UMSL's financial aid operations.

The most important changes in our Office of Financial Aid since the last site visit include the following services designed to enhance our support for students:

- An assistant director and a financial aid counselor in the Student Success Center were hired in 2007.
- Participation in the Direct Lending program has decreased the average loan processing time from five weeks to five days.
- Scholarship management was centralized so that timely and efficient awarding of the many scholarship types would be ensured.

- The office now assists students in using the FAFSA Express option to file their federal applications for aid electronically.
- There is a clearly articulated procedure for appealing awards and decisions about financial aid.

UMSL's default rate has never been close to the 10% that triggers a review for problem areas and has even seen a decrease over the last three years, from 4.8% to 3%. As Table A.I.1 documents, UMSL compares favorably with our 30 comparator-universities in the default rate using the most recent data available.

School	Default Rate			N Default			N Repaying		
	FY 2005	FY 2004	FY 2003	FY 2005	FY 2004	FY 2003	FY 2005	FY 2004	FY 2003
Cleveland State	7.1	7.3	8.4	234	215	235	3279	2941	2794
Memphis	5.2	6.3	5.5	239	227	188	4533	3576	3392
Toledo	5.2	6.4	6.1	270	274	243	5129	4271	3979
Colorado at Denver	4.9	5.1	5.9	297	270	286	5948	5241	4792
Kent State	4.8	5.3	5.2	405	391	347	8270	7309	6638
Nevada-Las Vegas	3.9	3.8	3.4	125	104	86	3205	2733	2483
Indiana University-Purdue University	3.5	4.6	4.2	94	102	90	2652	2190	2124
Arkansas at Little Rock	3.5	2.9	3.4	231	111	127	6535	3749	3647
Old Dominion	3.4	4.7	4.3	117	121	94	3388	2534	2185
Northern Illinois	3.2	3.6	2.9	199	161	115	6078	4413	3909
Missouri-St. Louis	3.0	4.3	4.8	114	136	131	3742	3096	2704
Florida International	2.9	3.8	4.2	148	180	184	4967	4732	4304
Oakland	2.9	2.9	2.5	69	57	45	2339	1956	1732
Houston	2.8	4.5	4.9	182	205	212	6353	4540	4303
Wisconsin - Milwaukee	2.8	5	4.1	62	81	54	2198	1591	1311
Western Michigan	2.8	2.4	1.8	145	116	86	5142	4815	4574
Massachusetts - Boston	2.7	3.1	4.7	212	191	274	7777	6040	5744
Georgia State	2.6	3	2.7	125	133	105	4680	4326	3846
Wright State	2.6	3.2	2.5	146	151	104	5498	4645	4130
Portland State	2.5	2.2	2.1	170	95	76	6586	4170	3507
Florida Atlantic	2.4	3.4	4.6	109	126	149	4502	3643	3173
Wichita State	2.1	2.7	1.8	75	88	56	3448	3215	3064
Akron	2	3	2.4	49	56	45	2340	1844	1831
George Mason	1.9	2	1.3	65	55	32	3282	2647	2394
Texas at Arlington	1.8	1.7	3.2	74	50	89	3963	2898	2780
San Diego State	1.7	2	1.8	98	114	102	5644	5616	5473
Indiana State	1.6	2.3	2.1	148	128	110	9143	5562	5042
Illinois State	1.3	2	2	55	77	78	3949	3791	3736
East Carolina	1.1	1.4	1.9	54	55	65	4541	3840	3394
Wayne State	1.1	1.8	1.3	53	60	40	4579	3310	3067
New Orleans	0.5	4.3	4.7	27	160	155	4515	3688	3288

<http://www.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

## Campus Crime Act

The Department of Institutional Safety follows Title IV requirements and posts crime reports on their Web site. Impact of crime on the actual campus is hard to measure, however, since UMSL touches several local communities and unincorporated areas of St. Louis County, each with different policing jurisdictions; often their crime is reported in our data due to this juxtaposition.

Information contained in the department's annual report, developed by a university team, is made available through a campuswide email announcement that the report is available on the Web site ([http://safety.umsl.edu/police/crime\\_report.html](http://safety.umsl.edu/police/crime_report.html)). The department uses the statistics to structure future operations and personnel assignments. For example, monthly compilation of these statistics influences how the department will proceed with assignments, what particular areas require the most attention, and whether their efforts are successful.

In December 2000, the department was first accredited by the Commission on Accreditation for Law Enforcement (CALEA), an internationally recognized organization, and was most recently reaccredited in December 2006. CALEA requires compliance with international standards for the highest degree of quality law enforcement.

All officers are certified by Peace Officer Standards and Training and licensed by the state of Missouri. As Core Component 3C explains, most officers are trained as Crisis Intervention Team officers to be able to recognize and bring aid to those individuals who are in crisis. The department also has an officer assigned to the Mobile Response Team, which is comprised of officers from many departments of the region to respond to unique and tactical situations.

Due to the professionalism of the officers, there have been no serious complaints brought against any UMSL officer since before the last reaccreditation review.

## Athletics

Each year the Department of Athletics completes two reports regarding revenues and expenses. The Equity in Athletics Disclosure Act report is a comparison between expenses and revenues between male athletes and female athletes, due each October, which over time shows the university progress on achieving gender equity. The other report, NCAA report of Athletics Revenues and Expenses, is a fiscal report of all revenues and expenses including capitol projects, equipment, supplies and facilities, due January each year.

Prior to any athletes competing, they must be certified as eligible according to all NCAA and Great Lakes Valley Conference (GLVC) eligibility rules and regulations. Further, prior to the start of each sport season, all athletes must be certified according to all financial aid regulations to assure that they are receiving appropriate financial aid and are not over-funded. Every two years, as assigned by NCAA regulations, the department must conduct a formal audit of all expenses and revenues by an outside auditing firm.

All violations of NCAA regulations and GLVC policies must be reported and investigated when necessary to the governing body. Copies of reports are sent to chancellor, vice provost, and faculty athletics representative and kept in personnel files.

According to the NCAA Web site, our student-athletes graduate at a significantly higher rate than other UMSL students do. The campus has only one comparator in Division II, Wayne State University, and UMSL's student athletes performed better than those of this comparator, as Table A.I.2 documents.

## Retention and Graduation Rates

The University of Missouri-St. Louis reports the retention rates in the College Portrait posted on the Academic Affairs Web site. This issue has received significant attention over the years since the last site visit, as explained in Core Component 3D.

Table A.1.2. Freshman-Cohort Graduation Rates		
	All Students	Student-Athletes
UMSL		
1999-00 Graduation Rate	43%	64%
Four-Class Average	41%	64%
Student-Athlete Academic Success Rate	85%	
WAYNE STATE		
1999-00 Graduation Rate	33%	49%
Four-Class Average	32%	43%
Student-Athlete Academic Success Rate	42%	

[http://www.ncaa.org/grad\\_rates/2005/d2\\_d3\\_school\\_data.html](http://www.ncaa.org/grad_rates/2005/d2_d3_school_data.html)

### Federal Compliance Visits to Off-Campus Locations

Although UMSL has no other campuses, we have a long history of delivering courses and programs to community college campuses and one high school in this region. HLC recently authorized the campus to offer all programs at these sites and area hospitals.

### ADVERTISING AND RECRUITMENT MATERIALS

Information about UMSL's association with the Higher Learning Commission is included on the chancellor's Web site. In addition, HLC's logo is on the front page of the campus *Bulletin*.

### PROFESSIONAL ACCREDITATIONS

All programs at UMSL that have specialized accreditation available are accredited by that agency except for art and the new dance program. The campus is proud of our standing in the professional accrediting bodies. A list of those accreditations is updated each year and posted on the Institutional Research Web site.

Since the professional accreditations require considerable assessment, descriptions of the role that they play in student learning are included in Criteria Two and Three.

## RECORD OF STUDENT COMPLAINTS

Before fall 2007, students sent complaints to almost every office on campus, especially the chancellor's office. The chancellor forwarded those complaints to Academic Affairs or Student Affairs, where they were normally forwarded to the dean or head of an administrative unit, who took responsibility for them. In addition, Student Affairs had an electronic suggestion box, and the vice provost handled each suggestion or complaint in the same way.

In fall 2007, after the UM System determined that each campus should have a specific process that could be made available to all students, the provost appointed a Student Advocate to serve as the single point of contact for student complaints. A Web site educates students about the resource and makes the procedures transparent.

The advocate works closely with faculty and administrators to attempt to resolve issues before they become grievances. We do not maintain records of anonymous complaints or students who expressed dissatisfaction but failed to respond to follow-up requests for information. Among the 59 cases that students pursued during this time period, there were few patterns. As Table A.I.3 demonstrates, the majority of inquiries in calendar years 2006 through the first half of 2008 concerned professors, treatment in academic departments, or requests for waivers of requirements. With the growth of residential life on campus, the number of complaints grew from none in 2006 to two in 2007 and one in 2008. There does not appear to be any one department or single professor who evokes complaints.

If students are not satisfied with the result of the attempted resolution, then the advocate refers them to the Office of Equal Opportunity or Student Affairs to determine whether or not their complaint meets the university's Student Grievance definition.

Our review of these practices determined that the student advocate serves as an effective listener who routes the complaints to proper decision-makers.

Table A.I.3. Student Complaints 2006 - 2008 (partial)

STUDENT COMPLAINTS/GRIEVANCE CASES			
Year	Complaint	Advocate's Action	Detail
2006	Required Exams	Department or college	Student informed that both exams are required.
2006	Course	Department or college	Student request denied.
2006	Discrimination/ADA	Department or college	Department made arrangements for student.
2006	Discrimination/ADA	Department or college	Referred to Dean
2006	Graduate School	Department or college	Appeal denied.
2006	Learning Environment	Department or college	Advisors will work with student upon return to campus.
2006	Parking	Administrative unit	Student request denied.
2006	Professor	Department or college	Referred to department.
2006	Professor	OEO or Student Affairs*	Student Discrimination Grievance Committee dismissed case.
2006	Professor	Department or college	Requirement waived.
2006	Professor	Administrative unit	Referred to Center for Student Success.
2006	Professor	OEO or Student Affairs*	Student Discrimination Grievance Committee dismissed case.
2006	Professor	Department or college	Appeal denied.
2006	Professor	Department or college	Referred to department.
2006	Professor	Department or college	Referred to department.
2006	Professor	Department or college	Referred to department.
2006	Professor	Department or college	Student given two options: Course overload or student teach.
2006	Professor	Department or college	Referred to department.
2006	Professor	Department or college	Student's assignments graded and credit awarded.
2006	Professor	Department or college	Letter of complaint on file.
200	Advanced Credit	Provost	Resolved by Provost. Request denied.
2007	Police	Administrative unit	Letter of complaint on file.
2007	CCJ	Department or college	Letter on file.
2007	Education	Department or college	Letter on file.
2007	Education	Provost	Request denied by provost.
2007	Discrimination	Department or college	Letter of complaint on file.
2007	Financial Aid	Administrative unit	Resolved with Financial Aid.
2007	Financial Aid	Administrative unit	Student received a scholarship.
2007	Learning Environment	Department or college	Letter of complaint on file.
2007	Learning Environment	Department or college	Letter of complaint on file.
2007	Department	Department or college	Student referred to the department to follow grade appeal procedures.
2007	Professor	Department or college	Referred to department. Student request denied.
2007	Professor	Department or college	Resolved within department.
2007	Professor	Department or college	Current investigation.
2007	Professor	Department or college	Chair spoke with professor about behavior.
2007	Professor	Department or college	Resolved with instructor.
2007	Professor	Administrative unit	Medical withdrawal awarded by disability Access Services and Office of Equal Opportunity.
2007	Professor	Department or college	Spoke with Dean and the Chair.
2007	Professor	OEO or Student Affairs*	Forwarded to OEO.
2007	Professor	Department or college	Resolved with instructor.
2007	Professor	OEO or Student Affairs*	Active grievance
2007	Professor	OEO or Student Affairs*	Active grievance.
2007	Professor	Department or college	Chair spoke with professor about behavior.
2007	Professor	Department or college	Case dismissed.
2007	Residential Life	Administrative unit	Student submitted letter and returned keys.
2007	Residential Life	Administrative unit	Account credited.
2008	Business	To department or college	Referred to department. Request denied.
2008	Cashiers	To administrative unit	Transcript given to student.
2008	Learning Environment	To administrative unit	Student allowed to complete assistantship for the summer and awarded tuition remission.
2008	Learning Environment	To administrative unit	Tuition remission. Student resigned from GRA position.
2008	Nursing	To department or college	Resolved in department.
2008	Nursing	Information	Student provided with appropriate policies and procedures.
2008	Professor	To department or college	Professor submitted grades.
2008	Professor	To department or college	Resolution reached between student and professor.
2008	Professor	To department or college	Resolved in department.
2008	Professor	To OEO or Student Affairs*	Active grievance. Referred to Student Affairs.
2008	Professor	To department or college	Resolved in department.
2008	Professor	To department or college	Resolved in department.
2008	Residential Life	To provost	Request denied by Provost.

\*To OEO or Student Affairs Referred for formal procedures

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**1. Student Demography Headcounts**

**A. Undergraduate Enrollments by Class Level\*\***

	Fall 2005	Fall 2006	Fall 2007	% change
<b>Freshman</b>	952	985	922	-3.3%
<b>Sophomore</b>	1,212	1,211	1,211	-0.1%
<b>Junior</b>	2,440	2,231	2,382	-2.4%
<b>Senior</b>	4,491	4,401	4,375	-2.7%
<b>Total degree seeking undergraduates</b>	<b>9,095</b>	<b>8,828</b>	<b>8,890</b>	<b>-2.3%</b>
<b>Non-degree seeking undergraduates</b>	247	265	283	12.7%

\*\*On-Campus Students

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B. Undergraduate Students by Degree Seeking and Non-Degree Seeking Status, by Ethnicity and Gender\*\*

	Fall 2005			Fall 2006			Fall 2007			2005-5007 change degree- seeking
	Degree	Non-Degree	Total	Degree	Non-Degree	Total	Degree	Non-Degree	Total	
Non-Res. International Men	78	16	94	84	15	99	97	18	115	24.4%
Non-Res. International Women	92	28	120	86	27	113	79	22	101	-14.1%
Black Non-Hispanic Men	389	11	400	378	15	393	412	9	421	5.9%
Black Non-Hispanic Women	1,126	15	1,141	1,166	13	1,179	1,196	12	1,208	6.2%
American Indian/Alaskan Native Men	5	0	5	9	0	9	9	0	9	80.0%
American Indian/Alaskan Native Women	18	1	19	17	0	17	17	1	18	-5.6%
Asian/Pacific Islander Men	142	5	147	148	7	155	146	2	148	2.8%
Asian/Pacific Islander Women	146	9	155	132	6	138	147	0	147	0.7%
Hispanic Men	69	0	69	68	3	71	68	1	69	-1.4%
Hispanic Women	85	3	88	77	0	77	81	2	83	-4.7%
White Non-Hispanic Men	2,746	63	2,809	2,619	75	2,694	2,632	54	2,686	-4.2%
White Non-Hispanic Women	3,493	55	3,548	3,196	57	3,253	2,957	71	3,028	-15.3%
Race/Ethnicity Unknown Men	298	25	323	351	25	376	468	31	499	57.0%
Race/Ethnicity Unknown Women	408	16	424	497	22	519	581	60	641	42.4%
Total	9,095	247	9,342	8,828	265	9,093	8,890	283	9,173	-2.3%

\*\*On-Campus Students

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**B. Graduate/Professional Students by Degree Seeking and Non-Degree Seeking Status, by Ethnicity and Gender\*\***

	Fall 2005			Fall 2006			Fall 2007			2005-5007 change degree- seeking
	Degree	Non-Degree	Total	Degree	Non-Degree	Total	Degree	Non-Degree	Total	
Non-Res. International Men	112	1	113	134	1	135	140	1	141	25.0%
Non-Res. International Women	112	3	115	145	2	147	141	0	141	25.9%
Black Non-Hispanic Men	70	2	72	71	3	74	77	3	80	10.0%
Black Non-Hispanic Women	258	8	266	256	14	270	265	21	286	2.7%
American Indian/Alaskan Native Men	0	0	0	1	0	1	5	0	5	0.0%
American Indian/Alaskan Native Women	5	0	5	7	0	7	6	0	6	20.0%
Asian/Pacific Islander Men	41	0	41	35	2	37	31	2	33	-24.4%
Asian/Pacific Islander Women	42	0	42	43	1	44	49	1	50	16.7%
Hispanic Men	12	1	13	18	1	19	13	2	15	8.3%
Hispanic Women	20	3	23	21	0	21	25	1	26	25.0%
White Non-Hispanic Men	684	20	704	690	14	704	594	22	616	-13.2%
White Non-Hispanic Women	1,170	27	1,197	1,199	43	1,242	1,183	49	1,232	1.1%
Race/Ethnicity Unknown Men	86	4	90	102	8	110	132	5	137	53.5%
Race/Ethnicity Unknown Women	115	4	119	134	1	135	200	6	206	73.9%
<b>Total</b>	<b>2,727</b>	<b>73</b>	<b>2,800</b>	<b>2,856</b>	<b>90</b>	<b>2,946</b>	<b>2,861</b>	<b>113</b>	<b>2,974</b>	<b>4.9%</b>

\*\*On-campus graduate students include specialists

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**D. Age Range of Undergraduate Students\*\***

	Fall 2005	Fall 2006	Fall 2007
24 and younger	5,883	5,720	5,718
25 and older	3,459	3,373	3,455
<b>Total</b>	<b>9,342</b>	<b>9,093</b>	<b>9,173</b>

**E. Numbers of Credit-Seeking Students by Residency Status Who Come to a Campus or Site for Instruction\*\*\***

	Fall 2005	Fall 2006	Fall 2007	Change
<b>In-State</b>				
Undergraduate	8,866	8,645	8,721	-1.6%
Graduate	2,202	2,254	2,269	3.0%
Professional	87	83	86	-1.1%
<b>Out-of-State</b>				
Undergraduate	275	249	260	-5.5%
Graduate	225	259	275	22.2%
Professional	73	85	82	12.3%
<b>Non-US Resident</b>				
Undergraduate	194	185	188	-3.1%
Graduate	209	260	259	23.9%
Professional	4	5	3	-25.0%
<b>Continuing Ed</b>				
Undergraduate	70	65	70	0.0%
Graduate	142	124	121	-14.8%
<b>High School Advanced Credit</b>				
Undergraduate	3,207	3,312	3,205	-0.1%
<b>Undergraduate Total</b>	<b>9,405</b>	<b>9,144</b>	<b>9,239</b>	<b>-1.8%</b>
<b>Graduate Total</b>	<b>2,778</b>	<b>2,897</b>	<b>2,924</b>	<b>5.3%</b>
<b>Professional Total</b>	<b>164</b>	<b>173</b>	<b>171</b>	<b>4.3%</b>
<b>High School Advanced Credit Total</b>	<b>3,207</b>	<b>3,312</b>	<b>3,205</b>	<b>-0.1%</b>
<b>GRAND TOTAL</b>	<b>15,554</b>	<b>15,526</b>	<b>15,539</b>	<b>-0.1%</b>

\*\*Table D includes on-campus, degree-seeking students only.

\*\*\*Table E totals will not equal those of on-campus, degree-seeking students displayed in Tables 1.A-1.D. Table E includes on-campus, off-campus, degree-seeking, and non-degree-seeking students

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**2. Student Recruitment and Admissions**

A. Number of Applicants, Acceptances, and Admissions\*

	Fall 2005	Fall 2006	Fall 2007	Change
<b>New Freshmen</b>				
Applicants	2,227	2,174	2,280	2.4%
Acceptances	1,180	1,350	1,083	-8.2%
Matriculations	542	535	491	-9.4%
<b>New Transfers</b>				
Applicants	3,681	3,598	3,950	7.3%
Acceptances	2,907	2,852	2,954	1.6%
Matriculations	1,911	1,788	1,884	-1.4%
<b>New Graduate Students</b>				
Applicants	2,625	2,485	2,288	-12.8%
Acceptances	1,585	1,585	1,190	-24.9%
Matriculations	547	632	607	11.0%
<b>New Professional Students</b>				
Applicants	201	369	337	67.7%
Acceptances	47	48	46	-2.1%
Matriculations	44	46	45	2.3%

\*On-Campus

SOURCE: University of Missouri-St. Louis, Table 1-15.Fall Application Flow  
(Campus Fact Book, <http://www.umsl.edu/%7Eir/factbook/studenttables.html>)

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**3. Financial Assistance for Students**

A. What percentages of your undergraduate and of your graduate students applied for any type of financial assistance?

	FY2005		FY2006		FY2007	
	Undergraduate	Graduate/Professional	Undergraduate	Graduate/Professional	Undergraduate	Graduate/Professional
Number of students applying for any type of assistance*	6,811	1,172	7,076	1,421	6,964	1,572
Applicants as percentage of total enrollment	58%	28%	59%	36%	59%	41%

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3. **Financial Assistance for Students**  
 B. How many of your undergraduate and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment? What percentages of your total enrollment received assistance in each of the following categories?

	FY2005			FY2006			FY2007					
	Undergrad Number of Recipients	% of Total Enrollment <sup>1</sup>	Graduate/Professional Number of Recipients	% of Total Enrollment <sup>2</sup>	Undergrad Number of Recipients	% of Total Enrollment <sup>2</sup>	Graduate/Professional Number of Recipients	% of Total Enrollment <sup>2</sup>	Undergrad Number of Recipients	% of Total Enrollment <sup>2</sup>	Graduate/Professional Number of Recipients	% of Total Enrollment <sup>2</sup>
Total unduplicated headcount	11,716		4,180		12,010		3,950		11,743		3,817	
Unduplicated number of students receiving need-based and non-need-based financial aid and total dollars received from all sources	7,723	66%	2,633	63%	7,934	66%	2,515	64%	7,826	67%	2,661	70%
<b>Number of Students Served by Federal Financial Aid Programs -</b>												
SEOG	432	4%			964	8%			427	4%		
Perkins	550	5%	132	3%	425	4%	116	3%	327	3%		
CWS	101	1%	44	1%	251	2%	39	1%	101	1%		
Pell Grants	2,963	25%			2,982	25%			3,025	26%		
Stafford Student Loan Programs	8,926	76%	2,073	50%	9,724	81%	2,673	68%	10,332	88%	3,304	87%
PLUS Loans	377	3%			507	4%			599	5%	41	1%
Direct Student Loans												
SLS Loans												
HPL			2	0.05%								
HEAL												
Nursing Loans	14	0.1%			17	0.1%	5	0.1%	16	0.1%	4	0.1%
Other	80	1%	64	2%	89	1%	133	3%	234	2%	128	3%
Institutional Matching Funds												
<b>Number of Students Served by Institutional Financial Aid Programs -</b>												
<i>Scholarships, Fellowships, and Grants</i>												
Need	125	1%	108	3%	143	1%	92	2%	293	2%	84	2%
Merit	1,359	12%	907	22%	2,220	18%	1,244	31%	2,514	21%	1,332	35%
Athletic	127	1%	3	0.1%	217	2%	6	0.2%	233	2%	7	0.2%
Tuition and Fee Remissions or Waivers					129	1%	111	3%	129	1%	118	3%

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**3. Financial Assistance for Students**

C. Using the formula cited below, what was the tuition discount rates (TDR) for undergraduate and graduate student populations? If this rate cannot be separated for these two categories, so note and simply report aggregate figures.

**Aggregate Figures (In Millions)<sup>1</sup>**

Description	IPEDS-F		Self-Study Criterion 2B	FY2005	FY2006	FY2007
	Part	Line				
Scholarship Allowances	E	08	Exhibit 3	\$ 14	\$ 16	\$ 17
Scholarships and Fellowships	E	11	Exhibit 3	4	4	5
Total Scholarship Allowances & Scholarships and Fellowships			Exhibit 3	\$ 18	\$ 20	\$ 22
Tuition and fees (gross)	J	01		\$ 76	\$ 81	\$ 86
Total discount rate				24%	25%	26%

\*Financial aid applicant numbers do not include those students who applied separately to individual departments

<sup>1</sup>From Missouri Coordinating Board for Higher Education - Student Financial Aid Awarded - DHE14-1

<sup>2</sup>On-Campus Headcount

<sup>3</sup>Institution does not separate Undergraduate and Graduate categories

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**4. Student Retention and Program Productivity**

A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide the following data in aggregate and with breakdowns by race/ethnicity per IPEDS categories.

	Fall 2005 New Freshmen			Fall 2006 New Freshmen		
	Here Fall 2006			Here Fall 2007		
	Total	No	Yes	Total	No	Yes
American Indian/Alaskan Native	1	0	1	1	0	1
%	100%	0%	100%	100%	0%	100%
Black, non-Hispanic	75	28	47	91	28	63
%	100%	37%	63%	100%	31%	69%
Asian/Pacific Islander	28	11	17	18	0	18
%	100%	39%	61%	100%	0%	100%
Hispanic	13	4	9	8	4	4
%	100%	31%	69%	100%	50%	50%
White, non-Hispanic	337	92	245	297	85	212
%	100%	27%	73%	100%	29%	71%
Non-resident Alien	21	4	17	21	3	18
%	100%	19%	81%	100%	14%	86%
Race/Ethnicity Unknown	23	6	17	40	12	28
%	100%	26%	74%	100%	30%	70%
Total	498	145	353	477	132	344
%	100%	29%	71%	100%	37%	63%

B. What percentage of your full-time, degree-seeking fall entering transfer undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide the following data in aggregate and with breakdowns by race/ethnicity per IPEDS categories.

	Fall 2005 New Transfers			Fall 2006 New Transfers		
	Here Fall 2006			Here Fall 2007		
	Total	No	Yes	Total	No	Yes
American Indian/Alaskan Native	2	1	1	8	3	5
%	100%	50%	50%	100%	37%	63%
Black, non-Hispanic	179	51	128	165	38	127
%	100%	28%	72%	100%	23%	77%
Asian/Pacific Islander	31	9	22	26	5	21
%	100%	29%	71%	100%	19%	81%
Hispanic	24	10	14	18	6	12
%	100%	42%	58%	100%	33%	67%
White, non-Hispanic	792	201	591	710	145	565
%	100%	25%	75%	100%	20%	80%
Non-resident Alien	26	10	16	16	8	8
%	100%	38%	62%	100%	50%	50%
Race/Ethnicity Unknown	123	30	93	176	45	131
%	100%	24%	76%	100%	25%	75%
Total	1177	312	865	1119	250	869
%	100%	26%	74%	100%	22%	78%

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C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes

Report number of graduates (all levels) by the following CIP codes	July 1, 2004-June 30, 2005	July 1, 2005-June 30, 2006	July 1, 2006-June 30, 2007	Change 2005-2007
05 AREA, ETHNIC AND CULTURAL STUDIES	0	0	0	0.0%
09 COMMUNICATION, JOURNALISM AND RELATED	155	156	155	0.0%
11 COMPUTER AND INFORMATION SCIENCES	67	62	49	-26.9%
13 EDUCATION	649	614	575	-11.4%
14 ENGINEERING	42	33	48	14.3%
16 FOREIGN LANGUAGES AND LITERATURES	24	13	22	-8.3%
23 ENGLISH LANGUAGE AND LITERATURE/LETTERS	68	68	73	7.4%
24 LIBERAL ARTS AND SCIENCES, GENERAL	43	64	87	102.3%
26 BIOLOGICAL SCIENCES/LIFE SCIENCES	96	93	117	21.9%
27 MATHEMATICS	22	19	43	95.5%
30 MULTI/INTERDISCIPLINARY STUDIES	4	4	13	225.0%
38 PHILOSOPHY AND RELIGION	8	18	13	62.5%
40 PHYSICAL SCIENCES	33	50	35	6.1%
42 PSYCHOLOGY	149	149	169	13.4%
44 PUBLIC ADMINISTRATION AND SERVICES	128	112	112	-12.5%
45 SOCIAL SCIENCES AND HISTORY	253	257	253	0.0%
50 VISUAL AND PERFORMING ARTS	68	72	66	-2.9%
51 HEALTH PROFESSIONS AND RELATED SCIENCES	261	244	258	-1.1%
52 BUSINESS MANAGEMENT AND ADMINISTRATION	677	675	743	9.7%
54 HISTORY	41	53	53	29.3%
<b>TOTAL</b>	<b>2,788</b>	<b>2,756</b>	<b>2,884</b>	<b>3.4%</b>

\*Excludes Graduate Certificates

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D. List, by discipline and by name of test, the separate pass rates of undergraduate and graduate/professional students sitting for licensure examinations as appropriate.

Pass Rates on Professional/Occupational Licensure Examinations Relative to National Pass Rates

Field	Examination	Pass Rates Information for Selected Exams:													
		FY2005						FY2006						FY2007	
		# Students	Inst'l	Pass Rate	Nat'l	# Students	Inst'l	Pass Rate	Nat'l	# Students	Inst'l	Pass Rate	Nat'l		
Nursing <sup>1</sup>	NCLEX	49	96%	87%	123	92%	88%	113	97%	86%					
Optometry <sup>2</sup>	National Board	44	80%	86%	34	94%	90%	45	96%	92%					
Education <sup>3</sup>	NTE	274	62%	59%	240	63%	61%	257	61%	not available					
General Education <sup>4</sup>	GenEd	1475	40%	61%	1541	52%	61%	1650	49%	not available					
Major Field Test <sup>5</sup>	MFT	984	51%	61%	1039	53%	61%	1032	56%	not available					

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5. Indicate the headcount of faculty in the full-time and part-time categories according to highest degree earned.<sup>6</sup>

Degree Level	FY2005		FY 2006		FY 2007		2005-2007 change	
	Fulltime	Part-time	Fulltime	Part-time	Fulltime	Part-time	Fulltime	Part-time
Less than HS Graduate	0	0	0	1	0	1	0.0%	0.0%
HS Graduate or Equivalent	0	12	1	8	0	13	0.0%	8.3%
Some College	7	72	7	72	6	83	-14.3%	15.3%
Bachelor's	17	211	21	197	22	206	29.4%	-2.4%
Some Graduate School	1	55	3	57	1	77	0.0%	40.0%
Master's	94	399	103	346	123	401	30.9%	0.5%
Master's (Terminal)	11	10	11	9	12	10	9.1%	0.0%
Doctorate (Academic)	347	113	350	103	374	109	7.8%	-3.5%
Doctorate (Professional)	12	24	16	25	18	31	50.0%	29.2%
Not Indicated	0	11	0	11	0	15	0.0%	36.4%
<b>Total</b>	<b>489</b>	<b>907</b>	<b>512</b>	<b>829</b>	<b>556</b>	<b>946</b>	<b>13.7%</b>	<b>4.3%</b>

<sup>1</sup>National Council of State Boards of Nursing ([www.ncsbn.org](http://www.ncsbn.org))

<sup>2</sup>National Board of Examiners in Optometry ([www.optometry.org/stats.cfm](http://www.optometry.org/stats.cfm))

<sup>3</sup>Missouri Department of Higher Education ([www.dhe.mo.gov](http://www.dhe.mo.gov))

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

<sup>6</sup>IPEDS EAP, Employees by Assigned Position

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B. Indicate the headcount of faculty in the full-time and part-time categories according to each of the following breakdowns.<sup>1</sup>

Race/Ethnicity	FY2005			FY2006			FY2007		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
American Indian/Alaskan Native	1	6	7	1	4	5	1	4	5
Asian	44	87	131	55	87	142	58	115	173
Black	36	88	124	40	68	108	39	84	123
Hispanic	11	29	40	9	27	36	9	27	36
White	397	696	1,093	393	625	1,018	437	704	1,141
Race/Ethnicity Unknown	0	1	1	14	18	32	12	12	24
	489	907	1,396	512	829	1,341	556	946	1,502

Gender	FY2005			FY2006			FY2007			Change	
	Fulltime	Part-time	Total	Fulltime	Part-time	Total	Fulltime	Part-time	Total	Fulltime	Part-time
Female	226	541	767	238	485	723	267	577	844	18.1%	6.7%
Male	263	366	629	274	344	618	289	369	658	9.9%	0.8%
Total	489	907	1,396	512	829	1,341	556	946	1,502	13.7%	4.3%

Tenure Status	FY2005			FY2006			FY2007			Change	
	Fulltime	Part-time	Total	Fulltime	Part-time	Total	Fulltime	Part-time	Total	Fulltime	Part-time
Not On Track	200	905	1,105	209	826	1,035	229	945	1,174	14.5%	4.4%
Not Tenured - On Track	93	1	94	86	3	89	92	1	93	-1.1%	0.0%
Tenured	196	1	197	217	0	217	235	0	235	19.9%	-100.0%
Total	489	907	1,396	512	829	1,341	556	946	1,502	13.7%	4.3%

Rank	FY2005			FY2006			FY2007			Change	
	Fulltime	Part-time	Total	Fulltime	Part-time	Total	Fulltime	Part-time	Total	Fulltime	Part-time
Professor	118	16	134	120	14	134	128	18	146	8.5%	12.5%
Associate Professor	116	26	142	120	31	151	129	29	158	11.2%	11.5%
Assistant Professor	122	85	207	123	75	198	126	85	211	3.3%	0.0%
Grad Research/Teaching Asst	0	284	284	0	295	295	0	337	337	0.0%	18.7%
Instructor	6	15	21	8	13	21	10	14	24	66.7%	-6.7%
Lecturer	73	285	358	74	235	309	79	267	346	8.2%	-6.3%
Other Teach/Rsch	54	196	250	67	166	233	84	196	280	55.6%	0.0%
Total	489	907	1,396	512	829	1,341	556	946	1,502	13.7%	4.3%

<sup>1</sup>IPEDS EAP, Employees by Assigned Position

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C. Report the number of faculty by college/program (full-time and part-time), in keeping with the following CIP codes.<sup>1</sup>

CIP CD	CIP TITLE	FY2005			FY2006			FY2007			Change Fulltime
		Fulltime	Part-time	Total	Fulltime	Part-time	Total	Fulltime	Part-time	Total	
05	Area, Ethnic, Cultural & Gender Studies	0	0	0	1	0	1	1	1	2	0.0%
09	Communication, Journalism & Related Programs	13	6	19	15	7	22	12	21	33	-7.7%
13	Education	80	191	271	78	169	247	83	208	291	3.8%
14	Engineering	0	7	7	1	5	6	1	15	16	0.0%
16	Foreign Languages	21	11	32	22	11	33	21	16	37	0.0%
19	Family & Consumer Sciences	0	1	1	0	2	2	0	2	2	0.0%
23	English Language & Literature	30	61	91	31	45	76	32	59	91	6.7%
25	Library Science	2	2	4	2	3	5	1	3	4	-50.0%
26	Biological & Biomedical Sciences	32	61	93	36	49	85	33	57	90	3.1%
27	Mathematics & Statistics	31	45	76	31	39	70	34	36	70	9.7%
30	Multi/interdisciplinary Studies	0	6	6	0	3	3	0	2	2	0.0%
38	Philosophy & Religious Studies	10	12	22	12	9	21	12	21	33	20.0%
40	Physical Sciences	34	57	91	36	56	92	40	65	105	17.6%
42	Psychology	18	50	68	19	53	72	23	64	87	27.8%
44	Public Administration and Social Service Professions	13	30	43	17	24	41	19	39	58	46.2%
45	Social Sciences	57	105	162	61	92	153	66	120	186	15.8%
50	Visual & Performing Arts	35	69	104	34	72	106	40	71	111	14.3%
51	Health Professions and Clinical Sciences	48	42	90	48	42	90	59	43	102	22.9%
52	Business Administration	46	80	126	48	73	121	62	91	153	34.8%
54	History	16	10	26	16	14	30	17	10	27	6.3%
xx	Unknown	3	61	64	4	61	65	0	2	2	-100.0%
	TOTAL	489	907	1396	512	829	1341	556	946	1502	13.7%

<sup>1</sup>IPEDS EAP, Employees by Assigned Position

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**6. Availability of Instructional Resources and Information Technology**

A. Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hook-ups, Internet Cafes, etc.) and explain how you monitor the level of their usage.

**Computer Center<sup>1</sup>**

- 1. UMSL campus networks:** The campus network is the crucial infrastructure which extends to all campus buildings including computer labs, classrooms, residence halls and the student center.  
It consists of core infrastructure in 2 redundant locations, connected via a 1GB fiber backbone and 100MB desktop connectivity.  
  
The wireless network is available in most key areas used by students including most classroom and labs, residence halls, libraries, the Student Center and several outdoor common areas.
- 2. Number of public computer labs on campus:** 16 including the Internet Café in the Student Center.
- 3. Total number of computers available to students in public computer labs:** 640
- 4. Residence hall hook-ups:** All residence halls have both wired and wireless connectivity in most areas.
- 5. Email systems (messages per day):** 60451
- 6. Public classrooms equipped with multimedia capabilities:** 101
- 7. Monitoring levels of usage:** Usage of public computers are monitored by lab logins, head counts, printing stats, and lab surveys with questions regarding usage.  
  
The network is monitored for bandwidth and latency. The wireless network is monitored for user connections.

**Library<sup>2</sup>**

	FY2005	FY2006	FY2007	change
Libraries (# of Sites)	3	3	3	0
Volumes	1,130,095	1,152,074	1,172,666	3.8%
Microforms	1,323,046	1,325,913	1,328,644	0.4%
Current Serial Subscriptions	3,199	3,264	3,107	-2.9%
Audiovisual Materials	3,902	3,905	3,905	0.1%

Other Library Information:

Total circulations (FY2007): 114,541  
Gate count in a typical week: 13,978

Library patrons have access to 28,245 unique, full-text online journals from which 611,160 articles were retrieved in FY2007.

<sup>1</sup>UMSL Information Technology Services

<sup>2</sup>UMSL Libraries

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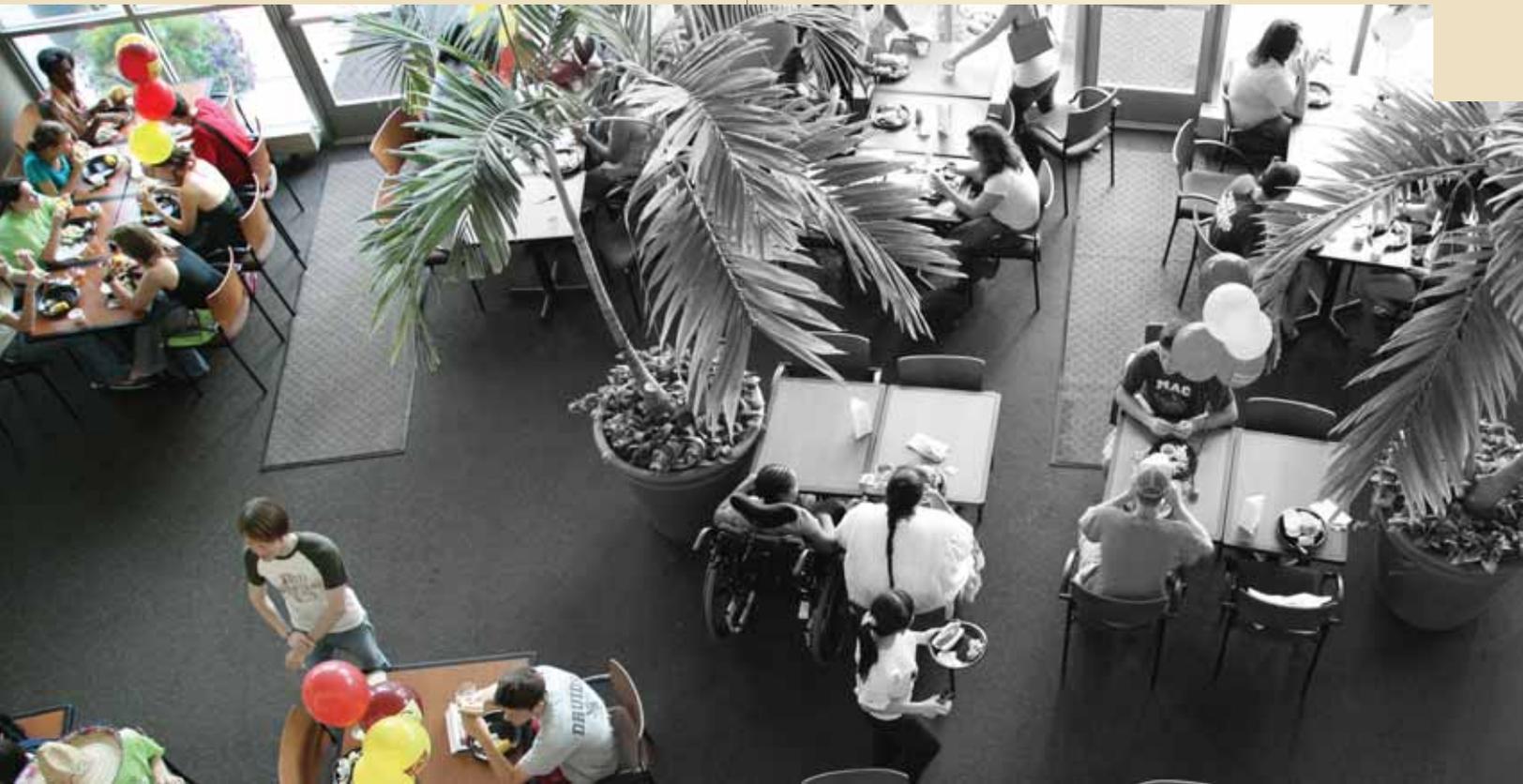
**7. Financial Data (In Millions)**

Description	IPEDS-F		Self-Study				change
	Part	Line	Criterion 2B	FY2005	FY2006	FY2007	FY05-07
Total all revenues and other additions	B	25		\$ 175	\$ 187	\$ 203	
Total nonoperating expenses and deductions	C	18		(5)	(4)	(4)	
Subtotal				171	184	199	16.4%
Unexplained difference				(2)	-	-	
Revenues, transfers and nonoperating expenses			Exhibit 1	169	184	199	17.8%
Total operating expenses (IPEDS)	C	15		(169)	(180)	(188)	11.2%
Unexplained difference				2	-	-	
Operating expenses by function (total)			Exhibit 2	(167)	(180)	(188)	12.6%
Increase in net assets during year	D	03		2	4	11	450.0%
Net assets beginning of year	D	04		247	248	252	2.0%
Net assets end of year	D, A	06, 18		\$ 248	\$ 252	\$ 263	6.0%

mission  
planning  
learning  
knowledge  
community  
online  
compliance  
response  
acknowledgements

University of Missouri–St. Louis

response



## Appendix II: Response to 1999 Reaccreditation

All detailed responses to recommendations and suggestions from the last visit are included within the self-study. This appendix summarizes that information.

### A. Admission Criteria

*Suggestion:* Consider including in future University of Missouri-St. Louis Bulletins (and other appropriate publications) the actual numbers that are minimum combinations of high school rank and test scores required for admission to the University. Such notification would bring the catalog and other documents in line with General Institutional Requirement 22.

**Response:** The *Bulletin* currently includes admission criteria for students seeking undergraduate admission from the University of Missouri-St. Louis. These are the same criteria for all University of Missouri campuses. In addition, the Graduate School website describes the minimal admission standards for graduate degrees.

### B. Resources

*Suggestion:* Realize and reconcile the resource demands inherent in program expansion and research support.

*Recommendation A:* Similar to other fine institutions, this University's greatest promise may well be its greatest challenge, i.e., Goal 6- Becoming a Carnegie Research II University. Available resources will be pushed to their limits to accomplish this goal and, at the same time, try to maintain high quality undergraduate programs.

*Recommendation B:* Philosophical and operational tensions related to multiple objectives will also test the institution's governance structure. The doctoral level and federal

*research objectives of the research II classification may be in direct conflict for resources with undergraduate education, partnerships, distance learning and economic development.*

**Response:** Since the 1998 visit, the campus was initiating goals and actions to achieve Research II classification when the Carnegie Foundation altered their classifications. In 2004, UMSL was classified as a Research University with High Research Activity.

When the new chancellor arrived on campus, he began an extensive strategic planning process to establish campus priorities. The Action Plan, described throughout the self-study, included goals to direct campus planning efforts toward more research opportunities. These goals included such items as increasing external research funding and developing a campus culture conducive to research, developing appropriate research infrastructure, facilities, and space and increasing tuition scholarships to TA/RAs. Clearly there was a plan to develop research on the UMSL campus, and as a result of this effort, research activity on the campus was enhanced, as evidenced in Criterion Four. We've also institutionalized undergraduate research in classes, labs, and service-learning and celebrate it at the Undergraduate Research Symposium. Our new strategic plan, Gateway for Greatness, also includes goals and measures for the campus to continue to expand campus research activities. In sum, our aspiration to become a research university has been incorporated into our campus planning activities.

The philosophical and operational tensions of multiple goals and aspirations of the campus are negotiated through strong faculty governance and a collaborative administration. Although individual members of the organization may advocate for one mission over another, the organization as a whole has found ways to balance the emphasis between research and teaching since both are critical to our mission.

Our future goals focus on quality improvement through the five-year review process. The self-study documents the steps taken to continuously improve quality.

### C. General Education

*Suggestion: Use the new General education Task Force to define philosophy and goals of a General Education program and develop appropriate assessment tools.*

Response: As Core Component 4B clarifies, at this time, learning outcomes in the general education program are clearly defined, appropriate to the disciplines and levels of courses and represent useful skill and knowledge development. Measurement of the overall learning competencies of the general education program remains a priority for the campus and this includes expanding the current use of the Collegiate Learning Assessment (CLA), as described in Criteria Two and Four. The General Education Committee, the Faculty Senate Curriculum and Instruction Committee, the Faculty Senate Assessment of Educational Outcomes Committee, and the colleges provide input into continued development of the general education program and its assessment. A new faculty coordinator oversees the continuous quality improvement of general education.

### D. Assessment of Learning Outcomes

*Suggestion: Having made good progress in responding to the assessment mandate of the North Central Association, the University now needs to focus more sharply on assessing student academic achievement (learning outcomes) in the major fields of study and the graduate program.*

Response: Currently 100% of all programs have specific learning outcomes that allow appropriate assessment of learning. Campus assessment is detailed in Core Component 2C.

By 2006, colleges had an assessment plan for each academic program. These plans illustrate the multiple measures used to assess student's learning throughout the academic program. As is explained fully in Criterion Three, faculty members rely heavily on assessment data to review and revise their programs.

#### E. ADA Services

*Suggestion: Review carefully student services connected with enrollment and disability services to assure that these areas have sufficient resources to accomplish their goals.*

Response: Since the last review, the university has constructed numerous new buildings and renovated many old structures, and in every construction project, ADA requirements were embedded into the project, in accordance with University of Missouri *Collected Rules and Regulations* on facilities.

The main point of contact for issues surrounding disabilities is the Office of Equal Opportunity with the Office of Disability Services providing services to students. The Chancellor's Cultural Diversity Initiative serves as an advocate for disability issues on campus, along with other diversity priorities.

In 1998 the budget for the Office of Disability Services was just under \$95,000 and in 2007 the budget had grown to just under \$180,000. The most significant change in the past ten years in the office was moving it to the Millennium Student Center which allowed its operations to be centralized and providing improved testing accommodations for students.

The university welcomes students with disabilities under its mission of serving diverse students. The campus publishes in its *Bulletin* and online information regarding how students with disabling conditions may seek reasonable accommodations. The statement also informs students how to appeal an unfavorable determination and references the Discrimination

Grievance Procedure, which may be used if discrimination is thought to be involved. Additionally, university procedures are being created to address the disability needs of faculty and staff.

Also in Core Component 3D are some changes that occurred in the student services area over the past ten years. The two most significant changes were merging Student Affairs with Academic Affairs and the consolidation of student services in the Millennium Student Center. Both of these changes provided a greater presence for the Student Affairs' units on campus.



mission  
planning  
learning  
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## Acknowledgements

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## Glossary

Some abbreviations and specialized terms used in the self-study are defined here. The convention used in the self-study is to use periods with abbreviated names of degrees but not with abbreviations of organizational names.

Term	Definition
ANP	Adult Nurse Practitioner
AAALAC	Association for Assessment and Accreditation of Laboratory Animal Care International
AACN	American Association of Colleges of Nursing
AACSB	Association to Advance Collegiate Schools of Business
AASCU	American Association of State Colleges and Universities
ABET	Accreditation Board for Engineering and Technology
Accounting	Functional area similar to a department in the College of Business Administration
ACOE	Accreditation Council on Optometric Education
ALDP	Administrative Leadership Development Program
Anthropology	Department in the College of Arts and Sciences; recently merged with foreign languages
APA	American Psychological Association
AY	Academic Year. At UMSL, this reflects the fall and semester terms from mid-August to mid-May each year. Normally it is abbreviated to include only the ending year, as in AY 2008 instead of 2007-2008.
B.A.	Bachelor of Arts
B.G.S.	Bachelor of General Studies, closed in 2004
B.I.S.	Bachelor of Interdisciplinary Studies
B.L.S.	Bachelor of Liberal Studies
B.S.	Bachelor of Science
B.S.N.	Bachelor of Science in Nursing
B.S.W.	Bachelor of Social Work
Biochemistry and Biotechnology	Interdisciplinary program in the College of Arts and Sciences
Biology	Department in the College of Arts and Sciences
CACREP	Council on Accreditation for Counseling and Related Educational Programs
CAD	Center for Academic Development, disbanded in 2006
CAS	College of Arts and Sciences

Term	Definition
CASGSL	Children's Advocacy Services of Greater St. Louis
CBA	College of Business Administration
CCJ	Criminology and Criminal Justice, department in the College of Arts and Sciences
CCNE	Commission on Collegiate Nursing Education
CDS	Common Data Set. These federal reports require all universities to report common data about students, faculty, and finances. At UMSL these are found on the Institutional Research website for the current year and past years.
CE	Continuing Education
Center	An officially recognized unit for interdisciplinary research or teaching; used interchangeably with institute.
Chemistry and Biochemistry	Department in the College of Arts and Sciences
CIS	Center for International Studies
CIT	Crisis Intervention Team
CND	Center for Neurodynamics
CNS	Center for Nanoscience
COACHE	Harvard University's Collaborative on Academic Careers, which surveys faculty satisfaction
COE	College of Education
COFAC	College of Fine Arts and Communication
College Portrait	A portrait of UMSL undergraduate students; a product of the Voluntary System of Accountability
CON	College of Nursing
COO	College of Optometry
CORTEX	Center of Research Technology and Entrepreneurial Expertise, a collaborative tech-transfer site
Cost Funds	This term is used for one-time unrestricted funds. The UM System allows campuses to carry forward funds not used in a fiscal year, and that is normally the source of cost funds.
CPS	Community Psychological Service
CPT	Committee on Professional Training of the American Chemical Society
Criminology and Criminal Justice	Department in the College of Arts and Sciences
CSS	Center for Student Success
CTL	Center for Teaching and Learning
CTS	Center for Transportation Studies

Term	Definition
CUT	Certificate in University Teaching, a non-credit certificate for teaching assistants
D.N.P.	Doctor of Nursing Practice
DARS	Degree Audit Reporting System
DAS	DisAbility Access Services
DESE	Missouri Department of Elementary and Secondary Education
DHE	Missouri Department of Higher Education
Division	A unit similar to a department in the College of Education, or elsewhere an administrative unit
DLCV	Desmond Lee Collaborative Vision
Economics	Department in the College of Arts and Sciences
Ed.D.	Doctor of Education
Ed.S.	Educational Specialist
ELI	Executive Leadership Institute
English	Department in the College of Arts and Sciences
ESI	Express Scripts, Inc., the university's first tenant in the Business, Technology, and Research Park
ESL	English as a Second Language
F&A	Facilities and Administration, funds from indirect costs on external grants
FNP	Family Nurse Practitioner
FAB	Fine Arts Building, home of the FAB Gallery
Faculty	The University of Missouri System recognizes two main types of employees: academic staff and non-academic staff, each with several classifications within them. All academic staff have a faculty role, and all are required to have an annual evaluation.
FAFSA	Free Application for Federal Student Aid, the financial statement required to apply for federal financial aid
FAS	Faculty Accomplishment System, a computer program for faculty vitae and annual reports
Finance	Functional area similar to a department in the College of Business Administration
Foreign Languages and Literatures	Department in the College of Arts and Sciences recently merged with anthropology
FRC	Faculty Resource Center
Functional Areas	Units similar to departments in the College of Business Administration
FY	Fiscal Year. The University of Missouri's fiscal year is from July 1 to June 30 each year. It is abbreviated to the ending year, as in FY08 for the fiscal year July 1, 2007 through June 30, 2008.
GPA	Grade point average (A = 4 points)

Term	Definition
GRA	Graduate research assistant; used interchangeably with RA or research assistant
GTA	Graduate teaching assistant; used interchangeably with TA or teaching assistant
History	Department in the College of Arts and Sciences
HR	Human Resources
HRIP	Human Resources Interdepartmental Partnership
IACUC	Institutional Animal Care and Use Committee
IFC	Intercampus Faculty Council, the University of Missouri faculty governance body
Information Systems	Functional area similar to a department in the College of Business Administration
IPEDS	Integrated Postsecondary Education Data System. Every accredited university reports data on the fall semester each year to the federal government. Normally the CDS contains IPEDS data. At UMSL, the UM System reports all IPEDS data.
IR	Institutional Research Office
IS	Information Systems, formerly Management Information Systems in the College of Business Administration
ISSS	Office of International Student and Scholar Services
ITS	Information Technology Services
K-12	Kindergarten through 12th grade
LDP	UM System's Leadership Development Program
Logistics and Operations Management	Functional area similar to a department in the College of Business Administration
LOM	Logistics and Operations Management
M.P.P.A.	Master of Public Policy Administration
M.S.N.	Master of Science in Nursing
M.S.W.	Master of Social Work
Management	Functional area similar to a department in the College of Business Administration
Marketing	Functional area similar to a department in the College of Business Administration
Math TLC	Mathematics Teaching and Learning Center; alternatively abbreviated MTLC
Mathematics and Computer Science	Department in the College of Arts and Sciences
MCR	Office of Multicultural Relations
MDHE	Missouri Department of Higher Education
MFAT	Major Field Achievement Test
MSC	Millennium Student Center
MTLC	Mathematics Teaching and Learning Center; alternatively abbreviated Math TLC
MU	University of Missouri campus in Columbia

Term	Definition
Music	Department in the College of Fine Arts and Communication
NASM	National Association of Schools of Music
NASP	National Association of School Psychologists.
NASPAA	National Association of Schools of Public Affairs and Administration
NASULGC	National Association of State Universities and Land-Grant Colleges
NBEO	National Board of Examiners in Optometry
NCATE	National Council for the Accreditation of Teacher Education
NEH	National Endowment for the Humanities
NFTS	New Faculty Teaching Scholars, a UM System program for new faculty
Non-tenure-track Faculty	Full-time faculty who are on contract but do not have continuous appointments such as clinical faculty in the health professions, researchers working on grants, and other faculty doing specialized work rather than the broad expectations of tenure-track faculty. They are evaluated annually on the work specified in the contract and may have a contract for up to three years.
NSF	National Science Foundation
NSSE	National Survey of Student Engagement
O.D.	Doctor of Optometry, UMSL's only first-profession program
OEO	Office of Equal Opportunity
ORA	Office of Research Administration
OTSA	Office of Transfer Services and Articulation
Philosophy	Department in the College of Arts and Sciences
Physics and Astronomy	Department in the College of Arts and Sciences
PreK-12	Pre-Kindergarten through 12th grade
Praxis	Licensing examinations from the Educational Testing Service
Program	A program of study that leads to a degree or graduate certificate is the normal meaning of this term. At UMSL program is often used interchangeably with department, especially in "program" reviews.
Psychology	Department in the College of Arts and Sciences
RA	Research assistant; used interchangeably with GRA or graduate research assistant
Rate Funds	The University of Missouri System uses this term for continuing state allocations.
St.	Abbreviation of Saint used officially in the name of the university. Other organizations require the full spelling of the term, as in Saint Louis Symphony.
SGA	Student Government Association
SLCC	St. Louis Community College, UMSL's main feeder college

Term	Definition
Social Work	School in the College of Arts and Sciences
Sociology	Department in the College of Arts and Sciences
SSW	School of Social Work
TA	Teaching assistant; used interchangeably with GTA or graduate teaching assistant
Tenure-track Faculty	These faculty are in positions where they have continuous appointments that, at UMSL, depend on an annual evaluation of their research productivity, teaching effectiveness, and service to the university or profession. The Collected Rules of the University of Missouri sometimes refer to tenure-track faculty as “regular” faculty.
TLC	E. Desmond Lee Technology and Learning Center in the College of Education
TOEFL	Test on English as a Foreign Language, the English entrance examination normally used by international applicants to UMSL.
UM	University of Missouri System
Unit	It is common at UMSL to speak of the unit as a general term that may mean the college, school, or department, depending on the context, because of the unique manner that academic organizations are configured. Only the Colleges of Arts and Sciences and Fine Arts and Communication have traditional departments; some other colleges have subunits similar to departments, and others have none.
URS	Undergraduate Research Symposium
USDA	United States Department of Agriculture
VSA	Voluntary System of Accountability
Winter Semester	The official name of the second semester of the AY is Winter Semester, although it is sometimes known as Spring Semester, as it commonly is on other campuses.

Organization	Subunit	Core Component
Academic Affairs		1A 1D 1E 2C 3A 3B 3D 4B 5A
Accounting Services		3C
Administrative Services		3C
Alumni Relations		2C 2D 4B 4C 5A 5C
Arts & Sciences, College of		2A 2C 2D 3A 3B 3D 4A 4B
Arts & Sciences, College of	Anthropology, Department of	3D 4A 4B 4C 5C
Arts & Sciences, College of	Biochemistry & Biotechnology Programs	3A 3C 4C
Arts & Sciences, College of	Biology, Department of	1B 3A 3B 4A 4B 4C 5B 5C 5D
Arts & Sciences, College of	Chemistry & Biochemistry, Department of	1B 2C 3A 3C 4A 5C 5D
Arts & Sciences, College of	Criminology & Criminal Justice, Department of	1C 3A 5B
Arts & Sciences, College of	Economics, Department of	3A 4A 5C
Arts & Sciences, College of	English, Department of	2D 3A 3D 4A 4B
Arts & Sciences, College of	English as a Second Language Program	3D
Arts & Sciences, College of	Foreign Languages & Literatures, Department of	2D 3D 4A 5B
Arts & Sciences, College of	Gerontology Programs	3B 4B
Arts & Sciences, College of	History, Department of	3A 4A 5C
Arts & Sciences, College of	Mathematics & Computer Science, Department of	3A 3C 3D 4C 5D
Arts & Sciences, College of	Math Teaching & Learning Center	2D 3C 3D
Arts & Sciences, College of	Museum Studies Program	5C
Arts & Sciences, College of	Philosophy, Department of	5C
Arts & Sciences, College of	Physics & Astronomy, Department of	1B 3A 3C 4A 5D
Arts & Sciences, College of	Political Science, Department of	4A 4B 4C 5C
Arts & Sciences, College of	Psychology, Department of	1E 2C 3A 3C 4A 4B 5B
Arts & Sciences, College of	Social Work, School of	2C 2D 3A 3D 5B
Arts & Sciences, College of	Sociology, Department of	3A
Arts & Sciences, College of	Women's & Gender Studies, Institute for	1A 4C 5B
Athletics		3C 3D 5B 5D
Bachelor of Liberal Studies		4B
Bachelor of Interdisciplinary Studies		3A 4B
Black Faculty and Staff Association		1B 5A
Business Administration, College of		2A 2C 2D 3A 3B 3D 4A 4C 5A 5B 5C
Business Administration, College of	Accounting Area	3A 5B
Business Administration, College of	Finance Area	3A 5B
Business Administration, College of	Information Systems Area	3A 4A 4C 5B
Business Administration, College of	International Business Institute	4C
Business Administration, College of	Logistics & Operations Management Area	3A 4C 5B
Business Administration, College of	Management Area	2A 3A 5B
Business Administration, College of	Marketing Area	3A
Cashier's Office		1D 3D
Center of Business & Industrial Studies		5B

Organization	Subunit	Core Component
Center for Character & Citizenship		5B
Center for Entrepreneurship & Economic Education		5C
Center for Ethics in Public Life		5C
Center for Eye Care		1E 5B
Center for Human Origin and Cultural Diversity		4C
Center for Humanities		4A
Center for International Community College Education and Leadership		1C 4A
Center for International Study		1D 4A 4C 5D
Center for Nanoscience		4A 5C 5D
Center for Neurodynamics		4A
Center for Research, Technology, and Entrepreneurial Exchange (CORTEX)		1C 5C
Center for Teaching and Learning		1D 1E 2C 3A 3B 3D 4A 4C 5B
Center for Transportation Studies		4A 4C
Center for Trauma Recovery		5B
Chancellor		1A 1B 1C 1D 1E 2A 2B 2C 3B 3C 4A 4C 4D 5A 5B 5C 5D
Child Development Center		3C
Children's Advocacy Services		5B
Collegiate Learning Assessment		2C 3B 4B
Community Psychological Service		5B
Continuing Education		1D 2D 3B 3C 3D 4A 4C 5A 5B 5C
Current, The		4B
Des Lee Collaborative		1A 2A 2C 2D 5B 5C 5D
Desmond Lee Technology and Learning Center, E		3C
Education, College of		1B 1C 2D 3A 3B 3C 3D 4C 5A 5B 5C 5D
Education, College of	Counseling and Family Therapy, Division of	4A
Education, College of	Educational Leadership and Policy Studies, Division of	2D 5C
Education, College of	Educational Psychology, Research, and Evaluation, Division of	3A
Education, College of	Teaching and Learning, Division of	2A 3A 5A
Engineering		3A 3D 5D
Engineering	Civil	3A
Engineering	Electrical	3A
Engineering	Mechanical	3A
Equal Opportunity, Office of		1B 1E 4C
Executive Leadership Institute		5C
Express Scripts, Inc.		1A 1C 1D 4C 5D

Organization	Subunit	Core Component
Facilities Services		1D 3C 5A
Faculty Senate/University Assembly		1A 1D 1E 2A 2B 2C 2D 3A 3B 3C 4A 4C 4D 5A
Faculty Senate	Assessment of Educational Outcomes Committee	2C 3A
Faculty Senate	Curriculum and Instruction Committee	4B
Faculty Senate/University Assembly	Budget and Planning Committee	2A 2B 2D 3C
Fine Arts & Communication, College of		2D 3A 3B 3C 3D 4A 5B 5C
Fine Arts & Communication, College of	Art and Art History, Department of	2C 2D 3A 3B
Fine Arts & Communication, College of	Communication, Department of	3A 3C
Fine Arts & Communication, College of	Music, Department of	2D 3A 3B 3C 4A 5B 5C
Fine Arts & Communication, College of	Theatre, Dance, and Media Studies, Department of	2C 2D 3A
Gallery 210		3C 5B
Gallery FAB		3C
Gallery VISIO		3C 5D
General Education		2A 2C 3A 3D 4B 4C 4D
Graduate School		1B 2A 2C 3A 3D 4A 4D 5B
Graduate School	Public Policy Administration Program	3A 5C
Graduate School	Nonprofit Management & Leadership Program	5C
Harris World Ecology Center, Whitney R.		5B 5D
Honors College, Pierre Laclède		2C 2D 3A 3D 4A 4B 5B
Human Resources		1A 1B 1D 1E 4A 5A
Information Technology Services		1D 2C 2D 3B 3C 3D 4A 4C 5B
Information Technology Services	Faculty Resource Center	3B 3D
Information Technology Services	MyGateway	2D 3A 3B 3C 4C
Institutional Safety		1D 1E 3C 3D
Institutional Safety	Environmental Health and Safety	1E 4D
Institutional Safety	Grounds	3C
International Student & Scholar Services, Office of		4C
Institutional Research, Office of		2C 3A 3D
KWMU-FM Radio		1D
Libraries		1D 2A 3C 5B
Managerial & Technological Services		1A 1D
Media, Creative Services & Printing Services		INTRO
Millennium Student Center		2D 3C 3D 5B 5C 5D
Multicultural Relations, Office of		1B 3D 4C

<b>Organization</b>	<b>Subunit</b>	<b>Core Component</b>
National Survey of Student Engagement		2A 2C 2D 3A 4B 5A 5D
Nursing, College of		1B 1C 2A 2C 2D 3A 3C 3D 4A 5A 5B 5C 5D
Optometry, College of		1C 2D 3A 4B 5B 5D
Precollegiate Programs		1B 1C 1E 2C 2D 3A 3C 4B 5B 5C 5D
Public Affairs & Economic Development		3A 5A 5C
Public Policy Research Center		5A
Research Administration, Office of		4A 4D
Staff Association		1D
Student Affairs		1D 1E 2C 2D 3B 3C 3D 5A 5C
Student Affairs	Career Services, Office of	2C 5A 5B
Student Affairs	Center for Student Success	3B 3D 5D
Student Affairs	DisAbility Access Service	1E 3D
Student Affairs	Enrollment Management	2B 4A
Student Affairs	Financial Aid	1D 3D 5C
Student Affairs	Student Life	1B 2D 3C 5B
Student Affairs	Transfer Services and Articulation, Office of	2A 3D 5A 5C
Student Affairs	University Health, Wellness & Counseling Services	1E 3D 5D
Student Affairs	Welcome Center	3D
Sue Shear Institute for Women in Public Life		4C
Student Government Association		1D 4B 5B
Touhill Performing Arts Center, Blanche M.		2D 3C 4A 5B 5C 5D
Undergraduate Research Symposium		4A
University Advancement		1A 1D 1E 2A 2B 5A 5B 5C
University of Missouri System		1A 1D 1E 2A 2B 2C 2D 3A 3B 3C 4A 4D 5A 5B
University of Missouri System	Board of Curators	1A 1D 1E 2B 4A
Volunteer Services		5A
Western Historical Association		4A