

TRUMAN STATE UNIVERSITY

Realizing the Promise

A Self-Study Report for the Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

Consultant/Evaluator Team Visit
January 31 – February 2, 2005

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LIST OF ABBEVIATIONS

ARG	Analysis and Reporting Group (of the Assessment Committee)
CAAP	Collegiate Assessment of Academic Proficiency
CBHE	Coordinating Board for Higher Education
COPLAC	Council of Public Liberal Arts Colleges
CSEQ	College Student Experience Questionnaire
CTE	Council on Teacher Education
DAP	Discipline Action Plan
EEO	Equal Employment Office
DHE	Department of Higher Education (Missouri)
DIG	Design and Implementation Group (of the Assessment Committee)
FAQs	Frequently Asked Questions
FERPA	Family Educational Rights and Privacy Act
FGLI	First Generation Low Income
FS	Faculty Senate
GC	Graduate Council
GSQ	Graduating Student Questionnaire
HAMP	Heartland's Alliance for Minority Participation
JINS	Junior Interdisciplinary Writing-Enhanced Seminar
IIE	Institute for International Education
ITAC	Information Technology Advisory Committee
ITS	Information Technology Services
LAS	Liberal Arts and Sciences
LSP	Liberal Studies Program
MAE	Master of Arts in Education
MBI	Mathematical Biology Initiative
MPU	Master Plan Update
NCATE	National Council for Accreditation of Teacher Education
NSSE	National Survey of Student Engagement
RCP	Residential College Program
RPDC	Regional Professional Development Center
SEE	Scholastic Enhancement Experience
SPAC	Strategic Planning Advisory Committee
TCTL	The Center for Teaching and Learning
TLTR	Teaching and Learning Technology Roundtable
UGC	Undergraduate Council
UMP	University Master Plan
VPAA	Vice President for Academic Affairs

Chapter 1: Context and Purpose of the Self-Study

Truman State University presents this self-study report, in part, as summary evidence of the policies, procedures, and practices of the University. The report documents the University's accomplishments and challenges, but it also highlights the forward-looking planning processes utilized at the University. Many individuals were involved in the reflective self-study process, and this report communicates the outcome of their analysis and evaluation of Truman through the perspectives of Higher Learning Commission accreditation standards and University planning documents.

We establish the context of this self-study by first reviewing the history of Truman, including its accreditation history with the North Central Association. Next, we will highlight the significant changes that have occurred at Truman since the 1995 evaluation team visit and discuss Truman's distinctive characteristics. We will conclude this chapter by discussing the purposes of the self-study, identifying key audiences of the report, describing the self-study process, and outlining the structure of the self-study report.

Historical Overview

Joseph Baldwin founded Truman State University in 1867 as the North Missouri Normal School and Commercial College. Although the school's primary focus was teacher training, Baldwin designed a rigorous academic curriculum that included approximately 85 hours in mathematics, sciences, foreign languages, and humanities, as well as a year of teacher training. Because of the success of the school, Baldwin successfully lobbied the Missouri Legislature for public funding of the institution. On January 1, 1871, the school reopened as the First District Normal School, the first state-supported college in Missouri whose main purpose was the education of teachers (Ryle, 1972).

During the early years of the 20th Century, the normal school presidents of Missouri mounted an effort to get the General Assembly to change the names of normal schools to "state teachers colleges." After ten years of effort, the normal school presidents achieved their objective in 1919, and the North Missouri Normal School became Northeast Missouri State Teachers College. Although the school had a new name, President John R. Kirk stressed that the

new name did not alter the College's mission; it simply gave recognition to what the College had long been (Ryle, 1972).

Years of Growth The long tenure of President Walter H. Ryle (1937-1967) was marked by significant growth in both physical facilities and student enrollment. The campus grew from four buildings on 15 acres to 15 buildings on 60 acres, and enrollment increased from 755 to 5,350 students. Throughout Ryle's presidency, the College maintained its teacher education focus, and all degree programs included 64 semester hours of required general education courses in the basic liberal arts and sciences. The teacher education focus expanded in 1947 to include a Master of Arts degree. Ryle insisted upon the Master of Arts rather than Master of Education degree because the graduate degree would require research, writing, and wide reading in the literature of the discipline (Ryle, 1972).

During Ryle's tenure as president, the General Assembly passed legislation that permitted the state teachers colleges to drop the word "teachers" from their names. Four of the five state teachers colleges did so quickly; Northeast Missouri State Teachers College did not. President Ryle was committed to high-quality teacher education, and he believed the word "teachers" in the name would help the school gain a monopoly on teacher education in Missouri. In reality, the College was awarding fewer and fewer Bachelor of Science in Education degrees and larger numbers of Bachelor of Arts and Bachelor of Science degrees. The general perception was that the name did not fit the comprehensive educational opportunities offered at the College (Towne, 1988).

Following the retirement of President Ryle in the College's centennial year of 1967, the school's governing board voted to remove the word "Teachers" from the name. The change to Northeast Missouri State College signaled the first major mission change in its 100-year history to a multipurpose regional institution. In 1972 the Missouri legislature recognized the breadth and scope of programs offered by the regional colleges and authorized these schools to substitute "university" for "college." The College's governing board quickly acted to change the name to Northeast Missouri State University to better reflect the nature and scope of the institution's role and mission (Towne, 1988).

Developing Excellence and Accountability Early in the tenure of President Charles J. McClain (1970-1989), a 100-member commission recommended that the University should provide students with an education that would help them to achieve their full potential, solve

problems, continue learning throughout their lives, and contribute to their communities and to the nation. The report outlined specific goals that would allow the school to provide a liberal arts-based education and recommended that the University maintain high academic and professional standards for faculty, staff, students, and curriculum (Commission, 1973).

To determine how well the University was realizing the goals established by the Commission, the University president and advisors developed an assessment plan and began collecting data to determine whether the school was adding value to the students by improving their knowledge and ability. The University's assessment program emphasized learning outcomes and value-added models of measuring quality. The program collected data related to breadth of liberal learning, national competitiveness of the major, and student satisfaction. The assessment program helped the University to focus on its mission, concentrate its resources on instruction, monitor progress toward planning goals, and demonstrate institutional integrity and high-quality education. As a result, in 1983 the University received the G. Theodore Mitau Award for Innovation and Change in Higher Education as recognition of its leadership in the assessment of higher education.

Change in Mission In November 1984 the Missouri Coordinating Board for Higher Education (CBHE) issued a report, *Strengthening the Investment in Missouri Higher Education*, which was part of a comprehensive plan to restructure the state's public four-year institutions of higher education. The CBHE found that Missouri's system of higher education lacked a public institution devoted primarily to an undergraduate liberal arts and sciences education. The report recommended that Northeast Missouri State University assume this role in Missouri.

State Representative Winnie Weber (D-House Springs), Chair of the House Education Committee and sponsor of House Bill 196, stated, "There is a need for a relatively small, select, residential public liberal arts institution. Missourians deserve an affordable public institution that focuses on undergraduate education with high admission standards, and with an undergraduate curriculum for every major that requires approximately 60 hours of liberal arts. This type of institution will add a very healthy dimension to diversity within Missouri's public education system" (*Five-Year Planning Document*, 1987). The CBHE proposed that Northeast Missouri State University be designated as the state's public liberal arts and sciences university because of its academic strength, size, commitment to assessment, and growing reputation as an outstanding undergraduate institution. The Missouri Legislature concurred and passed House

Bill 196 designating Northeast as Missouri's statewide public liberal arts and sciences university. In June 1985 Governor John Ashcroft signed the bill into law. The Board of Governors formally approved a new mission statement during its October 3, 1986, and March 20, 1987, meetings (*Self-Study Report*, 1995).

To prepare for the significant change in mission, the University developed the *Five-Year Planning Document* and submitted it to the CBHE in 1987. As part of the plan, the University reviewed and radically restructured its entire academic program. As a result of the review, the University abolished 113 majors and programs, including all undergraduate education degrees. The undergraduate education programs were replaced by a Master of Arts in Education (MAE) degree which placed strong emphasis on a broad-based undergraduate liberal arts and sciences education. While implementing the five-year plan, the University modified its curriculum to emphasize the liberal arts and sciences, recruited and admitted higher-ability students, and renewed its commitment to recruit and hire high-ability faculty; in this process, the student-faculty ratio declined from 21:1 to 16:1 (*Institutional Review*, 1992).

At the completion of the five-year plan, the University submitted its report, *Institutional Review of the Five-Year Plan: 1987-1988 through 1991-1992*, to the CBHE. On October 14, 1993, the CBHE recognized that the University had completed its Five-Year Plan to change the institution from a comprehensive regional university to Missouri's public liberal arts and sciences university. In all its critical components—the content and rigor of the curriculum, the quality and distribution of the faculty, and the characteristics and academic abilities of the students—the University met or exceeded the planning goals. Upon completion of the plan, 39 undergraduate and nine graduate programs remained (*Institutional Review*, 1992). The CBHE formally approved all of the University's degree programs as part of the transition to its new statewide mission (*Self-Study*, 1995).

Also in 1993, the CBHE required each of Missouri's four-year public universities to designate the clientele it would serve. For each classification, the CBHE established performance standards related to admission criteria, freshman success rate, remedial course work, and graduation rates. The University elected to designate itself "highly selective" based on CBHE criteria. This self-selected designation tied well with the University's history of striving for educational excellence. The CBHE goals and the University's progress in achieving those goals are laid out in Appendix 1, Table 1.1.

A New Name Because of the University's success in completing *The Five Year Plan* to transform itself into a public liberal arts and sciences university, its growing national reputation, and its choice to adopt the CBHE's highly selective admission criteria, a Presidential commission began to study whether the name Northeast Missouri State University reflected the statewide mission. In January 1995, after two years of intensive research, the Board of Governors decided to seek legislative approval for a new university name. On June 15, 1995, on the tenth anniversary of the University's mission, Governor Mel Carnahan signed legislation that changed the University's name to Truman State University. The new name became effective July 1, 1996. The name gave recognition to the University's statewide mission and honored the only Missourian to serve as President of the United States.

A Common Theme Throughout its 137-year history, Truman State University has experienced a number of evolutionary changes: normal school to teachers college to comprehensive regional university, and finally to a public liberal arts and sciences university. On the surface, these stages of University mission appear quite disparate. However, a common theme connects these periods and provides coherence to the many changes in University mission: a commitment to the breadth of a strong undergraduate liberal arts or general education. The broad educational vision of the University founder, Joseph Baldwin, continues in today's mission as a public liberal arts and sciences university.

Accreditation History

Truman was first accredited as a "teacher institute" by the North Central Association (NCA) in 1914 and has maintained continuous accreditation with NCA since that date. NCA accredited Truman as a college in 1927 and awarded it accreditation at the master's level in 1946. In the 1974-1975 academic year, NCA granted the University accreditation at the specialist's level and continued accreditation at the specialist's degree-granting level in 1984-1985. The University discontinued specialist's degrees because of the mission change to public liberal arts and sciences, dropping the current level of accreditation by the Higher Learning Commission of the North Central Association to the master's level.

Key Changes Since the 1995 Visit

Obviously, the most visible change since the last evaluation team visit is the change in name from Northeast Missouri State University to Truman State University. The name change is a reflection of the University's success in transforming itself into a public liberal arts and sciences university with a statewide mission that met or exceeded the CBHE's and General Assembly's expectations as a public liberal arts and sciences institution. Although many external constituencies would identify the name change as the most significant development at the University since 1995, most internal constituencies would not so quickly concur.

Perhaps the change with the most enduring impact has been building and strengthening a reflective liberal arts culture. Much thought has gone into developing the curriculum, co-curriculum, faculty, student support services, facilities, and resources that support an enhanced, self-reflective liberal arts culture. A comprehensive plan has guided the University as it seeks to fulfill its mission in an effective and efficient manner. This planning document, *Affirming the Promise: An Agenda for Excellence in the 21st Century, University Master Plan 1997 – 2007*, outlined core values, established planning priorities, and set goals for fulfilling the University mission. It was a detailed plan for five years and has been updated for FY 2003 – FY 2007 by *Affirming the Promise: Fostering a Nationally Recognized Community of Learners, Truman State University Master Plan Update*. More specific information about these documents is contained in the chapters relating to Mission and Integrity and Preparing for the Future.

Curricular and Co-Curricular All Truman graduates are required to complete at least 63 semester hours of liberal arts and science courses. Included within the 63 hours is the Liberal Studies Program (LSP). The implementation of the LSP during the late 1990s has been a key to the development of a self-reflective liberal arts culture. The LSP provides students with a broad educational experience, focusing on the following:

- The **Essential Skills** students should have in order to succeed in their liberal studies and major course work;
- The multiple **Modes of Inquiry** by which students may approach problems and issues in different academic disciplines; and
- The **Interconnecting Perspectives** that allow students to understand and appreciate better the knowledge they have gained as a result of their educational experience at Truman.

The Essential Skills component of the LSP provides students with basic skills in written communication, speech, mathematics, statistics, computer literacy, and wellness. This component aligns with traditionally held views of general education related to life-long learning, problem-solving, and citizenship. The Modes of Inquiry move beyond a traditional distributional approach to general education. Mode of Inquiry courses incorporate disciplinary approaches to analysis, research, and evaluation, as well as knowledge-based material.

It is, however, the Interconnecting Perspectives component of the LSP that plays the most significant role in enhancing a liberal arts culture. The Interconnecting Perspectives curricular requirements arose from information obtained through assessment outcomes and as a response to multicultural curricular concerns raised in the previous accreditation visit. The first exposure that students have to the Interconnecting Perspectives is through the Truman Program for incoming first-year students. New Truman students participate in activities and discussions that are designed to provide a supportive environment for the first-year student's academic and social transition to Truman. In addition to traditional academic and orientation objectives, the Truman Program includes objectives directly related to the University's mission and core values including the following:

- The student will have gained confidence and experience in how to achieve excellence in what one undertakes;
- Each student should have increased understanding and appreciation of the characteristics of a liberal arts and sciences education; and,
- Each student should have increased familiarity with why and how the University assesses student learning.

It is not yet apparent that all new Truman students engage in Truman Program activities that achieve these objectives. As a result this program continues to be under review.

Another important element of the Interconnecting Perspectives is the Interdisciplinary, Writing-Enhanced Junior Seminar (JINS). This requirement arose directly from the results obtained through the liberal arts and sciences portfolio assessment project. Students were asked to submit a work for the project that demonstrated interdisciplinary thinking, and the work produced by most of the students displayed little or no real interdisciplinary thinking. The ability to think, analyze, and evaluate from multiple perspectives is a distinctive characteristic of a liberally education person so the results were distressing to the Truman faculty. As a result the

revised liberal arts and sciences curriculum required a writing-enhanced, interdisciplinary seminar. The JINS course exposes students to multiple ways of thinking about issues, problems, and concepts. It uses multiple modes of inquiry and demonstrates that their power is synergistic rather than additive. A JINS course helps students construct their own mental frameworks of retrievable knowledge, and it aids students in integrating analysis and reflection informed by approaches or methods from multiple disciplines.

Also included within the Interconnecting Perspectives are the intercultural requirement and foreign language requirement. The intercultural requirement has roots in assessment results obtained from graduating student surveys. This requirement also directly addresses a concern noted in the 1995 evaluation report that the team believed there was a relative lack of attention to multicultural issues within the core curriculum. Courses designated as fulfilling the intercultural requirement must meet at least two of three cultural diversity objectives (*General/Graduate Catalog 2003 – 2005*, 52-3). In addition, all Truman students must demonstrate elementary proficiency in one foreign language. One of the objectives of the language requirement also addresses culture and diversity issues.

Other curricular initiatives that have positively affected the development of a liberal arts culture are the approval of an undergraduate Interdisciplinary Studies major (Faculty Senate Bill 3102) and an Environmental Studies minor (Faculty Senate Bill #1803). In addition, the 2003 - 2005 *General Catalog* describes several other interdisciplinary minors now offered at Truman (253). These programs reflect the growing maturity of the University's liberal arts culture. A Director of Interdisciplinary Studies coordinates the JINS program, the Interdisciplinary Studies major, and Environmental Studies minor.

The Residential College Program (RCP), an initiative of Academic Affairs, also supports the development of a liberal arts culture. Although established in some residence halls during 1980s, the RCP was expanded to all residence halls in 1998. State funding obtained through the Mission Enhancement Program was used to support the expansion. College Rectors were appointed to oversee the programming, staffing, and activities of each college. Because College Rectors received reduced teaching assignments, mission enhancement funds were used to backfill their teaching responsibilities. Unfortunately, the state budget withholdings and reductions has led to filling only one College Rector position for the 2004-2005 academic year. In spite of the reduction in staffing, the RCP still brings an academic focus to some of the

activities and relationships developed in the residence halls. Faculty Fellows continue to interact with students and teach classes in the residence halls, thus facilitating personal engagement in liberal arts learning for faculty and students together. In addition, The RCP provides comprehensive academic advising and student-support services to first-year students in the residence halls.

Undergraduate and graduate student involvement in research is another hallmark of a liberal arts culture. Although the Student Research Conference predates the last evaluation team visit, participation in the conference expanded in 2003 to include graduate students. At the 2004 Student Research Conference held on April 6, 254 student research projects were presented involving 344 undergraduate and 30 graduate students. The Student Research Conference celebrates student research, scholarship, and creative achievements.

In recognition of the high-quality liberal arts programs at Truman State University, a Phi Beta Kappa chapter was granted to the faculty at Truman in October 2000. Truman is the fourth campus in the state to have received a charter, and 30 years had elapsed since a chapter had been granted to a Missouri institution. The chapter is designated as Delta of Missouri. Truman is only the second public university in Missouri so honored and joins Phi Beta Kappa ranks with the University of Missouri-Columbia, Washington University in St. Louis, and Saint Louis University.

Student-led initiatives also provide evidence of a deepening liberal arts culture. During the 2004 spring semester, Student Senate brought the Collegiate Readership Program to the Truman campus. The *USA Today*-sponsored program resulted in giving Truman students and faculty access to *USA Today*, *The New York Times*, and the *St. Louis Post/Dispatch*. During the spring Student Senate elections, the student body overwhelmingly voted (65% to 35%) to continue the program. The vote of the students demonstrates the value they place on having access to high-quality newspapers. An awareness and understanding of current affairs are distinctive characteristics of liberally educated individuals.

Students also played a significant role in the development of the Student Conduct Code adopted by the Board of Governors on June 28, 2003. Student Senate initiated the review and development of much of the Code. Student Senate also has discussed the implementation of an honor code. Another way in which students have displayed personal responsibility is through the many hours of service provided to the local community. Their volunteer hours through classes,

student organizations, and the SERVE Center have provided valuable benefits to area residents and organizations. These examples of student engagement illustrate the civic responsibility assumed by individuals who are liberally educated.

Faculty and Facilities Of course, adequate resources, faculty, and facilities are necessary to support an enhanced, self-reflective liberal arts culture. During the 1990s the state of Missouri established the Mission Enhancement Program to provide funding to higher education institutions to aid in achieving mission goals. Truman elected to use a large proportion of the monies to fund 33 new faculty positions. These positions were used to backfill five positions related to the Residential College Program, hire additional faculty to support undergraduate research, and support the faculty requirements for implementing the Liberal Studies Program. Increasing the number of faculty while holding student enrollment constant is rarely practiced at any institution of higher learning; however, the additional faculty members were viewed as essential to achieve student learning goals. In addition, mission enhancement funds increased the numbers of library and information technology support staff.

Facilities also have been dramatically improved to support the University's mission. Over \$60 million have been spent to renovate and expand three academic buildings: Violette Hall, Ophelia Parrish, and Magruder Hall. These buildings house the Divisions of Business & Accountancy, Mathematics & Computer Science, Education, Fine Arts, and Science. In addition to the changes in the physical structure of the buildings, occupants of these facilities now have access to state-of-the-art technology, both cable and wireless. The classrooms, labs, performance halls, lecture theaters, and offices provide a learning environment that effectively and pleasantly support student learning and student/faculty interaction. Another fine facility added since the last evaluation team visit is the Student Recreation Center. This \$7 to \$8 million facility was the result of student initiative and is partially funded by student fees.

Planning for continued facility enhancements continues. At its April 2004 meeting, the Board of Governors endorsed a proposal to renovate Truman's residence halls and Student Union Building (SUB). Chapter Two describes these proposed enhancements.

Environmental Challenges Like many public colleges and universities, Truman has been challenged by the state budgetary crisis. During fiscal years 2002, 2003, and 2004, the state of Missouri withheld large amounts from Truman's budget. These budgetary withholdings forced the University to make many difficult funding choices. During these periods of fiscal

constraints, the University administration, supported by the Faculty Senate (FS), made job retention a top institutional priority. As a result, virtually no layoffs have been necessary, but other important projects and programs have been curtailed. During FY 2002, library and technology acquisitions were greatly reduced. No faculty or staff raises or sabbaticals were granted during FY 2003. Technology purchases focused on replacing critically deficient equipment and outfitting the newly renovated Ophelia Parrish building. Small raises were awarded for FY 2004 and computer labs were updated. However, sabbaticals were again deferred, faculty and staff computer upgrades were postponed, and travel budgets were curtailed in many divisions and departments. The administration has communicated openly with faculty and staff about budgetary issues, and budgetary decisions have been informed by input from division heads, directors, and faculty governance. The state funding limitations have led to significant increases in tuition costs for students, including a 15 percent increase from FY 2004 to FY 2005. Nevertheless, Truman's aggregate level of tuition increases during the last four years is among the lowest of Missouri public institutions.

As discussed earlier, Truman maintains the CBHE's highly-selective admission criteria. One criterion is that 90 percent of first-time freshmen must have either an ACT of 27 or a combined score of 140 based on high-school class rank and ACT percentile. Over the past several years, applications and admissions have declined while the yield has remained stable. As a result, enrollment of first-time freshmen has fallen. Approximately 1,300 first-time students enrolled in Truman during the Fall 2003 semester, well short of the goal of 1,500 to 1,525 students. The cumulative effect of declining enrollment resulted in total full-time undergraduate student enrollment of 5,338 students in Fall 2003 while the institution is "right-sized" for approximately 6,000. Fall 2004 enrollment rebounded to 1480, but such gains must be continued. Overall, the shortfall has implications for financial resources, faculty positions, and the viability of programs, but Truman has not compromised on its admission criteria.

Part of the enrollment decline may be explained by the increased competition for high-ability students by many institutions. To address the student recruitment and enrollment challenge, the University has contracted with outside consultants to investigate the reasons for falling applications and to develop a communication plan and new recruitment materials. Efforts are also under way to increase the number of transfer students to the University. Thus articulation agreements were signed during FY 2004 with Metropolitan Community Colleges in

Kansas City and Indian Hills Community College in Ottumwa, Iowa. Additional articulation agreements are being negotiated.

Change in Leadership At the time of the last visit in 1995, Dr. Jack Magruder was President of Truman State University. He effectively led the University through its change of name and the most significant capital improvements in decades. President Magruder retired on June 30, 2003, after serving the University for 39 years as a faculty member, Division Head, Vice President for Academic Affairs, and finally President.

On July 1, 2003, Dr. Barbara Dixon assumed the role as the 14th President of Truman State University. She was formally installed as President on November 14, 2003, during a ceremony that incorporated the theme “A Celebration of Academic Excellence.” In her address, President Dixon made the following observation:

The future success of our University will depend on our ability to define a vision for the liberal arts that will empower and motivate our academic community. Our challenge is to work continually to shape a curriculum that will prepare our students to live in a complex world. I believe this issue - enhancing and deepening the liberal arts culture – and how we as a community work together to address it will have the greatest impact upon the future character of Truman State University (<http://www.truman.edu/pages/401.asp>).

Prior to arriving at Truman, President Dixon served as Provost and Vice President for Academic Affairs at the State University of New York-Geneseo, also a public liberal arts university.

Distinctive Characteristics

While sharing many attributes with other institutions of higher learning, Truman exhibits several distinctive and defining characteristics alluded to earlier.

Mission Truman’s public liberal arts and sciences mission is unique among Missouri universities. It is one of a small number of such institutions nationwide and is a leader in defining the role of public liberal arts colleges and universities in higher education. Truman was a charter member of the Council of Public Liberal Arts Colleges (COPLAC). It joins in membership with such public institutions as Evergreen State College, New College of Florida, St. Mary’s College of Maryland, Mary Washington College, and the State University of New York–Geneseo. COPLAC schools focus on sustaining high-quality relations between students and faculty, selective admissions, recognition of cultural and intellectual diversity, and commitment to high-quality liberal arts education for those who might not achieve it otherwise.

Highly Selective As discussed earlier, Truman is Missouri's only highly selective public university according to CBHE guidelines. The average ACT of first-time students is slightly above 27. The presence of so many talented, high-ability students contributes to the energetic campus academic environment, the success of undergraduate research, the broad participation in study abroad (the only public institution in the top 20 among master's universities (IIE, *Open Door*), and the highest graduation rate among all public universities in Missouri. The University's highly-selective status also contributed to the success of the Truman faculty in receiving a Phi Beta Kappa chapter.

Flat and Lean Administrative Structure Truman maintains a relatively flat and lean administrative structure. The academic line of authority flows from the Board of Governors to the President to the VPAA to the Division Heads and then in most cases directly to the faculty. Academic programs or disciplines are housed within Divisions rather than schools, colleges, or departments; and the discipline committees within the divisions are responsible for curricular and program decisions (see organizational charts in Appendix A). The divisional structure allows more dollars to be devoted to instructional activities rather than to administrative costs. The structure gives faculty a greater role in administering the curriculum, programs, and activities at the University. However, on the down side, some faculty may feel burdened by the addition of administrative tasks to their primary teaching responsibility.

Commitment to Assessment Truman has a 30-year history in using assessment information to analyze and evaluate institutional effectiveness and student learning outcomes. During the 1970s and 1980s, value-added assessment (pre-test, post-test) of both the major and general education began; in addition, various attitudinal measures were implemented during this time. To assess higher-order thinking skills, the University added portfolio assessment to the toolkit in 1988. In 1992 the University added the Interview Project to gather more specific information than that found in the survey instruments used.

The assessment program at Truman is not static; it changes to address new issues and concerns. In the fall of 2002, the VPAA, in an effort to enhance the operation of the assessment program and to more effectively address issues raised by faculty and students during the recent planning process, restructured the Assessment Committee into two separate but complementary working groups: the Design and Implementation Group (DIG) and the Analysis and Reporting Group (ARG). The DIG is responsible for the design, implementation, and dissemination of

assessment information at Truman. The ARG is responsible for analyzing assessment data and reporting the results of their specialized studies to the campus community. This group will consult on a regular basis with faculty, staff, and students in determining annual priorities.

One result of the work of the DIG was that a new writing assessment was piloted during the 2004 spring semester and is scheduled to be phased in beginning with the 2004 Fall semester. And as evidenced on the discipline-assessment website, <http://disciplineassessment.truman.edu>, academic disciplines link their learning objectives and curricular decisions to assessment results. Even in times of severe budget constraints, Truman remains committed to the continued development and use of assessment. This commitment is most clearly evidenced by the funding of Scholarship of Assessment Grants during the summers of 2003 and 2004. These grants are directed toward two basic goals: 1) to improve the quality of student learning and development at Truman, and 2) to enhance the culture of assessment through faculty and staff participation in assessment research and scholarship. The grants are one way to ensure that assessment is faculty driven and leads to the enhancement of teaching and student learning.

Purposes of the Self-Study

First and foremost, Truman expects this self-study to provide public evidence that the University meets each of The Higher Learning Commission's accreditation criteria and core components. Therefore, HLC staff, evaluation team members, and peer readers constitute one sector of the audience for this report.

Second, the University used the self-study process to assess and foster the implementation of the *University Master Plan Update 2003-2007, Affirming the Promise: Fostering a Nationally Recognized Community of Learners*. Earlier University plans focused on the significant restructuring associated with Truman's change in mission from a comprehensive university to a public liberal arts university. The current plan focuses on the more subtle and complex issues related to developing a distinctive public liberal arts culture. Furthermore, the plan addresses the challenges associated with recruiting and supporting high-quality students, faculty, and staff in a highly selective public liberal arts university. The results of the self-study process enabled the University community to fine-tune specific objectives, develop action plans for implementation, and evaluate progress toward achieving the 2003-2007 planning priorities.

In addition, the self-study process encouraged the University to look farther into the future and wider into the environment for planning initiatives.

The institutional values and priorities affirmed in the *University Master Plan Update* articulate Truman's commitment to student learning, institutional effectiveness, and the assessment of both for accountability to its constituents. As a result, a third focus of the self-study process was to further enhance and invigorate Truman's assessment program for both institutional effectiveness and student learning.

The latter two purposes of the self-study mean the report is especially targeted at the Board of Governors, administrators, faculty, staff, and CBHE. Current students, alumni, and key supporters of the University are secondary audiences. These constituents will be more interested in the outcomes associated with the self-study process and report.

The Self-Study Process

In March 2002, the President appointed the Self-Study Coordinator. The Self-Study Coordinator worked closely with the VPAA during the Fall 2002 semester to review the previous Evaluation Team Report and to study the HLC's proposed new accreditation criteria. From December 2002 through February 2003, the President appointed the members of the Self-Study Steering Committee and the chairs of the five subcommittees that are organized around the five accreditation criteria. The chairs of the subcommittees also serve as members of the Steering Committee. In early March 2003, the VPAA appointed the members of the five subcommittees. Committee members represent the total University community. All academic divisions and all faculty ranks are represented. A wide range of administrators, staff, and students are also represented on the committees. An organization chart for the self-study process is presented in Appendix A. Individuals who were closely involved with the previous self-study have served as advisors to the self-study coordinator, steering committee, and committee chairs. As seen in Appendix A there was broad-based, direct participation in the self-study process by administrators, faculty, staff, and students.

The chairs of the subcommittees were assigned responsibility for collecting and evaluating examples of evidence related to a specific accreditation criterion and/or core components. Committee members reported their findings to their committee chair using a standardized reporting format. Committee chairs organized the examples of evidence and

completed a draft of the chapter or chapters related to the assigned criterion. The Self-Study Coordinator and the Steering Committee coordinated the process and reviewed the examples of evidence and drafts to ensure that each criterion was being adequately addressed. The Self-Study Coordinator worked closely with a professional technical writer to complete the final Self-Study Report.

Communication was an important aspect of the self-study process. Committee members collected information from many programs and offices on campus, interviewed key decision makers, and conducted focus groups with various constituencies. Periodic news articles about the activities of the self-study committees appeared in the campus newsletter, *Truman Today*. On July 13, 2004, the University held its annual summer Master Plan and Assessment Workshop. The focus of the Workshop was the draft of the self-study report. The Workshop gave the self-study committees an opportunity to report on their findings and to solicit feedback from a broader University community. The feedback from the Workshop was reviewed and incorporated into the self-study report.

In October and November 2004, a series of fora were conducted to give faculty, staff, and students an opportunity to comment on the draft of the self-study report. The feedback from these fora was used to fine-tune the report. In addition, invitations for third-party comment were made through the local news media, the *Index* (student newspaper), press releases, the *Truman Review* (alumni magazine), and letters to key constituents.

The complete self-study committee structure appears in Appendix A. The self-study report has been largely organized around the HLC accreditation criteria and core components; the Table of Contents (p. i) lays out the chapters and appendices.

Chapter 2: Response to 1995 Concerns

The 1995 Evaluation Team Report identified seven concerns that needed to be addressed by the University. This chapter summarizes the actions taken by Truman to address these concerns and to improve its policies, procedures, and practices.

Support staff need to be consulted more systematically about issues related to their employment.

Truman has taken a number of steps to increase support staff involvement in decision making and to solicit their input on employment issues. In addition, staff development opportunities have been greatly enhanced. During 1997 and 1998, staff development surveys were conducted to solicit ideas for development programs. From January 1999 through April 2004, approximately 50 staff development and enrichment seminars were presented. A complete listing of these seminars will be available in the Resource Room.

The two most recent developments related to this concern have been the staff survey and the implementation of a staff council. After a long period of planning, a staff survey was conducted during May 2003. The survey was distributed in May 2003 to 367 staff—both contract and hourly, full-time and part-time. A total of 241 staff responded to the survey, a response rate of approximately 66 percent, and the respondents were representative of the total staff population in terms of gender, full-time/part-time status, and hourly versus contract status. In brief, the survey results revealed the following:

- Staff members were generally positive about their work situation;
- The staff as a group had a good understanding of the central purposes and priorities of Truman;
- The staff also exhibited a strong commitment to Truman and its students and believed that they have an important role to play;
- Numerous staff believed that their contributions are not fully appreciated and valued by the Truman community; and,
- Overall, staff satisfaction with their work environment was strong, although the staff would like to see improvements in salaries and to a lesser extent in benefits.

Truman intends to make the staff survey an on-going part of its assessment program and to use these results to enhance the staff's sense of well-being and participation in the academic

community. A more complete summary of the survey results appears in the *Assessment Almanac* (<http://assessment.truman.edu/almanac/2003/CH15.pdf>).

An advisory committee on the establishment of a new organization representing staff met in the Spring 2004 semester to develop some options for a staff organization. In late April 2004, the committee held several public sessions to gather feedback from the campus staff about the organization's mission, models for staff representation, and methods of selection. The Staff Council was officially implemented in Fall 2004.

Support staff have been invited to attend and do attend the Summer Master Plan and Assessment Workshop and the Spring University Conference. Because they are a means of disseminating information and soliciting feedback on key academic and administrative issues, these workshops have proven to be a vital part of the University's planning process. The first University Conference was held in January 2001. Staff members were included in this event from the very beginning. The 2001 conference featured a significant staff development opportunity, a workshop entitled "Customer Service and Continuous Improvement" presented by Marcia Doty, a recognized national figure in the field.

Support staff have also served on the following human resource committees on a routine basis: Staff Development Committee, New-Staff Orientation Committee, University Social Committee, Employee Recognition Committee, and Wellness Committee (not currently active). The Human Resources Supervisor has tried to make sure that every area on campus is represented at some time and with as many different individuals as possible. Approximately 100 (about half) of the physical plant staff (custodians, groundskeepers, plumbers, etc.) are members of a union. The union representatives meet regularly and confer with the administration about wages and benefits.

In addition to human resource committees, staff have served on other university-wide committees. Several staff members served on the Strategic Planning Advisory Committee, and staff members served on each of the accreditation self-study committees; their participation proved to be quite valuable to the effort. Staff also served on the committees that evaluated health insurance benefits, examined quality of life issues, and developed the University's family-medical leave policies.

Staff input has been solicited on other important issues, including personnel. Thus staff members have served on university-wide committees searching for a new President, Vice

President for Advancement, and Human Resources Director. Staff open fora were held with each of the three final candidates for the President's position, and staff were invited to attend receptions and fora for the other positions listed above. Staff members also completed evaluation forms about each of the candidates. For the first time in Spring 2004, staff members completed an evaluation of the University President.

New-staff orientations are conducted twice a year and cover such topics as University mission, use of assessment information, student body characteristics, sexual harassment policies and procedures, Family Educational Rights and Privacy Act (FERPA), public relations, customer service, and university services, among others. When staff members leave University employment, they complete an exit survey that aids Truman with its efforts to provide a positive work environment.

Although communication and consultation with staff have greatly improved since the 1995 evaluation team visit, these opportunities are not available routinely and uniformly across all levels of staff personnel. Professional staff are consulted more regularly than the clerical support staff. The Staff Council will offer staff members a more systematic method for providing input into decisions affecting their work environment.

The characteristics sought in hiring faculty and administration need to give stronger recognition to the inherent value of diversity.

In the University Master Plan, *Affirming the Promise: An Agenda for Excellence in the 21st Century 1997 – 2007*, the following planning priority was identified: “*Recruiting and supporting a diverse, well-qualified faculty, staff, and student body.*” The *Master Plan Update* places even greater emphasis on this theme by ranking it as the number one priority. This ordering demonstrates the University's commitment to recruit excellent faculty who are committed to excellence in teaching, are well-qualified in their fields, model the active scholar and lifelong learner, and support the liberal arts and sciences mission of the University. In addition, the *Master Plan Update* articulates the practices of hiring staff with a strong commitment to students, the principles of collegiality, and the task of building a community of learners. Furthermore, the *Master Plan Update* includes specific planned actions related to enhancing the diversity of faculty and staff, with particular attention to increasing the proportion of underrepresented populations.

The Truman *General/Graduate Catalog* and website contain notices of nondiscrimination. In addition, Truman has developed an affirmative action plan that is available in the office of the Gender Equity/EEO Compliance Officer in McClain Hall 202. In summary, Truman's Affirmative Action Plan is a compilation of faculty and staff work force data that provides a detailed analysis of gender and ethnicity within defined job groups. The plan also analyzes applicant data insofar as relevant gender and ethnic status can be determined, either through the collection of voluntary, self-identification reports, or through the use of census "labor force" data developed specifically for the university environment. The data in the Affirmative Action Plan are collected, analyzed, and updated annually. The plan helps to identify particular areas in which the University may need to focus in developing a more highly diversified applicant pool, in furtherance of the University's efforts to ensure non-discriminatory hiring processes that would allow for the selection and retention of well-qualified faculty and staff.

Faculty hiring begins at the division level. The Division Head confers with faculty to identify personnel needs and to develop position descriptions. When developing the position description, more emphasis is placed on targeting minorities and females. This information is conveyed to the VPAA, who then makes recommendations to the President. The President authorizes the positions to be filled. The EEOC Officer reviews all position descriptions and employment advertising for compliance with the University's affirmative actions plans and nondiscrimination policies. The EEOC Officer also reviews the strategic placement of advertising to determine whether the open positions will be communicated effectively to underrepresented groups. All position advertisements include the following statement: "Truman is an equal employment opportunity, affirmative action employer committed to cultural diversity and compliance with the Americans with Disabilities Act."

Tables 2.1 and 2.2 report the trends in the percent of full-time faculty who are minority and female, respectively (see Appendix 2 for Tables 2.1 and 2.2). From fiscal years 1998 to 2004, minority representation among the University faculty has been relatively flat, ranging from a low of 9.80 percent to a high of 11.85 percent. Chapter 19 of the 2002 *Assessment Almanac* reaches a similar conclusion (<http://assessment.truman.edu/almanac/2002/CH19.pdf>). In FY 2004, the variations in the percent of full-time faculty who are minority, when examined across the academic disciplines, are quite large, from a low of zero percent to a high of 33.3 percent.

During the same time period, the percent of full-time faculty who are female has shown slow but steady growth, from 32.9 percent in fiscal year 1998 to 39.0 percent in FY 2004. Again, there is considerable variation across the disciplines. Four disciplines have no full-time faculty who are female while in ten disciplines, females represent 50 percent or more of the full-time faculty.

Truman has had success in hiring a more diverse administration. On July 1, 2003, the University reached a milestone when Dr. Barbara Dixon assumed the presidency. Dr. Dixon became the first female to hold the position of President at Truman. While conducting the search for a new President, Truman utilized the services of a consultant to identify qualified minority and female candidates. During the 2003-2004 academic year, females also held other key administrative positions, such as Dean of Student Affairs, Associate Vice President for Academic Affairs & Graduate Dean, Interim Vice President for Advancement, Assistant Dean for Multicultural Affairs, Controller, and Gender Equity/EEO Officer. During this same time period, 40 percent of the President's staff and 67 percent of the program Directors were female, although at that time no females served as Division Heads. However, females have served as Division Heads in prior years. Currently, 22.2 percent or two of the nine academic Division Heads are minorities and one is a woman. Table 2.3 presents the count of faculty and staff categorized by minority and gender classifications (see Table 2.3 in Appendix 2).

The University has made great strides in hiring females for both faculty and staff positions. Efforts at increasing ethnic diversity among the faculty and staff have not been as successful, although compared to the local community and region Truman is quite diverse. Truman is located in the rural, homogeneous community of Kirksville, Missouri. The lack of ethnic diversity within the community and the limited support for minority population needs make it extremely difficult to further increase ethnic diversity on the campus (see Tables 2.2 and 2.3 in Appendix 2).

However, an interesting initiative aimed at increasing faculty diversity is the Truman Teacher-Scholar in Residence Program. The program has been established to enrich Truman's environment by highlighting diverse perspectives and attracting faculty who will serve as role models and mentors for underrepresented students. In addition to a salary, the Scholar in Resident receives a housing stipend that is funded through the Truman State University Foundation. The Scholar in Resident may be granted a one-year faculty appointment at Truman in any division and is to work closely with students in the McNair Program and Residential

College Program. The appointment may be renewed for two additional years. In spite of severe budgetary constraints, Truman has remained committed to this diversity initiative and has continued to fund the Scholar in Residence Program. However, the position has not been filled for the 2004-2005 academic year.

Compared to curricula at other strong liberal arts institutions, there is a relative lack of attention to multicultural issues within the core curriculum.

Significant strides have been made in increasing the attention paid to multicultural issues within the core curriculum. In specific response to assessment data and the 1995 evaluation report, Truman's Liberal Studies Program (LSP) was designed to include an Intercultural Perspective and foreign language requirement. A rationale for the Intercultural Perspective is provided on the following Truman website: <http://www.truman.edu/pages/263.asp>. In part, the rationale states:

a true intercultural perspective arises from an understanding of cultural diversity and cultural interaction -- existing in the present and/or documented in the past – that takes into consideration the varying global, local, and personal contexts and politics of cultural diversity and cultural interaction in its diverse forms. These include, for example, ethnicity, multiculturalism, nationalism, and world systems divisions, as well as 'traditional' and 'changing' cultures. In other words, an intercultural perspective is one focusing on cultural processes and interaction as these occur in particular historical, environmental, social, political, and communication contexts, and as these result in both differentiation (or exclusion) and inclusion.

The Intercultural Perspective may be fulfilled by designated coursework or study abroad experiences approved for academic credit at Truman (*General/Graduate Catalog, 2003 – 2005*). For example, 495 students studied abroad in FY 2002, and many fulfilled the Intercultural Perspective through that experience.

Intercultural perspectives also occur outside the structured curriculum. Although the campus does not have broad ethnic diversity, diversity is present nevertheless. Since a large majority of Truman students are from urban or suburban areas, life in a rural community provides opportunities for new cultural experiences—county fairs, Blue Grass festivals, harvesting of crops, hunting, and Amish craftsmen, to name just a few. Students also interact with peers, faculty, and staff with varied religious backgrounds and lifestyle preferences. Multiculturalism comes packaged in many forms.

All Truman graduates must fulfill a foreign language requirement. For a Bachelor of Science degree, the requirement may be satisfied by successful completion of the first year of a foreign language, or by demonstrating elementary proficiency as determined by placement, a proficiency examination, or successful completion of an intermediate or higher-level foreign language course. The foreign language requirement for a Bachelor of Arts degree is intermediate foreign language proficiency. A specific objective of the foreign language requirement is that “Through the study of foreign languages in their cultural context, students will begin to form an understanding of particular cultures and their relationship to the diversity of human experience” (<http://www.truman.edu/pages/263.asp>).

In addition to the Intercultural Perspective and foreign language requirement within the LSP, several of the Interdisciplinary Writing-Enhanced Junior Seminars (JINS) courses have a multicultural perspective: Cultural Crossroads (a template course); Native American Conflict; Economics of Gender; Contexts of Disability; German-Jewish Identity; Amish History and Culture; Race and Ethnicity (a template course); Gender and Culture (a template course); and Race, Class, and Gender.

Truman’s core curriculum gives much greater attention to multicultural issues in 2004 than in 1995. In addition to a greater emphasis on multicultural issues within the core curriculum, students may elect to complete a minor or minors focusing on such issues: African/African-American Studies, Asian Studies, International Studies, Italian Studies, Medieval Studies, and Women’s and Gender Studies. An Interdisciplinary Studies Major was approved by Faculty Senate and has also been approved by the CBHE. This major, individually designed by the student and a faculty mentor, has the potential to provide at least some students with a significant multicultural experience. A challenge for the Director of Interdisciplinary Studies is to create an awareness of and interest in this new interdisciplinary major; some success is already evident.

To further enhance inclusion of diversity issues in the curriculum, Truman funds the Diversity Institute Fellowships. This program gives selected faculty the opportunity to implement a project of their design intended to enhance intercultural competence in the Truman community. The goals of the institute are to:

- Increase awareness of diversity issues on Truman’s campus;
- Develop skills and strategies for handling diversity in the classroom;

- Provide resources and information on diversity; and
- Increase awareness of the faculty role in creating an inclusive classroom.

To implement their projects, those selected as Diversity Fellows receive consulting on pre- and post-assessments and project design; consulting on potential external funding and Institutional Review Board requirements; project publicity; the aid of a student assistant; and a \$500 resource account. The Diversity Institute continues to be funded despite tight budgetary conditions.

Although not a part of the core curriculum, several offices and programs help to focus attention on multicultural issues. The International Student Affairs Office (ISAO) promotes diversity on the Truman campus through the recruitment and support of international students and scholars. During the 2004 spring semester, the ISAO hosted 250 students from 52 countries. The Multicultural Affairs Office promotes a pluralistic and integrated University environment by fostering understanding among the various Truman constituencies. The Office focuses on recruiting and retaining students of color and assists students with the transition from high school to college.

The McNair Post-Baccalaureate Program seeks to increase the number of first-generation and low-income students and underrepresented minority students who obtain doctoral degrees. McNair Scholars participate in research, mentoring, and other scholarly activities. The Scholastic Enhancement Experience (SEE) is a summer educational opportunity available to selected underrepresented students who will be starting college in the fall. Students are provided with cultural activities, academic classes and workshops, counseling, and advising. The four offices and programs highlighted in this and the preceding paragraph help to ensure that diversity and multicultural issues continue to receive appropriate attention at Truman.

From 1998 through 2001, Pickler Memorial Library used designated funds from the mission enhancement program to enhance its collections. A number of the additions addressed deficiencies related to diversity and multicultural issues. During the 1998-1999 academic year, the Library staff worked with faculty to improve the literature and history collections representing India and South Asia. Several significant acquisitions were made during 1990-2000, including the following:

- Black Newspaper Collection - \$45,000. This is the first of two payments on this research collection of newspapers of African-American communities in the U.S. The newspapers date from the late 19th through the 20th centuries.

- Books on South Asian writers, particularly Indian writers - \$4,500
- Foreign language books, primarily French and Italian languages - \$10,000

The most significant expenditures occurred during 2000 – 2001, when over \$110,000 was expended on microfilm holdings related to multicultural issues. Items added to the Library's collection included:

- African American History
- Black Newspaper Collection (final payment)
- Chicago Defender (African-American newspaper)
- Civil Rights Movement
- Martin Luther King, Jr. FBI File
- Native American Documents

As evidenced by the recent expenditures, Pickler Memorial Library has placed great importance on improving its holdings related to multicultural issues. In addition, a committee of faculty, staff, and students will be recommending additions to the Library's holdings related to Gay Lesbian Bisexual Transgender (GLBT) issues. The resources that have been added to the Library's collections have enhanced the learning and research potential in the core curriculum, majors, and minors.

For further evidence related to enhancing diversity awareness and understanding in the curriculum, educational programs, faculty development centers, see Chapter 19 of the 2002 *Assessment Almanac* at <http://assessment.truman.edu/almanac/2002/CH19.pdf>.

The condition of some facilities is a concern of all University constituencies.

As discussed in Chapter 1, academic facilities have been dramatically improved to support the University's mission. Over \$60 million have been spent to renovate and expand three academic buildings: Violette Hall, Ophelia Parrish, and Magruder Hall. The renovation of Violette Hall, which houses the Divisions of Business & Accountancy, Mathematics & Computer Science, and Education, resulted in an increase of available space from 50,300 to 70,246 square feet. The renovation and expansion of Ophelia Parrish, the home of Fine Arts, netted an additional 31,000 square feet of assignable space. The ongoing Magruder Hall project will result in over 99,000 square feet of space available to the Science Division, a net increase of over 33,000 square feet. The physical renovations have provided much improved office and

classroom space. Of course, during the renovation and construction periods, faculty and students experienced added stress while displaced from regular offices and relocated to widely scattered classrooms. Nevertheless, the short-term inconveniences have been more than compensated with beautiful facilities. Overall, academic areas realized a 19 percent increase in net square footage from 1994 to 2003.

In addition to the changes in the physical structure of the buildings, occupants of these facilities now have access to state-of-the-art technology, both cable and wireless. The classrooms, labs, performance halls, lecture theaters, and offices provide a learning environment that effectively and pleasantly supports student learning and student/faculty interaction.

Significant renovation remains for Baldwin Hall, McClain Hall, and the Pershing Building. Classrooms need reconfiguration and technology updates. Faculty offices are relatively small, and many have poor ventilation. Because these buildings house approximately half of Truman's faculty, renovating these facilities must remain a high priority even during times of fiscal constraints. Truman's campus facility master plan first calls for the renovation of McClain and Baldwin Halls; however, the first state funding for capital projects may give priority to projects with life science applications. With that scenario in mind, the University has advanced the renovation of Pershing because it houses the health and exercise science programs. In a time of state funding constraints, the University has exhibited flexibility in undertaking projects to improve and expand facilities.

Another facility added since the last evaluation team visit is the Student Recreation Center. This facility was the result of student initiative and is funded through student and user fees. The Student Recreation Center offers a three-court hardwood floor gym, jogging track, aerobics/dance studio, auxiliary court with multipurpose floor, weight room, and fitness areas filled with state-of-the-art cardiovascular and strength training machines and free weights. Faculty and staff may also use the recreation facility. Affiliated with the Student Recreation Center is a multi-purpose recreation field located near Centennial Hall. It is available for drop-in use, intramural sports, and sport club events.

The campus facilities most often identified as a source of continuing concern are the residence halls and SUB. This concern remains even though the University has been spending approximately \$2 million annually to update the residence halls. Fortunately, planning for significant improvement to these facilities is under way. At its April 2004 meeting, the Board of

Governors endorsed a proposal to renovate Truman's residence halls and SUB. This project is designed to ensure that Truman's residence halls and SUB are safe, functional, and competitive with similar facilities at other schools. The project includes the construction of a 400-bed residence hall facility and renovation of existing hall space. The net effect is no change in total number of beds. The cost of the project is estimated at \$91 million and will be financed with 30-year bonds and user fees. The time table for completion of the project is seven years.

Access to technology has also been greatly enhanced since the last evaluation team visit. Computers and printers are available to students in open or general use computer labs located in Violette Hall and Pickler Memorial Library. University computers and printers are available in computer labs in each of the residence halls. Computer labs in Violette Hall and Pickler Memorial Library are available approximately 16 hours each weekday and 8 to 12 hours per day over the weekend. Residence hall labs are usually available 24 hours per day. Residence hall rooms have network connections available so that every resident student may bring and connect his/her own personal computer to the Truman network and Internet. Recent data report that approximately 60 percent of the students living in the residence halls have one or more computers in their rooms.

In addition, Truman provides 16 specialty computer labs to support such programs as communication disorders, visual communication, foreign language, and computer science. In total, Truman supports over 2,000 university-owned networked computer systems. Beginning in Fall 2003, Truman began offering a wireless network across the campus. Access points (hot spots) are in the following locations: Centennial Hall main lounge, Ryle Hall main lounge, Violette Hall main lounge, Pickler Memorial Library, SUB, McClain Hall, and The Quadrangle; future wireless enhancements are planned. During Summer 2004, ITS completed a \$1.4 million network upgrade.

Not all current graduate programs are consistent with the University's liberal arts and sciences mission.

The 1995 Evaluation Team visit was the first accreditation visit after the University mission change. The University mission statement is as follows:

The mission of Truman State University is to offer an exemplary undergraduate education, grounded in the liberal arts and sciences, in the context of a public institution of higher learning. To that end, the University offers undergraduate studies in the traditional arts and sciences as well as selected pre-professional, professional, and

master's level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts and sciences education.

Because of this change from a public regional comprehensive to public liberal arts and sciences university, both the University and Evaluation Team focused intense scrutiny on the liberal arts and sciences aspect of the mission. In retrospect, the University may not have emphasized the public aspect of the mission adequately.

As discussed in Chapter 1, all programs were reviewed after the mission change at the University. The principles that guided the retention of the undergraduate and graduate programs were as follows:

- The program must be consistent with the philosophy, values, content, and desired outcomes of a liberal arts education;
- The program must spring from a strong undergraduate program; and
- The program must meet state needs.

All graduate programs retained by the University passed through normal governance channels—Division recommendations, Graduate Council (GC), Faculty Senate (FS), academic administration, and the Board of Governors. After successfully completing its plan to implement a liberal arts and sciences mission, the CBHE authorized Truman to offer nine graduate programs: Accountancy, Biology, Communication Disorders, Counseling, Education (MAE), English, History, Mathematics, and Music. Clearly, the University and the CBHE did not find inconsistency between Truman's mission and the graduate programs offered at the institution. Furthermore, since the mission change, each of these programs has been reviewed internally more than once. The programs have continued to be judged on the basis of centrality to the mission, relevance to state needs, and resource support. In part on the basis of these reviews, three programs are now on inactive status: History, Mathematics, and Counseling. Counseling was placed on inactive status as of July 1, 2004, and students will have two years to complete their degrees. The faculty in mathematics and history recommended their programs be placed on inactive status largely due to low enrollments. The decision to place Counseling on inactive status was an administrative decision and has been more controversial. Student enrollment has been satisfactory, but there has been difficulty in retaining academically-qualified faculty.

It is true that a narrow interpretation of Truman's mission could argue that all the graduate programs are inconsistent with the mission; some faculty members make this argument. However, as a *public* institution of higher learning, Truman must be sensitive to the needs of the

citizens of Missouri for well-qualified graduates in vocations that can be logically connected to the University's mission. As a public liberal arts and sciences institution, Truman cannot simply replicate the role and programming of traditional private liberal arts and sciences institutions. Along with the many private and public liberal arts institutions, Truman must be allowed to explore how its liberal arts mission should be adapted to respond to the needs of contemporary society.

Accountancy, Communication Disorders, and Education clearly address state needs for licensed accountants, licensed speech pathologists and clinicians, and certified teachers. The recent financial and corporate scandals underscore the need for broadly educated and socially responsible financial professionals. The Master of Accountancy (MAc) program directly addresses this need. The MAc also allows students to meet the minimum requirement to sit for the CPA exam in Missouri and many other states. The Master of Arts in Communication Disorders is the minimum professional degree to become a licensed speech pathologist. This program clearly addresses the shortage of licensed speech pathologists available to schools, clinics, and hospitals in the state. The Master of Arts in Education (MAE) degree flows directly from strong undergraduate liberal arts and sciences programs. The MAE program responds to the state's and nation's needs for more broadly educated and better prepared teachers.

Obviously Biology, English, and Music spring directly from undergraduate liberal arts and sciences programs. These programs enrich each discipline's undergraduate major by enhancing the scholarly climate on campus and by preparing students for entry into doctoral programs or advanced professional positions. These programs also support the MAE program.

Further, the explication of the mission states that the University seeks to cultivate the following in its students:

- Intellectual integrity, appreciation of difference and diversity, informed ethical values, and courageous aspiration toward the best for oneself, one's family, one's society, and the world;
- A sense of the joys and uses of creative and critical thought, including skills of intellectual problem-solving through effective reading and research, clear writing, and articulate speech; and
- The willingness and ability to exercise personal and intellectual leadership in his or her chosen field of endeavor.

These outcomes are not merely philosophical but are action oriented. Professionals in business, education, government, health care, the sciences, and the arts are faced with increasingly complex decisions and ethical dilemmas. What better way to prepare future accountants, biologists, teachers, writers, musicians, and speech pathologists and clinicians than with a graduate degree clearly grounded in the liberal arts and sciences?

Although not a justification for offering graduate programs, trends clearly reveal that the remaining graduate programs as a whole have exhibited enrollment stability through the years; see Table 2.4 in Appendix 2 for specific data. Chapters 5 and 6 provide additional information about the graduate programs and discuss how these programs are assessing their student learning outcomes.

Faculty participation in making personnel recommendations on faculty retention and tenure seems to be uneven across the disciplines.

The Divisional administrative structure at Truman has given rise to autonomy in decision-making processes. Decentralized decision making generally has positive outcomes, but it can result in actual or perceived inequities in procedures and practices especially when related to employment decisions. In September 2000, the VPAA proposed guidelines for establishing common procedures for tenure and promotion on the Truman campus. The VPAA hoped that the common and universally understood procedures would strengthen the University community and better focus energy on the work that brings the community together. In addition, the proposal was meant to address issues of faculty participation and divisional autonomy. Excerpts from the elements of the proposal that involved faculty participation are as follows:

- *A formative third year review* by a committee of *discipline peers* would be instituted for tenure-track faculty members. The faculty peer review would be conducted in accordance with a process established by agreement among the division's faculty, but would be organized to include the candidate's contributions and development in the areas of teaching/advising, scholarship, and service. As a formative review that would be focused on growth and development, this process would offer faculty the opportunity to receive and assess feedback in a positive manner. The peer review committee would forward its observations and recommendations to the division head who would include the recommendation as part of his regular annual review. This formative peer review would be made available to the faculty member.
- Decisions about faculty tenure and promotion would include input to the division head from disciplinary colleagues who would serve as a "committee of the whole". The division head would invite written comments and observations from disciplinary colleagues regarding the candidate's application. Only signed submissions would be

accepted. All written comments would be available to the candidate upon request. Divisions would still have the autonomy to develop whatever materials were deemed appropriate for candidates to submit for review as part of the application. Specific guidelines would be consistent within a division. All application guidelines would be organized to include the applicant's contributions in the areas of teaching/advising, scholarship, and service (consistent with current policy).

- Upon receipt and review of this peer input, the division head would recommend action regarding the candidate to the Vice President for Academic Affairs. The division head would include a summary of the peer recommendations along with additional information gathered about the candidate during the tenure-eligible period or time in rank. A copy of the division head's recommendation would be made available to the candidate *before its submission to the Vice President for Academic Affairs*. As is current practice, the Vice President would review the division head's recommendation and forward his recommendation to the President. The President would present his/her recommendation to the Board of Governors for their action. All recommendations would be available to the candidate.
- In the event that a candidate did not agree with the outcome of his/her division head's review and recommendation, a written appeal could be made to a standing appeals committee comprised of *divisional* faculty. Again, the candidate would have the division head's recommendation available for review *before it is submitted to the Vice President*. The divisional appeals committee would be established in advance through procedures agreed upon by each division's faculty. The applicant could offer information as to why the initial decision was inappropriate or incorrect from his/her perspective. The committee would review both the division head's original decision and the appeal and would make a recommendation to the division head. The division head, upon review of the appeals committee's recommendation, would submit a second recommendation along with the original recommendation to the Vice President. The appeals committee's recommendation and the division head's recommendations would be made available to the candidate *prior to its submission to the Vice President*.
- After the division head submits the final recommendation to the Vice President, the University's current appeals policy would be applicable should the candidate desire further appeal of the recommendation (Board of Governors Code of Policies 6.030.4).

Faculty Senate (FS) gave its support to the proposal with the approval of Senate Bill #1400 on January 25, 2001. The FS Bill also delineated specific implementation expectations. First, the Bill stated that disciplines with particular accreditation requirements may ask the VPAA for permission to amend the procedures. Second, these practices would begin in academic year 2001-2002 and would be used for a two-year trial period. The VPAA would provide FS with annual reports that included number of applicants for tenure and promotion, the number receiving tenure and promotion, the number denied, and the number of appeals to these

decisions. At the end of the two-year period (Fall 2003), FS would examine the results of the practices to see if they are appropriate for Truman.

In actual practice, the committee of the whole has not generated broad-based faculty input into tenure and promotion decisions. In most Divisions, few written comments about candidates have been received by Division Heads, thus limiting the breadth and value of faculty input. However, because of accreditation requirements, the Division of Business and Accountancy uses a Tenure and Promotion Committee to make recommendations to the Division Head. Furthermore, some disciplines, such as Chemistry and Biology, would prefer to have the discipline faculty make a recommendation to the Division Head. Thus faculty participation in personnel decisions still exhibits some disparity in practice overall, but a standard minimum procedure and timeline is now in place.

Nevertheless, on March 25, 2004, FS unanimously agreed to extend the use of the procedures adopted in Senate Bill #1400 through academic year 2005-2006. At its April 2004 meeting, FS approved Senate Bill #2803 that creates a faculty personnel policies committee. The committee will have eight members, one from each of the academic divisions with tenured faculty. The committee will assess current practices and procedures related to tenure, promotion, and the formative third-year review. The committee will not be involved in any individual tenure and promotion decisions. (The full text of the VPAA's proposal and FS bills related to tenure and promotion are available in the Resource Room.)

Like faculty members across the nation, Truman faculty members have been challenged by the shift from a focus on teaching to a focus on student learning. They have encountered varied learning styles and new educational technologies that confront habits of mind and practice. Perhaps too often, only student evaluations have been used to measure effectiveness. Furthermore, the idiosyncratic nature of disciplinary work may have been lost in discussions and decisions about teaching effectiveness. As promised in the tenure and promotion proposal, the VPAA, in April 2001, appointed a task force to formulate guidelines to assess teaching.

After conducting research, holding fora, and soliciting input from disciplinary consultants, the Project Team for Teaching and Evaluation offered its recommendations to FS. The Project Team recommended the use of teaching portfolios for the formative third-year review and encouraged their use for tenure and promotion decisions. The Project Team also suggested guidelines for administering student evaluations. In January 2003, FS accepted the Project

Team's final report with clarifications. The first clarification stipulated: "While the creation of a teaching portfolio for self-assessment purposes may have great value, the submission of a teaching portfolio shall remain strictly voluntary and at the discretion of each discipline and division." The second FS clarification indicated that when advisors encounter an advisee need or concern beyond the advisor's expertise, the advisor should make appropriate referrals.

The lack of university-wide (across the Divisions) faculty presence in each program review process is inconsistent with faculty stewardship of the curriculum.

At Truman, the faculty within each of the academic Divisions are responsible for the development, delivery, and monitoring of courses within their academic programs. Faculty committees, such as discipline or curriculum committees, review assessment data, take stock of the external environment, study disciplinary developments, and respond to student feedback when developing and evaluating the curriculum. Curriculum changes are forwarded to the VPAA for review. Those changes that impact students across multiple disciplines are forwarded to the Undergraduate Council (UGC) for approval.

Every five years, as mandated by the CBHE, each program undertakes a comprehensive review of its curriculum, student learning outcomes, and assessment results. All faculty members involved with the program should be involved in the review process, although one individual may have primary responsibility for writing the report. Actual faculty participation in the review varies significantly by discipline. Some disciplines, such as Chemistry and Accounting, have broad faculty involvement, while others like English and Communication Disorders have more limited involvement.

Truman has required at least one outside peer evaluator for each program review for some time. Beginning in Fall 2004, faculty reviewers are to be involved. One faculty member from outside the Division in which the program is administered participates in the review. This out-of-Division faculty member will read and comment on the final draft and must ultimately be willing to sign off on the finished report. In addition, one faculty member from outside the discipline but from within the division should also participate in the review. This in-Division faculty member will read and comment on the final draft of the report. He or she must be willing to sign off on the finished report as well. Each five-year program review will be forwarded to FS for its review.

Programs with specialized accreditation, such as business, chemistry, communication disorders, athletic training, nursing, music, and education, have extensive external reviews. However, these accreditations do not exclude these programs from the five-year review process discussed above.

Specific policies to address this concern have been just recently adopted and will be implemented for program reviews completed during 2004-2005. The delay in addressing this concern was not a result of a lack of concern about this issue, but one of pragmatism. The CBHE has been indicating that it was going to change its requirements for program reviews for the past several years. Truman was waiting for the CBHE recommendations before making significant changes to its program review guidelines. Truman did not want to develop new guidelines only to discover that they were not compatible with state reporting requirements. To date, the CBHE has not issued its new guidelines, but Truman felt the matter important enough to initiate reforms anyway.

Conclusion

Truman has made considerable progress in addressing the concerns cited in the 1995 Evaluation Team Report. Remarkably strong changes have been made in the core curriculum to address multicultural issues. Significant facility renovations and additions are complete, and plans are in place to continue these activities despite severe budgetary constraints. More than ever, faculty participate in personnel recommendations regarding tenure and promotion. Truman has made great strides in increasing the diversity of its administrative staff, and procedures are in place to enhance diversity among the faculty. Staff will have a greater opportunity for systematic consultation with the creation of a staff organization. The revised five-year program review guidelines will expand faculty oversight of disciplinary curriculum. And, finally, Truman is a public institution and thus has a responsibility to its constituencies to provide graduate programs that fill a clear societal need.

Chapter 3: Mission and Integrity

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.

Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

The Nature of Truman’s Mission (Historical Overview)

Truman’s mission is defined generally in statute, is specified in more detail in public policy options adopted by the Coordinating Board for Higher Education (CBHE), and is given detailed expression in a formal local statement and in related planning documents. The University’s mission is the context in which all other actions occur.

As a public institution Truman is fundamentally shaped by the legislative environment. Truman’s mission is defined in several different ways. At its most basic level, the mission is defined in statute, specifically Section 174.600 RSMo., which simply states that Truman “shall hereafter be operated as a statewide institution of liberal arts and sciences” and that “degree programs offered by Truman prior to January 1, 1986, may be continued” (174.630 RSMo.). The statutes required Truman to develop an implementation plan that would be subject to review and approval by the CBHE; this document became known as the *Five-Year Plan* and was approved by the CBHE in 1987. In 1992 Truman’s performance in implementing its public liberal arts and sciences mission was evaluated by a national panel chosen jointly by the CBHE and Truman. The panel’s report, received and approved by the CBHE in 1993, declared that Truman had received and made significant progress toward the implementation of the new mission. The name change approved by the General Assembly in 1995 was in many ways a conclusion to the formal mission change process, and it was interpreted by many people as a reward for completing the mission change successfully and for Truman’s record of fiscal accountability.

In addition to statutory language related directly to Truman’s institutional mission, the CBHE has a significant continuing role in working with institutions to define their missions and to give their missions expression *within* their statutory context while avoiding unnecessary duplication. Because the CBHE must review institutional missions for currency every five years,

it developed a vehicle (the Mission Enhancement Program) to provide funding for planning activities. Truman's highly selective admission status is also a product of a CBHE policy initiative that was designed to promote institutional distinctiveness in terms of clientele served. At the same time, the CBHE also adopted the University's selected performance criteria—*e.g.*, graduation rates—that varied by admission category.

The Mission Statement

Truman has a formal mission statement that expresses the institution's mission as it is interpreted locally and as it exists in statute and other policy documents. Truman's official mission statement was developed as part of the mission change planning process, was approved by the Board of Governors in 1986, was ratified by the CBHE in 1987, and has formed the basis of subsequent planning. In comparison to statutes and CBHE public policy, Truman's formal mission statement can be properly considered a local document that can be modified and refined at any time by the Board of Governors. The statement reads in part:

The mission of Truman State University is to offer an exemplary undergraduate education, grounded in the liberal arts and sciences, in the context of a public institution of higher learning. To that end, the University offers affordable undergraduate studies in the traditional arts and sciences as well as selected pre-professional, professional, and master's level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education.

The complete mission statement appears in Appendix B and also on the Truman website at <http://www.truman.edu/pages/17.asp>, as well as in each edition of the General/Graduate Catalog.

The list of mission-based values following the statement itself serves to identify the University's constituents: students, faculty, staff, alumni, residents of Kirksville and surrounding communities, and, furthermore, all residents of Missouri. See Appendix B for the complete mission statement and explanatory language.

The Master Plan and the Master Plan Update

The most important documents for how this mission is to be implemented and to further detail how Truman's values and goals mesh with the mission are the 1997-2007 Master Plan entitled *Affirming the Promise: An Agenda for Excellence in the 21st Century* and the subsequent

update completed in 2002 entitled *Affirming the Promise: Fostering a Nationally Recognized Community of Learners*. These two documents—and the elaborate processes of stock-taking and consensus-building which they represent—affirm Truman’s commitment not only to the mission, but to continuing evaluation and review of priorities and practices linked to the mission.

The preface of the Master Plan takes up the issue of how Truman is to interpret its mission as a public liberal arts institution, given that there is no generally agreed upon model for an institution with such a mission. There is in fact a certain degree of tension between the historically practical, vocational missions of publicly supported institutions and the perception by some that speculative philosophical interests and intellectuality are embraced by liberal arts institutions. Along with other public liberal arts colleges, Truman strives to relieve this tension in specific ways. Truman participates in the Council on Public Liberal Arts Colleges (COPLAC), and subscribes to its principles and purposes. It is precisely the complexity of the increasingly globalized economy that our students enter after graduation which makes the flexibility of a liberal arts education valuable. COPLAC institutions undertake:

- To promote nationally the values of superior undergraduate liberal education in a public college setting in order to enhance understanding among the general public of the value of moderately sized public liberal arts colleges.
- To communicate to state and federal policy makers the vital importance and benefits of providing students with comprehensive public higher education in the liberal arts and sciences.
- To work actively with member institutions to improve the quality of liberal arts and sciences education on our own campuses and achieve the goals of the organization.
- To support the efforts of the other institutions to achieve distinction in the liberal education of students.

The preface to Truman’s *Master Plan Update* goes on to say that the Truman vision for the university will fulfill this mission:

Truman is first and foremost dedicated to the liberal arts education of its students ... by fostering validated student learning outcomes that are compatible to those generated within the best liberal arts institutions nationally and by refining within its students the skills and knowledge necessary to be competitive both nationally and internationally.

The Prologue of the Master Plan

The prologue of the Master Plan operates as an expansion of the mission statement. It begins by developing a historical perspective for Truman's current mission, followed by a development of how Truman defines itself as a public liberal arts institution. A list of outcomes, values, and conditions necessary for success further fleshes out the Truman vision.

The prologue defines a public liberal arts institution as a convergence of two competing liberal arts traditions, together with a general education tradition. One view of a liberal education is that it should place an emphasis on moral and ethical traditions and the role of the community. A second tradition involves freedom for personal exploration with a focus more on the individual than on the community. Finally, a general education tradition that emphasizes "problem solving skills, experimentation, and democratic values" completes the overall vision. Truman balances all three of these views in the list of ways in which the University will meet the goals of a liberal arts education given in the formal mission statement and integrate them "with the modern developments, changes, and advancements of those arts."

Learning Outcomes

This definition is further developed by a set of learning outcomes which are comparable to those from the top liberal arts schools nationwide and which will lead students to develop the skills and knowledge necessary to be competitive nationally and internationally. Truman's commitment to outcomes assessment goes back to its early emphasis on the "value-added" concept in higher education. This list of outcomes is also presented in the prologue of the Master Plan. In an institutional commitment to students that guides decision-making at many levels, the institution affirms that Truman graduates will

- Have a thorough command of the essential skills;
- Be broadly educated with the capacity to integrate and synthesize knowledge across the disciplines;
- Have attained mastery of a major area of study;
- Have an understanding of moral and ethical challenges;
- Have undertaken free and personal intellectual exploration or research; and
- Be prepared for effective living in a democratic society.

The prologue states that these outcomes “can also be read as core values which color and set boundaries for other components of the Truman synthesis.”

The prologue also presents a list of supportive values which are a part of the Truman tradition predating the mission change. While these are not directly tied to the liberal arts mission, they continue to be a part of Truman’s legacy:

- A strong focus on students and student learning;
- Intellectual challenge in a nurturing and diverse environment;
- Affordability which promotes access to educational excellence; and
- A commitment to assessment for continuous improvement and accountability.

Finally, the prologue lists “conditions necessary for success” beyond the outcomes and values:

- A pervasive liberal arts and sciences culture;
- A coherent, integrated liberal arts and science curriculum;
- A vigorous, participatory assessment program;
- A well prepared, highly qualified student body;
- An outstanding student- and learning-centered faculty and staff;
- Appropriate informational and instructional technology resources;
- Suitable physical facility resources; and
- Viable external linkage.

Items in this list are closely related to duties of the University listed in the formal Mission Statement.

Planning for the Future

Section IV in the Master Plan sets out “Principal Planning Themes” to serve as focus areas for institutional action during the years 1997-2007:

- Deepening an enhanced, self-reflective liberal arts culture;
- Recruiting and supporting outstanding students, faculty and staff;
- Providing excellent support to the teaching/learning process; and
- Nurturing viable relationships with external constituencies.

It should be noted that these are listed in order of priority. In Chapter 2 of the Master Plan, specific goals associated with each theme are cited from the 1995 draft *University Master Plan*; and for each goal, specific focused institutional responses are identified.

The Master Plan Update

The Update is focused primarily on reporting progress made over the first five years covered in the original 1997-2007 Master Plan as well as to look ahead to the remaining five years. The Master Plan Update continues Truman's four traditional guiding principles: a focus on student learning, academic rigor and intellectual challenge, affordability, and commitment to assessment. It emphasizes that the University aims "to provide the citizens of Missouri financial access to a superior educational experience that is rooted in the liberal arts tradition and that fosters nationally competitive learning outcomes..."

The Principal Planning Themes were used in a number of ways for achieving a sense of mission that would pervade the institution at the disciplinary level. Division Heads asked conveners to structure their planning documents (the relevant five-year reviews, disciplinary accreditation documents, and discipline action plans) according to these categories.

A certain mid-course correction became necessary, however, and then-President Jack Magruder convened the Strategic Planning Advisory Committee (SPAC), charging it with

...reviewing and updating Truman's University Master Plan. The committee's tasks are to work with faculty and the Faculty Senate, students, division heads, the President's staff, and Truman's various administrative offices to develop an updated, refined plan.

The strenuous work of this committee resulted in the Master Plan Update, received and approved by the Board of Governors on October 11, 2002. A print version of the update is available in the resource room; a digital version is available at

<http://www.truman.edu/userfiles/academics/Update2002.pdf>.

The Master Plan Update also affirms the four principal planning themes, but changes the order of priority to the following:

- Recruiting and supporting a diverse, well-qualified faculty, staff, and student body;
- Deepening an enhanced, self-reflective liberal arts culture;
- Nurturing viable relationships with external constituencies; and
- Providing excellent support to the teaching/learning process.

Re-ordering of Priorities

The revision of the order of the University's overarching priorities does not constitute any kind of fundamental realignment but serves as an example of ongoing processes of review and evaluation for consistency with mission and for collaborative decision making.

A mid-course evaluation of the ten-year plan was part of the original model. Thus the VPAA and the University Dean for Planning and Institutional Development co-chaired a representative committee to review the plan and related data; like the 1995-1996 group, faculty, Division Heads, staff, and students all had representation.

The group reviewed data and met with faculty and representatives of various campus offices to learn more about particular issues—*e.g.*, the Vice President for Advancement, the Director of Multicultural Affairs, the head of the McNair Program, and representatives of the University Assessment Committee. The SPAC activated a web-based bulletin board and held focus-group meetings for faculty, students, and staff, whose input the committee found instructive. The January 2002 University Conference focused on the Master Plan Update, and public fora followed from the questions identified in the January discussions. Faculty Senate (FS) subsequently endorsed the updated plan.

The reordering of the priorities was based largely on the recognition of enrollment decline as well as the necessity of recruiting and retaining strong faculty. The deepening of the liberal arts culture was second because of the great concern consistently expressed by faculty and student alike concerning certain curricular issues such as the Liberal Studies Program. These two issues were reversed from the 1997 ordering because at that time it was believed that the institution's primary challenges related to curriculum, while in 2002 we had declining enrollment and an established LSP.

Similarly, external relations and instructional support traded places between 1997 and 2002 because the onset of term limits and budget constraints at the state level put a greater premium on external relations and fund-raising, while the institution had made great gains in instructional support in the five years past.

Communicating the Mission to Truman's Constituencies

General/Graduate Catalog The catalog provides an overview of the University while providing detailed information on curricular requirements and course offerings. The catalog is

updated biannually, and hard copies are delivered to all faculty. New students are issued a copy of the catalog at the time of first enrollment. Students may subsequently opt to take advantage of program developments by moving to a later catalog, but no student may move backward to a previous one. Copies are readily available for all students and prospective students. Additionally an electronic version is available through the university website, under “Academics” at <http://www.truman.edu/pages/363.asp>.

The catalog begins with a message from President Dixon to students highlighting the liberal arts and offering some statements characterizing, if not defining, that enterprise, with implicit reference to the career-preparation concerns which are proper to a public institution. The overview section of the catalog also includes the formal mission statement and a brief history of the University. The main body of the catalog contains normative descriptions of the academic Divisions, major and minor programs, courses, and faculty credentials.

Truman’s Website The website (<http://www.truman.edu>) is the most public and readily available resource containing mission information. The “About the University” portion of the website contains the usual detailed history of the University and formal mission statement and directs various constituencies to particular sections. A section for prospective students provides links to an interactive version of Truman’s recruiting materials. Both the Current Students and Faculty and Staff sections contain links to the General/Graduate Catalog, *Assessment Almanac*, Master Plan, and Master Plan Update. The Student Handbook, Parents’ Handbook, Faculty Handbook, and Staff Handbook are also available via the website.

The Assessment Almanac Assessment is second only to direct instruction in importance and emphasis as Truman pursues its unique mission, as a public—and therefore publicly accountable—provider of a liberal arts education. Assessment data are used, primarily but not exclusively by faculty and staff, for evaluation of progress towards defined goals for specified outcomes and planning for improvement.

The Assessment Almanac was first published in the fall of 1997 and has been updated annually by the University’s Assessment Committee. It provides not only a digest of data, but as a document intended for use by the University community at large; it offers “the history, philosophy and overview of assessment” at Truman. Volume I presents an overview and history of the Assessment Program and includes descriptions of the various instruments, a schedule for their administration, and information about when, how, and by whom resulting data are

collected. Volume II includes data from all components of the program in either complete or summary form, depending on the length of the report. Volume III includes complete reports and raw data from our assessment instruments.

The Almanac identifies key instruments, such as the Student Interview Project, the Institutional Student Survey, Portfolio Assessment, Faculty Survey, and others. It is an interpretive as well as a factual document and keys its findings to the strengths and weaknesses observed in the last self-study and site visit in the accreditation cycle. Assessment Almanac editions from 1997 forward are available for public viewing at <http://assessment.truman.edu/almanac/>.

Faculty Handbook This handbook serves as an informational document for faculty, detailing rights and responsibilities, classroom practices and policies, and benefits and services available to faculty of Truman. It also contains a brief history of the University, sketching out the evolution from teachers college to the legislated mission change in 1986 and subsequent name change in 1996. The formal mission statement is also included in this document. This document was last updated in 2004, and the new version is available in digital as well as print form, like the Staff, Student, and Family Handbooks (<http://facultyhandbook.truman.edu/>).

Staff Handbook This handbook is intended to serve as a guide to the University's employment policies and practices and the benefits provided to staff members. A brief section connects to the University's mission (<http://hr.truman.edu/handbook/index2.stm>).

Student Handbook The mission information contained in the Student Handbook is similar to that in the Faculty Handbook. A timeline containing important events in the history of the university, and the official Mission Statement is included as well. A welcome from President Dixon affirms that Truman is focused on student learning:

<http://studentinvolvement.truman.edu/handbook/index.html>.

Family Guide This guide is designed primarily to be a resource for answering questions frequently asked by Truman students' families. The mission to the University appears in the President's Welcome (<http://www.truman.edu/pages/210.asp>).

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

Truman is unequivocal in its commitment to foster a diverse community of learners, declaring in its mission statement that the University seeks to cultivate in its students, faculty, and staff a “celebration of difference and diversity.” The University community demonstrates this commitment in a variety of ways, including specific services to students, scholarship programs, student research opportunities, and study abroad programs.

The Board of Governors’ Code of Policies treats Equal Employment Opportunity policies under Chapter 10, section 10.020. The statement of non-discrimination appears in Chapter 17 and refers explicitly to the relevant sections of the Statutes of Missouri and the United States Code (section 17.020). The statement is also posted prominently on the web, under “About Truman” (<http://www.truman.edu/pages/60.asp>), as well as in the websites where jobs are posted, in Student Affairs, the Athletics program, and the section for international student applications.

Diversity *per se* is not discussed in the Board of Governors’ Code of Policies. Indeed, demographic diversity—achieving a distribution of race and ethnicity corresponding to that of the U.S., or even the State of Missouri—has been an ongoing challenge for Truman. The University’s demographics are far more diverse than the quadrant of the state in which it is located and which it resembled during the period of its regional mission. The University continues to address the issue through its practices for recruitment and retention of students (including the SEE and McNair programs) and through its hiring practices (including considerable expense undertaken in advertising through publications with a readership of scholars who belong to ethnic minorities, evidence of sincere commitment to diversity). But Truman has also focused its efforts on pursuing diversity through its curriculum and programming. The statement in the 2002 Assessment Almanac clearly ties this approach to Truman’s mission:

Truman recognizes the relationship between diversity and academic excellence. To be nationally competitive, Truman must engage its students and faculty in an educational dialog that crosses racial, cultural and international boundaries as well as reflect the racial and cultural diversity of Missouri and the nation. Truman must support and foster an academic community that embodies respect for differences among individuals and recognize and accommodate diversity of learning styles and interests...we remain committed to the goal of campus-wide diversity...”

The robustness of Truman's nondiscrimination policy may be measured by grievance policies and in institutional change. Since the last review by HLC/North Central, the University has hired a full-time Gender Equity/EEO Officer. Moreover, specific procedures relating to hiring and grievances have been improved in all areas of the University. In athletics, for example, a Gender Equity Oversight Committee was established, a Gender Equity Plan for Athletics has been completed, and yearly equity reports are filed with the NCAA and the Department of Higher Education.

Minority Representation

Truman makes strenuous efforts to enhance minority recruitment and retention (discussed in detail below). Truman's performance in this area is comparable to peer institutions, and to public institutions in Missouri. Overall, the freshman minority student population at Truman has increased slightly since 1998, with benchmarks at 7.2 percent in FY 1999 and 9.2 percent in 2003. Minority representation on the faculty has varied from a high of 11.85 percent (2000) to a low of 9.8 percent (2003; see table 2.2 in Appendix 2).

While Truman now has a statewide mission, it was long a regional university and is located in an ethnically homogenous quadrant of Missouri. It is difficult to recruit and retain minority faculty and students without an already established critical mass to provide for a sense of community and support, although the University has made progress.

Gender Equity/Equal Employment Opportunity Office

Truman employs an officer for Gender Equity/EEO, one of whose primary responsibilities is overseeing the development of highly qualified, diversified applicant pools. This person works with search committees in all areas of the University to develop advertising plans that specifically target minorities, and special efforts are made within job categories where there is pronounced non-diversity. The office has renewed Truman's membership in the National Minority Faculty Identification Program and ensures that our affirmative action status is highlighted on such listservs as HigherEdJobs.com. The Gender Equity/EEO Officer also analyzes applicant data to determine whether our applicant pools reflect market availability in terms of women and minorities. This considerable effort underscores Truman's good faith and diligence in increasing minority representation in all areas.

Each unit contemplating a hire obtains the approval of Human Resources and the Gender Equity/EEO Officer for an advertising plan. All advertisements carry the following statement: “Truman is an equal employment opportunity, affirmative action employer committed to cultural diversity and compliance with the Americans with Disabilities Act.” The “Position Recruitment Report” provides a record of the membership of the search committee and its activities—the names of all applicants, completed files received, and the references contacted (no one may be interviewed without such a contact). The Human Resources office also provides written guidelines that help those participating in interviews to see how certain kinds of questions may be impermissible or at least questionable. Division Heads or conveners make it a practice to review this information with search committees prior to interviewing.

Truman does indeed make good-faith efforts to increase diversity by population; strategies for exposure to minority candidates are part of the advertising plan for each new hire.

Commitment to Diversity

Truman has studied the challenge of diversity in depth and has developed a model of fostering diversity through curriculum and programming. Not content with fulfilling minimal requirements, the University seeks a deeper and richer understanding of diversity. The goals the institution has set within this larger ambition are as follows:

- Support a strong liberal studies program—by including courses, workshops, and seminars on diverse topics;
- Foster strong student outcomes in each major—by enhancing curriculum and educational opportunities related to diverse social groups;
- Expand co-curricular activities—through the sponsorship of multiple student activities related to diversity;
- Reinforce the role and vitality of assessment—by establishing a diversity section in the Assessment Almanac and through the inclusion of questions on diversity in the Graduating Student Questionnaire;
- Improve graduation and retention rates—by continuing administrative support of minority programs and activities; and
- Recruit and support outstanding faculty, staff, and students—through increased outreach and recruitment strategies.”

The commitment to diversity is further evidenced in the General Education Matrix (<http://www.truman.edu/pages/267.asp>), which foregrounds diversity as one of the goals of Truman's Intercultural Perspectives requirement, and the prominence of diversity as a category of study in the annual Assessment Almanac indicates ongoing concern and administrative commitment. The 2002 Assessment Almanac devotes an entire chapter to diversity at Truman, including demographic tracking, a listing of initiatives in priority order and keyed to the university's mission, and a discussion of curricular initiatives designed to address diversity.

Multicultural Student Recruitment – Special Activities

Truman also makes strong and systematic efforts at attracting a diverse student body, as evidenced by the position of Admission Counselor for Multicultural Recruitment within the Admission Office and by the following activities in Admission:

- Emails to purchased names;
- Reminder phone calls to applicants whose files are incomplete;
- Contact with referral agencies;
- National Achievement Scholar mailings;
- Talent Roster of Outstanding Minority Community College Students mailing;
- National Hispanic Scholar Recognition Program mailing;
- Recommendations of applicants for the Scholastic Enhancement Experience (SEE);
- Monthly contact with potential SEE participants;
- Student-to-student letters;
- Student-to-student phone calls;
- Phone calling efforts to encourage visits and financial aid applications;
- Cross-checking and follow-up with applicants still on hold; and
- High school visits, college day/night programs, and national college fairs.

Diversity Committee

The Diversity Within Community Committee is responsible for advising the President and campus administration on the important issues related to campus diversity. The committee was charged with two essential issues:

- The attainment of the University Master Plan’s goals for the recruitment and retention of a diverse student body and a diverse faculty; and
- The attainment of graduation rates, student learning outcomes, and student satisfaction levels that are comparable for all student groups.

This committee 1) works with existing faculty governance and administrative structures, 2) cooperates with existing administrative offices to monitor the University’s progress on these objectives, and 3) develops recommendations for enhanced coordination of current efforts as well as opportunities for improvement. The committee’s mandate is to prepare an annual status report on Truman’s progress toward its diversity goals as well as any recommendations for action that the committee may deem to be appropriate. This report is distributed to the academic community as part of the diversity update section of Truman’s *Assessment Almanac*. The committee is co-chaired by the Assistant Dean of Multicultural Affairs and the University Dean for Planning and Institutional Development.

Faculty Diversity Institute

Truman also sponsors the Diversity Institute and Diversity Institute Fellows: <http://tctl.truman.edu/events/diversity.htm>. The Diversity Institute supports members in examining options for learning and teaching in classrooms that are becoming increasingly diverse. The Diversity Institute is a fellowship comprised of Truman faculty, staff, and students as one approach to enhancing intercultural competence in our community. The annual Institute supports participating members with resources to develop projects aimed at fostering and re-examining community diversity. The goals of the institute are to:

- Increase awareness of diversity issues on Truman’s campus;
- Develop skills and strategies for handling diversity in the classroom;
- Provide resources and information on diversity; and
- Increase awareness of faculty role in creating an inclusive classroom.

Structured in a year-long framework, the Fellows are budgeted \$500 to sponsor speakers and events or to obtain materials and resources needed for their projects. In addition, Fellows are offered the services of a scholarship student to help with literature searches, internet research, and other tasks as needed. Fellows share a website aimed at bringing the group together to express ideas and be informed of diversity-related events. The Fellows participate in readings on

diversity and diversity education, and in two seminars. The seminars allow the members a forum to express ideas and opinions and receive feedback relevant to the completion of their Institute projects, as well as to hear presentations on the state of diversity at Truman. In addition to seminar presentations, faculty participants have examined case studies on the effects of implicit or explicit racism, ethnocentrism, sexism, heterosexism and classism on student learning. Fellows also have access to on-campus consultants who assist them with assessment, grant applications, and professional development.

The VPAA has affirmed that the Diversity Institute should retain high priority for funding even under the constraints of reduced revenues.

Curriculum

Truman has been clear in articulating a vision that is informed by a multicultural perspective. The *Report of the Liberal Arts and Sciences Task Force to the Undergraduate Council*, received by that body October 13, 1994, addresses the importance of a multicultural education embedded in a liberal studies program, calling for “an increased appreciation of diversity, internationalism and multiculturalism” in their lives. The report includes the following objectives that serve as driving principles in ongoing curricular reform efforts:

- To introduce students to new and different perspectives;
- To foster, at the least, an awareness of culturally based differences, and an understanding of the source of those differences;
- To develop the ability to confront and comprehend culturally based differences that may arise in the future;
- To provide a more critical and analytical understanding of our own perspectives by providing an outside point of reference;
- To develop truly generalizable knowledge about the social world around us;
- To expose the student to both universal and particularistic social patterns through an understanding of what is shared between cultures and what is unique to individual situations; and
- To allow the student to better cope with the variety of cultural perspectives that are becoming a greater part of our daily life as our world becomes more diverse and interdependent (p. 56).

Residential Living

The critical importance of developing diversity and pursuing a multicultural perspective is not limited to the curriculum, but includes residential living as well. The *Residential Living Student Handbook* reinforces this view, encouraging appreciation of differences and promoting cultural enrichment (<http://reslife.truman.edu/handbook/Handbook%2004.pdf>). Students are introduced to the importance of diversity as part of their Truman Week experience, administered through Student Affairs, the Residential College Program, and the office of the VPAA. These activities are designed to expose students to diversity themes on campus.

Programs, Organizations, and Initiatives Promoting Diversity

Here follows a list, with selected details, of programs indicating the scope and depth of Truman's commitment to diversity in curriculum, student services, and programming. Additional information about many of these programs may be found in the Resource Room.

Major Programs Promoting Diversity

McNair Post-Baccalaureate Program The McNair Program is one of six TRIO programs funded by the U.S. Department of Education to provide students from underrepresented and disadvantaged backgrounds with effective preparation for doctoral studies. The data make it clear that McNair succeeds. The two-year retention rates for First Generation Low Income (FGLI) students are 92.9 percent for McNair, and 62.6 percent non-McNair FGLI; the four-year graduation rates are 38.6 percent and 25.6%, respectively. The five year rate is yet more encouraging: 93.6 percent FGLI vs. 45.1 percent non-McNair FGLI (62.9 percent Truman average) (Ishiyama and Hopkins, 2001).

In operation at Truman since 1992, the McNair Program reported after ten years that

- 144 students had obtained a bachelor's degree from Truman;
- 40 had earned a Master's degree, and 29 more were enrolled in Master's programs;
- 12 had obtained professional degrees (law, medicine, other professional certification) and five were currently enrolled in professional programs; and
- Four had obtained the Ph.D. and 22 were enrolled in Ph.D. programs.

The program also enjoys a high degree of faculty support: in the two years between 1998 and 2000, 85 Truman faculty had participated in the McNair program.

Stokes Program The Heartland's Alliance for Minority Participation (HAMP) Stokes Program is a comprehensive, multidisciplinary program designed to significantly increase the quantity and quality of underrepresented students who receive baccalaureate and graduate degrees in science, mathematics, engineering, and technology. HAMP is a three-tiered, early intervention effort that is coordinated with the VPAA offices at the University of Missouri System and the University of Missouri-Columbia Graduate School. The collaborative effort among the University of Missouri System, selected higher education institutions, business, industry, and government partners is unique in its approach to the problem of minority under representation in science. The intervention begins at the pre-college level and continues throughout the baccalaureate and graduate education programs.

SEE Program The Scholastic Enhancement Experience (SEE) Program admits up to twenty students per year who have proven academic abilities through high school grade point average and rank, and distinct abilities, talents, or achievements to participate in a five-week bridge program. The SEE program prepares students to face the Truman classroom as they shift from high school to college-level courses. In addition, the program is designed to strengthen and prepare students to succeed at a highly selective liberal arts and sciences institution. Well over 50 faculty have participated in the SEE Program since 1998, and there has been an overall increase in the percentage of students on track for graduation (71 percent in 1998; 54 percent in 1999; 86 percent in 2000; and 100 percent in 2001 and 2002).

Upward Bound Upward Bound programs assist qualifying high school students in building the skills and motivation necessary for college success. Upward Bound (a TRIO program) provides students with academic skill development, tutoring, college/career assistance and social/cultural exposure through a year-round support program for senior high school students. The website for the program (<http://ub.truman.edu>) is well-adapted to its prospects, foregrounding success stories: "Approximately 90% of the Truman State University Upward Bound students attend college; and approximately 71% of these students persist to completion of a baccalaureate degree!"

International Education Abroad (Study Abroad) Truman is proud of its standing as one of the top ten Master's-level universities in the U.S. for the number of students who participate in study abroad experiences. The latest IIE Open Doors survey ranks Truman as number 6 nationwide among all Master's-level institutions in terms of total *numbers* of students

studying abroad. The website for the Center for International Education Abroad (<http://studyabroad.truman.edu/>) explicitly references the Report of the Strategic Task Force on Education Abroad, chaired by the late U.S. Senator Paul Simon: “Study abroad opportunities are often associated with premier flagship institutions and elite private colleges...; Truman State University...is the only public institution among the nation’s top 20 sending institutions of its type (by percentage of the student body). According to recent data, an average of 19 to 20 percent of each undergraduate class participates in study abroad, most on semester or summer term programs.” These are remarkable achievements for an institution dedicated to serving the non-wealthy student. Truman encourages students to participate in study abroad programs to enrich their knowledge acquired on campus. Such study dramatically enhances understanding of cultural similarities and differences and contributes substantially to a liberal arts and science education. Some 200 summer, semester, or year-long programs are offered through Truman in over 50 countries.

University Offices, Initiatives, and Programs Promoting Diversity

Disability Services This office assists students with learning disabilities, mobility impairment, visual or hearing impairment, psychiatric disabilities, and chronic health impairment. The focus is on students with ongoing needs and thus represents a commitment to continuing support. The supervisor works with Residential Living to ensure that appropriate accommodations are made and works closely with third-party assistants (note-takers, tutors, text-conversion personnel, and so forth). Special efforts are required at the three annual graduations to make sure that all students have the opportunity to participate in this celebration of their achievements.

University Counseling Center Among many other services for students with adjustment needs, the Counseling Center also provides Safe Zone workshops for faculty and staff.

Lifestyle Advocacy Program The Lifestyle Advocacy Program on campus is a group of Red Cross-certified students trained to educate others about AIDS. Their main goal over the past three years has been increasing HIV and AIDS awareness on campus.

The listing below represents some of the many other diversity-related programs and initiatives that support Truman’s stated commitment to diversity.

-
- International Student Office
 - Study Abroad Scholarships
 - Peer Mentoring Program
 - Directions (an orientation program for first-year underrepresented students)
 - Women’s History Month
 - Hispanic Heritage Month
 - Native American History Month
 - Black History Month
 - Asian History Week
 - Diversity Retreats
 - Martin Luther King, Jr., Birthday Celebration

Clubs and Organizations Supporting Diversity

A number of institutional and student organizations, clubs, and activities support the development and understanding of diversity on the Truman campus. A partial listing includes the following:

- First Sunday Dinners—home-cooked food and fellowship targeting minority students
- Student Organization Center
- Casa Hispánica (Spanish-language wing in Centennial Hall)
- Prism
- Ryle Hall Film Series
- Foreign Film festival during International Week
- Women’s Resource Center
- Sexual Orientation (Safe Zone)
- Coalition of African American Women
- Illusion (dance team created with the purpose of promoting multiculturalism through dance, focusing on the styles of jazz and hip-hop)
- Asian American Student Organization
- Hispanic Organization of Latin African Student Association (HOLA)
- Chinese Student Association

- The Japanese Club
- The Africa Society
- Social Active Latino Service Association (SALSA)
- The Unique Ensemble (multicultural gospel choir)

Fraternities and Sororities

As of 2002, Truman had approximately eight historically black Greek organizations and four fraternities with a stated goal of fostering diversity and campus inclusion:

- Alpha Kappa Alpha Sorority
- Zeta Phi Beta Sorority
- Delta Sigma Theta Sorority
- Sigma Gamma Rho Sorority
- Sigma Lambda Gamma (Hispanic/ Latina)
- Alpha Phi Alpha Fraternity
- Kappa Alpha Psi
- Omega Psi Phi Fraternity
- Phi Beta Sigma
- Iota Phi Theta Fraternity
- Truman State Colony of Sigma Lambda Beta

(The Sigma Lambda Beta chapter is the first chapter of any Latino Fraternity in the state of Missouri.)

- Delta Sigma Phi

Projects Under Way

African Scholarship Fund This proposal articulates the need to establish a scholarship fund to provide financial assistance to deserving African students attending Truman. The main objective is to raise an endowment fund of \$50,000, which will generate enough interest income to provide scholarships each year for deserving African students. The establishment of this scholarship fund is important because it will enable these students to obtain high-quality education in order to make a meaningful contribution to the development of their own countries.

Prism A matter of particular urgency and energy during the snapshot year (and previously) has been the equity, justice, and comfort experienced by members of the community whose sexual orientation has been historically subject to discrimination. These concerns are a focal area for Prism, the GLBT and straight friends alliance at Truman. Prism's vision statement appears at <http://prism.truman.edu/>. The University provides the organization with space for a resource center. The rationale of the University's support is the value of diversity, the safety, and ultimately the dignity of all members of the University community. An average of 30 students participated in Prism's weekly meetings for FY 2002. Total involvement for the year was approximately 150 students.

Student Senate Initiative As a sign of the growing understanding, Student Senate initiated a proposal to include explicit reference to sexual orientation in the University's policy on non-discrimination. On a campus that may be more politically conservative than many peer institutions, Student Senate carefully researched their proposal, inviting input from a broad spectrum of university constituencies, and passed it easily (SSR 041.001, January 25, 2004). They then requested action in support from Faculty Senate, which was also quickly forthcoming (two different Divisions brought forward draft motions). The motion was voted from discussion to action item and quickly passed (SR #2103; March 26, 2004). Before the Board of Governors acts on the resolution, many considerations need to be addressed, including such practical and logistical matters as the implications of such a change in terms of insurance and retirement or other benefits.

Monitoring Diversity Efforts

As part of its diversity program, Truman collects, evaluates, distributes and plans using assessment data from such instruments as the National Survey of Student Engagement (NSSE), and the College Student Experience Questionnaire (CSEQ). The data contain both positive news and challenges for Truman in its diversity initiatives.

NSSE 2003 The University uses data from this annual survey and the CSEQ (see below) to track students' growth in certain desirable characteristics during their time at Truman. Select questions provide some indication of improvement in indicators of attitudes and behaviors relating to diversity.

Table 3:1 NSSE on Diversity

NSSE 2003: In your experience at your institution during the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	Truman <i>First-Year</i> Student Mean	Truman <i>Senior</i> Student Mean
1e. included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.66	2.59*
1u. had serious conversations with students from a different race or ethnicity than your own	2.62	2.42*
1v. had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values	3.02	2.69*
To what extent does your institution emphasize the following? (1=very little, 2=some, 3=quite a bit, 4=very much)		
10c. encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.64	2.23*

* In this category, all peer institutions registered a decrease over time.

In general, Truman performance is comparable to that of peers, both at COPLAC institutions and public Master's-degree-granting institutions. See the following web page:

<http://assessment.truman.edu/almanac/2003/CH11.pdf>.

CSEQ The CSEQ also includes a number of questions related to diversity. Along with NSSE results, the CSEQ data is monitored closely by the Academic Affairs and Student Affairs offices. <http://assessment.truman.edu/almanac/2003/CH22.pdf>

Conclusions

Truman has made good-faith efforts within the means realistically available to attract and retain high-quality minority students and faculty. Truman understands diversity to be more than a demographic matter and relies on a definition of diversity that also acknowledges its service to students from rural backgrounds and first-generation college students. Truman has redoubled its efforts towards diversity through curriculum and programming in order to effect change in the knowledge, skills, and attitudes that the liberal arts and sciences University can inculcate in its students.

Diversity in student recruitment clearly remains a priority for Truman. In order for the University to assure its unique niche within higher education in Missouri and the Midwest, it must continue to recruit students who satisfy the CBHE's criteria for a highly selective institution. Thus the Truman community must develop a clearer, more widely shared sense of itself (how the liberal arts are actualized at Truman, how this institution is distinctive, and how the University prepares its students for their next step in life) in order to articulate this vision

more successfully to prospective students and their parents. The challenge must be shared by the University as a whole and should not be considered a task for the Admission office alone.

(MPU, p. 22)

In diversity initiatives, financial aid is a major concern. The University must continually review its financial aid packages and policies for renewal to ensure their competitiveness, including the balance between merit and need awards, to optimize the University's ability to recruit and retain a very strong and diverse student body. Because of Truman's high level of selectivity, students eligible for admission to Truman are often highly sought after by other universities. Many students can receive better financial packages at other institutions with lower admission standards, especially good students who are not necessarily at the top of their class (MPU, p. 22).

Core Component 1c: Understanding of and support for the mission pervade the organization.

The board, administration, faculty, staff, and students understand and support the organization's mission.

Understanding and support for the University's mission is exemplified by the Board of Governors, faculty, staff, and students in multiple ways. The University's formal mission statement is approved by the Board and is incorporated into its policy handbook as a separate chapter (Chapter 2), forming a context for other policy statements. The Board reinforces the primacy of Truman's mission in institutional decision-making through its review and approval of periodic revisions to the University's planning statements; through its annual review and approval of the budget and new budget requests to the State; and through its annual evaluation of the President's performance, which includes a review of such selected institutional indicators as entering student preparation, graduation rates, and measures of student learning.

In addition, over the years the Board has approved specific policies that indirectly support the mission by requiring that the percentage of the operating budget spent on instruction-related activities should equal approximately 65 percent (the primacy of teaching and learning, Section 9.020.1) and that ordinarily a maximum of 35 percent of unrestricted revenues should come from student fees (affordability, Section 9.020.3). The Board of Governors also conducts an annual planning retreat at which it reviews major planning priorities and receives related presentation

from faculty and administrators to ensure that the institution is on track with its mission and making progress towards its goals.

Faculty Selection and Recruitment Administration, faculty, and staff understanding and support for the mission begin as early as the recruitment and selection process. Recruitment processes outline understanding and support for the liberal arts and a student-centered focus as part of the requirements for applications for any faculty position. During the interview and selection process applicants are questioned on these topics by members at all levels of the University community.

Mission and integrity are protected by a hiring process to which all units in the university conform, outlined in a series of documents available from the Human Resources office (“Hiring Procedure for Staff Positions,” which outlines procedures for faculty hires). These procedures include protection of candidates’ confidentiality, clearly written responsibilities, minimum qualifications (distinguished from preferred qualifications), materials required for review, and dates for the review of applications. Upon identifying a vacancy, the unit must secure the written approval of the VPAA and the President’s office to begin a search (these approvals must be secured again before an invitation to interview, and again before extending an offer).

Truman complies with all federal and state regulations, and includes a notice in all advertisements for vacancies identifying us as “an equal employment opportunity, affirmative action employer committed to cultural diversity and compliance with the Americans with Disabilities Act.” This language and placement of advertisements must be approved by the University’s Gender Equity/EEO Officer; all hires must ultimately be approved by the President. Tenure-track positions are always advertised in publications of national circulation relevant to the discipline in question and regularly published as well in publications and lists online, especially those targeted for minority candidates. Temporary, part-time, and adjunct positions may or may not be nationally advertised, depending on the time available for a search, but all available positions are published at a minimum on the Truman website and often in the local newspaper of record, *The Kirksville Daily Express*.

The hiring procedures document outlines the confidentiality policy, which shields any information about an applicant from those not directly concerned in the hiring process. Local procedures within Divisions control access to candidate files to varying degrees (for example,

Divisional policies may limit the number of photocopies, or forbid removal of candidate files from the Division office).

The hiring procedures document also includes a detailed guide to pre-employment interviewing, identifying types of questions that may be unlawful or simply insensitive concerning age, disability, religion, marital status, and so forth. Forms must be filed listing all applicants, all interviewees, and finally a “Personnel Action Notice” (a single form for hires, separations, promotions, transfers, and the like).

The mission is communicated to new Truman faculty during the course of the interview process, where members of the hiring committee, the division head, and the VPAA sound out the prospective instructor concerning attitudes toward general education and teaching as well as the more traditional areas of research with which new Ph.D.s have understandably been preoccupied.

Upon joining the University community, employees are oriented to the mission in various ways. Both faculty and staff are provided with a formal new-employee orientation and faculty members continue the process through a formal mentoring program. Many disciplines have in place a structured mentoring program: an established faculty member has specific responsibility for the new hire to help that person adjust to the distinctive culture at Truman. Most Divisions provide modest support for this relationship, so that mentor and mentee can have lunch together on a regular basis, and some Division Heads actually provide prompts for these meetings: an assignment to talk about the tenure and promotion process, for example, or governance structures. Regular activities include visiting each other’s classes and exchange of student course evaluations for discussion. The aim of all mentoring programs is acculturation to the community, rather than mere information delivery, which is easily accomplished with printed documents.

Faculty, staff, and students come together to learn and to enact the University’s mission. Understanding of the mission is greatly facilitated by the methods used to accomplish assessment, planning, goal setting, and many other tasks. It is common practice at the institution for large projects to be accomplished through the use of university committees. The HLC Self-Study project alone involved over 80 individuals from the administration, faculty, staff, and student body.

Staff The first comprehensive staff survey was completed in May 2003. The survey produced evidence that a majority of staff felt they possessed enough information to explain

Truman's mission to friends and neighbors (65 percent). However, 19 percent of the staff responded neutrally to this assertion, and 15 percent indicated they did not possess the necessary information to provide such an explanation. These data suggest that more effort may be necessary to provide all staff with educational opportunities that explain the University's mission and their roles in working with the mission. The majority of this exposure is received at new-staff orientation only.

Additional findings of the survey indicated that high percentages of staff view the University as placing importance on certain core components of the mission at the level of "important or very important." The core components viewed by the staff as important or very important to the university were "learning centered environment," "challenging curriculum," "affordability," "fostering assessment," "nurturing environment," and "diverse environment."

In response to these findings, the President appointed an *ad hoc* committee to make recommendations on the creation of a Staff Council. This newly-formed Staff Council now exists and plays a role similar to that of the Faculty Senate in giving the staff greater voice in University issues.

Faculty Faculty understanding and support for the mission is evident in the intradisciplinary planning processes that generate the discipline action plans and the discipline goals. These processes involve every member of the individual disciplines and build upon the recruitment and orientation-generated understanding of the mission. The input individual faculty members give to these processes and the outcome shown by the discipline action plans and the curriculum decisions indicate a high level of understanding and support for the mission.

In the broader sense, the decisions and recommendations that flow from Divisional representation on Faculty Senate (FS) and Undergraduate Council (UGC) also measure the levels of faculty understanding and support for the mission. Minutes from these meetings and resulting resolutions drive many administrative and instructional practices at the institution.

Individual representatives to FS and UGC regularly address their Divisions to explain affairs in hand, and to solicit input. In the 2003-2004 academic year, the VPAA office created a central repository for agendas, minutes, bills and resolutions, and other documents relating to FS and faculty governance more generally (<http://www2.truman.edu/facsenate/>, "Faculty Governance," under "Faculty," from the Truman homepage).

Results from the Faculty Survey provide a heartening view of the state of liberal education at Truman. Truman faculty rate the quality of students far higher than do faculty at peer institutions. The faculty's satisfaction with our students as liberal learners is almost three times that reported by faculty at peer institutions. Although 50 percent of faculty are dissatisfied with the level of challenge in Liberal Studies Program (LSP) classes, students rate them considerably higher in challenge than do faculty. Faculty rate the challenge of major classes more highly than they do LSP courses and, again, less highly than do students, who nonetheless see the major as more challenging than the LSP. The foregoing may be explained by the fact that both faculty and students rate faculty enthusiasm for courses in the major higher than for courses in the LSP.

The state of community seems to be essentially healthy. Faculty report that they "are often at odds with administrators" much less often than do colleagues at peer institutions, perhaps in part a consequence of Truman's relatively flat administrative structure. The administrators are, for the most part, educators and in regular and close contact with faculty; familiarity breeds commonality of purpose. The purpose is focused on student learning, and a larger percentage of Truman faculty than faculty at peer institutions report that they derive their primary satisfactions from teaching, and that they spend more than 13 hours per week preparing to teach. (See Faculty Survey results at <http://assessment.truman.edu/almanac/2002/CH17.pdf>)

Students Student understanding of the mission begins at the recruitment stage where various materials provided to prospective and admitted students articulate the University mission. More understanding of the mission occurs in Truman Week experiences and in the extended Truman Week courses. Students continue to grow in their understanding of the mission as they begin to explore their majors and other areas of study in the LSP and are called upon to become involved in the various planning and committee work processes of the institution. Through many opportunities to participate in governance and leadership in student organizations, students obtain a great deal of understanding of the liberal arts. Out-of-classroom experiences are often guided and directed by the faculty and staff and are purposefully exploratory of the liberal arts. Students graduating from Truman demonstrate their understanding and support for the University mission and are the result of this mission.

Curriculum: The Liberal Arts and Sciences Task Force Truman's mission is primarily reflected through the curriculum, and its measure is taken through our assessment program.

In 1992, the UGC created the Liberal Arts and Sciences Task Force and set that committee the following charge:

- To identify the knowledge, skill, and attitude objectives [necessary to the] stated goal to produce nationally competitive graduates;
- To examine...student opportunities to learn more about non-western cultures and the cultural pluralism of the U.S.;
- To determine the role that a liberal arts and sciences general studies program should play in reaching the liberal arts and sciences objectives; and
- To propose means for integration of the liberal arts and science objectives with the major and more generally the role that the major should play in achieving the liberal arts and sciences objectives.

The most distinctive thing about the charge was the idea of integrating general study and the major in a coherent liberal arts program. The committee undertook a rigorous synchronic and diachronic study of the liberal arts, working from (but not restricted to) Bruce A. Kimball's magisterial *Orators and Philosophers: A History of the Idea of Liberal Education* (NY:1986). The *Report of the Liberal Arts and Sciences Task Force* contains a schematic digest of this guiding work.

After two years of deliberation and study, involving extensive input from the entire campus community, the Task Force delivered a report which offered the framework for what would become the Liberal Studies Program, consisting of Essential Skills (competency in communication, quantitative reasoning, and computer and information technology) and Modes of Inquiry. In addition, the Interconnecting Perspectives address the Multicultural, Integrative, and Personal Well-Being areas. The Task Force offered a number of potential models for curricula and courses to flesh out this rough structure.

The Modes were never intended to divide up the entire realm of intellectual endeavor with nothing left over, nor were they thought to be hermetically sealed off from one another. But distinct outcomes for each were identified, and areas articulated how even long-standing courses met the outcomes.

During implementation many difficulties were overcome, in part simply through the communication intrinsic to the process, among colleagues usually separated by disciplinary boundaries. Implementation was smoothed as well by the appointment of a Director of

Interdisciplinary Studies, who assumed responsibility for much of the paperwork burden and served also as an intermediary between disciplinary perspectives. Along the way, the Communicative mode was dropped, for the practical reason that not enough classes were available and because the requirement did not have the full faculty commitment. An Implementation Committee was empanelled as well to arbitrate remaining difficulties.

The entire LSP is now undergoing review, as a result of a charge given by Faculty Senate in its original approval of the LSP. The process includes gathering fact and opinion, assessing what is working and what is not, how goals and desired outcomes may have changed, and how best to meet the needs of our students in the future. This process is exemplary of the way Truman works with a clear sense of mission, responsible gathering and evaluation of information, collaborative planning, implementation and conflict-resolution, followed by review, assessment, and adjustment. Truman is a highly self-regarding institution at all levels, but most especially at the curriculum level.

A crucial evaluative question remains, however: how well do the faculty, students, and staff at Truman understand the mission? On an anecdotal level, it seems clear that everyone understands that the institution intends to offer “a high-quality education at a state-school price” (typical phrasing in response to random questioning). Virtually everyone knows that the institution is dedicated to the liberal arts and sciences, although definitions vary.

Truman administers a number of nationally and locally created instruments which provide some insight into students’ understanding of the nature of the liberal arts. A critical reading of some of the data gives some idea of the challenges the institution faces with regard to those student perceptions, both of what it means to be liberally educated, and how the students perceive themselves and the institution to be performing against those benchmarks. Tables 3.2-3.8 provide selections from the 2002 and 2003 administrations of the NSSE, Graduating Student Questionnaire (GSQ), and CSEQ; Appendix 3 contains these tables.

In general, Truman’s performance is comparable to that of peers’, both at COPLAC institutions and Public Master’s-degree-granting institutions (although some items indicate a drop); see tables in Appendix 3.

The Variety of Disciplines at Truman No simple, agreed-upon definition of the liberal arts exists, but some disciplines and activities are farther from the center than others. These

disciplines do offer courses to cover Essential Skills and the Modes of Inquiry in the LSP, as well as JINS courses. Music is a case in point. Certainly, historically, it is central to the liberal arts, while at Truman Music also has an identity as professional preparation. Within this context, music offers LSP mode courses populated by non-majors, and the interdisciplinary “Rock Generation” is among the most popular JINS offerings; another challenging JINS course is “Music in Religious Thought and Practice.” Thus the discipline not only builds upon LSP classes that Music majors take, but actively participates in LSP offerings for others.

Another area not traditionally thought of as belonging to the core of liberal arts and sciences, Business and Accountancy, “supports the existing social order and prepares students for their position in an established, accepted social order” (this view is on the “oratorical” end of Bruce Kimball’s spectrum). In contrast to Business programs at most institutions, Truman’s students learn a good deal about the history of economic thought and the role that it has played in decision-making over time. Moreover, a citizen-leader must understand the role of accountancy in the decision-making processes of the world we live in and indirectly underscores the point that what makes a discipline a liberal arts and sciences undertaking is not something intrinsic to the subject matter, but whether it is situated within a climate of complex, critical thinking.

Another area, Education, emphasizes the relation of teacher preparation at Truman to the major field of study, our insistence on thorough preparation in a content area, and a richly interdisciplinary education: “Superlative teachers know a great deal about the world we live in and the connections between and among the various disciplinary perspectives...there is no better home for our program than a highly selective liberal arts and sciences institution. Indeed, given our particular approach to professional preparation, our program could simply not exist at any other kind of institution” (Division of Education response to questions about mission).

Truman’s version of the liberal arts evolved in a very particular soil and climate and in the service of a public broader than that of the elite private liberal arts institutions. Thus Truman’s version of the liberal arts will differ from those models, a fact the institution embraces. The University indeed has disciplines and programs not often found at liberal arts institutions but whose programs are grounded in the liberal arts and sciences, participates in the LSP, and are vetted by the State as part of Truman’s mission.

The organization's strategic decisions are mission-driven.

Strategic decisions necessarily flow from the essence of a well-developed mission and mission-supportive planning documents. Truman has a very well developed planning process which reflects the mission in comprehensive detail. The major planning documents are disseminated widely, with core components emphasized throughout the institution and utilized as the foundation of all strategic decisions.

Specific decisions that are driven by mission considerations occur almost daily. Significant proposals are typically weighed against the following questions:

- What will be the impact on student learning?
- How will students be affected?
- What will be the impact on faculty and student/faculty interaction?

Two examples related to resources will serve to illustrate: Truman's Mission Enhancement Program which identified investment opportunities to implement the 1997 Master Plan and Truman's response to recent state budget cuts.

Due to severe budget cuts as a result of lower state revenues, many of the priorities established in these plans have not been implemented or have been reduced in scope. However, as budget deliberations take place, the core values and priorities outlined in the Master Plan provide guidance. Alternatives are examined which are designed to minimize the impact of the current financial situation on critical components of the institution. Budget allocations are reviewed annually for each academic and support area, and funds are distributed to insure that services are continued which directly support student recruitment, retention, and learning.

Each of the Planning Priorities identified in the Master Plan and the Master Plan Update is accompanied by a list of indicators of performance. Division Heads have primary responsibility for tracking progress in their areas and communicating progress to faculty, as they consult on policies and practices (MPU, pp. 8, 24, 29, 36, 42, 45, 54).

The organization's planning and budgeting priorities flow from and support the mission.

Inherent in the budget planning priorities is Truman's goal of offering well-prepared students financial access to an outstanding education comparable to that available at prominent, private-sector liberal arts colleges, but at a public sector price (MPU p. 61). Underlying this premise is the fact that since the University accepted the challenge of becoming a statewide

institution of liberal arts and sciences, higher education in Missouri has been engaged in increasingly intense competition for state support (MPU p. 67). During some years since the last self-study, it was also more likely that new funds would be tied to performance-related factors or otherwise designated for specific purposes such as the purchase of technology or mission enhancement.

In recent years, however, funding from the state reflects the realities of a slow economy and decreased state revenues. State funding has resulted in major cuts in recent years; this loss of funding must be met from tuition increases and other funding sources. Capital improvements have not been funded in several years.

Regardless, the mission statement is still the underlying philosophy for the planning process, and budgets are reviewed annually for each academic and support area. Funds are distributed to insure that services are continued which directly support student recruitment, retention, and learning. The Master Plan's commitment to broadening the budget process to include appropriate input from Faculty Senate has been realized through the creation of a Budget Committee within Faculty Senate. The budget presentation given by the University Budget Director to Faculty Senate on February 26, 2004, showed that expenses directly related to instruction (primarily salaries and benefits for faculty and staff) account for 48.9 percent of the budget, with another 13.8 percent for student aid and 9.3 percent for student services, plus 9 percent for academic support—strong evidence of the institution's commitment to students and to education as the central mission.

At the Division level, faculty positions are examined with the expectation of maintaining or achieving student-to-faculty ratio goals. Overall budget emphasis is focused on student learning initiatives. Collected evidence suggests the budgeting priorities of some Divisions may have slightly different emphases. While all Divisions specifically value and prioritize student learning, some focus more than others on faculty development. It is to be understood, however, that faculty development is instrumental to the function of faculty at a student-centered and learning-focused institution: the facilitation of student learning.

In the most general analysis, budgetary accountability is maintained through internal review processes, and inherent in that review is the comparison of each unit's proposed budget with the University mission. Ultimately the budget is presented to the Board of Governors for approval. The University budget process and planning emanate from the mission statement; thus

the majority of budgeting decisions within each sub-unit flow from or are guided by the stated purposes of the mission.

The goals of the administrative and academic sub-units of the organization are congruent with the organization's mission.

A survey of the sub-units comprising the greater structure of the University showed that the individual departments, Divisions, and disciplines consistently derive their goals from their individual mission statements and that these mission statements are directly related to the main planning documents and mission statement of the University.

Although no template exists for goal-setting that fits every unit in the University, the Self-Study subcommittee on Mission and Integrity investigated the goals of a cross-section of administrative units, academic units, and student affairs units. Questions were sent to Division Heads, conveners, and department heads throughout the University. Whether called a mission statement, goal statement, objective statement, or learning outcomes, every unit was found to have identified and articulated the purpose and practices of the unit as it relates to the University mission statement and Master Plan. For academic units, these statements appear in student recruitment materials; discipline, Divisional, and departmental websites; discipline action plans; discipline master plans; quinquennial reviews; and in the General/Graduate Catalog. For administrative units, these statements are usually part of the planning and staff evaluation process and are housed with the department administrator.

The organization's internal constituencies articulate the mission in a consistent manner.

Collected evidence suggests all internal constituents have a well-developed understanding and support of the mission. While there are some unique articulations of the mission statement within the various constituencies of the institution, all seemed to be mission-based and generally supportive of the planning documents. In a relative system of checks and balances such as exists at Truman, it is difficult for any one sub-unit to stray far from the stated mission. There is a level of inter-relatedness and overlap within the sub-units that requires a close collaboration to achieve the common goal.

Summary

The rigorous processes through which administrative and academic units derive their individual mission statements and goals ensure congruency with the goals of the University. Knowledge of and support for the University's mission pervade the institution and guide every action and decision at every level. The culture of assessment is so engrained in the institution that the regular process of review allows individual units to make changes to align their actions with University goals.

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

All public institutions of higher learning in Missouri are responsible to the Governor of the State, via the Legislature and the Coordinating Board for Higher Education (CBHE). More immediately, policy is set by the Board of Governors and administered by the President, who is the Chief Executive Officer of the institution.

Truman's mission as a statewide liberal arts and sciences university provided for a Board of Governors to replace the former Board of Regents. Members of the Board of Governors are appointed by the Governor of the State, who may receive suggestions and nominations from any source. HB 196 mandated that four of the seven voting members be from the 25 northeastern counties of Missouri, and the other three from three other congressional districts in the state. The law also requires the selection of two non-voting members from outside Missouri who are "knowledgeable of the education missions of liberal arts institutions" and the selection of a nonvoting student representative. The current Board consists of five male and five female members and includes minority representation. Its regular members represent business, the professions, government, education, and law, and each is a prominent figure in her or his profession.

The Board holds regular meetings four times each fiscal year (September, December, March, and June) as well as two planning meetings (October or November and June). Guests are welcome to appear, and to speak, at scheduled meetings of the Board, and both faculty and students have availed themselves of this opportunity, for example in reference to the arming of Department of Public Safety Officers, the reduction of the number of Modes of Inquiry required

for graduation, or the proposal to include sexual orientation in the University's statement of non-discrimination. Meetings of the Board conform to sections 610.010-610.030, RSMo.—the “sunshine law” requiring open public meetings (which exclude personnel, land acquisition, litigation, and other matters requiring confidential discussion).

The Board engages primarily in policy and long-range planning. At regular meetings, the Board typically hears reports from the President, VPAA, President of Faculty Senate, and any other academic or support area whose present projects require the consent or oversight of the Board. Such reports might include academic initiatives (such as the restructuring of the LSP), capital improvements (such as feasibility studies for the construction or renovation of residence halls), or institutional study (such as progress reports on the self-study for re-accreditation, or the review of the University's recruitment program and materials). The Board also exercises fiscal stewardship and has spent much time during the recent budgetary crisis on such matters as appropriations and budget requests, tuition and room-and-board rates, participation in insurance consortia, and so forth.

The administrative structure of Truman is governed by the most recent version of the *Code of Policies of the Board of Governors*. This document identifies the flow of decision-making and the hierarchy of authority at the University and maps an organization that balances the complementary desiderata of effective leadership and collaborative decision-making.

Code of Policies of the Board of Governors

The *Code of Policies* “is prepared for the assistance of the Board of Governors and all other persons interested in the general and permanent policies of the Board”; the purpose of this document is “to place all general and permanent polices of the Board of Governors into an integrated and comprehensive volume (“Preface” to the *Code of Policies of the Board of Governors of Truman State University*, as amended to August 28, 2003).

The document serves as the highest written authority on policy for the University and is updated annually under the supervision of University General Counsel. It is readily available in the offices of the President and VPAA, although senior staff note that their familiarity with its contents means they rarely need actually to consult it. The Code is distributed to about 50 locations around campus, including Board members, President's staff, VPAA's office, Division Heads, and administrative officers. Three copies are on file at the library. University General

Counsel reports that his office consults the document almost daily. Faculty do consult it from time to time, although most of the material relevant to their concerns is interpreted in the *Faculty Handbook* (see below). The document has occasionally been cited in governance bodies. Division Heads have frequently used the document as a reference in their own meetings, for example to orient themselves in conversations concerning faculty loads, and processes of tenure, promotion, and dismissal.

The *Code* identifies the Board of Governors as the supreme policy-making body of the university (subject, naturally, to all applicable state and federal laws, and to the norms of accrediting agencies). Governors are listed on the Truman home page, under “About the University,” a public-access link which provides information about each of the governors.

The *Code of Policies* identifies the relationship between the President and the Board of Governors as “mutually cooperative and supportive as suggested by the guidelines of the Association of Governing Boards of Universities and Colleges. The Board reflects its will in the formation of University policy and plans rather than engaging in administration. The Board strives to relate to members of the University community in a manner that maintains rather than erodes the authority of the President of the University. The same responsibility rests with the President of the University in his or her support of Board policy” (resolution of September 12, 1992).

The President of the University

The President of Truman serves at the pleasure of the Board of Governors. Vacancies in the office are filled according to procedures recognized by the Association of Governing Boards of Universities and Colleges. It is a testimony to the responsiveness of the Board of Governors to the University community that a previous president was released after a vote of no confidence by the faculty. The next search, following the retirement of Dr. Jack Magruder, was conducted by a committee charged and empanelled by the Board and representing all constituencies, including students and alumni. The committee conducted a national search, and from an initial group of candidates given airport interviews, three candidates were brought to campus for meetings with various segments of the University community, as well as open fora. Evaluations were solicited from attendees, and all members of the university community were invited to provide input, which was forwarded to the Board of Governors. Dr. Barbara Dixon was selected,

in part because of her experience as a senior administrator in another public liberal arts and sciences university.

The President is evaluated by faculty, Division Heads, and the President's staff, separately, each year. As of Spring 2004, the President is evaluated by staff as well—evidence of increasing attention to the input and value of this constituency. The results of these responses, scaled and free-form, are shared with Faculty Senate and the Board of Governors.

Upper-Level Administrators

Reporting immediately to the President is the administrative support staff, consisting of an Executive Assistant, General Counsel, Gender Equity/EEO Office, Athletic Director, and the individuals who direct major areas of academic and support services: the VPAA, University Dean of Institutional Planning and Development, Dean of Student Affairs, Vice President for University Advancement, and the directors of key support areas: Campus Planning, Physical Plant, Business Office, and Institutional Research and Budget. Vacancies in any of these positions are filled according to the common procedures used for all hires at Truman. A committee is charged and empanelled by the President, who conduct a search and interviews, and report their recommendations to the President. The President makes the final decision. This process was used most recently to select a new Vice President for University Advancement.

The Vice President for Academic Affairs

The VPAA serves, with the President, as executive officer for academic areas of the University. The VPAA is chosen in a process similar to that used for the President. A national search, including advertisement in the key professional publications, yields a first field of candidates who are given airport interviews; finalists are brought to campus for interviews and fora with all segments of the University. Feedback is collected for consideration by the President and Board of Governors. In the last instance, the candidate selected, Prof. Garry Gordon, was a faculty member who had accumulated experience in governance through long committee service, including presiding over Faculty Senate, a move that may be seen as an affirmation by the Board of Governors of the role of faculty in governance, and an affirmation, too, of the value of an intimate knowledge of Truman's distinctive local culture. The VPAA is evaluated annually by faculty, and the results of these responses, scaled and free-form, are shared with Faculty Senate.

Reporting directly to the VPAA are the Division Heads and others, as indicated in the organizational chart in Appendix A.

Current University Organizational Chart

The current University organizational chart depicted in Appendix A is also found in the Faculty Handbook at <http://facultyhandbook.truman.edu/FacHndbkAPX-2.pdf>. The variety of titles and uncertainty of responsibilities and authority at that level creates little difficulty within the University, though it does create the minor inconvenience of having continually to explain our structures to those outside the institution. The faculty carrying out administrative tasks below the level of full-time administrators (Division Heads) have a variety of titles and a range of authority and responsibility, determined within the academic divisions.

Division and Discipline Organization

Truman has a lean administrative structure, with much of the work of running the University, and a certain amount of decision-making, delegated to faculty members. Although this leanness results in considerable labor not usually foreseen in the committee assignments typical for any university faculty member, it is a valuable method for maintaining faculty input into policy and procedure, and for maintaining collegiality between faculty and administrators.

Divisions are led by Division Heads, each of whom (for the academic, degree-granting Divisions) is a senior faculty member and therefore enjoys the professional security necessary to robust discussion and decision-making. Division Heads are appointed by the VPAA and approved by the President, following a properly advertised search, which is overseen by a committee charged and empanelled by the VPAA (and which committee usually consists of faculty from the Division in question, with representation from students and from outside the division, often another Division Head). Division Heads are evaluated by faculty each year. The scaled and free-form responses are submitted to the VPAA and reported to Faculty Senate each year in a presentation by the VPAA. The VPAA has stressed the formative role of these evaluations, and all reports for all Division Heads are shared with representatives of all Divisions. The representatives are free to report the results to their constituents.

Division Heads meet regularly with the VPAA and with the President and the VPAA in annual administrative retreats, where the discussions are reported to be both frank and collegial.

These meetings and retreats offer a chance to discuss diagnoses, prescriptions, progress on prior goals, and the establishment of new initiatives.

The title of Division Head will change to Dean on July 1, 2005. This change will not affect administrative duties, but is intended to communicate more clearly the level of responsibility held by this person.

Directly below and reporting to the Division Heads are the conveners of academic disciplines and program directors. In general, conveners of disciplines have many of the responsibilities of department chairs at other institutions, although they do not typically have control over budgets, purchasing, hiring, and firing. Not all academic units use the convener model (for example, Human Potential and Performance, Math and Computer Science). Some units provide conveners with release time when possible (for example, 0.25 FTE in Language and Literature), while others may have their duties offset with a reduction in the number of advisees or committee obligations.

Language and Literature conveners, for example, are elected by faculty for two-year terms and appointed by the Division Head; they represent the discipline to the Division, to the University at large, and to outside constituencies, and communicate in the opposite direction as well. Conveners schedule and chair regular meetings, with responsibility for agenda. They are responsible as well for paperwork necessary for such curricular matters as new-course approvals, changes in prerequisites or credits, and so forth. They coordinate all changes in copy for the General/Graduate Catalog and supervise the rotation of courses and assignment of instructors—all decisions referred finally, however, to the Division Head. In addition, the convener reviews assessment data and confers with discipline faculty as to the significance of the information, and works with them to plan responses. The convener has primary responsibility for recruitment events, for student visits, for organizational details relating to the search, interviewing, and hiring of new faculty, and for reviewing student requests for program-requirement waivers or substitutions.

Within disciplines, there may be more or less formal sub-disciplinary bodies, as for example the Linguistics faculty, which coordinates its own degree program and also negotiates the considerable overlap between its offerings and those of English (within which it is housed) and Classical and Modern Languages.

Across disciplines, the interdisciplinary minors are overseen by a committee, though each is officially housed within a specific division (Medieval Studies, for example, in the Division of Social Science).

Program directors (for example Communication Disorders, Health and Exercise Science, Nursing) typically have control over budgets specific to their areas, especially where regular purchases or expenditures for maintenance are required for equipment. As in the case of conveners, program directors are ultimately responsible to the Division Head in which the program is housed.

Governance Bodies and Effective Communication

Faculty Senate FS is the main body for faculty input into administrative affairs and for communicating administrative views and policies to faculty. Its primary formal responsibility is for academic matters and for university policies pertaining to promotion, tenure and leave, but the local culture is such that its advice is actively sought on a much broader range of concerns, and it, in turn, has a history of deferring to realities such as budgetary constraints, under the sole authority of the administration, as they impact curriculum. FS was recently restructured by a faculty referendum according to proposals brought forward by a committee, originally *ad hoc* but later empanelled and formally charged for the purpose by the President of FS. The restructured FS provides greater representation for the degree-granting Divisions and a smaller role for administrators. The President of FS (or designee) attends all meetings of the Board of Governors and represents the faculty on a number of administrative committees.

FS, working with its standing committees, serves as the legislative body for academic issues. It approves new majors and minors (following approval by participating academic Divisions and preceding approval by VPAA, President, and Board of Governors); it designs and approves changes to the LSP and its courses; approves other curricular issues of University-wide significance, for example study-abroad courses, interdisciplinary majors, issues that affect more than one academic Division, add-drop policies, etc.; and approves academic policies and curricular issues of University-wide significance for graduate programs.

FS also has advisory authority over budgetary issues: it discusses the University budget with the University President at least once each year and has recently established a standing committee on the budget for the purpose of creating greater expertise in its ongoing membership,

to better serve in its advisory role to the administration and in its representative and informational functions with respect to the faculty. FS participates in discussions on Mission Enhancement funding; approves campus-level model for Funding for Results, and approves grant initiatives for Funding for Results dollars earned through the campus model.

The VPAA office maintains a website for FS (<http://www2.truman.edu/facsenate/>) where the members of the University community may consult the FS constitution and bylaws, as well as minutes and hyperlinks to the membership.

Undergraduate Council (UGC) “The Undergraduate Council is a standing council of the Truman State University Faculty Senate and exists to propose, review, and recommend to the Faculty Senate changes to the undergraduate curriculum when such changes affect more than one division or are of university-wide significance.” Bylaws of the UGC are available as a .pdf document on the website maintained by the VPAA office (<http://vpaa.truman.edu/ugc/>). At the same site, documents open to all members of the University community and to the public at large list scheduled meetings, agendas, minutes, and documents related to items of discussion and action.

Graduate Council Graduate Council (GC), like UGC, is a standing committee of the FS, and likewise has a website available from the VPAA office (<http://vpaa.truman.edu/gradcouncil/>). The Graduate Council has worked with efficiency to exercise oversight over graduate curricula, including the design and approval of assessment structures for the various degree programs.

Council on Teacher Education (CTE) The Council on Teacher Education is a subcommittee of the FS and is comprised of one elected faculty member from each Division. CTE is chaired by the Division Head of Education. CTE is an advisory group to the Division Head and is intended to provide guidance in the development and administration of the programs supported by the Education Division. CTE normally meets twice per semester.

CTE has been instrumental in designing professional programs (for example, elementary education, special education, and secondary education) built upon the liberal arts and sciences. Truman recognizes the critical importance of disciplinary preparation for all teachers and the value of insuring that future teachers possess the habits of mind and the intellectual discipline fostered by intensive study in the liberal arts and sciences. Ten faculty members have dual appointments in the Education Division and another Division. The input provided by these

individuals added to that provided by CTE insures a strong connection to the liberal arts tradition and further insures that teacher preparation at the institution is truly a campus-wide endeavor.

Student Senate Student Senate posts its mission prominently at its website, which is immediately available from the Truman home page (<http://www.tsusenate.org/>), and posts its Constitution there as well. In addition to representing the views of students and supporting their distinctive interests, Student Senate dedicates itself to goals explicitly linked to the mission of the University: “to maintain a cohesive vision for the future of the University”; “to actively participate in the fulfillment of the University’s mission as an exemplary Public Liberal Arts and Sciences University.”

Its specific goals for the 2003-2004 academic year were working towards including a sexual orientation clause in the University’s Nondiscrimination Policy (a goal toward which they made substantial progress). Student Senate also took the initiative in establishing the *USA Today* Collegiate Readership Program on campus, creatively conceived as a contribution to the mission-specific goal of increasing the awareness of and conversation about issues of broad public interest for an active, educated citizenry.

Student Senate, in addition to maintaining high standards of transparency in its communications and accountability in its legislative and financial business, also commits itself publicly to collaborative work with other constituencies of the University community.

Staff Council In her installation address, incoming University President Dr. Barbara Dixon proposed the creation of a staff council to provide representation and access to policy for a segment of the University community long without such a formal voice. A report dated June 4, 2004, details the recommendations of the Staff Representation Exploratory Committee, which analyzed data from the staff survey and met weekly to create a proposed structure for such a body, a process that included surveys of peer institutions for models of staff representations on their campuses. Open fora were held to solicit input, and discussions were transcribed. The Staff Council was officially formed and met for the first time during the Fall 2004 semester. Regular meetings have been scheduled.

Evaluation and Revision of Structures and Processes

Truman has a true assessment culture; it is typical of any undertaking that outcomes are identified and measurable goals are established, along with a timetable for review. The councils

(UGC, FS, and GC) have normalized the practice of including explicit and specific “sunset provisions,” dates on which a program is to be reviewed (and in some cases, specifically mandated for continuation, discontinuation, or modification). Major initiatives which carried the sunset provision included the “Stop the Tenure Clock” policy (providing relief for those whose progress towards an agreed-upon requirement has been impeded by special circumstances, for instance child- or elder-care), the standardization of tenure and promotion practices across campus, and revisions to the calendar for summer courses. These provisions ensure that the University operates by intention rather than inertia or momentum.

Core Component 1e: The organization upholds and protects its integrity.

Compliance with Laws

Truman observes all standard procedures for institutions of its type in order to maintain its financial integrity. Chapter 9 of the *Code of Policies* mandates that the Board select a certified public accountancy firm to conduct an audit of the financial records of the University annually (Sect.29.200 RSMo.). Rules regarding conflicts of interest and financial disclosure are also covered in Chapter 9 of the document. Throughout the document, appropriate regulations are cited. Chapter 15 details policies regarding sexual harassment; Chapter 16 indicates compliance with federal laws: Family Educational Rights and Privacy Act, Americans with Disabilities Act, Drug-Free and Alcohol-Free Campus, and Crime Awareness and Campus Security Act. The *Code of Policies* reaffirms and states the policy of equal employment opportunity and support for affirmative action (Section 10/020, p.10-2). Truman also abides by and enforces intellectual property laws, with a copyright clearance service for faculty preparing course materials and blanket licensing agreements with BMI and ASCAP.

Accreditation by External Agencies

Some of Truman’s academic programs are accredited individually, where appropriate, by the recognized and authoritative external bodies:

- *Business and Accountancy.* The Association to Advance Collegiate Schools of Business is a specialized accrediting agency for undergraduate and graduate programs in business administration and accounting.
- *Chemistry.* American Chemical Society.

- *Communication Disorders*. MA program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.
- *Counseling*. The MA in Counseling include endorsements in school counseling, community counseling, and student affairs practice in higher education that are accredited by the Council for Accreditation of Counseling and Related Education Programs; (program placed on inactive status July 1, 2004).
- *Education*. The State of Missouri mandates requirements for teacher certification involving general education and specific requirements for various teaching specialties. The National Council for Accreditation of Teacher Education regularly evaluates all Truman education programs.
- *Exercise Science*. Athletic training programs within the Division are accredited by national, state, and professional boards that allow students to be eligible for certification and licensure.
- *Music*. The National Association of Schools of Music reviews programs in Bachelor of Arts in Music, Bachelor of Music, and Master of Arts in Music.
- *Nursing*. Commission on Collegiate Nursing Education, American Association of Colleges of Nursing, National League for Nursing, Missouri State Board of Nursing; Commission on Accreditation of Allied Health Education Programs.

As an institution with a specifically educational mission, the primary way in which Truman upholds and protects its integrity is through a thoroughgoing culture of rigorous assessment. At all levels and in all its practices, the University makes good-faith efforts to articulate what it seeks to do; to establish outcomes, goals, and objective measures of progress towards those goals; and to review the measures in order to adjust policies and procedures for more effective action.

Assessment processes of all types have driven institutional change at Truman; high in importance have been the time- and labor-intensive readings of Liberal Arts and Sciences Portfolios. The findings from these readings contributed to the creation of the new LSP and to the creation of the JINS. They point the University to needed revisions in the general education program and provide information on progress towards outcomes in the Modes of Inquiry and in Essential Skills, data of a different type than can be had from transcripts. Additionally, these readings provide occasion for faculty from across disciplines to compare notes and to grow in

their understanding of shared, separated, and contested areas of influence and responsibility for student learning. Other types of assessment data are available through the Assessment Almanac.

Division Heads use these data extensively in their planning and in their self-assessment in preparation for their annual review by the VPAA. The goals are taken from the Planning Priorities in the Master Plan Update, and data are offered to indicate progress towards agreed-upon goals. As an indication of transparency in the institution, these reports are shared with Faculty Senate each year.

These same Planning Priorities and datasets are also used by Division Heads in talking with conveners about goals and performance, and with at least some conveners in talking with faculty. It was through this process that the VPAA identified a problem with faculty and student perceptions of LSP courses as insufficiently challenging, and the concerns—and planning priorities—were passed forward to faculty by the Division Heads. Furthermore, this sort of communication results in meaningful change in the delivery of Library Services, the development of online registration procedures, and the decision to employ professional advisors for incoming students. The assessment, policy, and communication cycle served as the basis for the Discipline Action Plans for which conveners were responsible.

Other important changes that have come from the culture of listening to constituencies and identifying problems according to the planning priorities include the creation of the position of Associate Vice President for Enrollment Management, the elevation of campus climate (pride, spirit, community) to a higher priority, and the establishment of a center of responsibility for students who have not yet declared a major, the Residential College Program.

The planning priorities and datasets also form the basis for much of the discussion at the University Conference and the Master Plan and Assessment Workshop, the two main campus-wide planning events for the year. These subjects are treated in greater detail in Chapter 4.

In spite of strong evidence of the increasing rate and sophistication of the use of assessment data, and while the University uses assessment as a way to help ensure accountability, communication of assessment data is still perceived as a concern among all campus groups. However, progress is visible in the fact that all assessment data are now easily accessible via the web, and Truman enjoys an active and skilled Assessment Committee, whose charge includes collection, analysis, and dissemination of these data.

Strategic Planning Advisory Committee

The most important instance of Truman's insistence on evaluating and revising structures and processes in the period under review is the Strategic Planning Advisory Committee (SPAC), convened in 2002 by then-president Dr. Jack Magruder. As previously discussed, SPAC was formed to review and update the Master Plan.

SPAC membership represented all campus communities—faculty from each discipline, members from Student Affairs, Dean of the RCP, Director of Interdisciplinary Studies, President of Student Senate, and two Division Heads. SPAC was co-chaired by the VPAA and University Dean for Planning (MPU, p.2). This large committee met weekly for more than a year to familiarize itself with the contents and rationale of the existing Master Plan, to learn of changes in the environment which required reconsideration of the existing plan, and to draft an update. Both the Master Plan and Master Plan Update are available to the public on the web at <http://www.truman.edu/userfiles/academics/masterplan.pdf> and <http://www.truman.edu/userfiles/academics/Update2002.pdf>.

Challenges to Recruiting and Retaining Quality Faculty: An area of concern for maintaining integrity within mission

Truman's high-ability students require high-quality faculty to serve them. Given the importance placed on recruiting and retaining high-quality faculty, the Master Plan Update indicates as a goal "continuing the institution's efforts to attain university-wide faculty teaching responsibilities consistent with its highly selective status as well as recognizing and rewarding faculty contributions to student learning outside the classroom in the context of an equated 12-hour load." This is an area of significant concern, especially in these times of fiscal uncertainty. Faculty report uneven progress in achieving Truman's "equated 12-hour" faculty workload. For example, in the Fine Arts Division, class contact hours in excess of 15 or even 20 hours are not uncommon. Several Divisions have established committees for fact-finding and generation of preliminary proposals. These groups will need to move toward contact with one another and campus-wide discussion.

To retain high-quality faculty, support for faculty research is essential. Faculty-student research collaborations continue to be funded, but Faculty Research Grants and sabbaticals have been curtailed due to the current fiscal crisis. (Note: Sabbaticals have been reinstated on a

limited basis for AY 2005-2006.) The Master Plan Update states: “Although a significant reduction in research support is a reasonable strategy for dealing with a short-term financial problem, the committee (SPAC) believes that it is not an appropriate strategy for coping with a longer-term problem at an institution with Truman’s mission.”

A historical overview of *The Mission and General Approaches to Integrity* is available in a separate document of that title, in the Resource Room.

Contacts with Constituencies

Certainly it is essential that the media through which Truman presents itself to its various constituencies be truthful, fair, and representative. While it is possible to demonstrate consistency of documents and practices with one another and accordingly with institutional mission, it is more difficult to establish truthfulness and fairness; these latter are assumed, in the absence of evidence to the contrary. The present work addresses only the availability of information to the various constituencies of Truman.

Presentations of Truman State University

Probably the first medium that allows constituents to gather information or impressions from Truman is the web page. Accessible to almost anyone with a computer, the website displays a plethora of information to potential students, their parents, other schools, public officials, administrators, faculty, and staff, as well as those merely interested in researching the institution. The major sections are About the University, Prospective Students, Current Students, Alumni and Friends, Parents and Visitors, Faculty and Staff, and Academics. The secondary portals are Pipeline, Directories, Help, Library, ITS, Athletics, Services, Students Life, News/Events. The web page also allows for searches by keyword, as well as a search directory of faculty, staff, and students.

Presentations of Truman State University for Particular Constituencies

Prospective Students Prospective students can learn about the University in a variety of ways. First, the web page contains important information for this group, including tuition, housing, and how to apply. The conceptual subgroups available on the web page are Why Truman?, Visiting Truman, Applying to Truman, Affording Truman, Academic Programs,

Student Life, Athletics, and Contacting Truman. Students can take a virtual tour from their computer. Under the subsection Frequently Asked Questions (FAQs), a long list of practical answers is given for questions primarily of interest to first-time freshmen. Moreover, contact information is included for further questions.

Prospective students can also contact Truman for such sources of information as General Information, What Others Say About Truman, Preview, Take a Look, or Viewbook (copies of these publications are on file in the Resource Room).

Students are also sent an Acceptance Brochure, a 32-page booklet sent to all accepted students by the Admission office. It provides an overview of the University and its programs and procedures. The brochure includes the mission of the University, introduction to the LSP, honors opportunities, registration and advising information, the Residential College Program, Truman Week information, and more. It also describes residence halls, University policies and support services, and financial aid opportunities. This is a good resource to help orient students to the University prior to the Truman Week experience.

Current Students Students have a wide range of information given them about the school and its processes. First, most procedures for achieving academic goals, including deadlines and dates, are available in the General/Graduate Catalog. This document describes standards students must meet to receive a degree or establish a minor. It also includes descriptions of faculty, classes, majors, and study-abroad programs.

The general topics available online include Academic information, Activities and Organizations, Academic Services and Resources, Campus Media and Publications, Events, Finances, Involvement Opportunities, Policies, and Support Services, and Resources. Students can find information ranging from parking to attendance to participation in Greek organizations.

On the web page, one can find the Office of Citizenship and Community Standards, which includes the topics Students Conduct Code, Conduct Referral Form, Conduct Code Statistics, Contact Information, Dean's Certification, Faculty Resources, FAQs, Policies, Student Resources, Student Support, and *Student Handbook*.

Information on questions of student conduct is available through the *Student Handbook*, which is available online to any student through this link and which describes expectations and procedures for the proper conduct of Truman students.

Students also avail themselves of advisors who meet with them in order to have their course selections completed; the shift to electronic registration still requires that the student seek out the academic advisor in order to receive approval. Advisor contact helps ensure that the LSP requirements are met in a way that facilitates timely progress toward the degree and a rich educational experience.

Information for Parents and Visitors Parents of students or prospective students have their own place on the Truman web page. The choices they have on the first layer are Academic Information, Campus Media and Publications, Getting Information and Questions Answered, Financial Information, and Visiting Truman and Kirksville. Within the section on “getting information and questions answered,” the phone, fax and e-mail contacts appear for the Admission office. The phone numbers of the VPAA, Student Affairs, Athletics, Financial Aid, Multicultural Affairs, Registrar, Residential Living, Student Accounts, International Studies, and Campus Bookstore are also included.

Finally there is a *Family Handbook* online that directly addresses most questions they may have about their children as students at Truman. It is available in both online format as well as PDF for downloading and printing. This document contains information for most procedures a student may have to make, including filing fees and withdrawing from the University. There is even a parental “tips” page exploring some of the common, often unanticipated or potential psychological ups and downs for both parents and students.

Faculty The first stop for faculty and staff to understand their rights and responsibilities would be the *Faculty Handbook*, which provides a general orientation to the University. Here the history, mission, organization, and governance of Truman are laid out. Moreover, information on Appointments, Assignments, Evaluations, Promotions, Tenure, Resignation, Retirement, and Dismissal are discussed. Also discussed are Faculty Rights and Responsibilities, Compensation, Faculty Development, Working Conditions, Assessment, Activities, Classroom Policies, and Instructional Services. It should be noted that such documents do not have contractual force and are not sources of policy *per se*, but serve rather as articulations and elaborations of the sole authoritative source, the *Code of Policies*. This fairly comprehensive document is the background of the institution and the blue print for faculty (and other constituencies) on campus.

Online materials are available as well. Under the heading of Academic Information, faculty and staff can find such topics as Academic Advising, Division Information, Faculty Senate, General/Graduate Catalog, Grants and Research, the LSP, Study Abroad, and Student Research Conferences. Other general lists include Business Office, Calendars/Schedules, Teaching Resources, and Other Resources.

When they are hired, faculty are given an orientation to familiarize them with the policies and procedures associated with working at Truman, including benefits and salaries.

A number of Divisions (Language and Literature, Math and Computer Science, Business and Accountancy) have their own handbooks, which reaffirm University policies and articulate local practices. It is at the Divisional level that faculty are given specific instruction on the requirements for preparing and filing syllabi (though the requirement to file, and certain features such as an explicit attendance policy and plagiarism statement, are University policy).

Staff The *Staff Handbook* provides general orientation to the University—less involved than the *Faculty Handbook*. It covers employment policies and procedures, compensation policies, leave benefits, other benefits (such as insurance, parking, and credit union). Section VI of the *Staff Handbook* covers compliance with government regulations. Unlike the *Faculty Handbook*, the *Staff Handbook* includes material on workers compensation guidelines and procedures, and is available on the web.

Alumni and Friends Alumni and Friends of Truman can also access information about the University. Their section of the web site includes Alumni Organizations and Activities, Giving Opportunities, Publications, Services and Resources, and Truman Foundation Scholarships. These links allow them to stay up-to-date with other alumni and friends, as well as contribute to the University, should they want to do so. They can also link to the weekly campus newspaper, the *Index*, as well as the weekly newsletter, *Truman Today*.

In addition to the web sources, alumni are sent the *Truman Review*, a magazine published two to three times a year, in which alumni are informed of events at the school as well as alumni issues, including a place to send their own information or announcements.

Conclusion

The self-study subcommittee charged with Criterion One, Mission and Integrity, found Truman to be, on the whole, in line with current standards of practice and its own principles. The committee notes in particular the strengths and concerns that follow.

Strengths Regarding Criterion One

- Of non-religious institutions, Truman would appear to be among the most pervasively mission-conscious. Virtually everyone queried in the course of this study referenced, without prompting, Truman's role as a public liberal arts university with highly selective admissions. The mission is prominently referenced in all appropriate documents and communications and looms large in planning and procedures at all levels. Outcomes are identified and assessment continuously measures progress towards goals established with reference to the mission.
- Units within the University are able to demonstrate the consistency of their activities with the mission and to document the identification of outcomes and progress towards goals. Patterns of leadership and communication are determined by and adapted to the needs of the mission.
- Truman demonstrates integrity in its conformity with the laws, regulations, professional standards, and ethical norms relevant to the institution and to operations and units within it.
- Truman's activities, as a whole and in its subdivisions, represent integrity in another sense as well: all units contribute consciously and deliberately to the goals and outcomes established by the mission.
- In response specifically to the concerns expressed by the 1995 visit team: Truman has made strong progress in consulting systematically with staff about issues related to their employment and to the life of the University more generally. The University makes significant efforts to address diversity in hiring, student recruitment, and multicultural issues in the curriculum.

Challenges Regarding Criterion One

- Some uneven awareness remains of the part of the mission that includes “select professional and graduate programs,” and the relation of these endeavors to the liberal arts, although the Dean of Graduate Studies and the Graduate Council have been working with this issue.
- Agreement on a definition of the liberal arts is still a work in progress but the committee does not recommend definition, referring to leave it “productively undefined” in order to promote continuing engagement in the issue.
- There is a widely-cited recognition of a need for a more pervasive and robust “liberal arts culture.”
- Truman continues to perform somewhat below its own targets for numerical diversity, though it shows good-faith efforts to address diversity through programming and curriculum, and its performance is comparable to other public four-year institutions’ figures.

Chapter 4: Preparing for the Future

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.

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

Truman has a long and well-documented history of intentional change and effective institutional planning. Since the early 1970s Truman has supported and fostered intentional change through a nationally recognized assessment program that was intended to support continuous improvement long before the concept was popularized in the planning literature for business and education. At Truman, planning is mission-driven while decision-making is evidence-driven. In addition, Truman's planning processes are highly consultative and broadly participative. Whenever possible, quantitative data provide the impetus for change, the descriptions of change, and the means for assessing change. Planning outcomes and institutional results are distributed widely throughout the campus community through publications such as the *Assessment Almanac* and all-campus events such as the annual Summer Master Planning and Assessment Workshop and the University Conference. In addition, academic Divisions and individual disciplines annually receive assessment data results for their review and analysis, and they are expected to participate in grassroots planning efforts as appropriate.

Planning and Institutional History

Few, if any, public institutions in the nation have voluntarily undergone the amount of change experienced by Truman in the last 20 years. Throughout the post-World War II era, Truman was strongly driven by its mission as a preparatory institution for teachers: for example, the University retained "Teachers College" in its official name for more than 20 years after the legislature authorized a change and peer institutions had adopted the broader mission of "State College." The institution developed its assessment program in the early 1970s partially in response to the rapid succession of name changes and concomitant mission changes that occurred when the institution moved from "State Teachers College" to "State College" in 1967 and from "State College" to "State University" in 1972. In those days the institution was

struggling to develop its identity and was uncertain how to evaluate its performance. Thus the institution's assessment program was a stabilizing force that helped provide direction to the fledging state university as it developed its new role.

Truman had used its assessment program and internal planning processes in the 1970s and early 1980s to position itself as a focused, high-quality Master's-level university. When the CBHE decided to diversify the Missouri higher education system, Truman was the institution best able to assume the role of a public liberal arts university. Truman agreed to pursue the proposed new mission, and the General Assembly altered the University's enabling statutes in 1985. One of the requirements of the authorizing legislation was the development of a comprehensive plan to implement the new mission that was subject to CBHE approval. The success of this plan is partially reflected in the name-change legislation that was approved by the General Assembly a decade later in 1995; the perception of change is validated by institutional performance data such as the following which show how much Truman has changed in the last 20 years.

Table 4.1 Clear Focus on Institutional Mission Change FY 1985 – FY 2004

	FY 85	FY 04
Number of programs		
Undergraduate	140	43
Graduate	38	7
Foreign language enrollments	417	2,253
Study abroad enrollments	12	540
Student/faculty cooperative scholarly projects	96	1200†
Full-time faculty	265	354

† Estimate

Planning, University Values, and Decision-making

Planning at Truman is mission-driven and is guided by the University's core institutional values. In fact, the Master Plan explicitly articulated four core supporting values that have characterized Truman since at least the 1970s and in a very real sense bridge the old and new missions. These values are consistently referenced at the University and are even distributed to new faculty on wallet-sized, laminated cards. These core value statements have been adjusted since 1997, for example, during the Master Plan Update process in 2002, to reflect the University's evolving liberal arts culture, but they remain essentially unchanged.

Truman's Core Supporting Values

- A strong focus on students and student learning;
- Intellectual challenge in a nurturing and diverse environment;
- Affordability which promotes financial access to educational excellence; and
- A commitment to assessment for continuous improvement and accountability.

When these core values are read together with the four central planning themes identified in 1997 and reaffirmed, but reordered in terms of overall priority, in the 2002 update, Truman's priorities and commitments are clear. This University is a high-quality, public liberal arts and sciences university that is committed to continuous improvement and accountability to its stakeholders as well as financial access to its students. These students are principally traditional college-age students who are very well prepared academically and who live on or near campus in a traditional residential environment. They are taught by well-trained faculty whose first priority is undergraduate education and the attainment of nationally competitive student learning outcomes and whose professional development and scholarly endeavors are pursued in the context of this residential teaching mission.

Truman's culture of evidence, its assessment program, and its planning processes are very intertwined and cannot be readily separated. Planning at Truman is data-driven, and much of the data are drawn from the University's assessment program, which includes several student surveys, an annual interview project, and a variety of qualitative and quantitative assessments of student learning. Planning at Truman is predicated on the existence of a robust assessment program, which produces many of the indicators of progress tracked by the institution.

Decision-making at Truman is guided by the institution's core values and the data developed through its planning and assessment processes. All major decisions include an assessment of how the proposed action will affect students and the learning process as well as the budget and the institution's ability to provide an affordable education to its students. The Board of Governors has final authority on all major issues, subject to legislative action and Executive Orders from the Governor. As a practical matter, day-to-day administration of the University is delegated to the President, who in turn delegates management to a core group of senior administrators known at Truman as the President's Staff. Members of the President's Staff work directly with middle managers who are the directors of specific offices and functions. While this general structure is common at public colleges and universities, Truman is somewhat distinctive

in that its overall organizational structure is relatively flat—for example, there are only two administrative levels between most faculty and the University President (see Organizational Chart in Appendix A). In addition, based on CBHE Fall 2003 data, Truman has the lowest full-time staff to full-time faculty ratio (1.19 to 1) among the non-doctoral public four-year universities in Missouri, and our figure is substantially less than the average for the non-doctoral group (1.74:1). All of this difference is attributable to Truman's low student/faculty ratio (15:1) in comparison to the other institutions in this group (19:1), and Truman's generous use of student employment as part of its strategies to foster improved retention and contain costs.

Since 1927, the academic segment of the University has been organized functionally according to Divisions. Only two academic administrative tiers, the VPAA and the Division Heads, exist between the faculty member and the President. The Divisions are the primary administrative and information base of leadership in the development and implementation of the academic programs. The Division organization keeps decision-making close to the faculty, promotes effective communication, provides faculty members with opportunities to influence judgments and to be informed of developments in their programs; facilitates the continuity and coordination of activities; clearly defines the responsibility and authority; and provides adequate and economical administrative support.

While the Divisional structure has many advantages, there are some limitations associated with this organizational approach. Specifically, as the size of the Division grows, the span of control and the responsibilities of the Division Head can become a challenge. For example, the largest Division (Language and Literature) has almost five times as many faculty as the smallest (Education). Some faculty believe that the addition of department chairs would improve communication and governance while also increasing professional advancement opportunities for faculty. (*Nota Bene*: Effective July 1, 2005, the title "Division Head" will change to "Dean" to reflect typical practice within higher education, but no changes in responsibility or organization are anticipated at this time.)

Since much of the responsibility for instructional programs, including student advising, rests with the faculty of the various academic Divisions, campus-wide communication is of vital importance. The most common methods include e-mails, *Truman Today*, the *Index*, the Summer Master Plan and Assessment Workshop, University Conference, individual conferences, informal conversation, council meetings, committee or group meetings, and social events.

Within the Division, one of the most significant means of communication is the Division meeting. The convening and conducting of these meetings on a regular basis is the responsibility of each Division Head. The frequency varies depending on the Division, although monthly meetings are the most common arrangement. In addition, Division meetings are called on special occasions to meet emergency needs.

The Divisions also utilize discipline meetings and internal committees, and most also utilize discipline conveners or directors in order to facilitate communication and organization relative to various matters of business. Most academic disciplines have discipline conveners who act as liaisons among committees, the Division Head, and the discipline faculty. Convener duties vary from discipline to discipline but commonly include working on discipline curriculum reviews and action plans, holding discipline meetings, recruiting students, and drafting class schedules. Convener assignments are determined by the Division Head with approval of the VPAA.

The Human Potential and Performance Division utilizes program directors in the place of discipline conveners. The program directors are appointed by the VPAA upon recommendation of the Division Head. Duties of program directors are determined by the Division Head with the approval of the VPAA and are similar to those of conveners but also require additional time commitments and responsibilities, including participation in the review of faculty.

Actual decisions are made in a collaborative and consultative manner among those faculty and staff directly involved in the issue under review. For example, curricular decisions are made by the faculty, while managerial issues are resolved at the President's Staff level. Organizational planning goals are developed in consultation with the offices responsible for attaining the desired outcomes, subject to approval by the appropriate President's Staff member, the President, and the Board of Governors.

In order to ensure appropriate coordination, the entire President's Staff meets monthly as a group with the President, and those staff responsible for Academic Affairs, Student Affairs, the Business Office, Advancement, Budget, and Planning meet with the President weekly when the full President's Staff is not meeting. Individual members of the President's Staff meet with their managers on a regular basis as they deem appropriate. For example, the VPAA typically meets with the Division Heads on a bi-weekly basis.

Truman's current organizational structure is displayed in Appendix A.

Planning Resource Documents

Truman's general planning documents are its ten-year plan approved in 1997 and the subsequent five-year plan update developed in 2002. Both of these documents are available on Truman's website (<http://www.truman.edu/pages/66.asp>), and they both articulate Truman's core values; outline the University's challenges, primary planning themes, and priorities; and identify measures of progress. The University's vision for itself as a residential liberal arts and sciences university serving well-prepared, traditional-age students in a residential environment is clearly outlined. Truman's main priority is to serve these students and the State of Missouri well by fostering the attainment of nationally-competitive student learning outcomes. In order to accomplish this objective, Truman has identified in its Master Plan Update the following four planning themes in priority order:

“Becoming a Nationally Recognized Community of Learners”

Principal Planning Themes and Priorities FY 2003-2007

- Recruiting and supporting a diverse, well-qualified faculty, staff, and student body
- Deepening an enhanced, self-reflective liberal arts culture
- Nurturing viable relationships with external constituencies
- Providing excellent support to the teaching/learning process

In order to fulfill its vision for itself as a nationally recognized community of learners, Truman realizes that it must address key issues in each of these planning priority areas. For example, in an increasingly multicultural world Truman must continue its progress in recruiting a student body, faculty, and staff that more nearly reflects the diversity of Missouri and the U.S. as a whole. Truman must also continue to give its liberal arts curriculum attention, particularly the integration of the co-curriculum with the formal curriculum to produce enhanced student learning outcomes as well as easier curricular integration of study abroad experiences and internships for those students with interests in this area. With respect to enhancing its relationships with external constituencies, Truman will be giving particular attention to enhancing its University Advancement activities to broaden support from alumni, friends, and other potential supporters. Finally, in terms of providing excellent support to the teaching/learning process Truman will continue the implementation of a state-of-the-art computer information system, continue its renovation cycle of major academic buildings, and

complete a \$91 million renovation and enhancement of its auxiliary facilities, especially a new suites-style residence hall and renovation of the existing residence halls and the SUB.

Truman uses an elaborate, highly participative process in the development of its Master Plan documents. Typically, a smaller, representative steering committee guides the process, co-chaired by the VPAA and the Dean for Planning. For the development of the plan update in the 2001-2002 academic year, this group consisted of more than 20 individuals with representatives from the academic Divisions, Student Affairs, Multicultural Affairs, the RCP, and staff. This group interviewed a range of University community members with specialized information on key issues, conducted faculty, student, and staff focus groups, solicited written input from divisions, organized an electronic bulletin board, and held information sessions at the annual University Conference. When the planning draft was developed, the steering committee held open town meetings to solicit additional input and comment. Finally, the working draft was presented to Faculty Senate for its formal review and endorsement prior to submission to the Board.

The planning process used by Truman is deliberately designed to draw broadly upon the resources of the academic community to identify trends and issues that should require attention in the future if the University is to attain its objectives. Undergirding this process is, however, a more deliberate continual process of environmental scanning conducted by selected staff members, particularly by the Dean for Planning, Budgets Director, and Special Assistant for Government Relations. These staff have a special responsibility to keep apprised of long-term developments affecting the University by monitoring selected publications, networking with colleagues external to the University at both state and national levels, maintaining liaison with state and local political leaders, and participating in the work of state education groups, especially the CBHE. While this decentralized and somewhat informal process has served the University well over the years, establishing a more formal process of environmental scanning to support the next planning cycle that will likely begin in 2006 is also under consideration.

Planning within Truman is not, however, limited to these formal, overarching documents. These reports provide a general framework in which other planning efforts occur. Examples of these other efforts include technology, Student Affairs, campus facilities, diversity, and academic disciplines. These independent efforts delve into particular topics in greater depth than is possible—or desirable—in the broader-based documents, but their objective is to help Truman

realize the vision contained in the University-wide documents; for instance, Truman has a three-year technology plan that was developed by a broad-based Truman community group with the assistance of Information Technology Services (ITS) and input from the Information Technology Advisory Committee (ITAC). This plan set specific directions for the enhancement of academic and administrative computing, development of the network, and improvement of faculty support and is being updated in the current 2004-2005 academic year. Truman also has a campus facilities master plan that was developed with the assistance of architectural consultants; this plan was originally developed in 1994 and updated in 2000. The plan serves as a guide for the development of the physical campus, and it identified priorities for state support of academic buildings. A final example is a year-long study of minority and diversity issues in 1998-1999 that resulted in a planning statement by former president Jack Magruder which established specific initiatives in 2000 to “Foster Diversity within Community” at Truman.

Individual academic Divisions and disciplines are also actively engaged in planning through the Discipline Action Plan (DAP) process. DAPs were initiated in 1999 to “localize” Master Plan goals for discipline faculty. Coordinated among the Division Heads, DAP guidelines were developed to charge individual disciplines with planning within and being responsive to broader institutional goals. The focus of the DAP has been to create a sense of responsibility within disciplines for their planning efforts. Suspended during the period of development of the second phase of the Master Plan, the DAPs are being renewed during the 2004-2005 academic year so that disciplines can continue to develop goals and strategies that, when coordinated, can move the University forward in a deliberative, planned fashion. Upcoming DAPs will include an update on the Action Projects identified by the disciplines in their five-year reviews.

Recognition and Support for Innovation and Change

Truman has been widely recognized for its strong record of intentional change and innovation. The first such recognition came just prior to the liberal arts mission change when Truman received the Mitau Award for its assessment program from the American Association of State Colleges and Universities (AASCU). More recently, in 1997 Truman was one of six organizations chosen by the American Productivity and Quality Center (APQC) for its outstanding work “Measuring Institutional Performance Outcomes.” In addition, in its special

millennium edition, *The New York Times* cited Truman as a “cutting edge” institution along with MIT, Rensselaer, Alverno College, and University of Phoenix. In 2000 Truman was also honored by Phi Beta Kappa with a chapter in recognition of the institution’s outstanding progress as a liberal arts institution—becoming only the second public institution in Missouri and the only Master’s-level institution in Missouri to be accorded this honor.

The University has traditionally provided support for faculty development and enrichment opportunities through both Divisional and institutional programs. Developmental support for conference and professional travel, faculty scholarship, curriculum development, teaching technology enhancement, assessment research, and the scholarship of teaching have been provided through budget planning both at the Divisional and institutional level. Divisional initiatives, such as support for speaker series, discipline-based colloquia and seminars, also complement campus-wide faculty development efforts. At the campus level, for example, during the implementation of the LSP, course development grants were made available to faculty for the creation of new courses to support the curriculum. After campus-wide data gathering by SPAC revealed a strong faculty desire to have more analysis of assessment data presented to the campus, assessment grants were developed to encourage both the active engagement of faculty and staff in the analysis of results of ongoing and newly initiated assessment projects and to present focused assessment analysis to the campus in ways that were clear and meaningful. Recent Divisional budget reallocation within Academic Affairs has also created more consistent funding for faculty travel across divisions to address growing concern among faculty about the inequity of divisional support for faculty travel.

Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Adequacy of Financial Resources

As a state-supported institution, Truman relies on a significant level of financial support from the state of Missouri. Historically, Missouri institutions have had stable state funding but at modest levels. In the mid-1990s, state revenues improved and Truman benefited from appropriations increases which raised state support from \$29.4 million in FY 1995 to \$41.5 million in FY 2000. This 41 percent increase in state support allowed the institution to expand instructional resources and focus on academic quality. Unfortunately, substantial state

appropriation withholdings occurred in FY 2001 followed by appropriation reductions in succeeding years which challenged the University's ability to cope financially.

Table 4.2 Education and General Revenues FY 1995-2004

	FY 1995	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
State Appropriation	29,427,745	41,522,860	43,987,383	38,640,023	39,427,733	38,619,433
Tuition and Other	23,150,634	28,247,469	30,877,465	31,223,650	34,746,831	36,794,339
TOTAL EDUCATION & GENERAL REVENUE	\$52,578,379	\$69,770,329	\$74,864,848	\$69,863,673	\$74,174,564	\$75,413,772

Appropriation increases continued in FY 2001 and 2002, as the state completed a "Mission Enhancement Plan" designed to provide targeted investments on the campuses. Truman was in the final group of institutions in the mission enhancement program, and the FY 2002 appropriation included \$1,440,000 under this program. Unfortunately, just as FY 2001-2002 began, the state budget office projections indicated a major revenue shortfall. The Governor used his "withholding" authority to balance the state budget, and higher education absorbed major reductions in state funding. In Truman's case, actual state support in FY 2002 was 12.2 percent below the previous year, and \$8 million below the original appropriation (see Figure 4.1 in Appendix 4).

Leadership at Truman had anticipated a possible downturn in state funding, but not one of this magnitude. A significant portion of new funds during the growth years had been invested in equipment and operations budgets, rather than personnel. This approach allowed Truman to endure this financial crisis with no layoffs, although many positions were left vacant and major equipment purchases were deferred.

The financial downturn in Missouri continued in FY 2003 as all state higher education institutions endured a 10 percent core cut in funding, and in FY 2004, when appropriations were reduced 5.5 percent. Truman raised student tuition and fees to help offset these cuts, and costs for a full-time Missouri undergraduate increased from \$4,300 in 2002-2003 to \$5,478 in 2004-2005, a 27 percent increase. However, the total cost of education at Truman remains relatively affordable, particularly when compared to private institutions.

During this period of financial constraint Truman has continued to receive unqualified audit opinions from its external auditors, and was not required to utilize reserves to meet expenses. Conservative management and good stewardship by faculty and staff have been the

key strategy. Across-the-board cuts were avoided during the financial crisis. Rather, functional areas (academics, student services, physical plant, etc.) were given targets for reduction to balance the budget. This approach allowed academic administrators, for example, to continue to set priorities within their programs.

Budget allocations in Truman's Education and General Funds for FY 2005 are identified in Table 4.3.

Table 4.3 Education and General Budgeted Funds

Category	Amount	Percent
Instruction	36,663,552	45.9%
Research	1,085,926	1.4%
Public Service	112,704	0.1%
Academic Support	6,778,944	8.5%
Student Services	7,121,690	8.9%
Institutional Support	6,478,938	8.1%
Physical Plant	6,526,628	8.2%
Maintenance & Repairs	1,465,900	1.8%
Student Aid	13,605,716	17.0%
Transfers	70,000	0.1%
Total	79,916,053	

This budget is designed to restore funding in several key areas and still maintain a reserve for unexpected expenses or a downturn in revenues.

Programming and Cost Considerations

Careful management of its academic program portfolio has been a hallmark of Truman's strategy to manage finances effectively while significantly enhancing academic quality. With its mission change, Truman made self-conscious decisions about its programmatic focus and its ability to provide appropriate resources to support programs. In reducing the number of programs it offered, the University made a commitment to support those remaining programs that were considered to be consistent with the liberal arts or that served important state need. The reduction of programs also resulted in more funds available to be reallocated to the remaining programs.

Since the mission change, the University has added a very small number of programs (five) after careful consideration of their centrality to the mission and the institution's ability to support them within projected resources. During this same period, three graduate programs (History, Mathematics, and Counseling) have been placed on inactive status because of low

enrollment and/or cost-related considerations. The CBHE permits programs to be placed on inactive status without the formal deletion of the programs for a period not to exceed five years. The VPAA has invited Faculty Senate participation in developing a process that would review any future program actions. That process will be developed during the 2004-2005 academic year.

Plans to Enhance Resources

Tuition and fee increases are projected to moderate over the next few years, in part to slow the shift in costs to students. Although Truman's Board sets student fees, there is statewide political pressure to keep state institution costs affordable. After significant increases, it is likely that future tuition rates will be more closely tied to inflation during the next five years.

State funding looks stable for FY 2005, as both the CBHE staff and the State Budget Director have indicated that revenues are increasing. Higher education does face stiff competition for new dollars, particularly from the K-12 education sector and social services, so any increases for FY 2006 and beyond will be modest, if they occur at all.

Truman's advancement and fund-raising staff has been increased in size for 2004, and a comprehensive fund-raising campaign is being developed under the leadership of a new Vice President for University Advancement who brings significant experience to the University. Figure 4.2 (see Appendix 4) outlines the growth of the University Foundation, which provides increasing scholarship funds for students. The institution continues to seek external grants and awards, and Table 4.4 in Appendix 4 outlines the number of successful grants since FY 2000. A recent success is a \$1.5 million federal earmark via NASA, which will be used for lab facilities in Magruder Hall. Truman currently has partnerships with Southwestern Bell and Boeing supported by grants, and recent multi-year awards from the NSF for computer science, mathematics/biology initiatives, and undergraduate research total \$3.3 million.

Record of Resource Renewal

Truman has a strong emphasis on resource renewal and replacement. Facilities plans have focused on remodeling and expanding existing buildings as opposed to new construction. During the period FY 1995-2000 Truman received over \$52 million in state appropriations for capital improvements, outlined in Table 4.5 below. In addition, the institutional operating

budget includes maintenance and repair funds which averaged over \$1.5 million annually during this period. These operating funds added another \$9 million to capital improvement funds available for academic buildings.

Table 4.5 State Funds Appropriated for Capital Improvements Projects

Fiscal Year	Project	Appropriation
FY95	Violette Hall	\$7,219,584
	Other construction	\$536,924
FY96	Renovations	\$865,300
	Planning & Design	\$1,105,100
	Corrective Construction	\$994,100
FY97	Ophelia Parrish Phase I-Fine Arts	\$8,000,000
FY98	Ophelia Parrish Phase II-Fine Arts	\$11,600,000
FY99	Science Hall Planning/Design	\$1,500,000
FY00	Science Hall Construction	\$20,504,000
Total FY95-FY05		\$52,325,008

Notwithstanding these important gains, Truman has several significant facility needs affecting its academic mission, particularly McClain and Baldwin Halls, which house much of the central administration plus the Language and Literature Division and the Social Science Division, and Pershing Building, which houses the Exercise Science, Justice Systems, and Athletics programs. The projected renovation of McClain and Baldwin Halls has been proposed to the state as a bundled project that includes new construction as an in-fill between the buildings. Pershing Building is a stand-alone project, although state funds cannot be used for those portions of the building related solely to varsity athletics. Both of the projects are of comparable priority to the University, but the state's interest in life sciences-related investments has resulted in Pershing being listed first on Truman's request to the state. The state's continuing budget problems mean, however, that essentially no significant capital funds are likely to be appropriated unless a building bond issue is approved by the General Assembly.

Technology has also been a major emphasis at Truman. During the major renovation projects of Violette Hall (Business, Education, Mathematics, and Computer Science), Ophelia Parrish (Fine Arts), and Magruder Hall (Science), significant investments were made in computer networks and classroom technology. For example, the institution added over one million dollars in local funds to the Violette Hall project for technology.

In 2004 the institution funded a \$1.4 million upgrade of the campus network, which involved replacing all existing switching equipment to increase network performance, security,

and reliability. The network project benefited both the academic areas and students, since all residence hall rooms are networked with Ethernet access for each student.

Another recent technology project involved selection and installation of an integrated software package. Truman selected the SCT Banner product for student records, financial aid, human resources, and financial functions. This project began in late 2001 and was substantially completed in early 2004. The cost, including hardware, software, and installation, was approximately \$2 million, and the result is web-based registration and fee payment, along with improved access to data.

Strong support for the library and related learning support services is a tradition at Truman. During the fiscal growth years (1995-2001) library collections were expanded, and resources such as large computer labs were installed in the library. Currently (FY 2005) Truman budgets approximately 3.6 percent of the total Education and General funds for the library.

During the past ten years campus-level faculty development opportunities and programs have grown. The position of Faculty Development Director has been among the publicly acknowledged priorities of the VPAA and was recently filled after a two-year national search. This budgetary prioritization for Faculty Development has resulted in expanded support for the programs and resources available to faculty. In January 2003 The Center for Teaching and Learning was inaugurated to build upon and further develop the efforts of the Faculty Development Office. Reassignment of existing positions has increased staffing within the Center by two full-time employees and has enhanced support for teaching technology.

Through programs provided by TCTL, faculty have enjoyed continued support for institutionally significant initiatives such as the Faculty Development Weekly Luncheon Series, a new faculty mentorship program, the Diversity Institute, an E-Fellows teaching technology project, expanded support for course management software, travel funds for national faculty development conferences, and financial support for faculty participation in the Carnegie Scholars regional institute. Currently the Center is working with the VPAA office to expand knowledge of and support for faculty efforts to promote civic engagement, especially via service learning.

Truman's two major on-campus assessment projects, the Interview Project and the Portfolio Project, also provide significant developmental opportunities for faculty participants. Faculty members who work with their colleagues in evaluating student portfolios report that the experience is one of the best faculty development projects sponsored by the University.

Similarly, the faculty-student interview teams that conduct the annual Interview Project are seen as good opportunities for faculty, especially new faculty who are systematically invited to participate, to learn firsthand about student learning patterns, the Truman educational environment, and what experiences students value as part of their learning. Both of the projects have been continued at constant funding levels throughout the recent budget problems, including the financial support for faculty stipends for reading during the summer portfolio reviews.

Two important programs of support for faculty development have been adversely affected by recent budget problems. During 2002 faculty sabbaticals were suspended and on-campus funding for faculty research grants was eliminated. While the curtailment of these important faculty support programs resulted in lessening the negative impact of the budget challenges of the past several years in other areas such as faculty job security, it is clear that both of these programs should be a part of future institutional plans to support its faculty. In 2002, the VPAA announced that grant funding would be available for faculty in the areas of the scholarship of assessment and teaching. These grants have provided faculty with mission-focused resources to support faculty research in these institutionally critical areas. Additional funding for teaching technology grants is being made available beginning during the 2004-2005 academic year.

Truman's sabbatical program has been reinstated and applications are being accepted in Fall 2004 for sabbatical leaves approved beginning with the 2005-06 academic year. Limited resources will place an even higher significance on planning in order to support sabbaticals, but the importance of such opportunities is clear for the continuing health and viability of a strong community of scholar-teachers. Providing pre-budget crisis levels of support for campus-funded research grants for faculty continues to be among the unmet resource needs for the institution.

Faculty and Staff Utilization

The University's strong planning processes that guide institutional resource allocation extend to staffing plans for the deployment of faculty and staff. The result of a consultative process that includes environment scanning, benchmarking, and best practice, faculty and staff deployment is set within the parameters of broad institutional goals. Faculty-to-student and faculty-to-staff ratio goals are set as a result of planning processes and then used to determine

related resource allocation. Within budgeted areas these broad institutional goals guide individual unit staffing plans.

At present the University's planned faculty staffing has been set at a 15:1 full-time employee student-to-faculty ratio. Divisional and discipline ratios are set in consideration of the unique pedagogies associated with them. The setting of Divisional and discipline full-time employee ratios comes about through both the planning process and in consultations that occur among the Division Heads; specific discipline ratios are determined within the individual Divisions. Truman has for the past several years been beneath its target for institutional full-time employee ratios because of lower than projected enrollment. (See Table 4.14, Annualized Student-Faculty Ratios, in Appendix 4.) As positions become open through resignations or retirements, the VPAA assesses current and projected need based within the larger institutional plan. A strong justification is required before any open position can be filled.

The VPAA creates a staffing plan in consultation with the Division Heads that then is subject to final approval by the President. Within recent years a plan has been developed to redeploy temporary faculty positions to create the flexibility necessary to meet unanticipated shifts in enrollment. During the 2003-04 academic year, this plan was presented to the Faculty Senate by the VPAA as part of a regular, annual report and discussion of the budget. The administration is aware of the importance of supporting tenure-eligible positions for the health of the scholarly environment and as a means of attracting and retaining bright, talented faculty. The commitment is to keep temporary faculty positions at levels no higher than 15 percent institutionally, and no more than 25 percent within a discipline. Table 4.6 (see Appendix 4) details the current academic staffing plan.

The overall goal in determining faculty teaching assignments is to provide the optimal learning setting for students and faculty within the resources of the University. The standard class assignment for full-time faculty at Truman is 12 credit hours or its equivalent. Faculty assignments are determined by the Division Head upon approval of the VPAA. The University recognizes the unique characteristics of its various disciplines in determining faculty assignments and sets those assignments accordingly. Considered in teaching assignments are matters related to discipline- and Division-specific teaching methods: for example, private lessons, seminars, clinical supervision, studio classes, production supervision, traditional lecture courses, etc. Assignments may also be informed by such variables as student contact hours, lab hours,

generated credit hours, or numbers of students per semester. Some confusion invariably results from the process, and concerns are sometimes raised. For example, the Music discipline faculty recently suggested that contact hours (as opposed to credits generated) be given stronger consideration in determining loads. The process of establishing 12-hour equivalent loads should be described to faculty, along with the assignments and expectations.

Scholarly work and service are considered part of the faculty assignment for full-time, tenure-eligible/tenured faculty. Temporary full-time faculty have limited scholarly and service requirements, and course assignments may reflect a differential balance in their assignments from those of tenure-eligible/tenured faculty.

Truman has a history of maintaining a relatively lean and flat staff structure, utilizing student employees to assist the staff. Research has shown that student workers learn valuable skills and make connections which encourage retention to the University and are useful in the job market. At the same time, student positions are more economical for the University and also provide an important source of income for students. In FY 2005 Truman budgeted \$6,722,482 in the Education and General Budget and \$2,120,918 in the auxiliary budget for student jobs. In a typical month 1,200 students are on the University payroll.

The administration at Truman includes 27 individuals designated as administrative/executive for IPEDS (federal) reporting purposes. This number has been flat for several years. The table below illustrates the full-time faculty and staff distribution in recent years.

Table 4.7 Full-time Faculty and Staff by Occupational Category

Category	00-01	01-02*	02-03	03-04
Faculty	375	370	366	354
Administrative/Professional	162	186	182	185
Technical/Clerical	137	119	114	112
Craft Trades/Service	115	120	117	119
Subtotal	789	795	779	770
(Less Externally Funded Positions)	-6	-8	-9	-12
TOTAL	782	787	770	758

** In 01-02 a change in position definitions resulted in a classification shift of some employees from "Technical/Clerical" to "Administrative/Professional" with no change in responsibilities.*

The lean administrative structure does result in fairly large numbers of people reporting to some supervisors. For example, academic Division Heads have responsibility for full-time faculty which range from 83 in Language and Literature to 18 in Education. As a consequence, as the span of control lengthens, direct supervision is sometimes stretched thin. Supervisory duties sometimes conflict with other Division Head responsibilities such as planning.

One change which should be noted is a more aggressive approach to funding programs and positions with external grants. The number of grant-funded staff included in the chart above increased from six in 2000-01 to 12 in 2003-04.

Responding to Unanticipated Developments

Despite planning efforts, any institution must be prepared to meet unanticipated needs. The recent state budget shortfalls (FY 2002-04) illustrate the need for financial reserves and flexible budgets. When the initial budget crisis hit Truman in FY 2002, a major portion of the new funds for that year had been designated for the final phase of the mission enhancement program—three new faculty positions, three new support staff positions, funds for technology and the library, and funds for student/faculty scholarships—which totaled \$1.4 million. Because these funds had not been committed when withholding took place, they were the first to be suspended. Additional steps included ending the Distinguished Visiting Scholars Program, reducing technology purchases, reducing library acquisitions, and reducing research grants. While these reductions were difficult, no individuals were laid off, and every effort was made to maintain the quality of educational programs.

With continuing tight budgets, faculty positions were reviewed in 2003 and 2004. The academic Division Heads worked to meet student needs through careful reallocation of positions. Although the number of faculty declined slightly during this period, a corresponding decline in enrollment resulted in a 14:1 student/faculty ratio in FY 2004.

Goal Attainment

Truman has a strong record of achieving resource-related goals. For several years, the institution produced operating surpluses which were available for the Board to re-budget for major capital improvement needs such as technology and furnishings in the major academic buildings that were remodeled. Similarly, the auxiliary areas consistently produce a surplus which is used for renovations of the residence halls. Budgets are developed to produce an operating surplus, or in case of a downturn, to avoid layoffs or significant budget cuts.

One goal that has been difficult to maintain is affordability for student tuition and fees. Reduced state funding, combined with the desire to maintain the educational quality at Truman, shifted a major portion of the cost of education to students and parents. Truman is not alone;

other campuses in Missouri and the Midwest have reacted with increased costs. In fact, despite significant tuition increases, Truman remains priced \$1,600 per year below the University of Missouri-Columbia for a full-time, undergraduate in 2004-05. See Appendix 4, Table 4.8, for comparisons with other institutions.

With respect to other major planning goals related to student recruitment, student learning, student graduation rates, student placement in post-baccalaureate study, and efficient operation in terms of student-faculty ratios, Truman has established a strong record of achievement, as demonstrated in Tables 4.9 – 4.12 in Appendix 4.

Truman has a long history of using standardized tests to assess student learning, and for this reason the University continues to require that all disciplines include a senior test in the major for all graduates (see Table 4.11 in Appendix 4). Unfortunately, an appropriate subject area test is not available for all disciplines, and in these instances the student will often complete the GRE or LSAT since many students would need these test results for entry into graduate or professional school. Truman also continues to seek appropriate measures of student learning in our LSP. The University discontinued its traditional value-added testing program several years ago in response to student concerns about over-testing and because the faculty were no longer confident that the procedure was yielding valid results. Students are still administered either the CAAP or Academic Profile examinations after approximately 60 hours, but the University has concerns about the applicability of these examinations to the LSP as well as student motivation. The VPAA's Advisory Committee on Assessment continues to explore ways to improve the reliability and validity of these assessments. Additionally, Truman has agreed to participate, along with 29 other Missouri institutions, in a pilot program to measure value-added student learning. The program will be led by the CBHE and the RAND Corporation.

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

Indicators of Institutional Effectiveness

Truman has an outstanding reputation for its comprehensive program for assessing institutional effectiveness. The University's planning documents and processes are replete with indicators and measures of performance. If anything, the institution's primary challenge is to be

more selective in its use of indicators to ensure that it maintains a strong focus on its top priorities. In recognition of this limitation, the University identified a selected list of indicators drawn from the Master Plan Update, known as “University-wide Core Performance Indicators.” These indicators are organized into the following four major categories and include more than 50 subcategories (see the end of the chapter for the full list):

- Nationally competitive outcomes;
- Curriculum, out-of-classroom experiences, and the overall Truman experience: student/faculty/staff satisfaction and engagement
- Recruitment of a diverse, highly qualified faculty, staff, and student body; and
- Affordability.

Given the complexity and magnitude of this “reduced” list, the University Dean for Planning led an effort to produce an even more concise list of indicators organized into the same four broad categories but limited to ten subcategories, known as “Selected Core Indicators.” These indicators are the following:

Selected Core Indicators

Nationally Competitive Outcomes

1. Overall Academic Attainment: For the LSP – Percent of Graduates Attaining a Score of “2” or “3” (on a Scale of 0-3) on the Senior Portfolio in Critical Thinking and Percent of Graduates Attaining a Score of 2.5-4.0 (on a Scale of 0-4) on Interdisciplinary Thinking; For the Major – the Percent of Graduates Scoring Above the 50th Percentile on an Assessment of Learning in the Major
2. Postgraduate Placement: Percent Entering Postgraduate Study, Employment, and Service

Overall Truman Experience

3. Graduation Rates: Truman Only for All Students, Minority Students, and At-risk Populations plus CBHE Figure for All Students
4. Faculty Engagement: Percent Mentoring Student Research, Study Abroad, or Internships and Percent Sponsoring or Advising at Least One Student Activity
5. Supportive Campus Environment: Truman’s Benchmark Score on the National Survey of Student Engagement for “Supportive Campus Environment”

Recruitment of a Diverse, Highly Qualified Student Body

6. First-time, Full-time Freshmen: Number of First-time, Full-time Freshmen; Average ACT Composite Score; Percent Meeting Highly Selective Criteria; and Percent Who Are Minority

Affordability

7. Time-to-completion for Graduates: Distribution by Year
8. Annualized Student/Faculty Ratio
9. Tuition, Room, and Board at Truman and Selected Peers
10. Distribution of Institutional Revenues, i.e., Education and General Budget: State Appropriations, Tuition and Fees, Gifts and Grants, and Other Funds, and Performance of Advancement Program in Selected Areas

These indicators are maintained in the VPAA office, with the figures themselves being developed by various offices, in particular Institutional Research and Assessment and Testing. The data have been distributed at the summer Master Plan and Assessment Workshop and have been reviewed jointly by the VPAA and the Division Heads. They are used by the President's Staff to track the University's overall performance in high-priority areas like student recruitment and student learning to ensure that the institution is meeting its objectives. For example, the gradual decline in the number of first-time freshmen enrolling at Truman led to the hiring of a consultant who conducted an assessment of Truman's performance in the prospective student market and who helped the University refine its marketing strategy and develop new marketing materials. See Appendix 4 for a complete list of core performance indicators (Table 4.15).

Collecting and Analyzing Assessment Data

With respect to Truman's formal assessment program, performance data and indicators are collected in a variety of ways by several offices depending on the particular assessment instrument. Table 4.16 in Appendix 4 summarizes the accountabilities for these instruments, listing individuals, committees, programs, and offices responsible for assessment administration and dissemination of results.

At Truman, decisions are not made on the basis of results from one particular instrument or one particular administration of an instrument. Instead, decisions are made that take into

consideration multiple sources of data and viewing that data over time to determine patterns or trends. For example, the faculty began a comprehensive review of Truman's general education program during the mid-1990s. As the faculty task force that was charged with curricular review conducted its work by looking outward at current curricular models and engaging in research about the liberal arts within higher education, a similar investigation was undertaken among participants in the University's assessment projects. Among the important questions to arise was the following: did the curriculum encourage and require that students make interdisciplinary connections among the variety of coursework to which they were exposed?

During the annual Liberal Arts and Sciences Portfolio review that occurs during the summer, faculty leaders made a sample review to ascertain the frequency of student work that presented interdisciplinary thinking. After initial reviews indicated frequency and levels of sophistication below expectations, an additional prompt for the Portfolio was created that directly solicited work that demonstrated students' ability to think in an interdisciplinary fashion. With more confidence in the validity of the methodology, the faculty still concluded that there were insufficient opportunities for interdisciplinary thinking within the curriculum and that the interdisciplinary student work they reviewed was generally below expectation.

As the outcome of this focused assessment, the faculty approved the addition of a new element as a signature feature of the LSP curriculum—JINS. This course, conceived of as a capstone for the Modes of Inquiry, received much attention and energy from the campus community and was made a resource priority supported by on-campus course development grants. Subsequent Portfolio reviews systematized and made reliable the evaluation of interdisciplinary thinking. As a result of full implementation of the JINS requirement, reports from the summer Portfolio reviews revealed increased frequency and levels of sophistication in interdisciplinary student work.

Continuous Improvement Efforts

The process of change and continuous improvement at Truman is dynamic and participatory. Truman's reliance on multiple assessment measures and its systematic plan for the communication of assessment results within the campus community help inform change and improvement. As noted elsewhere in this Self-Study, several primary communication points deliver assessment results. The *Assessment Almanac* provides a comprehensive repository of all

annual and special assessment data and is available campus-wide via the Academic Affairs website. The annual summer Master Plan and Assessment Workshop presents topical matters to the campus that grow out of systematic review of assessment data. Sponsored by the VPAA office, Vice President's Advisory Committee on Assessment, and FS, this venue provides the campus community the opportunity to learn from campus leaders (including the administration, faculty, and students) about important issues and matters of campus concern that are the result of an annual review of assessment data. These annual updates permit strategic refocusing and help to initiate change within the context of the broader institutional plan.

The annual University Conference, sponsored by the VPAA office and initiated in January 2001, has proven to be an important element of campus-based change. The University Conference planning group gathers information from the University community regarding elements of the campus environment that should be the focus of discussion and potential change. Embedded in the Conference are presentations of selected assessment data that grow out of campus-based analysis. The themes for the Conferences are generated from targeted planning and assessment analysis and have focused the campus on important issues such as new research about collegiate learning and how Truman's learning environment measures up to what is known about how best to engage college students to promote outstanding learning outcomes.

Implementing Continuous Improvement: Five-year Reviews and Discipline Action Plans

Currently, by agreement with the Missouri Department of Higher Education (DHE), Truman asks 20 percent of its undergraduate and graduate academic programs for a review every year. As stated in *Guidelines for Quinquennial Reviews of Undergraduate and Graduate Degree Programs at Truman State University*, the reviews have three purposes: 1) to provide a comprehensive reflection on each program's degree status, 2) to identify program strengths and areas in need of improvement, and 3) to develop plans on how to achieve or maintain program goals in the future.

In addition to the program overview and data summaries required by the DHE, the campus review guidelines call for a detailed narrative that addresses a list of review objectives, including explaining how the program relates to the University's liberal arts and sciences mission and how the program supports the Master Plan Update. An accompanying matrix shows where in the curriculum student learning outcomes—knowledge, skills, and attitudes—are

addressed. Tables provide data linked to the Master Plan. Programs are expected to discuss how assessment data are disseminated and used to improve the program. The review also calls for a nationally recognized expert or a professional association in the major to conduct an external review as part of the review process.

During the summer of 2004, the guidelines for the five-year program reviews were revised to better reflect Truman's core values of a focus on student learning and a commitment to continuous improvement and accountability. At the same time, the new guidelines answer calls by the state of Missouri for all public institutions to demonstrate quality processes and value added to student learning.

Five-year reviews of undergraduate and graduate degree programs at Truman provide an opportunity for comprehensive reflection on the extent to which each program has achieved its goals as well as supported the mission of the University. The new five-year review guidelines call for programs to undertake their reviews with the following objectives in mind: 1) to document a process of continuous quality improvement that describes student learning outcomes, a curriculum and methods that facilitate learning outcomes, assessment of learning outcomes, and use of assessment results for improvement; 2) to describe the relationship between the program mission and the liberal arts and sciences mission of the University, efforts to ensure student learning and effective teaching, and goals for improvement based on assessment results; 3) to design strategies for achieving program goals by identifying between one to three Action Projects aimed at improving the program through the use of currently available resources; 4) to provide for an objective review of the program by both on- and off-campus external evaluators, and 5) to encourage continuous improvement through annual updates on identified Action Projects as part of the Discipline Action Plans.

In order to achieve the new objectives, all program reviews will include a self study and written report featuring a matrix that documents efforts at continuous quality improvement; a narrative that addresses key questions concerning the relationship between the program mission and the University's liberal arts and sciences mission; efforts to ensure student learning and effective teaching; goals for improvement; and a table documenting Action Projects based on assessment results that are focused on improvement of student learning. Following the self study and written report, two faculty reviewers from the Truman community and two reviewers from outside of the University will visit the program. Reviewers will write a brief report, and the

programs will be given the opportunity to respond to the reviewers' reports. The VPAA will review both the reports and the program responses. An annual update will be provided to the VPAA on the progress of discipline-identified Action Projects as part of the Discipline Action Plan.

Traditionally, results of the reviews have been due to the DHE November 1 following the fiscal year in which the review was conducted and due to the VPAA on or before October 15 following the fiscal year of the program review. The DHE campus-based review guidelines are currently being revised, and all aspects of the review, including the due dates for reporting to the DHE, may change in the near future. At the same time, Truman is considering a new review timeline that will allow us to achieve our overarching goal of making the program review a worthwhile experience for all involved—reviewers, faculty, staff, and students.

Discipline Action Plans (DAP), which were discussed as part of the planning process, are an important element in continuous improvement efforts. Guidelines for the DAPs are developed by Division Heads and the VPAA, and serve to make discipline planning responsive to broader institutional goals. By “localizing” the planning process, creating a sense of responsibility for planning within each discipline, and coordinating efforts across the University, they help move the institution towards its goals in a concerted fashion.

Non-academic Units and Continuous Improvement

Although much of the focus of Truman's assessment program is directly on student learning, areas outside of academic affairs also use assessment results to improve services and opportunities. A prominent example is the Student Recreation Center. The Center was built as a direct outcome of student surveys that revealed a need for additional recreational opportunities. Changes to the non-academic orientation activities for Truman Week have also evolved based on student feedback, and staff surveys have provided strong support for a newly-developed Staff Council that began its work during this academic year.

Our most recent example of an effort to apply the principles of continuous quality improvement to a non-academic area relates to student recruitment. Concern for several years of declining enrollment led University President Dr. Barbara Dixon to focus renewed campus-wide attention on recruitment. Creative Communications of America (CCA) was identified through a competitive process and worked throughout the 2003-04 academic year conducting surveys and

focus groups of prospective students and their parents, Truman students, faculty, and staff. CCA also performed a comprehensive review of Truman's recruitment materials, communication schedule, and processes for identifying student prospects. As an outcome of CCA's consultation, Truman has a focused marketing message and has reordered its communication plan to expand and make earlier contact with prospective students. Work on new recruitment materials that more appropriately highlight the unique nature and quality of the Truman experience has begun.

Although there are other good examples of continuous improvement plans that result from assessment of non-academic areas—for example, Student Affairs—it is clear that this is an area in need of attention over the next several years. An examination of current instruments and data related to non-academic areas should be conducted and plans to review data must be developed. Planning efforts are already under way within various units to expand assessment. Truman's new Staff Council, the VPAA's Advisory Committee on Assessment, and the University's Assessment Specialist will play a key role in developing a more comprehensive continuous improvement plan for all non-academic areas.

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

Planning Coordination and Mission

Planning at Truman tends to be decentralized and occurs at a level appropriate to those most affected by the planning activity. Thus institution-wide master planning occurs at the University level and is coordinated by the University Dean for Planning and Institutional Development. Technology planning and campus facility planning also occur at the University level, coordinated by the Chief Information Officer and the Campus Planner, respectively, in cooperation with the University Dean for Planning. Academic staffing plans are developed cooperatively by the VPAA and the academic Division Heads with input from the University Dean as appropriate. Division and discipline planning typically occur through the five-year review and DAP processes.

The common thread that runs through these processes is Truman's mission as a selective, public liberal arts university dedicated to attaining nationally competitive student learning outcomes and the Master Plan that gives expression to the mission and outlines the means for attaining the mission. Outside observers often comment on the unusual extent to which Truman

is a mission-driven institution. Planning and intentional change, along with assessment of student learning, are an integral part of the University's culture and have been for decades. The Master Plan begins with a brief explication of the meaning of the liberal arts at Truman and a listing of the University's desired learning outcomes. The remainder of the planning document is focused on the conditions and strategies necessary to attain these outcomes at a nationally-competitive level. The Master Plan Update reorders key priorities and reinforces the Master Plan.

Other Organizational Planning

All other planning at the University is expected to occur within the context of the Master Plan and its Update and to support their implementation. Thus, for example, the campus facilities plan is a deliberate attempt to reshape the University's physical environment from one characteristic of a regional comprehensive university to a public liberal arts university. Capital priorities have been shaped by the relative needs of the academic programs. The first building to be expanded and refurbished following the mission change was the library—the heart of the liberal arts experience. Next came a general classroom building (Violette Hall), which houses Mathematics and Computer Science, Business and Accountancy, and Education. Buildings for Fine Arts and Science followed, with our remaining building needs focused on Language and Literature, Social Science, and Human Potential and Performance. Each of these projects has had a common thrust: smaller classrooms, more student-faculty interactive spaces, more group study spaces, and more individualized instruction and research spaces coupled with enhanced availability of instructional technology.

Similarly, the campus technology plan is focused on ensuring that Truman has the instructional environment appropriate to our mission as a nationally competitive liberal arts university. Consistent with Truman's core values that emphasize student learning, academic challenge, affordability, and assessment, the key word in the previous sentence is "appropriate"; technology as an end for itself is not compatible with Truman's mission and is not supported. Likewise, academic staffing plans and enrollment management plans emphasize the recruitment of a diverse faculty and student body with the preparation and talents appropriate to a selective liberal arts university. Filling positions and maintaining enrollment are important objectives, but

not at the expense of bringing the wrong people to our campus—that is, faculty and students who do not share our goals.

As noted previously, each discipline participates in the University’s planning processes through the five-year review process and through the DAP process. Major administrative areas also have plans and goals, such as Admission, Advancement, and Student Affairs, although they may not always have an elaborate document for wide distribution. Other non-academic areas such as the Business Office carefully monitor “best practices” in the field and constantly strive to improve services, for example, the purchase and implementation of the SCT Banner administrative computing software. One of Truman’s issues for the future will be to ensure that the administrative units that support “back office” operations are more systemic and purposeful in their planning and assessment activities.

Linking Planning, Budgeting, and Operations

Truman’s budgeting process is tightly linked to the University’s planning priorities: student learning and the recruitment of outstanding faculty, staff, and students. Since the mission change Truman has added nearly 100 faculty without adding students to enhance student-faculty interactions and student learning. In addition, Truman has the lowest full-time staff-to-faculty ratio among public four-year institutions in Missouri—half of the statewide average among those institutions. Learning is our priority. Similarly, major investments in technology (network and student information software) as well as facilities (renovation of the residence hall system and the Student Union Building) are driven by careful analysis of student, faculty, and staff needs and their impact on learning and/or recruitment. Each budget cycle the President and the Budget Director meet individually with the head of each major administrative budgetary unit to determine funding needs and priorities for the next fiscal year, and they use the Master Plan and its Update as guides for decision-making.

Reprioritizing Goals: Dealing with a Complex, Rapidly Changing World

Truman uses the term “master plan” for historical reasons, but in fact the plan and its related processes are strategic in focus and dynamic in implementation. Efforts are focused on candidly and accurately assessing the institution’s strengths and weaknesses as well as the

constraints and opportunities in our operating environment in order to carry on the University's mission and continue to achieve "best of class" performance among the public four-year institutions in Missouri. As a public institution Truman is keenly sensitive to the fact that the University is particularly vulnerable to shifts in public policies at the state level that have favored the development of distinctive institutions with specialized clientele. In addition, periodic shifts in not only state funding capacity due to economic changes but also state funding philosophy add an additional level of complexity to the equation. Notwithstanding this shifting environment within the state, to remain viable Truman must also understand and anticipate changes in student needs and in the demands of future employers. Maintenance of academic reputation, strong student and faculty recruitment, and affordability are key values that Truman must optimize to continue serving its students and Missouri citizens well in a rapidly changing environment.

Thus Truman built into its planning process a deliberate effort to periodically evaluate and assess its planning efforts. The Master Plan was written as a ten-year plan in terms of defining an agenda for the future, but the University developed a planning process that assumed tactical priorities and strategies would need to be re-evaluated at mid-course to ensure that our implementation strategies remained effective and responsive in the context of changing circumstances. As a result of this mid-course evaluation, the four main planning themes were re-affirmed in the Master Plan Update completed in 2002, but their priority order was shuffled to reflect changed circumstances. Because of the success of the Residential College Program implementation, the maturing of the University's academic environment as indicated by the attainment of a Phi Beta Kappa chapter, and a continuing decline in freshman enrollment, student recruitment replaced academics as the University's top priority. Somewhat similarly, the gains in technology and facilities over the previous five years, combined with the increased instability of the political and policy environments, caused external relations to replace material support for teaching and learning as the third priority. The priorities are as follows:

1. Recruiting and supporting a diverse, well-qualified faculty, staff, and student body (previously #2);
2. Deepening an enhanced, self-reflective liberal arts culture (previously #1);
3. Nurturing viable relationships with external constituencies (previously #4); and
4. Providing excellent support to the teaching/learning process (previously #3).

Participation in the Planning Process

Truman has chosen to use a highly participative, inclusive planning process that reaches out broadly to the Truman academic community from the base of a representative, core planning group that is knowledgeable about the University, its needs, and its opportunities. In 1997 the process involved a core planning group of about 12 persons; in 2002 this group was broadened to include more than 20. However, the 2002 SPAC was very aggressive in reaching out to student, faculty, and staff focus groups; in using surveys and electronic bulletin boards; and in utilizing the annual University Conference to solicit community input. The SPAC reported directly to the President, but the committee worked closely with Faculty Senate throughout the planning process and included the then-current Faculty Senate President and a previous one as ex-officio members. Ultimately, Faculty Senate was asked to endorse the draft plan before it was submitted to the Board for its approval.

Two soft spots in what is otherwise a very strong planning process at the institutional level are the need to formalize and systematize the University's environmental scanning processes to ensure that major trends are not missed and to be somewhat more purposeful in the inclusion of external constituencies in the planning process. The University currently is very dependent on the knowledge and skills of a few senior members of the President's Staff to provide insight to and understanding of the external environment as well as linkages to the local, regional, and state environments. While the institution has been well served to date by these individuals, the process should in the long run not be so dependent on a few people with specialized experiences and external linkages. Rather, a more systematic process needs to be developed to ensure that personal bias or future personnel changes do not limit the University's ability to understand or interpret its environment.

Strengths Regarding Criterion Two

- University has a strong institutional history of comprehensive, participative, mission-based planning.
- University has a strong tradition of a "culture of evidence" that guides decision-making.
- An extensive assessment system is focused on institutional effectiveness and performance.

- Budget and planning processes are well-integrated.
- Excellent financial planning and stewardship has enabled the institution to endure the recent economic downturn reasonably well without faculty or staff layoffs.
- Physical facilities are well-planned and have been significantly expanded and enhanced.

Challenges Regarding Criterion Two

- Assessment program can be made more robust through better utilization of data, especially at the discipline level, and better dissemination of analyses.
- Gradual decline in freshman enrollment has been reversed but additional gains are necessary to meet enrollment goals.
- Balancing the financial benefits of a “lean administration” in terms of increased instructional expenditures against the limitations of broad spans of responsibilities remains a challenge.
- Financial resources will be characterized by very limited state resources and increasing constraints on tuition increases.
- Funding for remaining academic facility needs will be very limited.

Critical Issues For the Future

- A more intentional, formalized environmental scanning process should be developed.
- A more formalized process for engaging external constituencies in planning processes should be included in the next Master Plan planning process.
- Non-academic administrative units should become more engaged in formalized continuous improvement planning and assessment processes.
- Increased external funding sources should continue to be developed through enhanced Advancement efforts.

Chapter 5: Student Learning and Effective Teaching

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

The interrelated issues of student learning and effective teaching are central to the mission, planning, and activities of the university. Education within a liberal arts framework is the essential mission, and a “focus on students and student learning” is a core supporting value (MPU 2002, p. 6). Truman has intentionally crafted organizational structures and relationships to foster learning and to enhance the teaching practice that supports learning.

Overview of Academic Affairs

The VPAA has broad responsibility for all units of the institution that directly serve the educational purpose of the institution (see organizational chart in Appendix A). This includes the eight academic Divisions that administer the degree-granting programs, both undergraduate and graduate. Other academic units under the direction of the VPAA that have various teaching responsibilities include Libraries and Museums, Military Science, RCP, and Center for International Education. The VPAA also has oversight responsibilities for a variety of supporting units, such as the Registrar’s Office, Financial Aid, and the Admission.

Truman uses a Divisional structure for academic programs, rather than departments organized through colleges. Each division is led by a Division Head, with budgetary and human resources responsibility for a number of disciplines.

The Divisional structure reduces the administrative layers and facilitates direct communication between faculty members and administrators. However, it also creates additional challenges. In some cases, Division Heads direct a relatively large number of faculty members. For instance, Language and Literature includes more than 80 faculty members, Social Science has more than 70, and Science has more than 60. The size of these organizational units, coupled with the small number of support staff, requires that administrators spend significant time ensuring that needs and concerns of individual faculty members are addressed.

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

Learning Outcomes at Truman

The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.

Overview As evidenced by the HLC (Handbook of Accreditation, 2003, p. 3.3-3) and the writing of various scholars (Bransford, Brown, & Cocking, 2000; Fink, 2003; Huba & Freed, 2000; Tagg, 2003), higher education has become more clearly focused upon learning. Truman has been a leader in this area for more than 30 years, through the implementation of a vigorous assessment program, emphasis upon value-added education, and accountability to key stakeholders.

In light of that legacy, the Truman community has committed itself to a core set of learning goals. As communicated in the Master Plan, the following learning outcomes have been established so that each student

- Has command of **essential intellectual skills** such as written and oral communication, quantitative analysis, and computer literacy;
- Is **broadly educated**, exhibiting an appreciation of the interconnectedness of knowledge, thereby demonstrating the capacity to integrate and synthesize knowledge and information across disciplines;
- Manifests a high level of **mastery of a major area of study** as corroborated, whenever possible, by objective, nationally-normed assessment measures;
- Has a growing **understanding of the moral and ethical challenges** within social, professional, and personal decisions by encountering well-established classics and by having meaningful educational experiences both within and outside the classroom;
- Has undertaken **free personal intellectual exploration or research**; and
- Is prepared for **effective living in a democratic society**.

Undergraduate Program Learning Outcomes Additionally, virtually every one of the undergraduate programs has identified a set of learning outcomes that build upon the outcomes identified above. Outcomes for all programs can be viewed online at

<http://disciplineassessment.truman.edu/>. For example, the psychology faculty identified three

broad program objectives and 17 specific outcomes in the areas of knowledge, skills, and attitudes (see Psychology Program Quinquennial Review, 2001). The psychology faculty have also identified specific courses that directly or indirectly address each of the learning outcomes. This pattern of clearly formulated learning outcomes is evident across the spectrum of disciplines that provide undergraduate education at the institution.

Graduate Program Learning Outcomes Historically, most graduate programs at Truman have identified program objectives, many of which referred to student learning. However, only the Education Division, which administers the MAE, had explicit learning outcomes. As of Spring 2004, all graduate programs have drafted a set of stated learning outcomes describing the knowledge, skills, and attitudes expected for their students. For example, the Music faculty have tentatively identified over 50 outcomes related to five key areas, including preparation for doctoral programs, preparation for entrance in professional music, presentation of works, habits of professional and scholarly behavior, and skills of musical leadership.

Faculty teaching in the Master of Accountancy program identified six specific educational objectives for graduates: leadership, ethics, working in teams, creating and using financial information, professional writing, and oral communication. Faculty have also created rubrics to standardize class-imbedded assessment and identified specific evaluation instruments external to the courses.

In the past, the clear articulation of measurable and assessable learning outcomes for graduate programs was an institutional concern. However, all programs now have appropriate outcomes and methods of assessment. Of course, full implementation of all aspects of assessment remains a future issue, but the stage is set for sound evaluation in every program.

Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

The process through which learning outcomes are determined is both faculty-driven and governed by faculty. Faculty members of a discipline discuss and identify the relevant outcomes. Once agreed upon, discipline faculty share the outcomes with their Division colleagues and with the larger University community.

Various disciplines have been reviewing and revising their learning outcomes. For example, the faculty of the Business and Accountancy Division approved a Continuous Improvement Plan and assessment cycle during Fall 1998. The plan served as a means for faculty to set goals related to the mission and objectives of the Division and University. The cycle consisted of an annual review of assessment data by all Division faculty to evaluate achievement of desired outcomes, resulting in revision of goals and/or action steps by faculty. The Division faculty completed the assessment cycle, or feedback loop, in 1998 and 1999. Early attempts at completing the assessment cycle were cumbersome in that faculty attempted to assess numerous objectives and absorb an overwhelming amount of data. Faculty also wrestled with the identification of appropriate assessment methods related to skill attainment.

In order to focus attention on the objectives most important to student learning, the faculty approved a new Divisional mission statement in December 2001. During 2002 and 2003, a committee of Division faculty developed descriptions of student competencies from the mission statement and created rubrics to assess these competencies in the classroom. Data will be collected in sophomore and upper-level courses to measure student progress, and the assessment cycle was reinstated during Spring 2004.

The approach taken by Business and Accountancy required a high degree of faculty involvement. The recent adoption of a new mission statement will focus faculty attention toward strategic student learning objectives. As a result of developing and using the rubrics, faculty are reaching a consensus regarding the set of skills graduates should possess. This process of strategic planning, goal setting, and assessment has resulted in changes in the classroom.

Assessment of Learning

Assessment at Truman began with the efforts of President Charles McClain in 1972 and has flourished since then. As noted in the Master Plan, a commitment to assessment is one of the core institutional values. Evidence of this commitment can be seen in the significant investments of university resources, including time, finances, and personnel, throughout the past three decades.

This commitment to assessment is also evident in the wide range of assessment instruments used. It is clear that no single method provides a complete picture of student

learning. The following sections consider various aspects of the assessment program and discuss the ways in which it provides evidence of student learning.

Assessment of student learning provides evidence at multiple levels: course, program, and institutional.

Course-level assessment at Truman occurs in many ways. Faculty are granted wide latitude in selecting appropriate assessment methods for their individual courses. While faculty continue to rely upon objective tests in some cases, most instructors use a wide array of measures to document student learning.

Students in nursing and communication disorders courses are regularly assessed by demonstrating competencies in relevant diagnostic skills. Other performance-based courses, including those in fine arts, rely primarily upon demonstrations of various skills for assessment.

In light of the emphasis upon writing as a learning outcome for all students, Truman faculty have designated a wide variety of courses throughout the curriculum to be “writing enhanced.” This designation carries with it a set of explicit expectations regarding the use of writing (see <http://www.truman.edu/pages/263.asp>).

Program-level assessment is also accomplished through a variety of methods. Historically, Truman faculty have relied upon nationally-normed senior tests to assess knowledge in the disciplines. Individual test results are sent to the Divisions for review. Each fiscal year, senior test data are gathered and reported by discipline, Division, and University to the VPAA’s office for further dissemination. An overall University average for the percent of students who scores above the 50th and 80th percentiles is calculated for those tests which are nationally normed. Disciplines and Divisions then compare themselves to the university averages and to Master Plan projections. This information enables faculty and administrators to make more effective curricular decisions.

Comparative user-normed data are available for most subject-specific senior exams, including all MFT and ACAT exams, the Mosby Assesstest, the reading section of the Spanish exam, and the GRE. Some of the exams serve as practice for future licensing exams or are licensing exams, such as the Mosby Assesstest and the Certified Health Education Specialist exam.

Based on this use of nationally-normed instruments, the institution is able to make valid judgments regarding the learning outcomes of its graduates. Faculty are able to examine student performance in light of disciplinary criteria and to compare performance with that of students nationwide.

Though most disciplines use relevant tests, some are unable to do so because those areas lack such exams; thus some of them use the General GRE, but General GRE does not “tie” to specific disciplines and is not a good indicator of the mastery of concepts, principles, and knowledge in the major. Additionally, some exams do not provide percentiles but merely report passing scores. The ACAT exams and the Spanish MLA do not provide individual score reports for the students for feedback. (Spanish has therefore recently changed to the Praxis exam.) The Art ACAT exam, although subject-specific, does not fit well with the visual communications major.

In addition to senior tests, disciplines employ a capstone experience that provides various means to assess student learning. Students are often asked to create and present a culminating senior project or recital to demonstrate the mastery and integration of a wide variety of relevant skills and abilities. In some cases, these projects are presented for evaluation by external reviewers.

For example, students in Mathematics propose a capstone research project, write a paper, and present their research in a public forum. Both the topic selection and the final paper are reviewed anonymously by a faculty committee. Political Science students complete a senior research project in their capstone course and participate in an exit interview. The interview is conducted by two faculty members and provides additional information regarding student learning, discipline curriculum, and advising processes. Students in Communication prepare a professional portfolio and compose a research proposal. Art majors take the General Arts Test in the New Major Seminar and again during Senior Seminar. The results are compared and discussed with students.

Assessment also occurs in settings beyond the capstone courses. Students in Chemistry take American Chemical Society (ACS) subject tests in various core courses. These tests are comprehensive, nationally-normed examinations and provide direct assessment of student learning to both faculty and students.

These examples illustrate the variety of ways discipline-level assessment occurs at the institution. This facet of the assessment program has grown significantly over the years as disciplines supplement their use of senior tests with other instruments. Unfortunately, not many faculty members outside of the respective disciplines are fully aware of the changes that have occurred. Thus, individuals are less likely to benefit from the efforts of their colleagues across campus. A challenge lies in effectively communicating this variety of assessment activities. The creation of the discipline assessment website is a primary attempt to address this challenge.

Institutional-level assessment of student learning involves several methods. Direct assessment of learning is accomplished through standardized testing of juniors via the CAAP and Academic Profile (AP) tests, review of student writing, and the collection of senior portfolios. Indirect assessment is accomplished through various surveys, such as the GSQ, CSEQ, and NSSE.

To illustrate, the review of senior portfolios provides direct evidence that various foundational learning outcomes have been met. The portfolio, required of all students, is a compilation of works selected by the student to demonstrate competence in diverse aspects of the liberal arts and sciences. The portfolio project began in 1991, when a group of 125 students submitted works for faculty evaluation. In 2003, over 1,000 student portfolios were reviewed. More information regarding the portfolio process and the most recent results can be found in Volume II of the *Assessment Almanac* (<http://assessment.truman.edu/almanac/>).

Assessment of student learning includes multiple direct and indirect measures of student learning.

For more than 30 years, Truman has used multiple measures to assess student learning and development. Chapter IV of the 2003 *Assessment Almanac*, Volume I, gives an overview of current institutional-level assessment instruments at Truman. The overview begins with a matrix (<http://assessment.truman.edu/almanac/2003/CH04.pdf>) that lists components of the assessment program. Following the matrix, each instrument is listed individually along with answers to basic questions regarding the instrument, including what type of information is sought and when and from whom results are available.

The matrix shows that Truman students participate in assessment throughout their college careers from freshman through senior year. Assessment instruments are both internally and

externally developed, and multiple types of direct and indirect measures are used. Direct measures include nationally-normed exams such as the CAAP and the AP and performance assessments such as the Portfolio Project that ask students to demonstrate what they know and can do. Indirect measures include surveys such as the NSSE and interviews such as the Interview Project that ask students to self-report about their learning experiences at Truman. Surveys of alumni, employers, faculty, and staff provide additional important information regarding student learning experiences at Truman and our success at achieving University outcomes for student learning and development.

An example of how Truman uses multiple measures to assess student learning outcomes can be seen in the LSP, specifically in the Historical Mode of Inquiry. The “Mapping Assessment Instruments to LSP Learning Outcomes” draft document states that student learning in this mode is assessed by four instruments: CSEQ, NSSE, GSQ, and the Liberal Arts and Sciences (LAS) Portfolio. These instruments are direct and indirect, qualitative and quantitative, “nationally normed,” and locally designed.

The Undergraduate Council examined data from all of these instruments when they assessed the Historical Mode in Spring 2004. Discussion in UGC of LAS Portfolio data and student performance related to submissions from courses in the Historical Mode prompted history faculty to undertake a major review of student learning outcomes in the mode, course syllabi, and assessment of the mode. Currently, the faculty have reviewed and revised their learning outcomes and met with the campus Assessment Specialist regarding the possibility of designing their own assessment for the mode. At the same time, the faculty met with the Director of the Portfolio Project and provided feedback regarding the portfolio prompt and rating descriptors and how they might more accurately reflect expectations for student learning in the mode. The history faculty are eager to begin the assessment design process and anticipate that their work might serve as a model for the other modes.

Information regarding the use of multiple measures to assess student learning and development is also provided by the disciplines. The Discipline Assessment website (<http://disciplineassessment.truman.edu>) documents discipline-level use of multiple measures. A review of assessments listed by the disciplines reveals the use of both direct (tests, portfolios, projects, etc.) and indirect (surveys, interviews, etc.) measures to assess their majors. Many of these assessments are embedded in courses such as the Capstone Experience. In addition to

using nationally-normed senior tests, Capstone Project, LAS Portfolio, and GSQ, many individual disciplines have selected or developed their own assessment instruments to measure student learning outcomes. The variety of direct and indirect assessment instruments currently used by the disciplines can be found on the discipline assessment web site:

<http://disciplineassessment.truman.edu>.

Nevertheless, there may be some unevenness in terms of the richness of the data provided across University-wide LSP and discipline learning outcomes. There is some tension between “nationally normed” measures and locally-designed instruments. Although “nationally normed” measures allow the University to compare itself to other institutions, the instrument themselves may not be aligned very well with particular institutional or discipline outcomes. At the same time, locally-designed instruments align better with institutional/program outcomes but do not allow for national comparisons. Locally-designed instruments also require a significant investment of time and energy on the part of faculty.

Communicating Assessment Results

Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

The printed and web-based *Assessment Almanac* is the most comprehensive communication tool available to all members of the Truman community. This three-volume document has been published annually since 1997 and presents results from all assessment instruments across the institution.

Additionally, junior and senior test results are sent to the students when individual student reports are provided by the testing company. Junior test results are separated by the students’ advisor and sent to the Division office. The Division offices distribute the advisor copies to the advisors for the students’ file for reference.

In general, survey data are summarized by question either by the company from whom the survey is purchased or by the Assessment and Testing Office. Regardless of the source, the summary is sent to the VPAA’s office for inclusion in the *Assessment Almanac* and for discussion at division head and administrative meetings.

Graduating Student Questionnaire data are used to generate summary reports by discipline, Division, and University and are provided to the VPAA’s office and each respective

Division office. The report highlights each question, its mean when appropriate, and its response frequencies.

Cooperative Institutional Research Project (CIRP) survey data are reformatted and summarized in a report that provides five-year trend comparisons by question. This report is distributed to the Director of Institutional Research who then distributes it to the administrative staff, the VPAA's office, Dean of RCP, Dean for Planning and Institutional Development, and Vice President for University Advancement.

Alumni survey data are summarized by University and Division and by discipline if enough response data exists. The survey reports are distributed to the VPAA office, the Division offices, and the Advancement office.

In addition to the distribution of reports, a variety of conferences, meetings, and workshops provide opportunities for faculty, staff, and students to learn about and reflect upon assessment results. For over 15 years, the VPAA has sponsored a one-day summer workshop focused upon assessment and strategic planning. Faculty and staff members from across the institution participate in this event, where relevant assessment data are presented and discussed in various breakout sessions (see <http://vpaa.truman.edu/communications/mpaw/2004/index.stm> for materials from the most recent workshop). Discipline-specific data from various assessment instruments, along with University-wide comparison data, are provided to faculty so that they can discuss the findings with their discipline colleagues. The intent is that the data will be used to make meaningful changes in program curricula and to foster collaboration in reaching University-wide goals.

For the past five years, a one-day University Conference has provided opportunities for all members of the campus community to reflect upon and discuss key issues (see <http://vpaa.truman.edu/communications/universityconference/2004/index.stm>). This annual Conference, held shortly after the beginning of the spring semester, addresses a wide range of issues and has provided excellent opportunities to critically reflect upon assessment practices and to foster dialogues among students, staff, and faculty regarding assessment findings.

Most recently, The Center for Teaching and Learning (TCTL), along with the Assessment Committee Analysis and Reporting Group, have sponsored the Assessment Colloquium (<http://assessment.truman.edu/committee/colloquia.htm>). The sessions provide opportunities to hear from faculty members who report on the results from assessment grants.

These “Scholarship of Assessment” grants (<http://assessment.truman.edu/grants/>) enable the recipients to analyze assessment data in ways that shed new light on key student learning outcomes at various levels (see “Closing the Loop” below).

Though faculty are aware of various sources of information regarding assessment, the use of that information remains uneven. In the past, faculty members suggested that the information be provided electronically. Access to the *Assessment Almanac* on the website was an important response to that request. It is not clear that increased accessibility has translated to increased use by faculty, but it is logical to expect that as faculty access the web they will be more likely to take advantage of this resource.

The issue of student awareness is an on-going challenge. Each new student cohort must be informed of the role of assessment on campus and encouraged to educate themselves regarding the results. Furthermore, students are less likely to participate in conferences and workshops, for a variety of reasons. Thus, the University must continue to find meaningful ways to present information to them.

Deepening the Culture of Assessment

The institution has a culture of assessment as evidenced by collective/shared values and mission.

A search for “assessment” on the Truman website provides a preview of the extent to which assessment is an embedded value at Truman. The keyword “assessment” yields over 3,000 results, including “Assessment Program,” “Assessment Committee,” “Assessment History,” “Writing Assessment,” “Assessment Grants,” “Assessment Resources,” and “Assessment of the LSP.” The most powerful evidence for a culture of assessment, however, is the extent to which the University community has been involved in assessment over the years.

All Truman students take multiple assessments over their time at Truman. Beyond providing critical information to the University, assessment provides students with valuable feedback regarding their personal growth as learners. In addition to just being assessed, however, Truman students also have the opportunity to be the assessors. As part of the Interview Project, faculty and staff select students to team with them and interview students. Typically the faculty or staff member and the student take turns asking questions of the interviewee and, following the interview, decide together on a “master” transcript of interview notes. A student

representative also sits on the Assessment Committee Design and Implementation Group (DIG). Truman students have often presented with faculty and staff on assessment topics both on and off campus in venues such as Board of Governors meetings, Summer Planning Workshop, and AAHE Assessment Conference. In this way, students have contributed uniquely and importantly to the scholarship of assessment at Truman.

Perhaps not as obvious is the participation of faculty and staff and the personal and professional benefits they have reported as a result of being involved in assessment projects on campus. Over the years a significant number of faculty and staff have participated in locally-designed assessments (see Table 5.1 in Appendix 5). The performance assessments, the LAS Portfolio project and the former Sophomore Writing Experience writing assessment, as well as the Interview Project proved to be valuable faculty development opportunities. The results of an interview study (Morahan, Davenport, and Mohler, 2001) conducted with 163 faculty from across the curriculum, including graduate teaching assistants, part-time faculty, and full-time faculty, revealed a number of benefits they derived from participating in these assessment projects.

Faculty cited benefits that can be sorted, roughly, into three categories: a greater understanding of student learning across the University, a more in-depth understanding of some aspect of student learning, and personal benefits. The benefits most frequently cited by faculty in each of the three categories are listed below:

1. Breadth of Understanding

- Realization of strong focus on and valuing of students and student-centered learning
- More respect for student achievement across campus
- Understanding of how the whole University works

2. Depth of Understanding

- More understanding of the value of co-curricular learning
- More understanding of the content discourse style and epistemology of other disciplines
- Stronger understanding of writing and learning and students' achievements as writers
- Clearer understanding of LAS curriculum
- Interest in creating interdisciplinary learning opportunities
- Adoption of holistic scoring to grading and reading process

3. Personal Benefits

- Opportunities to reflect on and discuss teaching and advising practices
- Meeting and conversing with colleagues from other disciplines
- Collaborating with colleagues from other disciplines to design courses, participate in research, and organize seminars and conferences

While faculty and student involvement in assessment is powerful evidence of our assessment culture, administrative support is critical to maintaining a strong culture of assessment on campus. The current administrators, along with the Board of Governors, are strong supporters of assessment. For example, the VPAA, in response to faculty, staff, and students regarding the assessment program, restructured the Assessment Committee in order to facilitate more focused analysis of assessment data and reporting of results to the University community and to provide funding for faculty research in assessment. The Assessment Committee, the advisory committee to the VPAA, is now composed of two working groups: the Design and Implementation Group (DIG) and the Analysis and Reporting Group (ARG). The charges for these groups are listed on the assessment website, <http://assessment.truman.edu/committee/>.

The VPAA also presents annual assessment reports to the Board of Governors. Last year, the Board heard four presentations on new assessment initiatives, student assessment motivation, and the student interview project from five faculty members and a student.

Finally, the entire University community has multiple opportunities to discuss assessment results in the context of the University mission. The annual University Conference, the annual Summer Planning Workshop, and weekly Faculty Development lunches have become Truman traditions and are venues for sharing assessment results and discussing their impact for faculty, staff, and students.

Most recently, a new venue has been added with a series of Assessment Colloquia sponsored jointly by the ARG of the Assessment Committee and TCTL. These colloquia give faculty and staff presenters the opportunity to communicate the results of their research that was funded by Scholarship of Assessment Grants.

All of these venues provide faculty, staff, and students with opportunities to share best practices and to collaboratively discuss strategies to enhance our strengths as well as to address

our weaknesses. At the same time, the results of such collaborative problem-solving inform many of the important decisions that are made regarding teaching and learning.

Using Assessment Data to Enhance Learning (“Closing the Loop”)

Assessment data is used to enhance learning.

Establishing and maintaining a systematic assessment program as Truman has done over the past thirty years demonstrates a strong institutional commitment to assessment. Furthermore, assessment activities have grown both in depth and breadth in recent years. As many writers have observed, a significant challenge is in “closing the loop”—using results to inform teaching and learning structures and strategies.

As noted in the Master Plan Update, concerns exist that assessment results have not been effectively utilized. Based on faculty feedback, it appears that the voluminous data collected often do not see application. However, significant steps have been taken to correct this imbalance. As noted in the previous section, the creation of a standing committee to analyze and report assessment data represents a key structural change to foster effective use of assessment data. The provision of assessment grants has also enabled faculty to better understand assessment results and to use those results for improving student learning and teaching effectiveness.

A key example of how the University has used assessment results to make significant curricular changes is the establishment of JINS courses. The adoption of a liberal arts mission sparked an effort to assess relevant student outcomes. After much campus-wide discussion, a liberal arts and sciences portfolio was adopted as the assessment instrument. While the portfolio has examined various learning outcomes over time, one that has been evaluated from the beginning in 1991 is interdisciplinary thinking.

The results from this category of the portfolio were generally disappointing to faculty readers. Most students were not able to demonstrate what faculty considered reasonable levels of competence and often wrote that they had no idea what “interdisciplinary thinking” meant. Based on the consistently poor results, it became clear that students were not going to engage in interdisciplinary thinking automatically. In order to facilitate student learning in this area, the faculty created JINS courses as a key component to the LSP adopted in 1998. This seminar is

required of all students and should be taken during the junior year. The topics vary widely, but all sections involve the integration of two or more disciplinary perspectives to examine the topic.

Evidence regarding the effects of taking a JINS course became apparent in 2003, which was the first year that all graduating students would have completed the seminar. Results from the 2003 portfolio data suggest that JINS courses have had a significant positive impact upon interdisciplinary thinking. First, a majority of student submissions (56 percent) came from JINS courses. Since students are permitted to select a representative work from any course or co-curricular activity, their use of materials from JINS courses indicates better comprehension of the concept of interdisciplinary thinking.

Second, the submissions from JINS courses demonstrated a statistically significantly higher level of competence. Chapter XIII, Volume II of the 2003 *Assessment Almanac* (<http://assessment.truman.edu/almanac/2003/CH13.pdf>) provides discussion of the scoring methodology and of these results.

While these results are encouraging, much room for improvement remains. Many students still struggle to demonstrate high levels of competence in this category. Furthermore, faculty members recognize that a fundamental obstacle remains: interdisciplinary thinking is difficult to master through a single course. Though students have generally been exposed to a variety of Modes of Inquiry by their junior year, they are not always adept at recognizing (much less using) different disciplinary perspectives. It is clear that JINS courses provide a sound introduction to interdisciplinary thinking, but it is unreasonable to expect that they can uniformly provide everything needed. Thus students should have additional opportunities to engage in interdisciplinary thinking throughout their academic experience if further improvement in this area is expected.

In addition to University-wide curricular changes, various disciplines have used assessment data to make substantive changes. For example, the biology faculty have used data from the LAS Portfolio, the Senior Test (MFAT), and the GSQ to assess student learning and development and to initiate change and improvement. When data from the LAS Portfolio indicated generally low and steadily decreasing scores from 1998 to 2001 for the “scientific reasoning” portfolio entry, biology faculty took notice. The Biology 100 course instructors were particularly concerned because a majority of the scientific reasoning entries originated from that course.

After some discussion, the instructors agreed that students had plenty of opportunities to demonstrate scientific reasoning in the course but may need some assistance with selecting an appropriate portfolio entry. Furthermore, the faculty discussed using a biology portfolio as an additional assessment tool. Similarly, less than optimal performance by biology students on the MFAT prompted changes in the method of administering the exam. The introduction of faculty proctors and free pizza motivated students more, and 2002 test scores increased. Finally, biology faculty decided to find ways to increase the numbers of students who indicated on the GSQ that the major prepared them “very adequately” to understand multiple perspectives, that they “very often” engage in interdisciplinary thinking, and that they attend cultural events “very often.”

Assessing Assessment

Faculty and administrators routinely review the effectiveness and uses of the organization’s program to assess student learning.

The Design and Implementation Group (DIG) of the VPAA’s Assessment Committee review components of the assessment program and make recommendations for the VPAA to consider. During the past three years, several significant changes have been made to the assessment program.

In 2001, the freshman administration of nationally normed general education tests was suspended. Since 1975, students had participated in a value-added assessment of general education by taking a test during their freshman and junior years. However, evaluation of data indicated that students “were not demonstrating much if any improvement in percentile scores, adjusted for years of college education, between the freshman and junior years. It was often suggested that Truman’s students begin at a high enough percentile that it was hard to show improvement over time on this type of general education exam” (2003 *Assessment Almanac*).

Evaluation of performance on junior testing revealed declining scores, so the committee implemented various changes to attempt to improve performance on the junior test by changing the timing and administration of the test and improving motivation by providing appropriate incentives for good performance. Initial findings regarding these strategies are positive.

Perhaps the most visible change to the assessment program was made in 2002, when the Sophomore Writing Experience (SWE) was eliminated. This assessment of writing began in 1988 and was required of all students. It involved the creation of an on-demand writing sample,

an evaluation by a trained faculty or staff reader, and a one-on-one faculty consultation with the student. Though a valuable assessment instrument, the SWE was discontinued for several reasons.

First, some students felt that the manner in which they completed the writing assignment was artificial and hindered their ability to produce a work most representative of their abilities. Second, students were not always able to complete the conference with a faculty member in a timely manner. Such delays occurred for a variety of reasons but reduced the perceived benefit of the conference. These delays often produced frustrations related to registration, since completion of the SWE was required for enrolling in a JINS course.

Though the SWE was discontinued, Truman's commitment to assessment of writing remains. An *ad hoc* committee was formed, and after two years of study proposed a new writing assessment plan in Spring 2004. The plan (approved through faculty governance) involves three aspects that will provide direct assessment of student writing and enhance the teaching of writing. First, a Writing Across the University committee was formed, chaired by the Director of the Writing Center, which will administer the plan and provide assistance to faculty who teach courses with writing-related learning outcomes. Second, a collegial review process will provide opportunities for faculty to examine the quality of writing emerging from writing-enhanced courses and to consult with colleagues regarding best practices. Finally, an analytical assessment of student-selected writings will be conducted through the LAS portfolio.

Additional revisions to the assessment program are under consideration, with the goals of maintaining accountability, enhancing validity, and eliminating instruments with little utility. At the same time, some University learning outcomes are not yet assessed directly, such as computer literacy. As noted in the General/Graduate Catalog (2003-2005), the LSP includes computer literacy as an "Essential Skill" and identifies seven specific learning outcomes. However, the primary assessment of these outcomes occurs through self-reports from students in surveys, including the GSQ. Direct assessment methods, such as competency-based testing, have been considered but have not been adopted.

Overall, assessment is an institutional strength. Truman has long been recognized for its innovation and leadership in this area. The depth and breadth of the program clearly demonstrate that assessment is embedded throughout the institutional practices and valued in the organizational culture.

This strength also creates unique challenges for the institution. It is important that the value of assessment to members of the University community not be taken for granted. Students and new faculty must be informed of its role on campus, invited to participate, and involved in its evolution.

Truman must also respond to the perception that it over-assesses its students. The University monitors the assessment activities required of students and seeks to limit the burden such activities place upon them. As indicated in the *Assessment Almanac*, time requirements for each activity are clearly identified. Altogether, most students spend 16 to 20 hours during their time at Truman completing assessment activities. The Assessment Committee also examines the instruments used for University-wide assessment to ensure that the impact upon students is minimal. Despite these efforts, some students report in portfolio cover letters and in various focus groups that too much assessment occurs (*Assessment Almanac*, 2002, p. XV-25).

Responding to these perceptions requires ongoing discussions explaining the importance of assessment to students. Communicating the rationale for each assessment activity is vital to student acceptance. Currently, this communication occurs during Truman Week and (to some degree) during capstone experiences. To be more effective, the message should be shared on a more regular basis and in other ways. Furthermore, the message should be communicated by more people, including faculty advisors and student leaders.

A third challenge is to maintain high levels of faculty participation and leadership in the assessment program. Faculty involvement has always been a key to success and should not be decreased. However, due to the lean administrative structure and limited support staff, faculty are responsible for serving the institution in many ways. Consequently, some faculty do not become involved in assessment. Incentives for faculty participation should be reviewed and, where possible, time constraints should be reduced. Of course, one of the most effective means of increasing participation is for involved faculty members to encourage their colleagues to do likewise and to explicitly discuss the benefits derived from involvement.

Summary of Strengths for Core Component 3a

- Learning outcomes have been clearly identified for programs at undergraduate and graduate levels
- Assessment of learning is a core value

- Assessment occurs at all levels and in multiple ways
- A culture of assessment is firmly rooted in the institution

Summary of Challenges for Core Component 3a

- Finding ways to increase use of collected assessment data
- Uneven implementation of discipline-level assessment activities
- Issues/perceptions of over-assessment

Core Component 3b: The organization values and supports effective teaching.

Mission and Teaching – A Foundational Partnership

As noted in the Master Plan (1997, p. vii), Truman “has consistently placed excellence in student learning and service to the citizens of Missouri at the top of its agenda.” This foundational partnership between teaching and learning is clearly communicated in “The Truman Vision”:

Truman is first and foremost dedicated to the liberal education of its students ... by fostering validated student learning outcomes that are comparable to those generated within the best liberal arts institutions nationally and by refining within its students the skills and knowledge necessary to be competitive both nationally and internationally.

The following discussion outlines various ways in which the institution supports effective teaching.

Faculty Leadership in Curricular Innovation

Qualified faculty determine curricular content and strategies for instruction.

Faculty provide primary leadership throughout the process of determining course content. Individual faculty members are not only permitted, but are also expected to make decisions regarding pedagogy in their classes. This pattern of faculty-led decision-making is fully supported by administrators and the Board of Governors.

In terms of qualifications, nearly 85 percent of Truman faculty hold terminal degrees in their disciplines (Table 5.2 in Appendix 5), reflecting a gradual increase since 1996. This figure

compares favorably with full-time faculty holding terminal degrees at Truman's peer institutions. The average proportion of full time faculty holding terminal degrees at institutions belonging to the COPLAC is 84.4 percent and at three prime public competitors in Missouri is 76%.

Typically, new courses are proposed using appropriate approval forms (for example, LSP Course Approval Form, New Course/Workshop Approval Form) by qualified faculty members interested in teaching or designated to teach the course. These forms address course description, content, credit hours, instructional methodology, instructors, grading, and resource allocation. Also addressed is how the new course will fit in and complement the curriculum at the University, Division, and discipline levels.

Faculty continually monitor curricular content, quality, and effectiveness. For example, the four disciplines of the Science Division (Biology, Chemistry, Physics, and Agricultural Science) have standing curriculum committees. In the past five years, the Biology curriculum committee has overseen a from-the-ground-up examination of the core courses required for the Biology major, resulting in a common syllabus for all multi-section classes. This policy gives new instructors who rotate into the core courses a firm grasp of the knowledge content that has to be covered to address overall curricular goals.

In the last two years, the Biology curriculum committee has undertaken an exhaustive examination of student performance on the MFT as well as other assessment tools (Assessment Report for Biology Discipline). The Biology Program will address its "Three Pillars of Learning": knowledge base; written and oral competency; and scientific process. Steps are being taken to insure that the MFT is a reliable assessment tool for gauging student knowledge. Minimal performance requirements are in place, and a better MFT survey of student attitudes is being developed. Written and oral skills are being emphasized throughout the curriculum in writing-enhanced courses, laboratory reports, and a variety of JINS courses. A scheme is being worked out where one course per year will be offered as writing enhanced. A Biology Portfolio has been proposed to showcase the written process in scientific writing. The majority of Biology and Science courses have student labs with them. Students learn the scientific process in these settings and apply this through independent research projects. These are examples of how highly motivated, qualified faculty examine curricular issues as an ongoing process.

Reviewing and Evaluating Teaching

The organization evaluates teaching and recognizes effective teaching.

Effective teaching, though difficult to measure, can be evaluated. The primary method of assessment at Truman is student evaluation of faculty, which occurs in every class and for every faculty member across campus each semester. While each Division conducts student evaluations of faculty somewhat differently, consistent criteria across the Divisions apply, and all Divisions follow a similar method of reviewing those evaluations.

Student evaluations show a faculty member's work over time, as well as in different classes. The information on evaluations is reviewed by the administration on all levels, and the individual faculty member has access to his/her own completed evaluations. In addition to student evaluations of faculty and the Division Head's annual report on faculty teaching, some Divisions (such as Business and Accountancy) require peer review of teaching by other faculty. Campus-wide peer review takes place in a faculty member's third regular year.

In addition to faculty, Graduate Teaching/Research Assistants (GTRAs) teach a limited number of courses at Truman, depending on the interests of individual students and divisional needs. They are assessed in the same ways as faculty in the respective disciplines; additional evaluations and assessments may also be used. Graduate Teaching Assistants are evaluated by students using forms and prompts identical to those used for regular faculty. Results are likewise reported and shared along with faculty results. Additionally, graduate students are assigned a mentor, who may observe classes, review plans, and monitor student achievement. Student evaluations of GTRAs are consistently comparable to those of faculty teaching similar courses, and regularly surpass them (Graduate Council Report on GTRA Evaluation).

Evaluation of effective teaching has been the subject of important discussions across campus. Most recently, those discussions were facilitated by the Project Team for Teaching and Evaluation, which was appointed by the VPAA in 2001. The Project Team sought to evaluate the higher education research literature and to recommend guidelines for effective teaching at Truman (Summary Report, 2001).

Included in that mission was the charge to make recommendations concerning teaching evaluation and to propose a means of conducting review for faculty in their third year toward tenure. The work of the Project Team, and the campus reaction to it, demonstrate both the

strengths of the teaching culture at Truman, and some of the particular idiosyncrasies of the faculty culture that make University-wide programs difficult to implement.

The Project Team identified five characteristics evidenced by effective teachers: 1) a passion for teaching, 2) scholarly preparation, 3) creative planning of instructional activities, 4) effective presentation skills, and 5) a high level of professionalism. The team then used these characteristics as guides in forming recommendations for teaching evaluation at Truman.

One of the important aspects of the team's recommendations was that evaluation should come in many forms, each used in a context where it is appropriate. The team recommended that student evaluations should play a role in the overall evaluation of teaching, but cautioned that student evaluations had only been shown to be reliable in certain contexts. In addition to student evaluation, the team recommended a system of peer review, which might include in-class observation as well as out-of-class conversations about teaching methods. Finally, the team recommended that each faculty member engage in reflective self-evaluation as a means to synthesize outside evaluation information, and with the final goal of creating a teaching portfolio. The teaching portfolio would not only provide an opportunity for self-reflection, but also serve as documentation for a formative or summative review of the faculty member's teaching.

Faculty reaction to the recommendations coming from the Project Team was mixed, with some faculty whole-heartedly supporting their efforts to propose University-wide standards of evaluation and other faculty concerned about the consequences of such a proposal. In their final report, the team offered general guidelines and recommendations and suggested that each discipline create evaluation procedures, specifically the third-year evaluation, consistent with those guidelines.

The work of the Project Team demonstrates Truman's dedication to teaching and the improvement of teaching through good assessment. The fact that the team was initiated from the VPAA office shows that the administration is concerned about the issues the team addressed. The team also took great pains to make sure each of their recommendations was based on the available research on teaching in higher education. These recommendations served as a starting point for the Divisions as they formed their third-year review policies. In the end, it is perhaps the creation of third-year peer reviews that is the most important outcome of the process.

Campus reaction to the team's work also shows some continuing issues which the campus community—faculty, staff, and administrators—must engage. In some parts of campus, there is continuing distrust, not only between faculty and administrations, but also between faculty members in the same Division. This lack of trust was at least one factor in the desire to avoid assessment situations where summative decisions or comparisons could be made. The University must continue to strive to create meaningful opportunities for faculty and teaching assessment in every Division on campus, even if those policies must be tailored to fit each Division's individual needs. The Project Team's report was accepted and recommendations approved by Faculty Senate and the VPAA in 2003.

Recognizing and Rewarding Exemplary Teaching

A Principal Planning Theme identified in the Master Plan is “providing excellent support to the teaching/learning process” (1997, p. 22). A primary means of rewarding quality teaching is through the tenure and promotion process, which begins with an annual review of goals and objectives for each regular faculty member, whether tenured or not. All reviews include an examination of teaching, including close scrutiny of student evaluations. This process enables faculty to maintain their focus upon the institutional mission and to receive feedback on their work in the classroom.

During the sixth year, tenure-track faculty are asked to submit a set of documents that demonstrate their record in terms of teaching, research and service. Though Divisions have different processes for the review, they all place primary emphasis upon quality teaching as evidence that tenure should be granted.

A recent addition to the tenure and promotion process is the formative third-year review. This review is used to provide guidance and assistance to faculty in their third year at the institution. A committee of discipline peers is selected (with input from the faculty member), which works with the faculty member, as she creates a teaching portfolio. The portfolio is a compilation of items that may include an outline of “teaching goals, a reflective statement on teaching and teaching effectiveness, documentation of teaching practices, results of student evaluations, and such other evidence as the faculty member deems appropriate” (<http://assessment.truman.edu/almanac/2002/CH18.pdf>). The committee produces a written

report that is provided to the faculty member and to administrators. The intent is to provide clear direction for the new faculty member in this foundational aspect of her craft.

In addition to tenure and promotion, other means of recognizing and rewarding effective teaching exist. One of the important sources of recognition is the Educator of the Year Award, which is funded by the VPAA office and several campus honor societies. This award recognizes one outstanding faculty member each year; details are at the following web site:

(<http://index.truman.edu/issues/19992000/0224/news/educator24.asp>).

The Walker and Doris Allen Fellowships for Faculty Excellence, instituted four years ago by an outside gift to the University, recognizes annually three outstanding faculty who are nominated by their peers for their contributions to the University. The award grants a gift of \$10,000 to each recipient. The selection is based on “evidence of outstanding performance in the areas of teaching, scholarship, and institutional service (<http://www.truman.edu/print/125.asp>).

Helping Faculty Become Better Educators

The organization provides services to support improved pedagogies.

The institutional commitment to professional development for teaching faculty is clearly communicated in the University Master Plan (1997, p. 24-5):

Truman State University shall support an outstanding, student- and learning-centered faculty who understand and support the institution’s liberal arts and sciences mission through the following actions: ... maintaining and supporting a strong program of faculty development opportunities.

The University demonstrates its support for professional development in a variety of ways. These efforts are spearheaded by The Center for Teaching and Learning (TCTL). As noted in its mission statement, “The primary purpose of The Center for Teaching & Learning is to support teaching and learning at all levels and in all contexts at Truman State University” (<http://tctl.truman.edu/aboutus.htm>). TCTL works with the Faculty Development Committee, which is composed of faculty representatives from each Division.

For many years, TCTL has sponsored weekly faculty development luncheons where instructors can meet and discuss their teaching strategies, current research efforts, and new initiatives. Furthermore, TCTL supports faculty in using its resources by serving as a sponsor for many workshops, seminars, and lectures each semester. These programs assist faculty in

enhancing their classroom instruction and introduce them to a variety of teaching strategies. These opportunities for interaction build a sense of community among Truman faculty.

New ideas on teaching are also introduced by the summer opportunities offered by TCTL. Past summer institutes attended by Truman faculty include the Wakonse Conference on College Teaching (Shelby, MI), Institute for Intercultural Communication (Portland, OR), AAHE/Pace Conference on Case Studies (Vancouver, BC), National Conference on Race and Ethnicity (Memphis, Santa Fe, Seattle, New Orleans), and SYLLABUS in Santa Clara, CA.

TCTL also provides ways of “fostering the integration of new faculty members into Truman’s academic community through enhanced orientation and mentoring programs” (Master Plan Update, 2002, p. 26). It further enhances the effectiveness of new (and experienced) faculty members by providing consultations on student evaluations and by conducting teaching observation services to interested faculty.

Along with these and other efforts of TCTL, the University has a long history of providing additional resources to support faculty development in the area of teaching, including sponsoring travel to conferences and workshops.

Of course, important challenges remain. Expanding the opportunities for workshops and seminars through TLTC is important. More programs would aid in the retention of the talented faculty Truman currently has as well as attracting new faculty. However, such efforts are hampered by fiscal constraints. Though University administrators have been diligent to maintain funding for faculty development, increased funding will prove difficult to obtain.

Additionally, faculty are hindered in participating due to time constraints. The expectations for academic advising, regular committee work, and relevant research may mean that some enrichment opportunities must be forfeited.

Recent reductions in state appropriations have also forced reductions in faculty grants, very limited salary increases, and the suspension of sabbaticals for three years. Fortunately, sabbaticals will be reinstated in 2005, as administrators seek to improve support for faculty in their teaching and research.

The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

The scholarship of teaching and learning (SoTL) has become an important topic of conversation and inquiry at Truman. For example, this theme was highlighted during the most

recent University Conference, including the presentations by Milton Hakel, VPAA Garry Gordon, and TCTL Director Julie Lochbaum (<http://vpaa.truman.edu/communications/universityconference/2004/index.stm>). Significant resources on a variety of teaching and learning issues, in many major categories, are available to faculty at the TCTL website, <http://tctl.truman.edu/teaching/main.htm>.

In Fall 2004, TCTL sponsored eight SoTL Fellowships (<http://tctl.truman.edu/>). These faculty fellows will be assisted in examining some aspect of their teaching and student learning through sponsored travel, consulting on project design, student worker support, and a small resources account. Though just beginning, it is hoped that such opportunities will continue to be offered in the future.

Technology has also played an increasingly important role in teaching. Truman has declared its commitment to the appropriate use of technology for teaching. “In the recent past Truman has provided significant support for faculty development and the mission of the faculty development office has been expanded to include support for emerging instructional technology use by the faculty” (Master Plan Update, 2002, p. 28).

To that end, TCTL sponsors many workshops, seminars, and fora that introduce faculty to some of the new technologies and innovations. Additionally, the Teaching and Learning Technology Roundtable (TLTR) assists faculty in using technology in the classroom (<http://tltr.truman.edu/>). The TLTR has also facilitated the identification of “Technology Champions,” faculty and staff members who have specific expertise in software applications. These individuals are available to assist faculty and staff who wish to learn more about using technology effectively. Furthermore, the TLTR provides a faculty voice to address issues related to Information Technology Services (ITS).

Most recently, the University has hired an Instructional Designer to assist faculty in the design and implementation of electronic resources to support teaching (<http://ids.truman.edu/>). Though he has only been on campus since Fall 2003, his efforts are enabling faculty to effectively use technology to enhance teaching.

It is also important to note that the institution has invested heavily in computing resources to facilitate teaching. Many classrooms are equipped with networked computers, digital projectors, and/or document cameras. A vast array of computer software is available for faculty and student use in classrooms and computing labs across campus. Additionally, recent upgrades

to the computing resources have greatly enhanced the learning environment. This includes completion of a fiber-optic network, installation of various wireless access points, and replacement of network servers.

Faculty members actively participate in professional organizations relevant to the disciplines they teach.

Surveys from 210 University faculty for FY 2003 indicated that the average faculty respondent was a member of 3.3 professional organizations. The respondents attended a total of 351 local/regional, national, and international meetings and presented 324 papers. A significant number of faculty also indicated that they held positions of leadership in those organizations. Table 5.3 provides an overview of the data broken down by Division. Faculty have generally been well-supported in their travel to attend professional meetings and conferences, although Missouri's budget crisis over the last several years has caused a reduction in allocations; see Table 5.3 in Appendix 5.

Supporting Innovation in the Classroom

The organization demonstrates openness to innovative practices that enhance learning.

Innovation in the classroom should be broadly interpreted, since learning occurs in various settings and in various ways. Truman clearly supports innovative practices that enhance learning. Fundamentally, the institution is structured to support innovation in educational practice. Its commitment to faculty governance and academic freedom translates to broad opportunities for faculty members to use new teaching techniques.

As noted previously, TCTL provides many opportunities for faculty to explore new ways of helping students learn, including a wide array of workshops, conferences, and important connections with relevant technology.

As one might expect, the University broadly supports faculty using technology to foster innovation to teaching and learning. Truman faculty have had access to Blackboard for over five years and it has become a regular feature in many courses throughout the institution.

Thanks to upgraded network capabilities, faculty also use a variety of internet resources in the classroom, as well as course websites to facilitate learning. Other innovations include use

of electronic content delivery methods, regular e-mail communication with students to increase engagement, and internet research assignments.

The institutional focus upon being a learning-centered community (for example, the 2004 University Conference) clearly represents openness to innovative educational practices. While Truman has always emphasized that student learning must guide teaching, this focus further empowers faculty to engage in new pedagogical techniques. Even more importantly, it clearly communicates the fact that learning is not limited to the classroom.

In addition to general support for innovation, the commitment of resources to a collaborative teaching environment demonstrates specifically the institutional support for innovation. One example is the Mathematical Biology Initiative (MBI), a collaborative program involving members of the Truman Math/Computer Science and Biology faculty, as well as participants from the Kirksville College of Osteopathic Medicine (KCOM) and other interested parties. A primary source for information about the MBI is its official web site at <http://mathbio.truman.edu/>.

A central goal of the MBI is to prepare both Math/Computer Science and Biology for future changes in both disciplines by emphasizing mathematical applications in Biology and real-world collaboration in Mathematics. These directions of potential change in both disciplines are discussed in *BIO 2010*, published by the National Research Council through the National Academies Press (<http://www.nap.edu/books/0309085357/html/>), and in *Undergraduate Programs and Courses in the Mathematical Sciences: A CUPM Curriculum Guide*, published by the Mathematical Association of America (<http://www.maa.org/cupm/>).

Although much of the MBI's resources come from a Nation Science Foundation (NSF) grant (grant #0337769), Truman has also committed \$40,590 to the program. As indicated in the program's goals, most of this money is intended to provide resources for activities that improve student learning at Truman, either in the classroom or through individual research.

Finally, it is also important to note that the MBI came about because of response to constituents in the broader academic and private sectors. The need for research biologists who understand quantitative methods has been clearly expressed by both groups, and the demand for researchers with these abilities will grow. Although the program has only completed its second semester, there is already evidence that it is addressing its primary goals.

Summary of Strengths for Core Component 3b

- Faculty provide systematic and wide-ranging leadership in all aspects of curricular development.
- Teaching and learning are valued as the heart of the institution.
- Strong support for enhancement and improvement of teaching.

Summary of Challenges for Core Component 3b

- Limited availability of faculty time for professional development.
- Reduced support for faculty travel.

Core Component 3c: The organization creates effective learning environments.***Learning and Living – Residential Colleges and Beyond******Advising systems focus on student learning, including the mastery of skills required for academic success.***

Truman has a two-pronged approach to providing academic advising. The advising process begins within the Residential College Program (RCP) and shifts to the disciplines in the second year.

The RCP puts academic success at the forefront by providing students ready access to comprehensive advising and academic support services. Full-time, professional academic advisors have offices in each of the major residence halls. They assist in specific registration and academic course planning for all resident first-year and undeclared students and give advice regarding general academic concerns, skills, tutoring, or liberal arts career planning to all resident students. The RCP advisors also assist students in beginning to establish meaningful relationships with Truman faculty in their declared majors or areas of interest. Student Advisors living in the residence halls assist the professional advisors in helping students to understand when and how to use the resources made available to them.

Through its affiliated faculty, the RCP also supports special initiatives to increase faculty-student contact outside the traditional classroom. A College Rector, typically a senior member of the Truman faculty, provides leadership in developing opportunities for faculty and

students to plan and participate together in co-curricular activities, share a meal, or develop a special mentoring relationship in the residence halls. Faculty Fellows volunteer to be a regular presence in the community by holding office hours, attending special events and programs, and teaching one of their course sections in the residential classroom to students who are part of the residential community. Facilitating *personal engagement* in liberal arts learning, for faculty and students together, is a key objective of the RCP.

The National Survey of Student Engagement

Item 12 on the NSSE asks students: “Overall, how would you evaluate the quality of academic advising you have received at your institution?” Data from the 2003 administration of the NSSE (*Assessment Almanac*, 2003) revealed that, on a four point scale (1=poor, 2=fair, 3=good, 4=excellent), Truman freshmen responded with a mean score of 2.98 which is not statistically different from freshmen at other COPLAC schools, Master’s level schools (non COPLAC), or the overall national NSSE 2003 mean score. However, when Truman seniors were asked the same question, their mean response was 2.74, a statistically significantly lower score than noted among freshmen students on our own campus and significantly lower than seniors at other COPLAC schools (M=2.99), Master’s level non-COPLAC schools (M=2.90), and the NSSE overall mean (M=2.93).

The College Student Experiences Questionnaire

The CSEQ, administered to Truman juniors during Fall 2002, yielded some interesting data regarding the personal experiences of students on the campus. These data do not relate to academic advising *per se*, but to related interactions with faculty such as out-of-class interactions. These interactions may be related to the broader perceptions of students regarding career, professional, and or personal advisement. In the CSEQ, there are eight questions in the Student-Activity Scale-Personal Experiences subscale. A relative weakness was noted relative to one of these items, which queried respondents regarding their experiences talking with faculty members and others about personal concerns and issues. Only 16 percent of the respondents noted that they had spoken to a faculty member, a counselor, or some other staff member about some personal matter.

An analysis of student responses (again, Truman juniors) in Spring 2003 revealed related concerns considered to be relative weaknesses on our campus. Only 17 percent of all respondents had socialized (for example, had a snack or soft drink) with a faculty member outside of classes. Only 19 percent of the respondents participated with other students in an out-of-class discussion with a faculty member. In this sample, 11 percent of students had spoken to a faculty member about a personal problem. This is a lower percentage than that reported in 2002.

The Graduating Student Questionnaire

Item 17o on the GSQ queries, “How satisfied were you with academic advising?” The results indicate some student concerns. In 2001, the institution’s goal was that 29 percent of all respondents would select the very satisfied response; however, only 20.9 percent did so. In 2002, the goal was 31 percent. The goal was once again not achieved; only 20.9 percent selected the very satisfied choice. In 2003, the percentage of students selecting the very satisfied choice fell to 19.4 percent. Though this lower percentage is cause for concern, it is important to note that in 2002, 36.3 percent were satisfied with advising and in 2003, 37.4 percent were satisfied. Most students are satisfied or very satisfied, but room for improvement remains.

Item 17s on the GSQ asks students, “How satisfied were you with the concern for you as an individual?” The institution established some targets for this item, and they have consistently not been achieved. For example, in 2001, the anticipated response was that 23 percent of respondents would note they were very satisfied. An overall mean score of 3.09 was also projected. In that year, only 14.5 percent responded very satisfied and the overall mean was 2.76. In 2002, it was projected that 25 percent of all respondents would provide a very satisfied response to this item, and the overall anticipated mean was 3.15. Once again, the institution fell short with only 16.8 percent noting a very satisfied response and an overall mean of 2.78. For 2003, 19 percent noted a very satisfied response to the item, with an overall mean of 2.89. Perhaps related to students’ concerns about their interactions with faculty members is the degree to which faculty members are perceived to be accessible.

Item 17n asks, “How satisfied were you with the accessibility of instructors in your major?” The institutional targets of students selecting the very satisfied choice were 62 percent in 2001 and 65 percent in 2002. The actual percentages of students who selected the very

satisfied choice were 39.8 in 2001 and 41.4 in 2002. The percentage of students who selected this choice in 2003 was 44.3.

Of course, it is important to note that these institutional targets may be unrealistic. Student satisfaction with faculty accessibility is affected by a variety of factors, and significantly increasing the percentage who are “highly satisfied” may not be possible. Furthermore, students are generally satisfied with faculty accessibility; in 2001, 84.2 percent were either satisfied or very satisfied. In 2002 and 2003, the percentages were 86.4 and 89.8, respectively.

The most striking finding of this analysis, at least in terms of academic advisement, is the significantly different and more negative perception of students regarding advisement as they progress at the institution. Freshmen feel the RCP is doing a good job in the advisement area, but as they progress and move to their junior and senior years, they are less and less positive. In other areas of advisement (not academic advisement), students point out other areas of concern. Relatively small percentages of them interact with faculty outside of classes or speak with them about personal problems and concerns. Furthermore, most students are not highly satisfied with the concern afforded them as individuals.

In the area of academic advisement, the data presented above suggest that the University community examine advisement issues in greater detail. The fact that freshmen students are much more positive about their advisement provides some clues about what might be done with older students. Perhaps a more systemic and campus-wide approach similar to that used with freshmen in the RCP should be seriously considered.

In other (non-academic) areas of advisement, potential solutions are more difficult to develop and certainly more difficult to implement. If too few faculty members are interacting with students outside of class, talking with them about their personal problems, or demonstrating concern for students as individuals, administrative admonitions to engage in this work will probably do little or nothing to improve the situation.

The message of faculty and student engagement is being communicated, as evidenced by various sessions at the 2003 Master Plan Update Workshop and the 2004 University Conference. Continued communication concerning the value and importance of these activities by campus leaders, particularly the President, may result in the desired changes. These messages must be accompanied by an embodiment of them—that is, members of the organization must not only hear the messages, but also believe that the bearers of them are sincere and authentic.

The issue of faculty accessibility is another matter. A campus-wide requirement that faculty members maintain a pre-established minimum number of open-door office hours, which are displayed outside of each office door and on the relevant Divisional website, should help. A brief summary of each faculty member's office hours sent to the VPAA by each Division Head may also improve accountability in this area. Finally, it seems that faculty can correct faulty perceptions on the part of their students by clearly communicating about office hours and pointing out additional means of contact, such as e-mail and telephone.

Student development programs support learning throughout the student's experience regardless of the location of the student.

Truman utilizes a wide array of student development programs that supplement the classroom experience and assist students in making connections between practical settings and academic environments. Some of these, such as the RCP, are intended to assist in the transition to the demands of higher education. Others, such as Study Abroad, seek to provide students from all disciplines with experiences in other cultures that will enrich their educational development.

The office of Student Affairs has broad responsibility for various programs directly related to student development (<http://saffairs.truman.edu/>). "Student development is the primary focus for the various offices comprising Student Affairs at Truman State University" (Student Affairs Assessment Plan Overview, 2004, p. 1). Student Affairs oversees Campus Recreation, Center for Student Involvement, Disability Services, Greek Life, Multicultural Affairs, Residential Living, Office of Citizenship and Community Standards (OCCS), Student Health Center, Student Union, University Counseling Services, and Women's Resource Center.

Collectively, the directors of these programs have created an "Out of Class Experience Planning Map." This Planning Map is intended to assist students in their out-of-class involvements and to focus the efforts of Student Affairs. It includes four quadrants that represent four areas of importance in the educational experience of Truman students linked directly to the University mission statement:

1. "Cultural Exploration and Community Engagement,"
2. "Intellectual Competence and Reflective Judgment,"
3. "Healthy Habits and Balanced Living," and
4. "Effective Leadership and Responsible Citizenship."

The first quadrant “includes the ability to conceptualize the world in new and different ways, to appreciate and celebrate the unique and diverse, to understand and empathize with people and ideas outside of your comfort zone and to engage in the community of which you are a part.”

Quadrant two “involves the various processes used to accumulate and assimilate knowledge. Intellectual competence results from the ability to absorb and understand new information and then to apply that knowledge to problems in unique and creative ways. Effective-decision making, critical thinking, breadth and depth of information, and analytical reasoning are all the result of intellectual competence.”

The third quadrant “involves those activities in which students engage that develop and express physical, emotional, spiritual, social as well as mental endowments. These pursuits assist in maintaining health and balance and lead to the development of lifelong habits of personal well-being.”

Quadrant four addresses the responsibility of higher education to train students for leadership and citizenship. “Activities in quadrant four include involvement in the political process and honing leadership skills. Responsible citizenship requires students to develop attitudes and behaviors consistent with the effective functioning of a democratic society. Effective leadership necessitates skills and knowledge resulting in ethically influencing people and processes. The citizens and leaders of tomorrow must understand the responsibilities inherent in belonging to a national and world community.”

(Student Affairs Assessment Plan Overview, 2004, pp. 7-8).

In addition to creating the Planning Map, Student Affairs Directors have engaged in an analysis of strengths, weaknesses, opportunities, and threats (SWOT Analysis). It has led to the creation of an outcome matrix for various aspects of each program. The matrix includes relevant outcomes within each quadrant, development strategies, assessment methods, and assessment type. An example from Residential Living is included in Appendix 5 (Table 5.4). The entire matrix can be found in the Student Affairs Assessment Plan Overview, which is available in the Self-Study Resource Room and through the Student Affairs Office.

Though the Student Affairs office provides significant aspects of student development, efforts in this area occur throughout the institution; thus, it seems evident that the planning map should be effectively linked with the various student development efforts that occur under the auspices of Academic Affairs, including field experiences, other program-oriented internships,

and Study Abroad.

Many academic disciplines incorporate unique development opportunities through internships, which enable students to practice their skills in a professional setting. For example, the Master of Arts in Education Partnership programs provide students with a mediated professional induction, praxis, and sound pedagogical techniques. Through partnership programs, the public school context becomes the effective learning environment where our students learn and practice the teaching craft.

Another example of such internships is the Health and Exercise Science Field Experience, which “is designed to provide majors with the opportunity to apply career-oriented skills in an off-campus internship setting for a minimum of 200 contact hours” (<http://hes.truman.edu/assets/pdf/internships.pdf>). Internships are completed all over the U.S. and some foreign countries in a professional setting applicable to major and pattern choices of students.

In addition to discipline-specific internships, there are numerous opportunities for student development in other programs. Internships through The Washington Center, the Missouri Government Internship Program, and the Harry S. Truman Library and Museum Internship Program have enabled a significant number of Truman students to develop personally and professionally, while making a significant contribution to our state and nation.

Finally, students have a wide variety of opportunities to develop by participating in Study Abroad programs, coordinated through the Center for International Education (<http://studyabroad.truman.edu/>). From this perspective, student development is clearly an institutional strength. Truman ranks fifth in the nation in terms of overall participation, with 495 students studying abroad in 2001-2002. This has been an area of tremendous growth during the past few years, due in no small part to the increasing institutional emphasis upon diversity and interest in international perspectives.

Responding to the Learning Needs of a Diverse Community

The organization provides an environment that supports all learners and respects the diversity they bring.

The mission statement notes that the University seeks to cultivate appreciation of difference and diversity; toward that end, the University is committed to promoting diverse opinions and perspectives among students, faculty, and staff.

The Multicultural Affairs office focuses on recruiting and retaining students of color (African-American, Native American, Asian American, and Latino students). The office assists students in making a successful transition from high school to the University environment and provides support through academic, cultural, and social programming including the Scholastic Enhancement Experience Program, collaboration with the Ronald E. McNair Post-Baccalaureate Achievement Program, and special activities associated with the Dr. Martin Luther King Campus Celebration, Black History Month, and *Montage*, the official newsletter of Multicultural Affairs.

Recruitment of Students of Color

The information in Table 5.5 below highlights the number of students of color at Truman for the past five years. Data suggest a modest but steady increase in the number of students of color on our campus. The proportion of various sub-groups remains highly consistent over time. The institution is making progress in this area, but it is quite modest. Although the data suggest that an increasing number of students of color are coming to the institution, the overall number remains low. In part to address this challenge, the Admission office employs a full-time counselor dedicated to the recruitment of minorities. However, additional expertise may be required to assist the campus leadership in developing a viable and strategic plan to increase the number of minority students on our campus. It is recommended that external consultants with deep expertise and experience in this area be identified to assist with this process.

Table 5.5 Total Number of Minority Undergraduate Students

	African American	Hispanic American	Asian American	Native American	Total
Fall 2004	201	100	116	28	445
Fall 2003	207	101	108	26	442
Fall 2002	206	87	106	19	418
Fall 2001	190	93	103	23	409
Fall 2000	198	89	105	15	407

Scholastic Enhancement Experience (SEE)

The SEE Program admits up to 20 students per year who have proven academic abilities through high school grade point average and rank, as well as distinct abilities, talents, or achievements to participate in a five-week bridge program. Performance data regarding the SEE Program appear in Table 5.6 in Appendix 5. Though there is some variability, students participating in this program go on to graduate at relatively high rates.

Despite the relative success of the program, too few students are participating in this program. Although sized for 20 students, the program has never enrolled that number. Greater efforts to recruit additional students are required. A plan should be established to increase the enrollment in this program, which may require additional human and or other resources.

Ronald E. McNair Post-Baccalaureate Achievement Program

The McNair Program was established “to provide disadvantaged college students with effective preparation for doctoral studies” (<http://mcnair.truman.edu/mission.html>). The McNair Program currently serves 34 students. Since 1992, 187 students have participated in the program. Of those 187, 149 of them (approximately 80 percent) have completed a baccalaureate degree. Twelve students have earned a professional degree, 40 earned master’s degrees, and four students earned a Ph.D. Two-year retention rates are 92.9 percent. Five-year graduation rates are 93.6 percent. The five-year graduate rate for non-McNair students of similar background (that is, first-generation, low-income students as defined by the U.S. Department of Education) is 45.1 percent. Approximately 55.3 percent of McNair students went on to graduate school compared to 14.2 percent of similar students who did not participate in the McNair program.

These data show that the five-year graduation rate for McNair students is significantly higher than similar students not participating in McNair. The percentage of McNair students pursuing graduate study is also significantly higher than non-McNair students from similar backgrounds.

Jumpstart Program

The Jumpstart Program is designed to increase the number of women pursuing a degree in Computer Science. This program provides each participating student with a laptop computer, scholarship support, and special mentoring and programming. Under the auspices of the Jumpstart Program, a new student organization has been established called Truman Women in Computer Science (TWICS). Members of TWICS are provided with special programming including excursions to businesses and industries employing computer science majors and special mentoring by Computer Science faculty members. Five women students were enrolled in the first Jumpstart cohort. Three of the five have been retained in the Computer Science program.

Support for Math and Computer Science

The Support for Math and Computer Science (SMaCS) program provides special incentives to recruit and retain underrepresented groups in mathematics and computer science. For the purposes of this program, women and ethnic minority students are considered underrepresented groups in computer science, and ethnic minority students are considered underrepresented in mathematics. The SMaCS program has recruited approximately nine students into math and computer science majors, each of whom receives a scholarship and special faculty mentoring.

Student retention data in the Jumpstart and SMaCS programs suggest that the incentives provided to students does indeed increase the number of underrepresented students in selected programs. Some elements of these programs (for example, special mentoring) could be provided to all students at relatively low cost.

Divisions should be encouraged to identify specific groups of students underrepresented in each discipline and assign faculty members the task of providing special support and mentoring to those students. This approach should be figured into faculty loads and appropriate credit given to the faculty members doing this work.

An important aspect of providing a supportive learning environment involves those students with a wide range of disabilities. This diverse student population is assisted by the Disability Services office, which functions with a part-time Coordinator of Services and the assistance of student workers. This office works to ensure that students with disabilities are accommodated in all aspects of the learning environment, including providing proctors for exams, note takers, tutors, readers, and text conversion personnel. In the 2002-2003 academic year, 37 students were served; in 2003-2004, 44 students were served. The majority of these students had learning disabilities, while others had mobility impairment, psychiatric disabilities, visual impairment, hearing impairment, or chronic health impairment. The Coordinator also works with the Residential Living Office to review requests for room air conditioners in the dorms, when medical needs may justify them. Furthermore, the Coordinator facilitates accommodations for all three commencement services held on campus each year.

Despite serving part-time, the Coordinator strives to attend four visit days, when prospective students and their parents come to campus. This presence enables any prospective

student to learn of the services offered and clearly communicates the desire to accommodate needs.

The Disability Office works diligently to fulfill its mission and receives positive feedback from students who use its services. However, it appears that the limited staff size and reliance upon student workers presents a challenge. Currently, staff appear to be working at the limits of their ability to provide effective support for these students.

Assessment-Based Enhancements of Learning Environments

Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

As discussed under “Assessment of Learning” and “Reviewing and Evaluating Teaching,” assessment results are used in a variety of ways to ensure high quality learning and effective teaching. The institution also evaluates the services provided through Student Affairs. Students generally indicate satisfaction with these various programs and services. The results from current assessment efforts can be found in the appendices of the Student Affairs Assessment Plan. For the purposes of this document, summary information from Residential Living will be examined to illustrate the relevant assessment activities.

Residential Living uses a variety of surveys and open fora to collect assessment information. In addition to surveying residents, the office evaluates all staff members, conducts training evaluations, summarizes residence hall programming, and conducts focus groups. Beginning in 2002, Residential Living contracted with Educational Benchmarking, Inc. (EBI), to assess the level of satisfaction that students perceive with the services offered. This general assessment tool examines 15 factors, including interaction with others in the hall, floor facilities, safety and security, dining services, and development of leadership skills.

Results from EBI indicate high levels of satisfaction with interaction opportunities, resident advisor (RA) performance, hall facilities, hall services, and safety/security. Important factors that indicated lower satisfaction were personal space or room in the hall and dining services. Both of these areas of concern are being addressed. Renovation of existing residence halls and new construction will begin soon, following extensive discussions, and planning. Additionally, a new dining plan was introduced aimed at granting students greater flexibility and increased dining options.

Summary of Strengths for Core Component 3c

- Variety of learning partnerships
- Learning environment supportive of all students
- McNair Program retention and graduation results

Summary of Challenges for Core Component 3c

- Satisfaction with academic advising in the junior and senior years
- Disability Services stretched to its limits of effectiveness

Core Component 3d: The organization's learning resources support student learning and effective teaching.

The learning resources at Truman are clearly an institutional strength. Upon arrival, students find a modern, well-stocked library, a wide array of teaching and research laboratories, excellent computing resources, and newly renovated performance spaces.

Access to Resources

The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.

Students have access to a wide variety of resources on campus. An essential resource for any institution of higher learning is its library, which should be accessible to students throughout the day. Students have many classes, labs, activities, and meetings. Library access is currently available 7:30 a.m. to 1 a.m., Monday through Thursday. The library is open 7:30 a.m. to 9 p.m. on Friday, noon to 9 p.m. on Saturday, and noon to 1 a.m. on Sunday. These hours enable the library to provide students with the needed flexibility of obtaining the necessary research materials at times that are convenient for their schedules and an attractive learning environment in which to study or use them.

Additionally, these hours of service provide students with greater access to print and non-print library materials that need to be used in the library (reference materials, microfilm/fiche, and some reserves). During and just prior to finals week the Library maintains even more hours to provide students with the extra time they may need to complete end-of-semester projects.

With regard to access, Truman is clearly superior to comparable institutions. The data in Table 5.7 below shows information collected from Truman, other members of COPLAC, and other Missouri institutions.

Table 5.7 Summary Library Access Data

Topic Name	Truman State University	COPLAC Avg.	State Avg.	National Avg.
Public Service Hours Per Typical Week	113.00	92.40	79.35	77.88
Gate Count Per Typical Week	18,365.00	14,006.93	4,295.65	4,996.65

Furthermore, data from the same comparison group indicate that Truman patrons use the library resources more heavily than do patrons at other institutions. Thus greater access is not only provided, but is considered a valuable resource by students, faculty, and staff.

In addition to the physical resources of the library, electronic access to learning resources is critical. As noted in the Information Technology Strategic Plan (2001, p. 4),

Truman State University envisions a ‘future state’ when the use of information technology permeates the entire institution providing for collaborative teaching, learning and research activities. It is a time when students, faculty and staff have access to information and services using technology regardless of time of day or location.

A primary example of how the library serves this purpose is the MOBIUS Consortium, which greatly expands the resources available to Truman students and faculty by creating a “virtual” collection of over 17 million items located in 60 member libraries across the state of Missouri. Students and faculty can request library materials from any personal computer with internet access and can have the requested item(s) in hand within two days. This evidence demonstrates the innovative means that the organization is using to meet student and faculty needs that it could not physically house or have the funds to purchase. This consortium demonstrates a successful partnership among 60 libraries (primarily academic) across the state of Missouri and provides a wealth of additional resources in a timely fashion. Other projects under consideration by MOBIUS include consortial licensing of electronic information resources such as electronic journals, cooperative collection development, and a cooperative storage facility. MOBIUS is supported by a combination of state appropriations and member fees.

Though a sound investment that ensures access to a vast array of learning resources, fiscal considerations remain an issue for MOBIUS. In addition to membership fees a significant amount of funding comes from state appropriations which have been unreliable in the past few

years. Funding needs to continue at or above the current level to participate in some of the shared and cooperative efforts of the consortium which include reduced prices with vendors. Since a significant amount of funding to support this consortium comes from the state, the organization will need to continue to impress upon the legislature the need for continued funding.

In addition to the resources available through the library, the availability of various academic computing labs demonstrates Truman's efforts to make information and services available to students to use at their convenience. In many of the residence halls, academic computer labs provide service twenty-four hours a day, seven days a week. The ITS website (<http://its.truman.edu/labs/>) lists the various labs available to students and library patrons.

Computing resources are readily available in a wide variety of settings, such as classrooms, residence halls, and common areas, as well as computer labs. Currently, 837 computers are available for student use in classrooms and labs, along with 285 additional computers in open-use labs and/or lobbies. There are also 275 network ports for laptop use in the library, Student Union, Violette Hall, and residence hall lobbies. The recent installation of various wireless access points further demonstrates the institutional support for technology that provides excellence in learning resources.

The availability and quality of computing resources has grown tremendously over the past few years. Truman has taken great strides to improve this aspect of learning resources, and students have clearly benefited from the effort. Of course, the challenge remains to keep equipment and software updated. With the current constraints of a limited, uncertain budget it will be challenging to keep the computing labs up to date.

In addition to the library and computing resources, all Divisions and many individual disciplines have labs and practice spaces for their students. The majority of these are resources made available to students to schedule independently. Very few Divisions track the hourly use of the labs, with the exception of Classical and Modern Languages in Language and Literature. Because students are required in every first- and second-year language class to attend one hour of peer learning, and also to do aural practice in the audio lab, these lab visits are carefully monitored and reported directly to each faculty member at the end of every semester (faculty can access this information at any time during the semester to monitor a student's lab attendance). For the other Divisions, when labs are used directly in conjunction with classroom instruction, completion of the specific assignment functions as a form of monitoring, and therefore the

faculty do not document the hours of lab use. Data regarding the various teaching and practice labs, along with evidence of usage, is shown in Table 5.8 in Appendix 5.

Ensuring access to learning resources was a primary motivation in seeking funding to expand Magruder Hall, which houses the majority of research and learning laboratories for the Science Division. Currently in the final phase of construction, this \$22 million dollar expansion and remodeling project more than doubles the size of the building and adds new research labs, teaching labs, offices, a lecture hall, informal meeting spaces, and a planetarium-multimedia auditorium. The expansion demonstrates the considerable commitment of resources to ensure that students and faculty have the greatest access to laboratories and other learning facilities.

The variety of labs and performance spaces available for student use reflects the broad range of disciplines in Truman's academic Divisions. For example, Human Potential and Performance houses a Speech and Hearing Clinic, a Nursing Lab, a Biomechanics/Motor Learning and Control Lab, and a Cadaver Lab (<http://hes.truman.edu/es.shtml>).

Fine Arts has quite different needs for its students in Music, including rehearsal and performance rooms. In AY 2002-03 over 90 musical performances were presented by students, faculty, and guest artists in performance facilities:

Table 5.9 Performances AY 2002-2003

Type	Number
Large Ensemble Concerts	30
Student Recitals (Weekly)	22
Required Degree Recitals	26
Faculty Recitals	7
Guest Artist Recitals	3
New Composition Composers Programs	4

Evaluation of Resources

The organization evaluates the use of its learning resources to enhance student learning and effective teaching.

Evaluation of learning resources occurs in a variety of ways. Student performance on senior exams in majors such as Nursing, Health Science, Communication Disorders, and Exercise Science demonstrates indirectly the value of clinical spaces and laboratories. Likewise, student performances in recitals are clear indications of the benefits derived from adequate practice space.

Direct evaluation of learning resources includes student responses to questions on the GSQ. Various questions focus specifically upon satisfaction with learning resources. For example, students are asked about their satisfaction with experiences, services, and facilities at Truman with respect to the following: library services (Question 17am), library facilities (Question 17bc), study areas (Question 17bd), computer facilities (Question 17be), laboratories and research space (Question 17ay), the Writing Center (Question 17av), and the Language Learning Center (Question 17al). Data from the 2002 and 2003 GSQ for these questions are summarized in Table 5.10 in Appendix 5.

The responses indicate overall satisfaction, but several areas of concern should be noted. Library services and facilities generate high levels of satisfaction, but students are less satisfied with laboratories and research spaces, the Language Learning Center, and the Writing Center. In each of these areas, over 20 percent of the respondents were dissatisfied or very dissatisfied. Furthermore, over 16 percent of students were dissatisfied with computer facilities in 2002 (only 9.2 percent in 2003).

Addressing these lower levels of satisfaction requires additional information, since the sources of dissatisfaction are unknown and likely to vary from student to student. In some cases, it may be due to lack of availability (for example, limited access to research labs). In other cases, it may be a reflection of the student's difficulties with the subject matter (learning a foreign language) or a reflection of never having used the facility at all (Writing Center, the WC's own survey of students who used the facility and an independent statistics class survey indicate a high level of satisfaction). Regardless of its source, faculty and administration need to clarify and seek to resolve student concerns.

Somewhat in contrast to the limited information provided by these survey questions, students comment on evaluations, in-class discussions, and casual conversations regarding the importance of hands-on labs and on-site experiences. This anecdotal evidence also indicates that the vast majority of students are pleased with the learning resources. Students note the integral role played by labs and practice facilities in conducting research and preparing for performances. Additionally, alumni convey the invaluable benefit these experiences and resources have had on them as professionals.

Unfortunately, it is difficult to completely measure and evaluate the impact of these learning resources. Because the needs of classes vary widely, it is difficult to determine to what

extent the lab facilities in each Division are sufficient for the needs of their students. However, it is clear that resources are limited and some equipment is inadequate.

Evaluating campus technology and the services of ITS is a key function of the Information Technology Services Advisory Committee (ITAC). ITAC, which includes faculty, staff, and student members, works with ITS in identifying long-range and strategic issues. ITAC also develops information technology standards and policies and communicates with the university community regarding these matters.

Under the auspices of ITAC, ITS uses web-based surveys for structured feedback from faculty, staff, and students. These surveys, conducted annually, provide information regarding various aspects of ITS services. Data from the 2002 and 2003 faculty/staff surveys are summarized in Table 5.11 in Appendix 5.

Overall, survey results indicate that faculty and staff are highly satisfied with the services provided by ITS. Areas of greatest satisfaction include technical support, Help Desk support, and hardware/software support. Areas where satisfaction levels were lowest include dial-up services, Academic Computing Lab services, and the proxy server. Comparing the two years of data also reveals a marked decline in satisfaction levels for in-house technical support, network performance, network connectivity support and repair, dial-up services, the proxy server, and classroom audio-visual support. However, faculty and staff indicated improved satisfaction with Media Services and a significant improvement in satisfaction with Blackboard (the web-based learning platform used across campus).

ITS is working to respond to many of these issues. For instance, issues related to network connectivity and network performance are being addressed through a major upgrade to the network infrastructure. This upgrade, installed during the summer of 2004, provides significant enhancements in stability, manageability, and scalability.

Technological Support for Learning and Effective Teaching

The organization supports students, staff, and faculty in using technology effectively.

Pickler Memorial Library The Library provides support for effective teaching by providing workshops on the many types of resources available at the Library both traditional and electronic. Reference Librarians provide workshops for instructors and their classes in the Library's electronic classroom where each student has a computer. The workshops are tailored

for each class and focus on general and/or discipline specific information resources (<http://library.truman.edu/faculty-staff/class-support.htm>). Workshops topics include evaluating information resources, finding and evaluating websites, finding and using government information, how to research a particular topic, using a specific database, and more. During the 2002-2003 academic year 84 workshops were conducted.

These workshops provide instructional support to students and faculty in using the electronic/traditional resources available to them in specific subject areas. Furthermore, the Library serves as a partner with other Divisions on campus to enhance student learning and aid instructors in their teaching endeavors. Thus, by providing staff and resources the Library fulfills its mission as indicated in the Master Plan Update by “ensuring that faculty, students, and staff are fully aware of the resources and services available through the library” (MPU, 2002, p. 55).

However, a variety of challenges has emerged. For instance, faculty use of this resource is uneven. It is important to find different venues to make faculty aware that the Library staff provides this service and to give faculty the incentive to take advantage of it. Furthermore, there is a human resources challenge, providing a sufficient number of Library staff to prepare for and give workshops. Finally, the technology in the Library Classroom should be kept upgraded to provide information on the various electronic resources that the library has.

Another way the Library supports students in learning occurs during Truman Week and Extended Truman Week classes. It serves as a link between incoming students and the resources available to them. During Truman Week, students take a self-guided tour of the Library to learn the overall layout of the building and generally where things are. The tour, through the RCP, includes some questions to make sure they are in the right place. During the 2002-2003 academic year 1,403 out of 1,464 freshman (96 percent) participated in the self-guided tour.

In order to fulfill part of the Computer Literacy Requirement of the LSP, the Undergraduate Council and Faculty Senate require that all Extended Truman Week classes schedule a Database Workshop with the Library. This workshop is designed to introduce the Library catalog (WebCat/MOBIUS) and subscription databases, as well as present search techniques used in bibliographic databases. This basic workshop emphasizes finding items in our Library and critically evaluating sources, including distinguishing scholarly journals from popular magazines. During the 2002-2003 academic year the Reference Staff conducted 30

Truman Week Computing workshops and conducted 68 out of the 68 sections of the Extended Truman Week database workshops.

By becoming aware of the resources available to them and how to use them effectively, students will have more successful learning outcomes during their time at Truman. By introducing students to the Library as a learning resource/environment at the very beginning of their time at Truman, less anxiety and frustration will be apparent later when their coursework will require that they utilize those skills/resources. Having positive experiences academically will in turn also aid in student retention.

Information Technology Services (ITS) Effective use of technology is a critical focus of ITS. To that end, the ITS Help Desk helps fill the increasing need for technology support at Truman. The Help Desk provides assistance with administrative and academic applications and operating systems, email and network accounts, and diagnosis and removal of viruses, as well as many other services (<http://its.truman.edu/helpdesk/services.stm>). Thus, the Help Desk aids in “providing excellent support to the Teaching/Learning Process” (MPU, 2002, p. 11).

The Help Desk keeps live statistics on their web site of the number of tickets currently open, the total of tickets opened in the current month, and the tickets closed each month. Monthly reports are also available on the ITS website. For example, during the first four months of 2004, the Help Desk opened an average of 876.75 tickets and closed 845.25 tickets per month (<http://itac.truman.edu/reports/hdreport.html>).

The Help Desk is just a portion of the ITS Strategic Plan 2001-2004 (<http://itac.truman.edu/Strategic%20plan.pdf>), which provides the organization with a well thought-out plan for the use of technology at the University, including goals and strategies to reach the desired results. At the heart of this document is a sustained focus upon the following University planning theme: “Providing excellent support to the teaching/learning process, by fostering the integration of appropriate information and instructional technology into the teaching/learning process.” To that end, the document outlines a number of guiding principles for the future, technology goals, and strategies to meet the goals.

In recent years Truman has provided greatly improved information technology support, and it should continue to do so by maintaining a strong campus network, modern computers and equipment, and a well trained staff to aid faculty, staff, and students in need of technology

assistance. This support will continue to be challenging in light of limited resources and rapid changes in relevant technology.

Effective Partnerships

The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

The mission statement notes that the University seeks to “offer services to the community, the region, and the state in the areas of research and public service that are the natural outgrowths of the academic mission of the University.” To achieve that mission, the University has entered into a number of formal partnerships with other agencies. These partnerships provide a multitude of opportunities for students, faculty, and staff to apply their knowledge and skills to the immediate needs of society. The partnerships are an important component of the total University learning environment. The following examples, drawn from the Study Abroad program, the Missouri Government Internship Program, and the efforts of the Education Division, highlight the various ways Truman has sought to enhance student learning through such partnerships.

Study Abroad Program As discussed earlier, an impressive number of students take advantage of the opportunity to study in a foreign country. Study Abroad is coordinated through the Center for International Education (CIE) and provides opportunities to study worldwide. Student participation has been growing over the past few years, and student satisfaction with Study Abroad is relatively high.

The growth of the program has been facilitated by its partnerships with colleges and universities in many countries. Furthermore, the CIE works with the International Student Exchange Program (ISEP) and with the College Consortium for International Studies (CCIS) to provide broad access to educational opportunities. These collaborative efforts afford Truman students a vast array of options for studying abroad.

Missouri Government Internship Program Truman students with a minimum of 60 semester hours of credit may apply to participate in this program. If selected, the student interns with a legislator, public official, or state agency. Truman's collaboration with the Missouri Legislature and various state agencies provides this excellent learning resource. Participating students invariably report high levels of satisfaction with their internship. Their feedback often

notes the variety of things they learned, the people who influenced them, and the ways their experiences will shape their future.

Education Division partnerships include the Kansas City-Higher Education Partnership, Advanced Placement Institutes for teachers in the Kansas City District, the Kirksville R-III Professional Development School, Department of Defense Dependent Schools Partnership, and the Clayton Public Schools Connection Program.

Assessment results from these various partnerships reveal a consistently high level of satisfaction among Truman student participants. In general, our students have found these activities to be authentic and highly relevant to their professional interests and needs. Truman partners (school districts, DoDDS, etc.) also report a high degree of satisfaction with these activities and have consistently requested additional partnership activities.

Truman has a statewide mission. Therefore it is important that the institution seek out appropriate ways to serve the citizens of the state. Although the partnerships noted above are a good start at meeting this service mission, additional partnerships and outreach services are necessary to meet the goal of offering services “to the community, the region, and the state in the areas of research and public service that are natural outgrowths of the academic mission” (University Mission Statement).

Resource Allocation That Matters

Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization.

The evidence clearly demonstrates the University’s commitment to provide learning resources to support effective teaching and student learning. A significant proportion of the institutional budget directly supports teaching and learning. Table 5.12 below documents actual University expenses relevant to these functions, including instruction, academic support, and scholarships. As these data demonstrate, institutional support continues to increase, a particularly significant achievement in light of recent reductions in state appropriations. Despite these reductions, Truman has sought to maintain a high level of support for this core function, shifting resources to ensure that teaching and learning are minimally affected by cutbacks.

Table 5.12 Percent of Actual Expenses by Function, FY 2001-2003

Function	FY 2003	FY 2002	FY 2001
Instruction	48.6%	51.8%	54.8%
Academic Support	8.4%	7.7%	8.9%
Scholarships	16.6%	13.3%	6.8%
Total Percent	73.6%	72.8%	70.5%

Secondly, capital funding has been provided over the past decade to design and complete several building/remodeling projects on campus. A prime example was the \$22 million completion of the Ophelia Parrish Fine Arts facility, which houses the Art, Music, and Theater disciplines. Graduates of those degree programs leave campus to enter society as practicing artists, musicians, actors and technicians, and particularly in the Music area, as certified public school teachers having completed the MAE degree program.

The renovation and expansion of Magruder Hall (discussed previously) further documents the institutional commitment to support teaching and learning. This \$22 million project increases the size of the building from 72,000 square feet to 153,000 square feet. It adds new research labs, new teaching labs, offices, a lecture hall, informal meeting spaces, and a new planetarium-multimedia auditorium. The project is being completed in three phases, with the final phase to be completed in Spring 2005.

Additionally, the Library demonstrates the organization's planning and budgeting priorities support the mission by being provided with the funding to support the many print, audio-visual, and electronic resources necessary to support its mission. The Library compares favorably with other COPLAC schools in its funding of resources, technology, personnel, and furnishings. According to FY 2000 data, total expenditures for Truman were \$2,982,55. COPLAC schools averaged \$2,577,999, Missouri schools averaged \$1,172,938 and the national average was \$1,532,643. The data indicate that the organization is "assuring appropriate informational and instructional technology resources" by "ensuring the collections and services provided by Pickler Memorial Library are the best available at public liberal arts colleges" (MPU, p. 55: <http://www.truman.edu/userfiles/academics/Update2002.pdf>). See Table 5.13.1, Total Library Expenditures, in Appendix 5.

Overall, the institution has worked diligently to ensure adequate support for all aspects of its learning resources. The ongoing challenge of reduced and uncertain financial support from the state has forced Truman to carefully examine every aspect of its spending. In light of such

contingencies, the institutional commitment to fund information technology, the library, and capital projects that provide vastly improved learning facilities is remarkable.

Summary of Strengths for Core Component 3d

- Outstanding library facilities, services, and materials
- Enhanced availability of computing resources
- Renovated and expanded learning, laboratory, and performance facilities
- Proportion of budgets supporting learning continues to grow

Summary of Challenges for Core Component 3d

- Points of student dissatisfaction regarding laboratories and research facilities
- Funding for library acquisitions

Strengths Regarding Criterion Three

- Historic institutional focus upon student learning
- Emphasis upon assessment of learning at all levels and in multiple ways
- Culture of assessment
- Faculty leadership in all aspects of curriculum design and development
- Strong support for teaching and improvement of pedagogy
- Learning environment that is supportive of all students
- McNair Program retention and graduation results
- Outstanding library
- Renovated and expanded learning, laboratory, and performance facilities

Challenges Regarding Criterion Three

- Increasing the use of collected assessment data
- Uneven implementation of discipline-level assessment activities
- Issues of over-assessment
- Satisfaction with academic advising
- Limited availability of faculty time for professional development
- Varying degrees of support for faculty travel

Critical Issues for the Future

- Continuing and deepening faculty engagement in assessment activities
- Funding for learning resources
- Increasing minority student representation
- Expanding support for Disability Services

Chapter 6: Acquisition, Discovery, and Application of Knowledge

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.”

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

These values are clearly articulated in the University’s mission statement and other important University documents. The University Mission Statement reads in part that Truman “is committed to the advancement of knowledge, to freedom of thought and inquiry, and to the personal, social, and intellectual growth of its students.” The Mission Statement appears in print in numerous University publications designed for faculty, staff, and students and appears on the University website at <http://www.truman.edu/pages/17.asp>.

The *Code of Policies* and the *Faculty Handbook* also make statements relative to academic freedom. The Board has affirmed its belief in sound principles of academic freedom and academic tenure as stated in what is professionally referred to as the “1940 Statement of Principles.” Furthermore, the *Faculty Handbook*, 2004, page 23 states that the University endorses the statement on Academic Freedom as it applies to state universities, which is embodied in Academic Freedom and Tenure (1940 Statement of Principles) drafted by the Association of American Colleges and the American Association of University Professors.

Financial Support

Truman’s planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its student, faculty, and staff. As outlined in the *Board of Policies* (pp. 9-2 & 9-3), specific funds are allocated to academics and research, while at the same time enrollment fees are kept low enough for Truman to remain an affordable alternative as a select public liberal arts institution with high standards that focuses on undergraduate education.

Unfortunately, the projections in the Master Plan did not foresee revenue shortfalls or withholdings from State appropriations. The Master Plan does note that “Truman is keenly aware that it must aggressively seek to augment its revenues from state appropriations and tuition with grants and gifts from alumni, friends, and supporters of the university” (p. 70).

Faculty Grants The Faculty in-house grants program assists faculty by providing funds for conducting research or scholarly projects. Unfortunately, the amount of funding for the program is currently dependent primarily upon appropriations from the Missouri General Assembly. For the past three years, in-house research and instructional grants (except for assessment grants) have been suspended because of a significant decrease in those appropriations. One recommendation would be to find a way to fund the program through the University Foundation and not through state appropriations.

Scholarship of Assessment Grants The university also offers faculty and staff grants that aim to improve student learning and methods of assessment. Scholarship of Assessment Grants, which were initiated in 2003, are directed toward two basic goals: 1) to improve the quality of student learning and development at Truman and 2) to enhance the culture of assessment through faculty and staff participation in assessment research and scholarship.

In 2003, six grants were awarded. These grants involved 12 faculty and 1 staff member and \$9000 in funding. For the summer of 2004, five applications were funded involving 7 faculty and 2 staff at a total of \$8,291. Projects ranged from discipline-specific to University-wide assessments and are reported in the *Assessment Almanac*.

Student Research/Scholarship Support The University offers a number of grants and scholarships to students. The *Student Undergraduate Research/Scholarship Grants* support investigative, creative, and scholarly activities that include a variety of original efforts directed toward the advancement of knowledge and understanding within all academic disciplines. A maximum \$2,000 student stipend is awarded for each funded project. Multiple investigators working on the same project can apply for only one award. Up to \$1,000 is paid to faculty mentors who assist undergraduate students with projects funded by the Undergraduate Research/Scholarship Grants.

Undergraduate Research Stipends by Academic Division

Division	FY'02	FY'03	FY'04
Business & Accountancy	6	1	9
Fine Arts	2	2	2
Human Potential & Performance	5	7	6
Language & Literature	3	5	8
Math & Computer Science	1	2	2
Science	8	10	17
Social Science	5	2	9

Funding for Undergraduate Research Grants is provided through the VPAA. The guidelines for the Undergraduate Research Grants are at <http://vpaa.truman.edu/URSGuidelines.pdf>.

The University also offers a number of *Graduate Teaching/Research Assistantships (GTRA)* in the Master's degree programs in accountancy, biology, counseling, education, English, mathematics, and music. Most recipients receive a cash stipend of \$8,000 for a nine-month contract and a fee waiver for up to nine credit hours per academic semester. Students in the Communication Disorders program who maintain satisfactory grades are supported with fellowships averaging about \$1,500 per semester.

Scholarships Truman offers both automatic and competitive scholarships to students. A complete listing can be found at <http://admission.truman.edu>. These scholarships come primarily from two sources, Truman Institutional Sources and from financial aid awarded by the State of Missouri. The Institutional Sources include scholarships based on Need, Merit, Athletics, and Tuition and Fee Remission Waivers. State of Missouri Sources include Student Grants, Higher Education Academic Scholarships, Advantage Missouri, Missouri College Guarantee, Teacher Education Scholarships, Robert Byrd Scholarships, Vocational Rehabilitation, and Gear Up.

The following tables give a breakdown of the numbers of students benefiting from these Sources and the amounts of money in each category for the past three fiscal years:

Financial Aid from Institutional Sources	FY'01		FY'02		FY'03	
	Headcount	\$Amount	Headcount	\$Amount	Headcount	\$Amount
Need Based Scholarships	113	117,307	162	183,817	259	308,460
Merit Based Scholarships	3,379	10,831,376	3,530	11,412,862	3,676	12,635,994
Athletic Scholarships	312	883,927	296	943,878	288	986,503
Tuition/Fee Remission Waivers	306	543,124	271	525,175	296	610,917
Other	7	31,864	9	25,262	32	98,699
Total	4,117	12,407,598	4,268	13,090,994	4,551	14,640,573

Financial Aid from State of Missouri	FY'01		FY'02		FY'03	
	Headcount	\$Amount	Headcount	\$Amount	Headcount	\$Amount
Student Grants	22	27,000	22	27,750	13	18,000
Higher Ed. Academic Scholarships	1,185	2,283,899	1,169	2,261,337	1,189	2,294,564
Advantage Missouri	10	20,372	4	7,478	2	5,000
Missouri College Guarantee	221	504,993	228	538,775	205	465,924
Teacher Ed.	28	53,000	28	56,000	28	52,500
Robert Byrd	37	55,500	0	0	52	77,250
Vocational	18	78,221	20	75,555	35	122,194
Gear	0	0	0	0	4	4,770
Institutional Matching Funds		26,500		28,000		22,500
Total	1,521	3,049,485	1,471	2,994,895	1,528	3,062,702

Given the size of the student population at Truman, a rather large proportion of students receive some sort of financial aid, not including student loans.

The following table indicates the percentage of the total headcount of Truman students receiving some sort of merit scholarship or tuition discount rate:

Proportion of Students Receiving Merit Scholarships	FY'01	FY'02	FY'03
Number With Awards	3,818	3,777	3,664
Percent of Total Headcount	63.60%	63.30%	62.80%
Tuition Discount Rate	N/A	42.30%	39.70%

In summary, the financial awards that Truman students have received over the past three years exceed the total numbers of dollars billed by the University to students for tuition and fees. Furthermore, the proportion of students receiving awards has remained relatively constant in spite of budgetary constraints.

Donors to Truman's Annual Fund provide nearly half a million dollars in support of a variety of student needs (for example, student scholarships, student loans for computers and study abroad, funding for cultural programs, and operational support for each of the academic Divisions at Truman). The University currently offers more than 200 endowed scholarships. More than 300 exceptional students received scholarships in 2003. A complete list of scholarships offered through the Truman Foundation is available at <http://secure.truman.edu/isupport-s/masterlist.asp>.

The number of scholarships offered is large and the nature broad; therefore, only certain scholarships are discussed here.

Automatic Scholarships

Combined Ability Scholarship/Truman Merit Aid Any high school senior admitted to Truman for the 2004 semester who has a combined high school rank percent and ACT or SAT percentile of 190 or higher will be awarded a \$2000 scholarship. If the combined score is 180-189, the scholarship will total \$1500; if the combined score is 170-179, the scholarship will total \$1000.

Missouri Scholars Academy Award Missouri Scholars Academy alumni who are accepted for admission to Truman receive a \$500 automatic scholarship. The Missouri Scholars

Academy is a three-week academic program for Missouri's gifted students who are ready to begin their junior year in high school.

In addition, Truman participates in the Missouri State Scholarship Programs (state program subject to state funding), including:

- Missouri Higher Education Academic “Bright Flight” Scholarship
- Missouri Teacher Education Scholarship
- Minority Teacher Education Scholarship

Competitive Scholarships

A complete listing of competitive scholarships can be found at <http://admission.truman.edu>. The following two University sponsored competitive scholarships are highlighted because they are unique to Truman and clearly demonstrate the University’s commitment to providing an exceptional Liberal Arts Education to its students.

The General John J. Pershing Program This program is unique among Missouri institutions of higher education and is recognized throughout the Midwest as one of the most prestigious awards offered to high school graduates. Twelve full scholarships for tuition and room and board are awarded annually. Recipients are chosen based on preeminent intellectual capability and demonstrated leadership in high school. Additionally, the students have the option of spending a semester or a summer studying abroad, with funding up to \$4,000. For information, see http://admission.truman.edu/Affording_Truman/tscholarships.stm.

The Truman Leadership Award This award is designed to recognize outstanding high school students who have a demonstrated aptitude for leadership both in the classroom and in co-curricular activities. The Truman Leadership Award provides amounts up to full tuition, room, and board for Missouri residents. To cultivate leadership potential, recipients are invited to participate in a special course on leadership for college credit.

Endowed Scholarships

Truman also offers a number of endowed scholarships established through monetary gifts from friends and alumni. The scholarships are awarded on a competitive basis to students who fulfill the scholarship criteria, unique for each award. The eligibility criteria for these endowed

scholarships vary widely primarily because the donor is allowed to determine the criteria for their respective scholarship (for example, discipline-specific, geographic origin of the recipient, first generation college student, etc.). Truman offers both automatic and competitive scholarship also to transfer students.

Library Resources

The Master Plan Update identifies both strengths and weaknesses of the University. About 35 strengths were listed, with the library being number one. For six years, FY 1996-2001, the Library received (for all operations including acquisitions) approximately 4.9 percent of the University's Educational and General Budget. In 2002-2003 the level of support dropped to approximately 3.9 percent of the Educational and General Budget due to state budget crises. During the budget crisis years, the library still spent over one million dollars per year on acquisitions when many other libraries had their budget cut severely. A recent poll of COPLAC libraries showed that many of them have not yet recovered from the severe cuts they sustained; the Truman library has gained back much of its budget and is doing quite well under the current fiscal environment. The university has made funding library operations a priority even in difficult times. (See Chapter 5 for details.)

Because the Library budget has been strong and relatively stable, it has not had to make painful cuts, even in difficult times, to collections or staff that seriously impair services. Library staff closely monitor the use of all materials and are active in canceling subscriptions to materials that are not used, channeling the funding into materials that will be used and requested by faculty and students. The library has also begun to subscribe to on-line versions of some publications. The following table is an accounting of what the Library has spent on electronic resources over the past five years:

Fiscal Year	Electronic Resources
FY'04	\$188,000
FY'03	\$177,302
FY'02	\$188,591
FY'01	\$127,203
FY'00	\$107,597

The following table presents the number of online electronic titles to which the Library subscribes. It should be noted that the numbers represent individual titles; however, some titles

are called aggregator databases of full-text titles. An example would be EBSCO. The EBSCO database may count as one title, but it includes about 2,400 individual periodicals. Likewise Lexis/Nexis includes 5,000 or more periodical titles, but each individual title is not catalogued. With that in mind, the figures below represent the number of electronic titles subscribed to for each of the past five years:

Fiscal Year	Number of Titles
FY'04	(not yet compiled)
FY'03	1,265
FY'02	898
FY'01	487
FY'00	296

Overall, Pickler Memorial Library has a very strong collection of electronic resources. Available titles are listed and readily accessible on the Library web site.

Professional Development

Truman recognizes that faculty/staff/administrator development is important in order to improve and maintain a high level of performance. The Project Team for Teaching and Evaluation appointed by the VPAA in May 2001 was organized to identify best practices for teaching and advising, produce a template for the formative third-year review, produce a template for a campus-wide “core” summative assessment approach that allows for divisional autonomy and research, and report on evaluation philosophies and approaches. The final report can be viewed at <http://vpaa.truman.edu/Final%20Report.pdf>.

Third Year Formative Review Each academic Division has developed policies for the *Third Year Formative Review*. Some of these policies are posted on Divisional websites, such as the Division of Language and Literature, which can be found at <http://ll.truman.edu/policies.html>. Others keep the policies in hard copy form in the Division Office. Each faculty member in the respective Division has been made aware of the policy. Divisional policies may vary, but all policies follow the recommendations made by the Project Team for Teaching and Evaluation. The same can be said for Divisional policies related to tenure and promotion.

Materials for the Formative Third Year Review are always kept separate from the Annual Faculty Review materials. The Third Year Formative Review materials and any written

documentation from the Review Committee are kept in the respective faculty member's Division Personnel File and are not shared with anyone other than the faculty member and the Division Head. The Division Head may reference the materials in the Annual Review of the faculty member, but does not need to.

The Center for Teaching and Learning (TCTL) The TCTL makes available professional development opportunities to all employee groups and encourages professional development for staff members, GTRA's, and faculty. Workshops are offered on campus at no charge to employees. A master list of services and programs sponsored by the TCTL is available in the TCTL and on their web page: <http://tctl.truman.edu/>.

TCTL and the VPAA support faculty through two academic year-long fellowships: the Diversity Institute and the Scholarship of Teaching and Learning (SoTL) Fellowship. Selected faculty receive a \$500 account upon which to draw for resources to implement a project of their design related to the purpose of the fellowship. Each fellowship accepts 8 faculty. Applications are reviewed by the faculty development committee.

Truman Faculty Forum Members of the Truman faculty have created the new *Truman Faculty Forum*, which gives faculty the opportunity to present their research to the Truman and Kirksville communities. The program is designed to enhance the importance of scholarship in the culture of the University. In the spirit of the liberal arts, the forum provides exposure of all members of the university community to a variety of investigative fields. Faculty may choose to present their research and scholarship through public lecture, classroom-style symposia, performances, and gallery exhibitions. The first Truman Faculty Forum was held March 18, 2004.

Professional/Sabbatical Leave "A professional or sabbatical leave should benefit both the faculty member and the institution...for the purpose of advanced study, conducting research studies, appropriate educational travel, or for securing appropriate industrial or professional experience," (*Faculty Handbook*, p. 40).

Sabbatical opportunities revitalize the faculty member. Potentially, faculty who receive sabbaticals will bring back new information and materials that will benefit their teaching and scholarship. However, funding for sabbaticals is directly connected to the amount of overall funding the University receives through state appropriations. Recent cutbacks in funding for the university have made it necessary to suspend the awarding of sabbaticals. The last fiscal year in

which faculty sabbaticals were funded was FY 2002. The following table is for the last three fiscal years in which faculty sabbaticals were awarded.

Sabbaticals	Number of Year-Long	Number of Semester-Long	Sabbatical Salary	Replacement Salary
FY'00	7	2	\$300,935	\$ 68,310
FY'01	5	4	\$295,839	\$200,570
FY'02	4	5	\$348,235	\$109,910

The temporary suspension of faculty sabbatical leave has undoubtedly resulted in some faculty feeling stagnant and overworked. On the positive side, faculty sabbaticals have been reinstated for the 2005-06 academic year.

Faculty/Staff Travel Funds The University allocates travel money to faculty and staff to attend professional development programs. Funding for travel allows faculty and staff to attend conferences and professional meetings they might otherwise forego. Currently, no set formula is used to guarantee that all faculty or staff seeking travel money will be funded at an equal rate. Each academic Division is free to determine how much of their operations budget will be allocated to support faculty and staff travel each year. Given that each academic Division is responsible for determining how travel funds are allocated, fund allocation may be unequal across programs and between individuals within a specific program. In response, some Divisions have put in place Faculty/Staff Travel Policies.

The Office of the VPAA has been working with the Division Heads to change the Divisional allocation of faculty travel. Beginning with the 2005 fiscal year, each academic Division has been allocated Faculty Travel Funds in an amount equal to \$1,000 per full-time faculty in the respective Division. This change in funding for faculty travel does not prohibit the Academic Division from allowing some faculty to receive more than \$1,000 in travel funding should some faculty in that Division opt not to travel during the fiscal year.

Other Employees can attend conferences, workshops, and presentations to upgrade current skills and to acquire a broader base of knowledge. Free technology classes offered on campus update faculty and staff on hardware and software. Various campus organizations and programs initiate workshops and presentations on topics of interest to many employees. In addition, full-time employees may take University courses for college credit at reduced rates.

The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

General Honors Program General Honors in Arts and Sciences (<http://honors.truman.edu/general.html>) is awarded to graduating seniors who have completed five approved courses, with at least one course each from the areas of mathematics, science, humanities, and social science and with a cumulative grade point average of at least 3.5. Only grades of “A” and “B” may count toward the General Honors grade point average requirement of at least 3.5 in those five courses and students must have an overall grade point average of 3.5 (General/Graduate Catalog, page 37). From May 1994 through May 2003, 123 students graduated from the General Honors Program at Truman.

Other Honors Programs Truman hosts 38 honor societies and 14 academic departmental honors programs. A complete listing of the 38 Honorary Societies at Truman, their respective faculty/staff advisors, and website addresses can be found at http://honors.truman.edu/honor_societies.htm. A complete listing of the Departmental Honor Societies and their respective requirements can be found at <http://honors.truman.edu/department.html>.

Possible weakness in the honors program at Truman is that the academic honor societies have varying standards. This fact has led to discussions about possibly limiting the number of academic honorary societies allowed on campus and some sort of agreement on academic standards within the societies. Many of Truman’s students do not appear to recognize the differences in the various honors programs.

In addition, some of the academic Divisions have their own Student Recognition Awards Ceremony, while others do not. These events, when they do take place, are usually scheduled for the spring semester. At present, the only Divisions reporting an Awards/Recognition Ceremony are Business and Accountancy, Fine Arts, Math and Computer Science, Science, Social Science, and the disciplines of Communication Disorders and Nursing in the Division of Human Potential and Performance. The various Discipline Honor Societies also host their own student recognition event each year.

Student Leadership Awards Annually, Leadership Awards, sponsored by the Center for Student Involvement, are presented at the Leadership Recognition Program held in the spring. Students, organizations, and advisors are honored for their outstanding leadership throughout the

year. All students in good academic standing, undergraduate and graduate, with the University are eligible for these awards.

Who's Who The Who's Who award is available to seniors eligible to graduate in a given academic year (December, May, or August) who have at least a 2.75 cumulative grade point average and who have demonstrated leadership in their campus or community involvement. Applications are evaluated based on the excellence of the student's academic record; character; breadth and depth of leadership and service to the University and community; and representation of/impact upon Truman.

William O'Donnell Lee Advising Award The William O'Donnell Lee Advising Award was established to recognize the dedication and skill of exemplary advisors paying tribute to past achievements and potential for future growth. Two full-time faculty advisors are honored each year. To date, 24 advisors have received this award. Each recipient is awarded \$1,000 to be used toward improving advising.

The William O'Donnell Lee Advising Award is valuable to the University because the endowment fund for the awards is large enough to continue the program at its current level indefinitely. Furthermore, recipients are awarded with funds that are to be used to further academic advising skills, and therefore the benefit of the award is redirected to the faculty member and the students.

The Walker and Doris Allen Fellowship for Faculty Excellence "The Walker and Doris Allen Fellowship for Faculty Excellence at Truman recognizes outstanding faculty members who have greatly contributed to the success of the University and its students...." Recipients are selected based on evidence of outstanding performances in the areas of teaching, scholarship, and institutional service: <http://www.truman.edu/pages/125.asp>.

Educator of the Year Award The Educator of the Year program is sponsored by Student Senate, Pershing Society, Phi Eta Sigma, and Phi Kappa Phi and is the only student-organized honor for Truman faculty. The Educator of the Year recipient is announced at the annual Educator of the Year awards banquet held in the spring.

Technology Champions Program The organization publicly acknowledges the instructional technology skills that its members acquire and publicly encourages them to share these skills with other members of the community. The Tech Champs home page is available at <http://tltr.truman.edu/request.php>. Many tech champs are also featured exhibitors at the annual

Technology Fair held during the University Conference. *Truman Today* regularly notes these Tech Champs.

Print Venues Truman has a number of printed venues for the acknowledgment of the accomplishments of faculty, staff, and students. For example, *Truman Today* is the University's weekly newsletter distributed both on campus and to off-campus friends. Each issue contains a "Notables" section where faculty, staff, and students who are presenting, publishing, or otherwise exhibiting accomplishments in their fields are highlighted. The *Truman Today* archive is available in pdf format at <http://trumantoday.truman.edu/pdf/>. A recent issue of *Truman Today* featuring an extensive Notables section is available in pdf format here: <http://trumantoday.truman.edu/pdf/pdf031202.pdf>.

Feature stories in *Truman Review*, the University's alumni magazine, have served as venues since 1999 in which Truman faculty are recognized for their respective scholarship/creativity and academic and professional accomplishments. *Truman Review* has featured a total of 14 faculty members over the past three years. Numerous other faculty/staff accomplishments have also been highlighted. *Truman Review* is mailed to all Truman alumni, parents, and friends.

The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research.

Truman's commitment to undergraduate research is emphasized in the University's Master Plan. All majors are encouraged to participate in scholarly activities, often with Truman faculty as mentors. As a result, intellectual discovery on all levels is stimulated by teacher-scholars of high caliber and by intensive study. Truman offers a number of programs aimed at fostering student research, and students are then encouraged to present the results of their research at a variety of research conferences.

National Conference on Undergraduate Research (NCUR) Annually, students at Truman submit abstracts of their research to be considered for presentation at the National Conference on Undergraduate Research (NCUR). The following table indicates how many Truman students participated in NCUR over the past five years:

National Conference on Undergraduate Research Presenters from Truman

Fiscal Year	Presenters
FY'04	32
FY'03	30
FY'02	35
FY'01	34
FY'00	44

The Division of Science and the VPAA office, along with other Divisions, combine funds each year to facilitate sending the student presenters and faculty to this conference.

Capitol Poster Day Truman has hosted the Capitol Poster Day five times since 1998.

The Capitol Poster Day provides Truman students with an opportunity to showcase in the Rotunda of the State Capitol posters representing their respective research. Attempts are made to have student representation from each State Congressional District, demonstrating the fact that Truman is in fact a state-wide liberal arts and sciences institution. The following table shows the number of Truman students participating in the Capitol Poster Day for each of the five years:

Capitol Poster Day Participation

Fiscal Year	Participants
FY'04	24
FY'03	34
FY'01	28
FY'99	43
FY'98	55

In FY 2004, Truman was required to share the Rotunda with other scheduled events. The end result was that Truman was limited in the numbers of students who could participate. Funding for the event is provided by the VPAA office.

Undergraduate Research Stipends/Truman State University Student Research Conference The *Student Research Conference* <http://src.truman.edu/> is an annual opportunity for undergraduate and graduate students to present the research they have conducted under the guidance of Truman Faculty. During the day of the Conference, scheduled classes do not formally meet providing the opportunity for all students and faculty to participate more extensively. The Conference is a University-wide Celebration of Student Research, Scholarship, and Creative Achievement. In addition to providing a venue for students to present their scholarly work, several new student presentation options are available, including Performing Arts, Studio Arts, and Technology Displays. The following tables summarize student and faculty participation.

Total Presentations												
	Business & Acct.	Education	Fine Arts	Human Potential & Perform.	Language & Literature	Math & Computer Science	Science	Social Science	Inter-disciplinary	Phi Alpha Theta History	Other	Total
2000	10		8	21	28		55	25	3			150
2001	10		19	27	21	4	63	26	37			207
2002	4		10	21	32	2	31	19	16			135
2003	6	15	23	52	45	8	48	39	22			258
2004	12	11	36	43	42	10	60	30	10			254

Student Presenters												
	BA	ED	FA	HPP	LL	MCS	SC	SS	INT DISC	PATH	O	Total
2000	14		13	36	33		97	47	3			243
2001	10		20	53	22	4	98	34	60			301
2002	7		10	37	33	2	39	29	16			173
2003	6	15	28	89	47	7	74	71	27			364
2004	12	11	65	60	45	10	68	51	11			332

Faculty Mentors												
	BA	ED	FA	HPP	LL	MCS	SC	SS	INT DISC	PATH	O	Total
2000	9		4	12	9		28	14	3			79
2001	9		14	15	16	4	37	15	15			125
2002	4		8	12	17	1	22	16	13			81
2003	4	11	13	18	20	6	42	23	19			156
2004	6	10	15	16	18	7	32	21	12		19	146

McNair Program Established in 1992, Truman's McNair program has prepared first-generation, low-income, and underrepresented students for graduate studies toward a doctorate degree. Annually, about 25 undergraduates work with faculty mentors, attend seminars, and visit potential graduate schools. McNair student participants receive a funded summer research internship that culminates in a presentation at the on-campus symposium and at the Heartland McNair Research Conference, and in publication of an article in the annual *McNair Scholarly Review*.

Faculty Research The VPAA Office collects research information annually via the Faculty Data Update form, which faculty are asked to fill out every fall for the previous year. For FY 2003, 209 faculty members completed the online survey (about a 54 percent response rate). Following is a summary of the information obtained regarding professional publications

and presentations. The number reflects the total number of *reported* activities within each category.

Category	Number of Activities
Papers published and/or presented in your discipline	247
Interdisciplinary papers published and/or presented	49
Assessment related papers published and/or presented	27
Major non-refereed articles published and/or presented	21
Major refereed/juried articles published	76
Monographs	41
Books	15
Reviews	69

Furthermore, the 209 respondents applied for a total of 49 external grants and 34 internal grants. Over 550 undergraduate research projects and over 150 graduate research projects were reportedly mentored by the 209 respondents.

Summary of Strengths

- The University's mission and planning documents clearly articulate the University's commitment to a broad liberal arts and sciences education.
- The University's financial planning and priorities are well aligned with the overall mission and goals.
- Truman has an active and productive faculty, staff, and student body and publicly recognizes each group's accomplishments.

Areas to Target for Improvement

- The University should increase efforts to establish relationships with outside constituencies to increase development funds so that awards, grants, and sabbaticals can continue to be offered or reinstated.
- Efforts should continue to standardize policies on travel funds and professional leave to ensure that all faculty and staff have development opportunities.

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.

As Missouri's premier liberal arts and sciences university, Truman takes great pride in the LSP that is offered as part of the undergraduate curriculum. This component of the Truman experience introduces students to a variety of approaches to thinking and learning. Through a breadth of study, students gain valuable knowledge and the critical skills necessary to articulate this knowledge.

The LSP forms the core of all its academic majors. A complete description of the LSP can be found online at <http://www.truman.edu/pages/106.asp> and in hard copy form in the 2003-2005 General/Graduate Catalog, pages 43-53. Through the LSP, students develop and strengthen skills essential to lifelong learning, ranging from speaking and writing to using information technology and solving mathematics-based problems. In addition to learning about math, history, fine arts, literature, and the sciences, students in all majors also learn to approach problems as would a mathematician, historian, artist, or scientist. Through a variety of courses in the traditional liberal arts disciplines, Truman's LSP gives each student a strong foundation of knowledge as well as the skills to utilize and seek new knowledge in every facet of life.

The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attributes and skills requisite for a life of learning in a diverse society.

The LSP was implemented beginning in Fall 1998. The LSP had been the subject of study for several years; the curriculum approved by a campus-wide vote was largely based on the model proposed in the Report of the Liberal Arts and Sciences Task Force to the UGC in August of 1996.

Through the LSP Truman strives to balance the not-always-compatible goals of providing an "instrumental education" more associated with the public accountability of Truman's mission and the "rationalist goals" of the liberal arts (Task Force Report, 8). In practice, graduates of Truman will satisfy requirements in Essential Skills (composition, public speaking, statistics, mathematics, personal well-being, and computer literacy) and seven of eight Modes of Inquiry: Aesthetic-Fine Arts, Aesthetic-Literature, Scientific-Life Science, Scientific-Physical Science,

Philosophical and Religious, Historical, Social Scientific, and Mathematical. Changes since the LSP was adopted are discussed below.

Additionally, students take a writing enhanced JINS, at least one course fulfilling an intercultural perspective requirement, and two additional writing-enhanced courses. Finally, all students must demonstrate first-year proficiency in a foreign language. (B.A. students and some B.S. majors require intermediate proficiency.)

As the report of the Liberal Arts and Sciences Task Force makes clear, each of these areas was consciously chosen based on desired student learning outcomes. For instance, in discussing essential skills, the Task Force reports that “contemporary students must use contemporary tools” (10). In discussing Modes of Inquiry, the Task Force asserts the importance of being able to shift frames of thinking: “A basic understanding of these paradigms of thought facilitates the acquisition of a broad array of skills, knowledge and attitudes commonly associated with a liberal education,” (14). And the Interconnecting Perspectives and the Junior Interdisciplinary Seminar also demonstrate the importance of what the task force identifies as integrative experiences (20).

The LSP then intentionally has been created to develop the skills and attributes necessary for a life of learning in a diverse society. It has also been modified, first by dropping the Communicative Mode of Inquiry, and more recently by providing students the flexibility to take courses in seven of the eight remaining modes. These changes are steps toward remedying concerns expressed in the Master Plan Update regarding complexity of the LSP (4).

All graduates of Truman must complete the LSP. The degree worksheets for each major include the LSP program (<http://registrar.truman.edu/catalog/worksheets.html>), demonstrating that the general education is integrated into all undergraduate degree programs.

The University regularly reviews the relationship between its mission and values and the effectiveness of its general education.

The University satisfies this element in several fashions, including institutionalized reviews and reviews directed by the faculty through curriculum committees and governance procedures. As discussed above, since the last accreditation review, through faculty governance procedures and two campus-wide votes the University has adopted and subsequently modified its LSP.

In May, 2002, the Undergraduate Council established the LSP Implementation Committee to address issues related to implementation of the LSP. This committee addressed issues ranging from whether courses could meaningfully address multiple requirements (that is, courses that “triple-count”) to whether there was sufficient course selection within specific requirements (UGC minutes are available online at <http://vpaa.truman.edu/ugc/minutes/index.stm>).

The committee reported to UGC in November 2002 with three recommendations. The first two, simplifying the process for study abroad courses to be identified as meeting the intercultural perspective requirement and removing the Communicative Mode of Inquiry, passed without resistance. The Communicative Mode had long been a source of contention. The Mode could be satisfied by courses in any number of disciplines. Critics argued that the Mode had no essence: “if anything can be communicative, then it is meaningless.” Additionally, unlike other modes, it had no strong institutional base of support. In general, it was felt that the mode was not serving the needs of the students, and elimination of the Mode resulted in greater simplicity in the LSP. The ease with which these recommendations were passed should not be interpreted as unconsidered decisions. Rather, they had been long discussed informally around campus, carefully discussed in the LSP Implementation Committee, and then brought through standard governance procedures.

The third recommendation at this meeting was to make changes to the implementation of writing-enhanced courses. Since the changes were more dramatic in this situation, more time was needed to evaluate the issue. This issue was further discussed by the Writing Assessment Committee, while it also considered issues related to assessment of writing-enhanced courses. Although it was determined that no action was necessary at the time, the LSP Implementation Committee did also consider the Essential Skills and the implementation of JINS courses.

Although the LSP Implementation Committee was limited to “focus on implementation issues rather than addressing any major change in the underlying philosophy or structure of the LSP” (05-08-02), the committee report to UGC did result in philosophical debate and eventually a major change in the LSP structure. Perhaps this was inevitable given the perceived complication of the LSP; the dropping of the Communicative Mode of Inquiry can also be seen as going beyond implementation into judgment of the underlying philosophy. Further, the full

implementation of the mathematical mode of inquiry in 2000 also led to new discussions of the LSP's underlying philosophy.

In December 2002 the LSP Implementation Committee reported to UGC with a resolution to restructure the modes of inquiry. Included with the resolution was a minority report outlining concerns over the proposed reconstruction. At heart of the debate was how to balance the canonical notion of the liberal arts and the individual choice. Specifically, one group wanted to see all students complete the eight modes of inquiry, arguing to uphold the rigorous standards set at Truman. The other group believed students had to have more flexibility in the LSP requirements. Unfortunately, even within these main groups there were divisive issues. The group advocating the completion of all eight modes, was unsettled with the "Calculus requirement" (that is, that the Mathematical Mode of Inquiry was only satisfied by a course in Calculus) serving as a distinction and mark of honor for Truman graduates. Others in the group believed that options within the mathematical mode of inquiry could certainly be expanded but that it was necessary for all students to complete all modes (The Mathematical Mode of Inquiry had only been fully implemented as a requirement in Fall 2000). Those desiring flexibility also had many ideas. Some desired one or a few modes, primarily the historical mode, to be required of all students; others desired complete choice.

Debate was long, including data from statistical studies and moving letters from parents of prospective students (UGC, 02-13-03). Students were actively involved in the debate as well, as seen in the student newspaper ("'Elite' calculus requirement hurts University," *Index*, 12-05-02, "Liberal arts should be very liberal," *Index* 01-16-03, "Lowered standards hurt LSP," *Index*, 02-20-03). It was finally decided to let the faculty vote on a referendum, and on April 23, 2003, the faculty voted 204 to 137 in favor of requiring students to complete seven of the eight modes.

An unfortunate outcome of the debate was the divisive nature of the discussions. Faculty were not just disagreeing on philosophical issues, but some placed intense focus on the mathematical mode of inquiry leaving some faculty members feeling (deserved or not) that they were singled out for attack, and others feeling that the attitudes of the others were being imposed on the University as a whole. On the positive side, the university re-evaluated its stance on the liberal arts, and re-evaluation of all the elements of the LSP continue.

During academic year 2003-2004, the Undergraduate Council reorganized an effort to evaluate each of the modes of inquiry and the essential skills in the LSP, paying particular

attention to how the outcome statements are assessed. The idea of assessing the LSP is not new by any means; a May 1996 Faculty Senate bill resolves to do just that (UGC, 09-18-03). Additionally, the Assessment Committee had been discussing measures to assess the LSP. Initial plans were for UGC to evaluate one or two modes each meeting; however, the task was found to be much more involved.

The first mode of inquiry to follow this in-depth self-evaluation was the Historical Mode. Faculty teaching courses under the Historical Mode of Inquiry took primary responsibility for the evaluation but sought input from the director of the Portfolio Project, the assessment specialist, and others. It was determined that current assessment could not adequately address the outcome statements of the Mode. Additionally, the faculty felt that the outcome statements needed revision. The History faculty have decided to implement an annual assessment by reviewing submitted papers in courses approved as meeting the Historical Mode of Inquiry outcomes.

The next LSP outcome to be evaluated is the interdisciplinary interconnecting perspectives outcome. However, recent discussion has suggested that it may be more efficient for faculty teaching relevant courses to evaluate the LSP outcomes simultaneously across campus. The LSP creation, modification, and implementation demonstrate results of Truman reviewing its mission, values, and effectiveness. In the next several pages, three institutionalized mechanisms for review and discussion are assessed. These are University portfolios, discipline reviews, and the University conferences.

Challenges for the future of the LSP include making it legitimate in the eyes of students and faculty and in maintaining its integrity. The issue of legitimacy, as indicated, entails issues such as tradeoffs in perceived rigor and freedom, central to the vote to allow students to satisfy seven of eight modes. Issues of integrity include faculty departing from the syllabi they used in getting approval for a course (such as writing enhanced), as well as the many students who transfer courses into Truman. Mode credit is commonly given for transfer courses prepared with varying regard to what it is we are trying to achieve through the LSP. Whether this is a serious issue will likely become more clear in the next several years as Truman welcomes community college transfers under our new articulation agreements.

Assessment University-Wide: The Liberal Arts and Sciences Portfolio Assessment

Citations below are to Chapter XIII, Portfolio Assessment, from the 2003 Assessment Almanac. Data are also reported from the 2002 Assessment Almanac II, chapter XV, Portfolio Assessment, and to identified web pages.

“All students matriculating [now] are expected to develop and submit portfolios as a requirement for graduation. In May of 2003, 1013, or 83.1% of the graduating class turned in portfolios.” (XIII-1); in 2002 the figure was 67% (XV-1). The Portfolio Project and the LSP have had an ongoing relationship: the Portfolio Project has facilitated conversations that have resulted in reform of the LSP, and the LSP has specific outcomes that are mapped to measures provided by the Project. For instance, over the course of the 2003-04 academic year, the faculty of the Historical Mode of Inquiry have been reviewing the prompts and the portfolio submissions for the historical mode of inquiry, to ensure that they are asking the right questions of the students, and to the extent they are, reassessing how their courses might help them achieve even stronger results. Also, the creation of the JINS courses is in part related to portfolio experience that showed uneven interdisciplinary thinking, which in turn was in part connected to uneven opportunities to demonstrate such thinking in course assignments.

The Portfolio Project is conducted annually, thereby qualifying as regular review. Further, the prompts for the Portfolio Project include several tailored specifically to Truman’s mission and values and the effectiveness of general education. For instance, the 2002 and 2003 Portfolio Projects included prompts for scientific reasoning, historical analysis, and aesthetic analysis and evaluation. Given the widespread use of the Portfolio (1013 from 28 majors in 2003, XIII-3; 896 students from 24 majors participated in 2002: XV-2), Truman clearly may claim that it is evaluating a portion of the general education program. This evaluation is important because it has contributed to conversations regarding the development of the LSP. This contribution will undoubtedly continue, since results demonstrate that for the following three items the average student barely attained competence:

- Historical Analysis mean = 1.28 in 2002; 1.25 in 2003
- Scientific Reasoning mean = 1.14 in 2002, 1.25 in 2003
- Aesthetic Analysis mean = 1.35 in 2002 and 1.48 in 2003

(0=no competence, 1= minimal competence, 2=competence, 3=strong competence)

The modal response at times was “no competence.”

Additionally, in 2002 and 2003 the portfolio project assessed Critical Thinking. Based upon submitted entries, the average score of 1.76 in 2002 (with 8 demonstrating no competence, 31 weak, 39 competent, and 22 strong competence) fell slightly in 2003 to 1.67. Unfortunately, the trend toward weaker critical thinking scores noted in 2002 (XV-5) seemed to continue. The trend in Interdisciplinary Thinking is more hopeful: the mean has been rising fairly consistently over the past years, up to 1.46 in 2002 (XV-7) and 1.55 in 2003 (XIII-7); the upward trend is attributed to the adoption of the JINS course (XV-8; XIII-8). Further, a comparison between the 2002 scores with a sample drawn from the 1997 portfolios shows a statistically significant increase in the mean score of interdisciplinary entries (XV-10).

Assessment: Major / Programs

The Master Plan Update identifies four principal planning themes (19), including Deepening an Enhanced, Self-Reflective Liberal Arts Culture. One indicator of performance of this theme is Strong Major Fields of Study. (40). Five-year program reviews are an integral part of assessing majors.

Five Year Reviews The Five Year reviews, mandated by the CBHE and reported to the VPAA are completed by all disciplines. Review questions are directed to student learning and program development; the questions also require disciplines to indicate how they have addressed past program review challenges. The process includes an outside reviewer, and the product is summarized for the CBHE. In this way, the five-year review demonstrates connection to the mission and mission planning assesses institutional effectiveness, and assesses the curriculum.

All disciplines have completed two program reviews since the last evaluation visit; in the 2004-05 academic year, several disciplines will begin their third quinquennial review. This process demonstrates that Truman provides evidence that Truman regularly reviews the relationship between its mission and values and the effectiveness of its general education and that the reviews include attention to currency and relevance of courses and programs.

For instance, the review asks all disciplines to complete a narrative, drawing on assessment data, which addresses the following selected issues related to the organization and functioning of the major: program objectives, program structure and the relationship between the structure and attainment of knowledge, skills, and attitudes by each student. Programs must also address the curricular rationale behind the sequence of courses, examinations, and other program

requirements; the strategy to assure that each graduate achieves breadth of coverage in the field; and the program's capstone experience. Additionally, the discipline is requested to explain the program's relationship to the University's liberal arts and sciences mission, including contributions to the LSP, Freshman Experience, RCP, and MAE Program, and to explain how the program supports the four Master Plan Principal Planning Themes.

The Quinquennial Review is an important method for ensuring regular review of the goals and integrity of the majors and how specific disciplines are connected to broader institutional goals. The reviews encourage self-reflective practice and should foster discussion among disciplines over the goals and manners of accomplishing those goals.

The process of reviewing the discipline, planning for the future, and evaluating the success of past plans can be done symbolically without requiring serious consideration or change. It is expected that all faculty are involved in the five year review process and input by an external reviewer is sought. In spite of this expectation, the five-year review process has often been completed by a single faculty member or a small group of faculty, without widespread knowledge of the outcome; this situation, however, is less common than it was several years ago.

University Conferences and Planning Workshops

Truman regularly reviews its mission and goals in structured conversations involving faculty, administrators, staff, and students. Two notable examples are the University Conference and the Summer Master Plan and Assessment Workshop.

University Conference Since 2001, Truman has held a one-day conference during the Spring semester; classes are not scheduled, and faculty, students, and staff are encouraged to meet and to discuss educational issues. There are formal presentations, including outside keynote speakers, and breakout sessions with greater opportunities for interaction and discussion. The 2004 conference included availability of advance reading material to promote a shared background for conversations. The Conference provides an important opportunity for the Truman community to come together to discuss its values and its efforts to achieve those values. The Conference demonstrates Truman's commitment to ongoing consideration of our mission and values.

The January 2004 Conference, “Strengthening a Community of Learners: Students, Staff, and Faculty,” <http://vpaa.truman.edu/communications/universityconference/2004/agenda.stm>, indicates that this criterion is met. The conference offered a thorough agenda of topics and breakout sessions.

The University Conference is a somewhat unusual event, and the University should be proud of its willingness to devote a day in the academic year to a campus-wide discussion of our practices, and values as they relate to student learning. Presentations from the 2004 conference are available on Truman’s website:

http://vpaa.truman.edu/communications/universityconference/2004/garry_julie.pdf and

<http://vpaa.truman.edu/communications/universityconference/2004/Hakel.pdf>. Past conferences

and titles include the following:

- 2003 January Conference, “Evolving Truman’s Liberal Arts Mission: Fostering a Supporting Learning Community.”
(<http://vpaa.truman.edu/communications/universityconference/2003/index.stm>)
- 2002 January Conference, “A Community of Learners: Reaffirming Our Promise.”
(<http://vpaa.truman.edu/communications/universityconference/2002/index.stm>)
- 2001 January Conference, “Strengthening Our Liberal Arts Culture: Liberally Educating Students for the 21st Century.”
(<http://vpaa.truman.edu/communications/universityconference/2001/index.stm>)

Master Plan and Assessment Workshop The Master Plan and Assessment Workshop is “one of the enduring traditions at Truman,” (1999 MPAW summary, I-V-1). Summaries of these workshops are available on the assessment page beginning in 1998

(<http://assessment.truman.edu/almanac/>). The 2003 Master Plan and Assessment Workshop is found in the Assessment Almanac, Vol II; beginning at page XVI-1. Detailed agenda, with pdf and PowerPoint presentations: <http://vpaa.truman.edu/communications/mpaw/2003/index.stm>.

The titles of presentations indicate that attention toward regular review is standard on campus (e.g., “Results of the 2002-03 Student Interview Project with an emphasis on Student Engagements,” and “Assessment of Student Learning: Accreditation and Beyond”). Other sessions, many of them containing pdf files of their outline, or entire presentations include:

- "Utilizing Our Assessment Data"
- "Truman as a Learning-Centered University"
- "What Students Perceive as a Liberally Educated Student at Truman"

The University Conference and Summer Planning workshops are valuable fora for the discussion of University goals and strategies. Neither is required of faculty, and thus while the organization regularly reviews its mission and effectiveness, not all faculty participate in the conversation. One might be concerned about "selection bias" among attendees, or more colloquially, that we are preaching to the choir.

Since the Master Plan Update makes much of the fact that many new hires need to become acculturated to the University (p. 33) we might consider incentives for these faculty to become acculturated; short of a "citizenship test" for tenure and promotion, the formalized requirement that faculty will participate in University community service could be adopted.

The organization assesses how effectively its graduate programs establish a knowledge base on which students develop depth of expertise.

Graduate study at Truman means working closely with a small group of peers and faculty mentors in an environment that values intellectual inquiry and academic achievement. All graduate students at Truman enjoy access to faculty that is more on par with that which doctoral students experience at research universities. In this environment, students pursue advanced study in areas of special interest to them. Each Truman Master's program has extensive and intensive opportunities to develop and use new skills to pursue intellectual inquiry or provide professional services. Through the development of portfolios and other curricular devices, all programs emphasize the importance of self-assessment, not just external evaluation of progress. Through the combination of close work with faculty mentors, frequent feedback, self-assessment, and opportunities for practice, graduate students at Truman develop both breadth and depth of knowledge in their field of expertise.

The nature of graduate study across campus at Truman is unique in many ways because of its scale. In contrast to other universities, the programs are small, the university is small, and the connections between students and faculty are closer at all levels. In this environment, the knowledge and expertise of graduate students is valued and contributes to the University community in a variety of ways. Graduate students now participate in Truman's annual Student

Research Conference and present at many state and national conferences each year. They provide leadership for undergraduate students in a variety of responsibilities they have on campus. For example, graduate students may conduct musical groups, coach student writing, or prepare and help implement lab experiments for less advanced students.

Indicators of the depth of knowledge and expertise achieved by Truman graduate students also include research products such as published papers and traditional theses. Other indicators of expertise include outstanding public performances by student musicians and highly rated and highly valued services provided locally and across the state by student counselors, student teachers, and student clinicians.

During the 2003-2004 academic year, Graduate Council had a primary goal to cause and encourage all the graduate programs to re-examine their public documents and to present their mission statements, objectives, student outcomes, and assessment procedures in a more coherent and consistent fashion. As a result of these efforts, individual documents for each program now exist (*e.g.*, Assessment in the Master's Program in Communication Disorders) as well as an overview document entitled "Assessment in Graduate Studies at Truman State University." The individual program reports indicate how often each kind of assessment data is collected, as well as how and where results are disseminated at the division or program level. Table 6.1 in Appendix 6 presents a broad overview of graduate program assessment activities that occur regularly.

Some components and procedures regarding assessment are similar across the graduate programs, and many other assessment activities reflect their unique priorities. All graduate programs have in common the expectation that students will complete at least one summative assessment/product through which they are expected to demonstrate their depth of knowledge and expertise. These qualitative assessments are specified in more detail in Table 6.2 in Appendix 6.

Results of graduate program assessment activities are disseminated in a variety of ways. Graduate programs are included in the master schedule of programs that participate in the University's five-year review cycle. In these reports, the results of quantitative and qualitative assessment of student outcomes are generally included. For example, the number of students taking and passing national exams in accountancy, education, counseling, and communication disorders is readily available from such reports. A master list of completed theses is maintained

by each program and also published at each graduation when degrees are granted. The timing and dissemination of other results, for example, employer or alumni surveys, varies from program to program. They are often disseminated to the faculty and included when a program must submit annual update reports in order to maintain accreditation from other agencies. At least once every five years, Graduate Council representatives present a complete report about their graduate program to the Council. When possible, this report is coordinated with the regular five-year review cycle.

Application of assessment results takes place on a program-by-program basis, although occasionally a topic will elicit cross-program interest and adjustment. The biology graduate program, for example, has recently implemented an accelerated track for seniors in response to feedback from students and alumni that a shorter, more focused program would be of value. This change inspired Communication Disorders to explore how high-achieving seniors could enter into the graduate program more quickly, saving advanced students both money and time. Recent external and internal reviews of the MAE electronic portfolio assessment procedures and products indicated that they could be improved to the benefit of the students and the program, particularly with regard to helping students document their depth of knowledge and acquisition of skills. Intensive study and revision of directions and procedures have resulted in much greater satisfaction on the part of both faculty and students. These changes were shared in order to help other programs jump-start an electronic portfolio process.

The ongoing process of program review in general results in re-consideration of assessment itself, as well as the results of assessment. The MAE portfolio example holds true here, as well as the fact that faculty from at least 2 graduate programs applied for assessment grants for summer 2004 for the purpose of revising/improving graduate program assessment procedures or instruments. Where undergraduate programs are also present, graduate program review provides a useful perspective on student strengths and weaknesses that should be considered during undergraduate curricular review. For example, the observation of an ongoing weakness in a particular area recently led to dropping one undergraduate requirement and replacing it with a different undergraduate course in Communication Disorders. This change will provide a stronger foundation for all Truman Communication Disorders students, whether they pursue graduate study here or elsewhere.

The organization demonstrates linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

Creators of the Master Plan Update strongly promote the “continuing efforts to enhance integration of co-curricular/out-of-classroom experiences with the formal curriculum” (5), suggesting that our failure to do so has created a reputation of Truman as an academically challenging, but not student-friendly institution, which in turn, it is implied, has hurt enrollment (5). However, it should be noted that Creative Communications of America, an independent analysis firm, suggested that the decline in enrollment is related to other factors, such as the University publication materials and enrollment management.

Conservatively, fully one-third of the portfolios submitted in 2002 indicated that students’ most personally satisfying experience was in some realm of the co-curricular. This area includes athletics, professional and social organizations, volunteer work, research, study abroad and internships (XV-18) (although study abroad and internships are curricular). Groupings of the 2003 LAS Portfolio indicate approximately one quarter of the most personally satisfying experiences can be inferred to be from the co-curricular. See also “Interview Project Provides Insight About Activities that Contribute to Students’ Lives, first published in the Dec. 2, 2003 *Truman Today*, and available online at <http://www.truman.edu/pages/326.asp?issue=19&Sect=1&article=248>. While there are many opportunities for co-curricular activities, as discussed below, it is also evident that the linkages are often haphazard.

A web page lists several specific opportunities for co-curricular activities, including the Center for Student Involvement, links to campus organizations, and Campus Programming, including Homecoming, Student Activities Board, and College Bowl. See <http://studentinvolvement.truman.edu/handbook/cocurr.html>.

Study Abroad According to the *Master Plan Update*, it is a goal of the University to enhance the participation of Truman students in out-of-classroom and off-campus experiences (p.43). The growth in the number of students participating and the diversity of partnerships established directly reinforces the established goal. Study abroad is an excellent example of off-campus experiences that is enjoying great success. The fact that Truman is ranked in the top ten nationally for a Master’s level university in terms of student participation in study abroad

demonstrates current success. New programs being forged in countries such as China highlight the University's commitment to establishing off-campus experiences with new constituencies.

As noted earlier, the LSP Implementation Committee has taken measures to make it easier for study abroad courses to fulfill LSP requirements. The Center for International Education reports that 495 students participated in a study abroad program in 2002-03 academic year; they expect an increase of 10-15% for the present academic year. See the CIE web site at <http://studyabroad.truman.edu/>.

SERVE Center The SERVE Center, an acronym for Service, Education, Resource, and Values Exploration, facilitates student involvement in service experiences both on Truman's campus and within the Kirksville community. Two of the stated goals of the Center are to "assist and promote student involvement in community service" and to "increase partnership between the University and the community." Organizations and institutions from the community make their needs known to the SERVE Center. In turn, the Center makes these service opportunities readily available to students who wish to extend and develop their service talents. The SERVE Center's "Big Event," held every spring, gathers a great number of students together to assist individuals within the community with household maintenance."

The SERVE Center reported that 246 students and 12 organizations registered to participate in volunteer activities in AY 2003-04. Students and student groups participated in after-school tutoring at local schools and assisted at the YMCA. These data can be combined with statements from the Catalog and statements from Portfolios in which students commonly indicate that a co-curricular or out-of-class activity counted as their most satisfying experience.

Currently, the SERVE Center fails to follow its volunteers to discover if their service experience was positive, negative, or even completed. Without assessing the effectiveness of their services, the SERVE Center cannot find ways to improve its methods of increasing student involvement in responding to the needs of the community.

The SERVE Center data support this criterion but are incomplete: they do not capture all of the ways in which students may enhance the curricular via the co-curricular. For instance, many students participate in organizations with a volunteer component and yet do not go through the SERVE Center. A systematic method of documenting all student activities and feedback of those activities would be beneficial. A simple e-mail communication system which would ask students about their participation in opportunities offered by the Center would be immensely

helpful. By determining if students followed through with their commitment and had either a positive or negative experience, the SERVE Center could become more effective. Without some tracking method, no improvements can be made.

Truman recognition of co-curricular participation and excellence

The Student Affairs office is in the process of creating a co-curricular transcript that is expected to be available to students after logistics are worked out with ITS and the new Banner system. The goal of the co-curricular transcript is to allow students to have “sanctioned” recognition or credit for their co-curricular activities. Currently, work is being conducted to develop a template in Banner that would allow for a record of co-curricular activity for each semester in relation to student name, Banner ID, organizational membership, and leadership positions.

Service Learning Service learning is a form of experiential offerings intentionally created to develop the attributes and skills requisite for a life of learning in a diverse society. Truman is currently working to develop more service learning opportunities for students. Evidence is haphazard at present. Math and Computer Science students have tutored high school mathematics classes for several years, under the direction of a faculty coordinator who had a grant from the Missouri Department of Elementary and Secondary Education. The Business and Accountancy Division reports having no formal service learning projects but notes that the marketing research classes have often provided research services for community projects; a recent example was a survey of community members regarding a levy increase for the public library. In Social Science, Developmental Psychology course has a service learning component. The professor placed students in a local Head Start facility, whose “teachers and administrators were pleased with the positive impact the students had on their program” (Conner, David. “The Effect of Course-Related Service Projects in a Child Development Course,” HLC Resource Room).

An ongoing effort by TCTL is encouraging more service learning opportunities in the curriculum. TCTL sponsored a Weekly Lunch Session on February 11, 2004, featuring Dr. John Strong, professor of religion at SMSU, and Director of the Missouri Campus Compact. Dr. Strong discussed the possibilities of Service Learning as a powerful pedagogy and the support

that faculty can get from Missouri Campus Compact (<http://missouricompact.smsu.edu/>) in terms of significant grants, curriculum development, and venues for faculty scholarship.

To date, Truman has no centralized office or support staff for tracking these activities or for helping to train faculty in their goals or assist in their implementation. Improvement in information centralization and dissemination needs to continue, perhaps with a specific Truman web page regarding the goals of service learning and resources for pursuing it and the creation of a more detailed Service Learning Center website containing contact information, specific goals, and available resources. Support for such “nontraditional” learning activities might be enhanced by making faculty aware of the importance of these experiences in student learning, in part through greater inclusion of faculty in the portfolio process (wherein the co-curricular is often indicated as “most personally satisfying” (p.44).

Internships and Clinicals While Service Learning courses tend to have an out-of-class learning component attached to a classroom-based course, internships and clinicals are more weighted to the experiential learning site. Naturally the opportunities for such experiences varies with majors. More applied majors, such as Nursing, Communication Disorders (CMDS), and Justice Systems require or encourage students to engage these opportunities. The Justice Systems Five Year Program Review identifies over 200 agencies with which the department has internship contacts. On average six students participated in internships annually over the past five years (range = 5-8). The Communication Disorders Program has senior level and graduate students providing speech-language-hearing diagnostic and therapy services to the public at no charge through the Speech and Hearing Clinic. For more specific information regarding the Speech and Hearing Clinic and its role in the community, see Chapter 7. Nursing students, like CMDS students, serve both the community and University through their clinical experiences embedded in the curriculum.

One notable opportunity available to all students is the Legislative Internship offered in Jefferson City each spring semester. Between one and two dozen students work for state legislators (and sometimes other governmental officials). In a staff-poor system, the students commonly are given serious professional responsibilities. According to the program coordinator, who has developed this internship course involving weekly readings and assignments, the quality of Truman students is highly valued by state legislators. This program thus helps us with external constituencies, as reflected by the stipend interns are paid. The coordinator has

expressed concern that the institution has grown more passive in recruiting students for this internship, noting that we typically are not able to meet all the requests of legislators for Truman interns.

Assessment Data on Co-curricular Activities

The evidence drawn from the GSQ demonstrates both that students participate in co-curricular activities and that they apply this knowledge to their studies; similarly, knowledge gained in the classroom is applied to their co-curricular activities. The data are largely stable, with slight upward trends except in the frequency of attending cultural events.

Additionally, Question 14 asks students to rate the “Adequateness of your Truman education and experiences in...” a series of activities and outcomes. See Tables 6.3 and 6.4 in Appendix 6 for specific data, which appear to be stable and reflect a mean of just above “adequate.”

Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

Truman’s vast assessment data provide evidence that our graduates achieve breadth of knowledge and skills. For instance, the portfolio assessment is useful evidence supporting this criterion. The capacity to exercise intellectual inquiry is shown by the improving competence levels of student interdisciplinary thinking and the solid, although slipping, scores in critical thinking. Truman demands a breadth of knowledge and skills of students completing the portfolios, including, quite significantly, the skills of self-analysis and reflection. Entries in historical analysis, critical thinking, scientific reasoning, interdisciplinary thinking, aesthetic analysis and evaluation, and most personally satisfying experience are required, in addition to a reflective cover letter. The categories reflect the evolution of the prompts, also reflecting how Truman regularly reviews its mission and goals and student outcomes. See Table 6.5 in Appendix 6 for specific data on senior portfolio categories.

The portfolio provides some of the most tangible evidence to faculty readers of the relative levels of success of Truman, and the portfolio process promotes extensive conversations about what our outcome goals are and how we should achieve them. Thus the numbers reported do not reveal the importance of this assessment tool.

The portfolio does have limitations in its utility as an assessment tool. First, student motivation is often low. Second, student ability to complete the portfolio is uneven, due to failure to keep appropriate assignments and due to lack of guidance in assembling the portfolio (such as the failure to understand the importance of self-analysis). Third, it is a tool unique to Truman, and the criteria used for evaluation are internally driven. There is the distinct possibility that the standards used to judge portfolio entries are unreasonable.

The Master Plan Update indicates that a number of newer faculty have not been acculturated to Truman's mission. Including more new faculty in the portfolio process should help them to think about the Truman mission beyond their own discipline experience. This involvement could have added benefits, because more faculty would consciously encourage students in the development of quality portfolio submissions.

Employer/Alumni Surveys At the University level, an Employer Survey is distributed to employers if the employee has given consent on the Alumni Survey form. Employer Surveys are discussed in greater detail in Chapter 7. The survey asks for general information about the employment organization, the employer's general impression of the likelihood of hiring another Truman graduate, and suggestions for improving the education process. These results are typically made available to university administrators and the Assessment Committee and published in the *Assessment Almanac*. For the FY 1999, the response rate to this survey was 32.7 percent.

Alumni and employers of alumni have the opportunity to evaluate the attributes and weaknesses of an education at Truman. The survey asks key questions that pertain to a liberal arts education. In particular, the survey asks respondents to assess the quality of their education in terms of effective writing, effective speaking, understanding and appreciating the arts, understanding scientific principles and methods, applying mathematics, etc. The survey also inquires about facilities and services offered to students such as the library, computer services, faculty advising, and racial harmony.

Although the results are typically distributed to administrators, the Assessment Committee and the University at large through assessment publications, it is not evident that any particular office or committee analyzes the results in terms of potential change. In addition, the return rate on the Employer survey is historically low. Finally, the results were not always available in the *Assessment Almanac*. For example, the Employer Survey results were not

published but made available from the Assessment and Testing office and the Assessment Coordinator. The results were not always collated properly and the survey data were not necessarily found in the logical numerical place.

At the discipline and program level, Truman has used employer and alumni surveys unevenly. Communication Disorders and the Business program are two disciplines that use their own instrument. Communication Disorders summary evidence demonstrates that graduates are well prepared, based both on self-reports of the employed alumni reporting and on the reports of their employers. Interestingly, on virtually every category, employers rated alumni more highly proficient than alumni rated themselves. A 2001 Business Division alumni survey reveals that graduates rated themselves well prepared on Teamwork (4.14) writing skills (3.92) and Articulate Speaking (4.27; 4= strong, 5= very strong).

Survey Data The Graduating Student Questionnaire (GSQ), College Student Experience Questionnaire (CSEQ), and National Survey of Student Engagement (NSSE) are all instruments used at Truman. An *Assessment Almanac* for each year back to 1997 is found online at <http://assessment.truman.edu/almanac/>. The data are often comparable across time: for instance, the *Assessment Almanac* reports GSQ data over a five-year period. Also, Truman has participated in the NSSE since its inception in 1999, and we have also participated in the CSEQ since it replaced the Institutional Student Survey, in 2000 <http://assessment.truman.edu/components/>. The data are readily available in hard copy form from the VPAA's office or as part of the *Assessment Almanac*, available back to 1997 on the web.

Historical evidence is readily found to support that "Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry." For instance, the GSQ includes a series of 33 of queries completing the prompt for question 14, "How adequate do you feel your education and experiences at Truman have been in each of the following?" Table 6.6 in Appendix 6 breaks down the responses by category.

Further support is found in the CSEQ, which reports responses to a series of questions regarding student estimates of gains, and several of these questions show breadth of knowledge and skills. This allows comparison across time; as a national instrument, we are able to compare across Comprehensive Colleges and Universities (CCU), General Liberal Arts institutions (GLA)

and Selective Liberal Arts institutions (SLA). The CSEQ is presently in the 4th edition. See Table 6.7 in Appendix 6 for specific information.

Also, the NSSE (2003) shows that Truman students report comparably higher rates of “Acquiring a broad general education,” but lower rates of “Acquiring job or work related knowledge and skills” (2003 *Assessment Almanac*, XI-30 and 21).

A series of broad outcomes are also demonstrated, including “Writing clearly and effectively” and “speaking clearly and effectively,” for which Truman first-year students and seniors score essentially the same as the national scores (Truman seniors score slightly higher on “Writing clearly and effectively”). There is also no statistical difference between Truman and National institutions in the categories of “Thinking critically and analytically,” “Analyzing quantitative problems,” and “Using computing and information technology.” First-year Truman students, but not seniors, report less time “Working effectively with others” as compared to the national averages. See Table 6.8 in Appendix 6 for details.

One other assessment measure of whether Truman graduates demonstrate breadth and depth is the senior exam. Truman has yet to meet its target goals of having 80 percent of its graduates achieve the 50th percentile on these exams and 50 percent achieve the 80th percentile. Part of the reason for this shortfall seems to be disciplines that might have difficulty identifying a nationally normed capstone exam. Overall, the trend lines are up (<http://assessment.truman.edu/almanac/2003/CH14.pdf>). For more information regarding the Senior Exam refer to Chapter 5.

Learning outcomes demonstrate effective preparation for continued learning.

The specific LSP outcome statements can be found in the General/Graduate Catalog. The following website contains specific learning outcomes for each discipline:

<http://disciplineassessment.truman.edu>. Evidence is in the form of student self-reports on the GSQ; see Table 6.9 in Appendix 6.

The CSEQ also provides evidence. Questions on estimates of gains indicate 76% of Truman students report “quite a bit” or “very much” gain on “Learning on one’s own.” (See Table 6.10 in Appendix 6.)

The data do not always allow comparison with other institutions. Also, self reports of students may not be reliable. In addition, two problems may affect the data. First, there may be problems with student motivation in assessment. For the most part, this observation relates to knowledge or skills assessment (Master Plan Update, p. 48), but this lack of motivation might show up in attitudinal measures, too.

Second, faculty claim frustration with what they perceive to be the lack of circulation of assessment data. As noted above, this material *is* widely available; however, more needs to be done in making the availability known, and more needs to be done in everyday use of assessment data. Other evidence for Truman students being prepared for further learning on their own comes in the form of placements to graduate and professional schools.

Graduate School Rates In addition to self-assessment measures verifying students' preparation for continued learning, graduate school placement rates offer further support.

Table 6.11

	FY 00	FY 01	FY 02	FY 03
Graduate School: Number (%)	371 (35.8%)	465 (41.6%)	441 (41.3%)	439 (44.0%)
Employment Number (%)	630 (60.8%)	625 (55.9%)	627 (58.7%)	555 (55.7%)
Total Number (%)	1037 (95.6%)	1119 (97.4%)	1068 (100.0%)	997 (99.7%)

Law School Admissions Truman students are often interested in attending law school following graduation, and admissions data suggest they are adequately prepared. For the 2001-2002 school year, 35 of the 37 Truman seniors who applied to law school were accepted by at least one ABA-accredited law school, an acceptance rate of 95 percent, which compares quite favorably with the national average of 70 percent.

A downturn in the economy has meant a significant increase in applications to law school in the last few years and a drop in the percentage of acceptances. For the 2002-2003 academic year (the last year for which data are available), 43 of 50 Truman students were accepted, an acceptance rate of 86 percent, which continues to exceed the national average of 66 percent.

In addition, all Truman graduates with a 3.50 GPA qualify under the University of Missouri-Columbia's Roberts Scholar Program. Roberts Scholars are guaranteed admission the University of Missouri law school.

Summary of Strengths

- The University regularly reviews the relationship between its mission and values and the effectiveness of its general education (Liberal Studies Program).
- The LSP provides students with significant breadth and depth of knowledge.
- All Graduate programs have clearly defined learning outcomes and assess the breadth and depth of knowledge students are acquiring.

Target Areas for Improvement

- The University needs to more systematically assess learning in specific areas of the LSP (Computer Literacy Mode).
- The University needs to establish more systematic opportunities for service learning.

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

Regular academic program reviews include attention to currency and relevance of courses and programs.

Truman is clearly committed to program reviews that include “attention to the currency and relevance of courses and programs.” In 2002, half-way through the current planning cycle (1997-2007), the University undertook an update of the Master Plan (<http://www.truman.edu/userfiles/academics/Update2002.pdf>). Several pronouncements in the Master Plan Update provide evidence of the commitment to currency:

“...Faculty also need to review and consider periodically how the curriculum is structured and delivered...In order to maximize the opportunities available, faculty may need to review both undergraduate and graduate requirements to ensure a close connection and a smooth transition for students” (Master Plan Update, p.42).

“Coupled with this perspective will be continuing emphasis on the integration of appropriate instructional technology into the curriculum, including the development of e-learning or Web-based opportunities to enrich the experiences of enrolled students and to help address unmet state and regional needs.”

Quinquennial Reviews of Undergraduate and Graduate Degree Programs

Quinquennial reviews of undergraduate and graduate degree programs at Truman are undertaken to provide a comprehensive reflection on each degree program's status, to identify program

strengths and areas in need of improvement, and to develop plans on how to achieve or maintain program goals in future years. Objectives of the quinquennial review that are particularly relevant to the assessment of the usefulness of the curricula to students who will live and work in a global, diverse, and technological society include:

1. Ensuring that the knowledge and skills gained by students adhere to the recognized standards of that discipline;
2. Providing an outside, objective evaluation of each program under review; and,
3. Reviewing the objectives and requirements clearly establish that Truman must pay close “attention to the currency and relevance of course and programs.” It is virtually impossible for an institution to respond to the listed requirements and ignore the currency and relevance of its curriculum.

The reviews demonstrate a clear commitment to the ongoing improvement and progress of the University’s curricular obligations.

Discipline Assessment Website In order to systematically document and evaluate the University’s discipline reviews, a Discipline Assessment Website has been created (<http://disciplineassessment.truman.edu/>). The website summarizes key assessment information from the program reviews. The data focus on each discipline in terms of:

1. Degree programs;
2. Program overviews (objectives, matrices, statistics);
3. Other discipline assessment initiatives (capstone projects, external review, other);
4. Knowledge and skills outcomes data on employment, graduate and professional schools, portfolios, and senior tests; and,
5. Survey data for the GSQ, Faculty Survey, CIRP, and Alumni Survey.

Examination of the content of the website results in the realization that programs vary in the level of detail that is provided relative to learning outcomes and use of assessment data. As an example, the Physics Program lists new initiatives and specific reasons behind why these new initiatives received the focused efforts of the faculty under the Program Changes and Improvements section of the website.

This material provides evidence that Truman does in fact carry out regular five-year program reviews of all its disciplines. These reviews include attention to currency and relevance of courses and programs. The category of the data entitled “Program Changes and

Improvements” focuses directly on the results of these reviews (see Chapters 4 and 5 for more information on the five-year reviews).

Alumni and Employer Surveys/Advisory Boards Alumni and Employer Surveys also offer the opportunity for the University to assess the usefulness and currency of its curriculum. As mentioned previously, Truman has used employer and alumni surveys unevenly. The Communications Disorders summary evidence demonstrates that graduates are well prepared, based both on self-reports of the employed alumni reporting, and on the reports of their employers. The CMDS Program has used information from employers and internship supervisors to make changes to the curriculum. For example, employers were reporting that in the area of swallowing disorders students were relatively less experienced than in other content areas. This information led the faculty to implement a change from a one-hour Swallowing Disorders course to a two-hour one. Justice Systems and Business and Accountancy are two other disciplines that have used their own survey data to gain information and make curricular changes.

In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.

Diversity is a meaningful concern for Truman, because “A liberal education introduces students to a variety of cultural experiences and perspectives and provides tools with which the students can understand their own culture better, as well as those of others” (*Liberal Studies Program Proposal*, p. 7). The Liberal Arts and Sciences Task Force reinforced the importance of the classroom as a basis for experiencing the intercultural perspectives and understanding. However, it also sought to endorse the value of out-of-class encounters to strengthen these views.

Truman’s mission, learning goals, and outcome statements correlate well with the skills and professional competence needed by our students in a diverse workforce, and the University’s assessment efforts also connect well with those same skills and competencies.

Diversity within the Curriculum

The University adopted a new LSP in 1998 that heavily utilized recommendations of the University’s Liberal Arts and Sciences Task Force and the national publications of Phi Beta

Kappa for evaluating essential characteristics of a liberal education. The University has committed itself to the following core set of learning goals for each student, as communicated in the Master Plan:

- Has command of **essential intellectual skills** such as written and oral communication, quantitative analysis, and computer literacy;
- Is **broadly educated**, exhibiting an appreciation of the interconnectedness of knowledge, thereby demonstrating the capacity to integrate and synthesize knowledge and information across disciplines;
- Manifests a high level of **mastery of a major area of study** as corroborated, whenever possible, by objective, nationally-normed assessment measures;
- Has a growing **understanding of the moral and ethical challenges** within social, professional, and personal decisions by encountering well-established classics and by having meaningful educational experiences both within and outside the classroom;
- Has undertaken **free personal intellectual exploration or research**; and
- Is prepared for **effective living in a democratic society**.

Each area of the LSP has specific student learning outcomes. The learning outcomes are the skills, knowledge, and attitudes that students should exhibit after they have completed each area of the LSP. Every course that fulfills an LSP requirement has been judged by the faculty to meet the appropriate learning outcomes.

Briefly, the LSP has three main areas: (1) **Essential Skills**, including Writing, Speech, Elementary Functions, Statistics, Computer Literacy, and Personal Well-Being; (2) **Modes of Inquiry**, including Aesthetic-Fine Arts, Aesthetic-Literature, Historical, Mathematical, Philosophical and Religious, Scientific-Life Science, Scientific-Physical Science, Social Scientific; and, (3) **Interconnecting Perspectives**, including Writing Enhanced Courses, Interdisciplinary Writing-Enhanced Junior Seminar, Intercultural, Foreign Language, Truman Program.

Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies. The evidence gathered here fits among the important skills and knowledge required to interact in our world. The University has systematically reviewed student progress in meeting specific learning outcomes. For example, the learning outcomes and assessment of the outcomes for the Historical Mode of Inquiry were

rigorously assessed in the Spring 2004. See Chapter 5 for a complete discussion. In short, the review of the Mode has caused the Historical Mode faculty to make changes.

In addition, a subgroup of the Assessment Committee in Spring 2004 embarked on the task of linking elements of the assessment program to the outcome statements of the LSP so that achievement of the outcomes can be assessed. The subgroup reviewed the following seven instruments in Truman's assessment program: the CAAP and Academic Profile exams, the Portfolio Project, and the CIRP, CSEQ, NSSE and GSQ surveys.

The subgroup rated each match on a 0 to 3 scale where 0=not at all, 1=minimally, 2=medially, and 3= thoroughly. A match rated as a 3 usually represented direct measures, and 1s and 2s were used for indirect measures. The following components of the Truman's assessment program were classified as Direct Measures: CAAP, Academic Profile, Portfolio Project, and selected survey questions. Indirect Measures included the CIRP, CSEQ, NSSE, and GSQ. The subgroup concluded that there are several indirect measures associated with the LSP taken from the surveys administered to students. However, there are few, and in some cases no, direct measures of the outcome statements among the assessment instruments listed above. The Assessment Committee's effort to map the data to outcome statements is an excellent beginning to the systematic analysis of assessment data relative to the LSP. Undergraduate Council is currently evaluating the LSP Modes of Inquiry outcomes based on this mapping.

Specific data items from the GSQ suggest that students perceive that they are acquiring a well-rounded liberal arts education and significant knowledge and understanding in the modes of inquiry. Over 90% of graduating seniors report that Truman provides adequate experiences in gaining a well-rounded liberal arts education. Within the modes of inquiry, graduating students reflect various degrees of preparedness across the modes with the highest level of perceived preparedness in the Social Science mode and the lowest in the Mathematical mode. See Table 6.12 in Appendix 6 for specific data from the GSQ and Table 6.13 from NSSE.

NSSE data also provide evidence that Truman seniors feel that they have acquired a broad general education. Truman seniors have a mean score that is highly significant relative to our COPLAC peers, Master's program institutions, and the national NSSE data.

Interconnecting Perspectives The Interconnecting Perspectives segment of the LSP is the one area aimed most specifically at preparing students to function in a *diverse* workforce. The purpose of the Interconnecting Perspectives area of the LSP is to enhance students' ability to

make connections among course experiences, concepts, and personal and cultural beliefs. The learning outcomes for courses that fulfill the Interconnecting Perspective requirement foster student understanding and appreciation for the knowledge they have gained as a result of their educational experience at Truman. The following are requirements within the Interconnecting Perspectives:

Writing-Enhanced Junior Seminar (JINS) “Education must prepare one for life in a complex world in which critical ideas, issues, and decisions require more than a single mode of inquiry or knowledge base. Increasingly, educated citizens must simultaneously apply a range of understandings, skills, and attitudes. Indeed, one of the hallmarks of a lifelong learner is the ability to draw upon the diversity of one's education in addressing new situations” (Liberal Studies Program Proposal, p. 7).

The establishment of the JINS clearly demonstrates the University's commitment to a broad, liberal arts education. The JINS courses expose students to multiple ways of thinking about issues, problems, and concepts and help them construct their own mental frameworks of retrievable knowledge.

Intercultural In addition, courses designated as fulfilling the intercultural requirement must meet at least two of the following outcomes:

- A greater knowledge and appreciation of cultural diversity through the study of one's own and/or other societies.
- A critical, or self-reflective understanding of cultural process or how culture influences intercultural behavior; for example, role of the individual in different cultures and the impact of one's cultural heritage on one's values, aspirations, outlook, and appreciation of other cultures.
- A critical awareness of the political or social ends of culture and cultural diversity, or an increased knowledge of how educated persons may achieve a sense of tolerance and use their awareness to transcend (but not erase) cultural and ethnic differences.

Foreign Language The Foreign Language requirement is one that focuses directly on the needs of graduates in functioning within an increasingly diverse and globalizing world. Truman has recognized the importance of global education and intercultural understanding by requiring all student to demonstrate elementary foreign language proficiency (bachelor of arts students must demonstrate intermediate proficiency) and encouraging study abroad

opportunities. Foreign language study is a special strength of Truman—the University currently offers course work in 11 foreign languages. Truman’s study abroad program ranks fifth nationally among Master’s level institutions in terms of total student participation.

	FY’85	FY’97	FY’04
Foreign Language Enrollments	417	2,121	2,253
Study Abroad Enrollments	12	308	540

The data from the NSSE on specific questions suggest that Truman is doing relatively well, at least from the student perspective in encouraging and providing opportunity for students to increase their knowledge and experience with diversity.

Truman seniors report that they converse with students of a different race or ethnicity less frequently than the national average, although to a similar degree as their COPLAC peers and Master’s institutions. Truman seniors fall within the normal range when noting the frequency with which they converse with students with varying religious beliefs, political opinions, or personal values. Truman’s seniors score well above the national average relative to exposure to foreign language courses but fall significantly below the national average relative to their understanding of people of other races/ethnicity. As a university, Truman falls below average in the amount we encourage contact among students from diverse backgrounds. Undeniably, the student body at Truman does not reflect the desired level of diversity, and therefore opportunities to interact with students of varying races and ethnicity are more limited than desired. However, the University has prioritized issues of diversity on campus and has made gains in this area. Within the context of the level of diversity reflected at the University, we need to continue to encourage contact and interaction among students from diverse backgrounds.

The GSQ data suggest that nearly three quarters of graduating students feel that Truman has adequately prepared them to respond to people from different social and cultural backgrounds. See Tables 6.14 and 6.15 in Appendix 6.

Essential Skills

Freshman-Junior Testing provides data relative to the achievement of Essential Skills. As discussed in Chapter 5, student motivation to perform on the Junior testing is thought to be low; thus, measures have recently been taken to improve performance on the Junior test.

NSSE data suggest that seniors' perception of their ability to write clearly and effectively is significantly above the national average. Truman seniors fall within the average range for "thinking critically, analytically" and "speaking clearly, effectively" (see Appendix 6, Table 6.16).

In the area of Personal Well-Being, approximately two-thirds of Truman seniors feel that the University provided for experiences that adequately or very adequately prepared them to care for their own physical and mental health (see Table 6.17 in Appendix 6).

Technological Dimensions of the Diverse World

Truman is committed to ensuring adequate informational and instructional technology resources for faculty, staff, and students sufficient to support student learning outcomes at a high level through the following actions:

- Promoting the integration of advanced instructional and informational technology appropriate to a liberal arts and sciences institution throughout its curriculum; and
- Pursuing high-quality scholarly resources in electronic format

The University recognizes that the institution cannot afford to fall behind in the area of computer and instructional technology if it hopes to serve its students well and remain competitive in a meaningful sense. In the mid 1990s Truman was at risk of falling victim to this problem. Few computer classrooms existed on campus; the network was aging, and instructional technology was still largely in the era of the television, VCR, and slide projector. The University was also having difficulty recruiting and retaining qualified technical expertise. After careful consideration, Truman took the step of partially contracting out the management of its computer services and support to a private vendor, CollegisEduprise. This relationship has worked out very well for the institution. Concurrently, Truman established a locally funded technology account and augmented it with significant Mission Enhancement funding. Consequently, Truman is now a very different institution technologically.

Truman has made support for teaching and learning the number one priority by continuing the enhancement of faculty development-based teaching, learning, and instructional technology programs. The University needs to continue to implement new computer information systems in a smooth and efficient manner by realizing the full potential of Banner and related information systems to enhance communication on and off campus and to support and improve information and transaction services to students.

The Library's Role in Assuring Appropriate Informational and Instructional Technology Resources

Upon enrollment to the University, students are informed of the technological resources available at the University. The library provides a self-guided tour during Truman Week. In Fall 2002, 96 percent of the new students took the tour, and in Fall 2003, 82% of the new students took the tour.

The instructional role of the library extends well beyond the first year. Reference librarians talk to regularly scheduled classes in various Divisions at the invitation of the instructors. Librarians often make Web pages for classes whose students are involved in library research assignments. Students can refer to these pages throughout the semester. See the [Class pages](#) link from the library's home page, <http://library.truman.edu>.

In the fall of 2003 the reference librarians collaborated with instructors of ENG 190 (*Writing as Critical Thinking*) to provide workshops on finding, evaluating, and citing Web information. This experiment demonstrated that ENG 190 would not be the vehicle for delivering the computer literacy requirement of the LSP—that students be able to “retrieve and cite information from the World Wide Web.” Thus new ways of providing this kind of information for all first year students are being explored.

Furthermore, during the fall and spring semesters, the reference librarians teach LIB111, *Use of Information Resources*, a one-hour introduction to resources in both print and electronic formats, including online catalogs and other bibliographic databases, the Internet, and basic reference sources. Learning how to evaluate information is an important part of the course. For the first time, during the summer of 2004, one section of this class was available online.

While the library classes and workshops are generally thought of as fulfilling a part of the computer literacy requirement of the LSP, it is also an important part of preparing students “for

effective living in a democratic society,” another goal of the LSP. It is imperative that citizens be able to find information and be able to evaluate its validity in order to function in a democracy.

Unfortunately, currently there is no systematic way to ensure that students meet the learning objectives for the Essential Skills Computer Literacy dimension of the LSP. Obviously, from the discussion above, most students are exposed to informational and instructional technology through the First-Year Experience, through courses and programs offered through the Library, as well as through other courses offered at the University. Many disciplines require a course in Computer Applications as a part of the degree. For example, Exercise Science requires all majors to complete ES 346, *Microcomputer Applications*.

In spite of limitations in ensuring all students receive similar exposure to and knowledge of informational technology, NSSE data suggest that seniors used electronic media to discuss or complete an assignment and to communicate with an instructor significantly more frequently than the national average and their COPLAC peers. Truman students report that the University clearly emphasizes the use of computers in academic work; see Table 6.18 in Appendix 6 for details.

Expanded Out-of-classroom and Off-campus Opportunities

The University continues to support a significant program of out-of classroom and off-campus experiences that is intentionally designed to foster and enrich Truman’s distinctiveness as an institution as well as its liberal arts culture, paying particular attention to student differences based on gender, ethnicity, and developmental needs. The Diversity Fellowships, Study Abroad, faculty-student research, internships, and efforts to increase University awareness and appreciation for Service Learning opportunities as discussed previously all support this claim.

Unfortunately, the NSSE data do not reflect that 2003 seniors participated in internship, field experience, or other out-of-class learning as frequently as the national average or their COPLAC peers (see Table 6.19 in Appendix 6).

One reason for this finding may be that most disciplines do not offer the opportunity for structured internships. Out-of-class learning does occur, but the University may not uniformly refer to out-of-class learning as “practicum” or “internship” experiences. Examples of practicum

and clinic assignments can be readily found in Communication Disorders, Nursing, Health and Exercise Science, Education, Justice Systems, Communication/Journalism, and Business and Accountancy. The University needs to continue to expand dialogue with businesses, industries, graduate and professional schools, and other organizations that employ or receive our graduates. We need to continue to promote the role of internships, service learning, and volunteerism in strengthening relationships with external constituencies.

Interestingly, Truman seniors report engaging in community service or volunteer work much more frequently than the national average, the COPLAC mean, and the Master's mean. As stated previously, Truman is working toward increasing University awareness of the benefits of Service Learning opportunities and continues to improve efforts to make connections between what is learned inside the classroom with out-of-class learning activities. GSQ data suggest that 86.5% of Truman seniors feel that the University is adequately or very adequately providing opportunity to apply knowledge and skills gained in the classroom to out-of-class activities; see Table 6.20 in Appendix 6 for specific data.

The degree to which Truman students participate in community service or volunteer work and in co-curricular activities suggests the University provides curricular and co-curricular opportunities that promote social responsibility and that students take significant advantage of the opportunities; see Table 6.21 in Appendix 6.

Seniors' perceptions of their personal skills and social responsibility are relatively high. However, less than two-thirds of Truman seniors felt that their experiences at Truman adequately or very adequately prepared them to recognize their rights and responsibilities as citizens; see Appendix 6, Table 6.22. In spite of the relative high ratings of citizenship and ethical decision making on the part of senior students, NSSE data are somewhat conflicting (see Table 6.23, Appendix 6).

Within this area of the University's promoting social responsibility within its curricular and co-curricular experiences, the strongest positive evidence appears to be within its focus on (1) community service (see item 7.b) and (2) participating in co-curricular activities (see item 9d) (some of which imply meaningful social responsibility).

On the other hand, Truman appears to need to shore up its emphasis and promotion regarding educational experiences such as (1) practica, internships, field experiences, co-op experiences, and clinical assignments (see item 7a), (2) voting in local, state or national elections

(see item 11i), (3) and developing a personal code of values and ethics (see item 11n), (4) contributing to the welfare of the community (see item 11o).

Strong Major Fields of Study

Truman fosters a coherent, integrated liberal arts and sciences curriculum that is noted for strong outcomes in the major. The disciplinary major provides a focus for further developing and applying the skills, knowledge, and values initiated in the LSP and reinforced throughout the curriculum. The majors are characterized by curricula that engage students in rigorous study of the breadth and depth of the discipline. All undergraduate programs have established, or are in the process of establishing, a set of learning outcomes that build upon the outcomes of the LSP. These outcomes are published each year in Truman's undergraduate and graduate catalog, as well as various program publications such as recruiting materials and course syllabi.

The faculty in the various major fields set the standards for the various major field assessments (*i.e.*, portfolios, nationally developed test, certification exams) used by the program. Furthermore, some degree programs have special admission and/or graduation requirements (*i.e.*, cumulative grade point, major grade point) that are controlled by faculty. Virtually all programs offer a culminating experience, and several programs (*e.g.*, Nursing, Communication Disorders) have incorporated assessments into their capstone courses that students must complete. When compared to selected cohorts, Truman's seniors report they have had a culminating experience significantly more than do their counterparts from all three groups; see Tables 6.24 and 6.25 in Appendix 6. In addition, nearly 90 percent of graduating seniors report that their experience at Truman has adequately or very adequately prepared them to apply learning in their own discipline to other disciplines.

Programs vary on the degree to which they use both formative and summative assessment measures. The implementation of formative and summative assessment systems in all degree programs should continue to be a priority. A system of formative and summative assessment will provide valuable information for program improvement and allow programs to better document student learning. (The Resource Room contains a case study on improving discipline assessment from the Business and Accountancy Division.)

Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

Higher Education Research Institute (HERI) Survey Data Truman has a lengthy tradition of surveying students in order to discern the level of satisfaction they experience regarding the targets of our assessment efforts. In addition, Truman surveys faculty, alumni, and employers every two or three years. These data originate with UCLA's Higher Education Research Institute's Faculty Survey. The item in question explores the degree to which University faculty members participate in efforts to improve the curriculum in the last few years. The HERI survey focuses on full-time undergraduate faculty members. In 2001, about 160 faculty members participated. The survey is on the web at <http://assessment.truman.edu/almanac/2001/CH16.pdf>.

Table 6.26

HERI 2001	Very much involved	Minimally involved	Not involved
During the past two years how involved have you been in efforts to reform the curriculum at your institution?	32.1%	54.7%	13.2%

Truman's level of faculty involvement seems significantly below both the reference groups. However, from the mid-1980s through most of the 1990s the University has been preoccupied in a major revamping of its mission and thus its curriculum. Truman is at a point in this process at which we are trying to assess the degree to which our efforts are successful.

Alumni and Employer Surveys/Advisory Boards All members of the University community, including alumni, employers, and parents, are asked periodically to respond to questionnaires or opinion surveys. Alumni and employers of alumni have the opportunity to evaluate the attributes and weaknesses of an education at Truman. The survey asks key questions that pertain to a liberal arts education. In particular, the survey asks respondents to assess the quality of their education in terms of effective writing, effective speaking, understanding and appreciating the arts, understanding scientific principles and methods, applying mathematics, etc. As stated previously, survey results need to be systematically analyzed in terms of trends, implications, and the potential for change to increase alumni and employer satisfaction.

The mechanism for curriculum review varies from discipline to discipline; some academic disciplines have had their student learning outcomes externally validated by advisory boards, accreditation/certification agencies, employers, alumni, or internal faculty members. Perhaps a more systematic, uniform method of external review, whereby copies of proposed student-learning outcomes from a particular degree program are sent to members of an advisory board or to selected employers, alumni, and faculty members, reviewed, and then discussed is warranted. Documentation of how programs have used information obtained from an external validation process should be systematically organized and disseminated.

The organization supports creation and use of scholarship by students in keeping with its mission.

Additional information regarding student participation in research is presented throughout this chapter. NSSE data suggest that Truman seniors do participate in research with faculty members. Truman seniors score well above the norm relative to the national average and Master's institutions and slightly above their COPLAC peers; see Table 6.27 below:

Table 6.27

NSSE 2003: Which of the following have you done or do you plan to do before you graduate from your institution?	Truman's Mean for Seniors	COPLAC'S Mean and Significance	Master's Mean and Significance	NSSE's Mean and significance
7d. work on a research project with a faculty member outside of course or program requirements	.35	.33	.23 ***	.27 **

0=no, undecided, 1=yes

p<.01 *p<.001

In this particular section, key aspects of scholarship are highlighted and discussed relative to assessment of the usefulness of the curriculum to students.

McNair Program Two McNair Program reports, “How We Measure Success of the McNair Program’s Efforts” and “Breakdown of Students Served by Program Year,” help document several aspects of how the organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society. These two documents are particularly representative of how the McNair program deals with (ethnic) diversity and prepares program participants—through specially designed program coursework and research activities—to effectively function in a diverse society.

In 2002-2003, 37 students went through the McNair Program. Moreover, students are ethnically diverse—far more so than the Truman student population. More than half of all Program participants since 2001 were non-Caucasian.

These two McNair Documents, along with the *McNair Scholarly Review*, also illustrate how the organization supports creation and use of scholarship by students. In 2002-2003, student-mentor teams completed 12 research projects, students made 32 formal research presentations, and 12 student-mentor research projects resulted in publications.

The educational experience at Truman provides for both the educational and personal growth of students. Students report that the University adequately or very adequately contributed to their development in the areas of working effectively with others, learning effectively on their own, and solving complex real-world problems.

Table 6.28

NSSE 2003: In your experience at this institution during the current school year, about how often have you done each of the following?	Truman's Mean for Seniors	COPLAC'S Mean and Significance	Master's Mean and Significance	NSSE's Mean and Significance
11h. working effectively with others	3.11	3.10	3.13	3.12
11j. Learning effectively on your own	3.10	3.16	3.02	3.07
11m. solving complex real-world problems	2.58	2.66	2.65	2.68

The data reflected in the NSSE and GSQ depend on student opinion. It thereby becomes necessary to “triangulate” these data with the opinions of faculty, staff, alumni, and even employers to solidify the evidence. As mentioned previously, Truman does employ alumni and employer surveys; perhaps more systematic review of that survey data in conjunction with the NSSE data would help to identify areas of strength and weakness. Once weaknesses are identified, relevant resource people should be contacted to help determine what direction should be taken.

The evidence presented above represents efforts to ensure that students are gaining knowledge and skills that will ensure their success in an increasingly diverse and demanding work world. The initial work of the Assessment Committee is still in the development stage; now that assessment data have been mapped to the learning outcomes of the LSP, efforts must continue to evaluate the data, make conclusions, discuss the implications of the findings, and make appropriate plans for the future. In addition to efforts at the institutional level, efforts to

assess the usefulness of the curriculum at the Divisional and program levels are also being conducted.

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

The organization's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

Library Resources Pickler Memorial Library provides a number of services to encourage the responsible use of knowledge. The Copyrights and Patents page provides useful information and links concerning basic copyright information and intellectual property right information (<http://library.truman.edu/weblinks/copyright.htm>). This page provides an explanation of fair use of copyright of audiovisual, music, internet sites, and more. The information is clear and concise. Links providing information about who should care about plagiarism, definite don'ts, what to do if you are accused of plagiarism, copyright information, how to give credit to sources, and how to avoid plagiarizing are available. The liberal arts culture is enhanced through proper use of material and becoming an educated citizen, and it does seem that faculty and/or students are taking advantage of this information based on a hit counter on the website. In addition, the page links to ITS: Truman State University - *Computer Use Policy* at http://its.truman.edu/policies/computer_aup.stm.

Printing Services Printing Services requires copyright material for coursepacks created by professors for their courses. This process helps to model for students and faculty the appropriate use of applying knowledge responsibly. Printing Services offers a service to professors who want to create course packets as reading material for a class. Professors are given a packet that contains, among other items, useful information about the copyright revision act of 1976.

While professors who complete course packets may be aware of copyright rules and regulations, professors who do not use this service may not know what the rules are when giving students different materials. Thus, training on this issue at the beginning of a career would be helpful, as well as follow-up as the law changes.

The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.

Institutional Review Board The Truman's Institutional Review Board helps ensure the integrity of research and practice by defining policies for all projects that involve humans as subjects. The IRB's website (<http://grants.truman.edu>) includes institutional policies, procedures, training modules, applications, sample forms, and other supporting information. All projects involving human subjects, whether conducted on campus or off, by faculty, students, or staff, or whether they are sponsored or unsponsored, must be reviewed by the IRB. The administration of the IRB is handled through the Office of Grants and Foundation Relations.

The IRB meets every two weeks and reviews more than 200 applications each academic year. Approximately 85 percent of applications are submitted by student researchers, while about 15% reflect faculty and staff projects. Approximately 40 percent of applications require revision, additional information, or restructuring before they can be approved through a second review. Only a very few applications (one or two) result in final disapproval each year.

The IRB considers its educational role about human subjects criteria equally important to that of oversight. Throughout the academic year the IRB Administrator and members of the IRB offer informational workshops to the Truman community. The Grants Office website contains a section of IRB information and guidelines, and each new faculty member on campus receives a folder containing an IRB handbook, guidelines, sample forms, and other informational pieces about the IRB. In addition, information about pertinent IRB issues is periodically included in the *Grant Source Newsletter* disseminated to all faculty and staff each month.

The IRB establishes and oversees several Divisional or discipline Peer Review Committees that are given the authority to review projects submitted within their academic areas that meet the federal guidelines for "Exempt" criteria. These Committees are a subset of the IRB and are required to maintain records and follow procedures established by the IRB. Peer Review Committees must be re-approved each year and are typically requested in Social Science, Counseling, Language and Literature, and Business and Accountancy.

Copies of all IRB Review Forms, which are sent to researchers detailing the Board's decision, are stored by the Office of Grants and Foundations for a five-year period. Reviews from projects that are externally sponsored are maintained for seven years. The Office of Grants

and Foundations maintains the following resources and documentation that can be located in the resource room:

- Policy and Procedure Manual of the Institutional Review Board for the Protection of Human Subjects in Research
- IRB applications, forms, instruction sheets, examples, etc.
- Copies of previous IRB review forms and meeting minutes

The University provides education, structure, and oversight to ensure that all members of the Truman community understand and meet defined criteria for integrity involving human subjects research. While faculty are generally aware of human subjects criteria, undergraduate student researchers frequently are not. Students are required to prepare and submit an application for any project involving humans just as faculty are, thereby ensuring ethical practice and understanding of issues that will prepare them for professional research activities.

Misconduct in Science Guidelines The University ensures integrity of research through the “Misconduct in Science Guidelines,” approved by the Board of Governors in 1991, and disseminated to all academic Divisions in which scientific research is conducted. In addition, the University files an annual report on possible research misconduct with the Department of Health and Human Services as an accountability measure. The annual report on possible research misconduct is filed through the Office of Grants and Foundation Relations. No incident of research misconduct has been reported for Truman.

Misconduct in Science Guidelines establish a definition of exactly what constitutes misconduct and provides a process for alleging, inquiring, investigating, resolving, and appealing an incident of misconduct. These guidelines provide a structured means of identifying and dealing with any allegation of misconduct in science. The Annual Report on Possible Research Misconduct, filed with the Department of Health and Human Services provides an annual accountability measure and reminder to the University of the issue of misconduct in science. It should be noted that the current Misconduct in Science Guidelines may need to be updated to reflect institutional changes.

The Office of Grants and Foundation Relations The Office of Grants and Foundation Relations provides oversight, coordination, and support for all externally funded grants and sponsored projects on campus by supporting and assisting project directors in developing and submitting proposals and in conducting funded projects; representing the University and project

directors to funders; and presenting funders' programs and requirements to members of the University community. Specific support and oversight activities provided by the Office of Grants and Foundation Relations include:

- Coordinating and facilitating proposal preparation within the University community.
- Publishing and distributing the monthly *Grant Source Newsletter*.
- Identifying potential funding sources for sponsored projects through source searches, program announcements, and direct contact with agencies.
- Maintaining a library of program materials, information, and applications from government and private funding agencies.
- Reviewing proposal ideas and assisting the author in developing them.
- Critiquing and, when necessary, editing and helping restructure proposals.
- Assisting with budget preparation.
- Reviewing and securing administrative approval and signatures to submit proposals off campus.
- Developing and submitting proposals for University-wide projects.

The Office of Grants and Foundation Relations provides a centralized location where faculty, staff, and students know they can gain assistance with all aspects of proposal development and submission. However, minimal staffing in the Office of Grants limits the services and support that can be provided.

The organization encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.

Global Issues Colloquium The Global Issues Colloquium is designed to encourage thought about our role in society and current issues that arise. All globalization sessions are videotaped and available in the library. This lecture series is offered throughout the academic year. In AY 2004, topics included “What is Globalization,” “Globalization and Cultural Diversity,” “Impacts on Ecological Diversity,” “Diversity on Midwestern Farms,” and “The Homogenization of Earthly Biota.”

The liberal arts culture is enhanced with the connections that students make between the theory learned in classes and the application of those theories to discussions within a global context. This series features many of Truman's faculty, which models for students excellence in teaching and research. It is uncertain how many students are actually taking advantage of this opportunity. Attendance should be monitored and tracked. It might be worthwhile asking students to evaluate the series with the connection to the liberal arts studies in mind to see if they are benefiting from these discussions.

Diversity Fellows The Diversity Institute was changed in 2003 to meet the needs of Truman more directly in the form of diversity fellows. These diversity fellows have selected projects targeted at practicing social responsibility. Select faculty members have been designated "diversity fellows" to address diversity needs within the University that may relate to practicing social responsibility. For example, diversity fellows have been responsible for creating learning objects for the social section of the *Foundations of Education* course addressing diversity in classrooms. In addition, Judy Shepard, creator of the Laramie Project, came to campus last year. Other projects include the examination of gender roles and physics majors and the completion of a study on homosexuality and careers. Embedded in each project is a suggested assessment for the project.

The creation and support of this program provides evidence that Truman is dedicated to enhancing intercultural competence among the University faculty, staff, and students through co-curricular means. Thus, the program is supportive of faculty research and faculty-student mentor relationships. In addition, many of the projects designed and implemented through the program emphasize outside constituencies. Dissemination of the results and outcomes of the projects will be crucial to spread the benefit to the wider Truman audience.

The Student Organization Center (SOC) The Student Organization Center (http://studentunion.truman.edu/student_organization.htm) promotes diversity, incubates organizations and ideas, disseminates information, and rewards organizations that provide service to the University. The SOC promotes the highest ethics among students and supports the creation and continuation of both curricular and co-curricular organizations. It also provides a forum for students to make friendships, work cooperatively, think creatively, and understand and become part of University governance.

The SOC is the umbrella organization that charters all student organizations. The SOC assists student organizations by providing leadership resources, student handbook, advisor handbook, organizational chartering packets, and a variety of other information and services. The Center for Student Involvement is the sub-structure of the SOC that is primarily responsible for campus programming, student organization development and services, and leadership development and recognition programs. Information about specific student organizations can also be found at the Center for Student Involvement site: <http://studentinvolvement.truman.edu/>.

The SOC supports the values stated in the Master Plan of creating a diverse community of learners that aspires to do the best for themselves, their families, their society, and their world. By exemplifying self-reflection, inclusiveness, and commitment, participants develop skills of leadership, organization, strategic planning, and understanding of self and others.

The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

Turnitin.com After a successful trial of the TurnItIn software in spring 2003, Truman acquired a subscription to TurnItIn (<http://www.turnitin.com> and <http://tltr.truman.edu/turnitin>). TurnItIn offers instructors the ability to check student papers for plagiarism and provides information resources for the prevention of plagiarism and the promotion of academic integrity (http://www.turnitin.com/research_site/e_home.html). TurnItIn offers a “student peer review” component which facilitates the improvement of student writing in several ways: it helps automate the exchange of papers among students, it gives students a framework for providing constructive criticism of each other’s writing, and it assists faculty in keeping track of the replies students make to each other's papers.

The TLTR strongly encourages those faculty who use TurnItIn for plagiarism detection to mention so in their syllabi and to continue discussing with students the importance of academic honesty. Members of TLTR hope that the TurnItIn subscription serves as a stimulus for continued campus discussion of academic integrity.

Program Handbooks A number of programs, including Education, disseminate student handbooks upon enrollment that offer specific guidelines and responsibilities related to research requirements. For example, the *Truman State University Masters of Education (MAE) Handbook for the Professional Team* is designed as a collaborative approach to research

conducted during the internship within the context of the classroom. This handbook is given to each University supervisor, mentor teacher, and intern as students begin their semester or year-long internships. The book describes the university representative's responsibilities for supervising the interns and their data collection. In addition, the Handbook describes the interns' responsibilities and the research component. In the appendices, students are shown sample IRB applications, parent consent letters, and other documents. Another example is the *Counselor Preparation Program Student Handbook*, which explains requirements for external constituencies for the collection of data for the research.

Handbooks of this type do not guarantee that research is conducted with integrity but do provide specific requirements for supervisors and interns. Examining actual research conducted by the counseling interns may be more effective for the whole picture.

Student Research Conference Truman's Student Research Conference, held every spring semester, provides a forum for students to share their work with others in a supported and nurturing environment (<http://src.truman.edu/>). Standard practice in developing the program for the Conference requires that students submit an abstract of their research which is reviewed by the Conference committee and endorsed by individual faculty mentors prior to scheduling the research for presentation. Undergraduate and graduate students submit an abstract online, which then triggers an email to the students' research advisor/professor. The professor is asked to examine the student's abstract and deny or accept the abstract based on his/her knowledge of the student's research. If a professor does not approve the research, the abstract is denied with the option for revising or not entering the research for the conference. If the professor approves the abstract, the student research conference committee submits it for presentation at the conference. The number of presentations, student presenters, and faculty mentors by Division and year, along with a history of the event, appears at http://src.truman.edu/Past_Conferences/main.stm.

The strengths associated with the Conference demonstrate a clear understanding that well-qualified faculty are working with students to create integrity with research and practice. Further, the liberal arts culture is enhanced with the connections that students make between the theory learned in classes and the application of those theories to research. The website for the Student Research Conference lists the following benefits of faculty engaging students in research:

- The stimulation and confidence that accompany creative thinking;
- The opportunity to mentor enthusiastic, high-quality students;
- The excitement created by intellectual activity and participation in new discoveries;
- The ability to transfer results from one's scholarship into the classroom; and
- The ability to promote the concept of life-long learning for students.

Graduate Student Research Graduate students are active in a number of research formats. Many engage in original research as part of a thesis requirement; since FY 2000, 97 theses have been accepted. Oversight is provided by a thesis advisor; a thesis committee supplies additional support and ensures research integrity. Approval of the Institutional Review Board must be obtained for any study involving human subjects. Other projects are related to coursework; these are supervised by a faculty mentor, and are regularly presented at regional and national conferences as well as the Student Research Conference. For example, six CMDS graduate students presented original research at the 2002 Missouri Communication Disorders Association conference. Collaboration on faculty research projects is also common. Some of this is on an ad-hoc basis, while for others it is part of their GTRA assignment.

The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

Truman's policy on copyrights, inventions, and patents is part of the *Code of Policies* and is found in Chapter 10, Section 10.090, Copyrights, and Section 10.100, Inventions and Patents. The policy states that intellectual property "developed utilizing University time, supplies or equipment are to be divided on an equitable basis between the employees and the University of the respective contributions."

This policy provides a broad framework in which each case dealing with intellectual property can be resolved independently. Truman has had fewer than ten instances in the last ten years for which an agreement about intellectual property rights was developed.

In light of Truman's low incidence of cases in which intellectual property issues must be resolved, this policy allows each case to be resolved independently and to the satisfaction of both parties involved. It must be realized, however, that the current policy is dependent upon the good will of both the University and the employee involved.

Summary of Strengths for Core Component 4d

- Academic and student support services promote the responsible use of knowledge.
- The University demonstrates integrity in its practices and relationships by utilizing policies and procedures that are fair and equitable.

Summary of Challenges for Core Component 4d

- Although efforts to disseminate policies and procedures are strong, some faculty and staff are not fully apprised of current procedures and policies at the University level.

Strengths Regarding Criterion Four

- The Mission and planning documents articulate commitment to the liberal arts and sciences
- Financial planning and priorities support the mission and related learning outcomes
- Students, faculty and staff are productive and publicly recognized for their efforts
- The University regularly reviews the relationship between the mission and values
- Students experience breadth and depth of learning in the LSP.
- Graduate programs have clearly defined outcomes and assess the breadth and depth of student learning.
- All degree granting programs conduct periodic 5-year reviews.
- The University demonstrates integrity in its practices and relationships by utilizing policies and procedures that are fair and equitable.

Challenges Regarding Criterion Four

- Current efforts to assess the LSP and the curriculum in all degree-granting programs need to be expanded and improved.
- Assessment systems need to be linked to quality improvement.
- The University needs to enhance efforts to establish and build relationships with external constituencies, not only for advancement purposes, but for review of the curriculum.
- Opportunities for service-learning, internship, and other experiential learning should be fostered.

Chapter 7: Engagement and Service

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

As Truman deepens its liberal arts culture, the nature of engagement and service of the University deepens. In the Master Plan, Truman listed “Nurturing viable relationships with external constituencies” (p. 22) as one of the principal planning themes. In the Master Plan Update, that planning theme was moved up in position, indicating that the University as a whole recognizes the value of engagement in building a stronger public liberal arts and sciences university.

The reorganization of planning themes is also an outgrowth of changes in the environment for engagement. Since the last accreditation period, key aspects of Truman's external environment have become less stable. The introduction of term limits in the Missouri General Assembly and the decline in economic conditions have meant that political and financial support are of greater concern than they were at the time of the University's last accreditation self-study. As such, it is increasingly important for the University to demonstrate that a public liberal arts university can meet the needs of the State while providing unique services to the citizens of Missouri.

Truman's mission as a residential institution targeting students of traditional age shapes the patterns of engagement and service. The implicit definition of engagement and service seen in the Master Plan Update's principal planning themes overlaps partially with the approach of the HLC. HLC seeks evidence that “an organization affiliated with the Commission cares deeply about how its work intersects with the lives of individuals on and off campus and with local, national, and global organizations.” (Handbook for Accreditation 3rd ed., 3.2-16). Under “Nurturing Viable Relationships with External Constituencies,” the Master Plan Update considers several relationships which primarily benefit the University (pp. 10-11). For the present chapter, service includes those University activities which primarily benefit external constituencies. Engagement refers to partnerships and other relationships with external constituencies which are mutually beneficial.

This chapter aims to demonstrate that programs of mutually beneficial engagement are pervasive at Truman and that service is provided when it is consistent with the mission. To

remain consistent with previous portions of the self-study, this chapter is organized around the core components developed by the HLC.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their deeds and expectations.

Defining Constituencies

The University's mission and planning documents clearly outline the constituencies with whom we engage. Perhaps it goes without saying that students comprise the most important constituency of the University. The University mission statement commits the University to the "personal, social, and intellectual growth of its students." The General/Graduate Catalog states that students will learn subjects that illuminate "the physical and moral worlds...individual and group responsibility...the meaning of life as a whole" (adapted from Phi Beta Kappa and stated in the General/Graduate Catalog 2003-2005, p. 43). The LSP includes outcome statements such as "citizenship and leadership in its broadest meaning for family, groups, communities, societies, and/or the global system in general" and "A critical awareness of the political or social ends of culture and cultural diversity" (<http://www.truman.edu/pages/262.asp> and <http://www.truman.edu/pages/263.asp>). In educating these students well, the University provides active participants in state and national society.

The University mission statement also speaks directly of service to external constituencies:

The University will achieve its mission through...public service consistent with the educational emphases and goals of the University. In fulfilling this mission, Truman State University recognizes its duty to:

- provide a physical environment and support services that will help members of the University achieve their educational goals and enhance their social and physical development and that will further serve as a source of pride to the University, the alumni, the community, and the state;
- offer services to the community, the region, and the state in the areas of research and public service that are natural outgrowths of the academic mission of the University, and strive to ensure that the University serves as a cultural resource for the broader community of which it is an integral part;
- develop and maintain sources of public and private support and merit such continued support through public accountability for the quality of its programs and resources;

In other words, the mission itself requires that the University maintain the capacity for commitment, offer services consistent with liberal arts learning, and show that its programs and services are valued.

The Master Plan reinforces and expands the definitions of external constituencies regarding engagement. “First and foremost among the various [external] constituencies served by Truman are the citizens of Missouri” (MP 1997-2007, p. 47). The General Assembly, the Governor, and the CBHE represent the citizens of Missouri and are the bodies to which the University is most directly accountable. That section of the Master Plan also lists as important external constituencies: alumni and friends; citizens of the northeast quadrant of Missouri; and graduate schools, businesses, and institutions that employ Truman graduates. Taken together, the mission statement and planning documents clearly designate the external constituencies with whom we engage.

Strong evidence that the University abides by its mission is found in the recognition that constituencies outside the mission cannot be served and that community services which are inconsistent with the mission are seldom provided. Although it has been nearly twenty years since the mission change, many residents of northeastern Missouri still expect Truman to fulfill the roles of a regional university. This expectation may be natural given that many parents of current students attended the University before the mission change. Despite these expectations, students who seek technical or vocational training and students who do not meet the highly selective criteria cannot be served. To address some of these problems, administrators at Truman have worked to help the region find alternative sources for educational services that are not consistent with the University’s statewide liberal arts mission. For example, Truman representatives cooperated with community leaders to attract Moberly Area Community College (MACC) to Kirksville. With this encouragement, MACC began offering limited courses in Kirksville in 1995. Since that time, they have expanded their course offerings substantially, completed new facilities in 2001 with the help of the local community, and began offering classes on their new campus in January 2003. This addition to the region has gone very smoothly: each institution meets a very different set of educational needs, and there is little competition for students.

Understanding Constituencies

In order to better understand the diverse constituencies specified in mission and planning documents and to predict characteristics of future constituencies, Truman engages in regular formal and informal surveys. For example, participation in nation-wide surveys such as NSSE, UCLA's Higher Education Research Institute's Faculty Survey (HERI), and the CIRP provide information about the changing needs of the University student population. Alumni and employer surveys regularly update information on the components of education most valued in former students. Furthermore, membership of University officials on local and regional planning bodies provides formal information about northeastern Missouri. Participation in COPLAC provides mutually shared information about the changing role of public liberal arts colleges. When necessary, the University also seeks outside assistance for environmental scanning. For example, the 2003-2004 study on student recruitment by Creative Communications of America involved exploration of internal and external constituencies. The 2004 housing architectural study also represents a specialized attempt to understand the needs of constituencies. To show that these methods are in fact useful in understanding constituencies, NSSE data, the employer survey, and community focus groups are considered in somewhat more detail.

Data from the NSSE help the University gauge how well students engage with external constituencies. For instance, the 2003 survey showed that Truman students are more likely to engage in community service than is average for public four-year colleges. This finding is corroborated by the faculty survey, HERI, in which faculty agreed that students are strongly committed to community service (2003 *Assessment Almanac*). These data suggest that Truman students may be best served by resources assisting them in locating opportunities for service and recognizing service rather than initiatives designed to encourage or require service. Clearly, national surveys such as the NSSE provide a better understanding of constituencies.

Further attempts to understand constituencies can be seen in University-specific surveys such as the Employer Survey. This form asks general information about the employment organization of a consenting Truman alumnus, the general impression of the likelihood of hiring another Truman graduate, and suggestions for improving the educational process. The survey asks key questions that pertain to a liberal arts education. In particular, the survey asks respondents to assess the quality of their employee's education in terms of effective writing, effective speaking, understanding, and appreciating the arts, understanding scientific principles

and methods, and applying mathematics. These results are typically made available to University administrators, and the assessment committee and published in the *Assessment Almanac*. For FY 1999, the response rate to this survey was 32.7%. Though this survey provides some useful information from an important constituency, up-to-date results are not always available for the *Assessment Almanac*. Keeping this information current, targeting employers who routinely hire Truman graduates, and comparing the results to discipline-specific surveys are recommended.

To promote understanding of specific constituencies, some disciplines also maintain their own alumni surveys. For example, the students in the Business and Accountancy Division complete the AACSB/EBI Undergraduate Business Exit Survey and the AACSB/EBI Undergraduate Alumni survey. Recent graduates of the Business program rated their critical thinking skills very highly but rated skill with computer databases somewhat lower. These questionnaires provide valuable data to the Division about the successes of the program and the qualities alumni value.

Other measures to understand constituencies are undertaken as needed. For example, as part of the self-study process, the Criterion 5 subcommittee conducted focus groups with local community leaders. The Kirksville Chamber of Commerce Governmental Affairs Committee and Chamber Board allowed University representatives to extend their scheduled meetings to discuss the University's patterns of engagement. Some of the specific results are discussed under Core component 5d; however, the results of their discussion were remarkably consistent with other formal and informal methods of understanding community constituencies, suggesting that these regular channels are effective.

Diversity of Constituencies

The Master Plan update lists "Recruiting and supporting a diverse, well-qualified faculty, staff, and student body" as the first principal planning theme. Many of the University's policies and procedures strive toward ethnic diversity of internal constituencies. Programs such as the SEE, the International Student Office, Upward Bound, and the McNair Program provide evidence that the University values and nurtures diversity among internal constituencies. The connections among internal and external constituencies also involve important sociocultural diversity: a large number of students and faculty come from metropolitan areas to the relatively

rural setting of the University. This diversity allows for many explorations of culture; for example, *Rural America* is a popular interdisciplinary course. However, our diversity also means that the University must maintain channels of communication between internal and external constituencies that allay common misperceptions.

Ethnic diversity of the surrounding communities is also addressed by service programs. Although the northeastern Missouri region is more ethnically homogeneous than many other areas of the country, the nearby town of Milan has a growing Hispanic population. For example, the *Milan Volunteers* is a student organization drawn from students in various majors who are somewhat proficient in Spanish. The primary goal of the organization for 2004-05 is to facilitate after-school tutoring for the Latino children at the *Milan Centro Latino*. Another student organization, *Estudiantes de Enfermería*, seeks to improve Spanish proficiency among the Nursing students. They hope to make an educational video in Spanish about pediatric medication instructions. A final example is the Migrant English Language Learners program administered by the Regional Professional Development Center (RPDC).

Strengths in understanding constituencies

- Constituencies are clearly defined in the mission and planning documents.
- An array of formal and informal instruments provides the University with current information about constituencies.
- Internal constituencies strongly value community service.

Challenge to understanding constituencies

- Some external constituencies still view Truman as a regional institution and expect services not consistent with the current mission.

Issue for the Future

- Understanding and embracing the socioeconomic diversity of external constituencies is an ongoing issue.

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

The statements in the mission and planning documents showing the commitment to engage would be hollow if the University were not also structured to encourage service. This section seeks to demonstrate that the University establishes the capacity to fulfill the commitments discussed in the first section. First, the capacity to serve is created by planning for engagement. Second, strong capacity for engagement is maintained through effective channels of communication. Capacity is created most obviously through offices and organizations dedicated to engagement, but the curriculum is also structured for engagement. Finally, the physical structures necessary for engagement are examined.

Planning Processes Project Ongoing Engagement

Engagement is planned for and documented within several processes of the University. This planning assures that the University will maintain the capacity to serve and focuses future engagement. Those documents and procedures most relevant to planning for engagement include the following:

- Master Plan and Master Plan Update
- Program reviews
- Student Affairs Assessment Plan
- Annual Faculty Data Update
- Promotion and tenure documents
- Faculty and student awards
 - Lee Advising Award
 - Walker and Doris Allen Fellowship for Faculty Excellence
 - Truman Leadership Award
 - Service Awards

To demonstrate planning for engagement, this section includes evidence of planning at several levels. The Master Plan documents the overarching planning priorities of the University. Academic program reviews demonstrate planning on a mid-level scale. Faculty updates and recognition of student service are less direct evidence of planning; however, in demonstrating

that the University values engagement and service, individuals are encouraged to plan service themselves.

As the beginning of this chapter illustrates, the Master Plan Update helps define the constituencies for service. It also sets some of the priorities for service:

Various “stakeholders” in the success of the University must be increasingly recognized, including the establishment of student/parent/alumni recruitment networks as well as networks of prospective employers, graduate, and professional schools vying for the highly qualified graduates the University produces. Finally, Truman must also continue to maintain and even strengthen its ties with Kirksville and the surrounding areas of northeastern Missouri. The continuing vitality of Kirksville will be an essential component in the University’s ability to recruit and retain excellent students, faculty, and staff; in addition, Truman needs to continue to foster strong relationships with citizens in surrounding areas to help increase its support at the state level (MPU 2002, p. 10).

Though these statements are somewhat general, they provide a healthy foundation for more specific plans within each University program.

While the Master Plan defines planning priorities for the University, regular five-year program reviews evaluate the engagement and service of individual academic programs. The reviews request that the each discipline evaluate its contribution to the community, state, and nation. The reviews also encourage evaluation of progress toward planning themes, including “nurturing viable relationships with external constituencies.” Quinquennial reviews include an outside evaluator, allowing the discipline to check their progress against peers or aspirational peers in their field. Although the amount and type of engagement varies widely across disciplines, the review itself serves as a way for programs to renew their commitment to engagement. State requirements for academic program review are expected to change soon: whatever changes occur, it is recommended that University reviews continue to include documentation of engagement and service.

Along with regular discipline reviews, Business and Accountancy, Nursing, and Communication Disorders maintain advisory boards. The boards typically include alumni and friends, as well as practitioners in the community. Advisory boards help maintain the capacity for engagement by assisting with planning, public relations, career placement, and resource acquisition. They are also often consulted about curricular changes. Members are active in locating or providing internships for students, faculty-in-residence positions, and extracurricular programming. The members of these boards provide valuable assistance from a non-academic

viewpoint. In his article “Accountability and Assessment in a Second Decade” (in Chaffee, 1997), Dr. Peter Ewell suggests that such advisory boards be expanded to allow additional academic disciplines to participate.

Annual Faculty Data Updates document service activities of individual faculty. The updates document service to students and student organizations, extension services, and other external professional activities. Much of this service extends beyond the University to the larger community. In the most recent update, under the “other external professional activities” category, faculty listed everything from guest lectures in local schools to serving as president of the local Habitat for Humanity chapter. Because faculty come to the survey with conflicting definitions of service and professional service, interpreting the data on a group basis is difficult. Individually, however, the updates show that faculty are active in student and community service. The updates also help communicate to faculty the fact that service is valued by encouraging them to reflect on their service accomplishments.

The Out-of-Class Experiences Map (found in the Student Affairs Assessment Plan) encourages individual students to plan for effective engagement. The map was designed in 2002 to help students make informed and intentional decisions about their out-of-class activities while at the University. The first quadrant of the map, Cultural Exploration and Community Engagement, explicitly addresses those activities associated with effective involvement. The fourth quadrant, Effective Leadership and Responsible Citizenship, also highlights skills for effective engagement. The plan also provides opportunities for formal assessment of out-of-class experiences. In sum, the plan is a very strong example of programs designed to promote engagement and citizenship.

The University establishes the capacity to serve through strong channels of communication among communities.

In a liberal arts culture, information is shared freely, and lines of communication are vital. These open channels of communication facilitate productive partnerships among University communities. With increasing technological support and maintenance of more traditional methods of communication, constituencies have many viable choices for information dissemination and two-way communication. Some of the more relevant channels of communication include the following:

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- University email lists and web pages
 - Admissions materials provided to prospective students
 - President's correspondence with state government
 - Governmental liaisons
 - Public suggestion boxes
 - Sports Information office
 - Campus and community media such as
 - Truman Today (campus newsletter)
 - Index (student newspaper)
 - Detours (student-produced magazine)
 - Windfall (campus literary magazine)
 - KTRM (student radio station)
 - KKTR (rebroadcasts KBIA, NPR affiliate)
 - TruNews (student television)
 - Truman Review Magazine
 - News@Truman (alumni newsletter)
 - Sources (human resources newsletter)
 - The International Student (newsletter)
 - ParentNews@Truman (parent newsletter)

Though this is a relatively long list, it represents only a sample of the channels by which the University maintains communications with external constituencies.

All of these channels are important in establishing the capacity for engagement; however, recruitment is currently a concern for the University, and the recruiting materials sent to prospective students serve as one channel of communication. This channel of communication is mutually beneficial: it serves as a way to educate potential students and parents about the mission of the University, and it allows students to make informed choices. The Admissions office is committed to direct, personal engagement with prospective students and regular assessment of its effectiveness in helping individuals to make the right college choice. In its 2004 report, Creative Communications of America (CCA) found that University publications do not compare favorably with other institutions: they were too detailed for the target audience and did not address the concerns of that audience. These materials have been recently revised to

more accurately address the informational needs of prospective students. Most of the materials were printed mid-late Fall 2004. (Recruitment materials are available in the Resource Room).

The capacity to effectively serve alumni is also established through effective communication. This channel is particularly important for self-study because the Master Plan update notes that communications with alumni should be strengthened. Of these communications with alumni, many of the strongest connections are discipline-specific. For example, MAE Reconnecting Day is a conference day for which Education alumni return to campus to share ideas and experiences.

Not all disciplines have such strong connections to Alumni; however, all Alumni do have access to regular communication such as News@Truman. News@Truman is an online newsletter for alumni and friends of the University. As of January 2004, 11,581 people are on the list for this newsletter. The large growth of recipients and low numbers of “unsubscribers” indicates high satisfaction with the service, a key indicator that the newsletter is a successful means of maintaining connections with constituencies. Alumni also receive communication through the *Truman Review*. The *Truman Review* magazine provides news about the University and upcoming events three times a year to a circulation of about 53,000 people.

Other communications with Alumni are established through the national alumni Association and Alumni chapters and clubs. There are currently alumni clubs in Arizona, Chicago, Colorado, Dallas, Iowa, Kansas City, Kirksville, and St. Louis. There is also a Mid-Missouri chapter, a Mid-Atlantic chapter, and a Florida club. Through these channels of communication, alumni are able to learn about campus activities, giving opportunities, and career resources.

The University’s programs for service and engagement cannot be successful if community members are unaware of them. However, helping members of the community become aware of outreach events is a challenge for any university. University websites provide a constant source of information for those with access to computers. Channel 36 on the local cable television service is the Public Information Channel associated with Truman’s Public Information Office. *Truman Today*, the weekly campus newsletter, is offered in both electronic and hard copy form. The *Index*, a student-run newspaper, won a community service award in 2003 in part for its distribution within the community. In terms of letting the Kirksville community know what happens at the University, Truman has achieved near blanketing of

information. When asked how information could be more effectively distributed, one community leader joked “drop it on my head,” indicating that information was as easily available as it could reasonably be made to be.

As discussed in the opening to this chapter, the introduction of legislative term limits means that maintaining effective communication with the state legislature is a continuing challenge. The University President maintains regular correspondence with state government, and Truman employs two governmental liaisons to assist with this communication. Additionally, Missouri Poster Day is an event which creates contact between students and representatives and their staff in Jefferson City. During this event, there is ample time and opportunity to consult and to explain the values, distinctiveness, and mission of Truman to our legislators. This is an opportunity for the legislators to ask both faculty and students about Truman and their experiences with Truman. Poster Day has been mentioned from the House floor during higher education funding debates, and has, for example, allowed an agriculture faculty member to meet with and discuss Truman’s role in Missouri agriculture and has led to a scholarship opportunity with the Missouri Poultry Association. State Representatives (particularly those who represent areas south of I-70) have gained an appreciation for and awareness of Truman and its unique mission. The emphasis on undergraduate research demonstrates and highlights Truman’s unique mission. Clearly, Poster Day is one effective channel of communication.

Additional channels of communication are opened as needed. Furthermore, the University’s placement in a rural region means that internal and external constituencies overlap significantly. Truman is one of the largest employers in the region: faculty, staff, and students represent a relatively large percentage of the population of Kirksville. Many area teachers and business leaders are Truman alumni. This integration of internal and external constituencies leads to many informal channels of communication as well as the formal ones listed here.

Offices and organizations dedicated to facilitating engagement

Most of the offices, organizations, and committees that provide the capacity for engagement and service are housed with academic disciplines. For example, the Regional Professional Development Center is housed within the Education Division; the University Gallery is administered through the Fine Arts Division; and the Northeast Criminalistics Lab is administered through the Social Science Division. Such connections encourage participation by

students and faculty from those academic Divisions. There are also drawbacks, however, in that one outreach program may be unaware of the services provided by another, and instructors desiring to establish service-learning opportunities may be unaware that some services are already being coordinated by others within the University community. Thus the widespread nature of service activities is both a strength and an area of concern. Furthermore, generalizing about the University's overall patterns of service and engagement is somewhat more difficult when they are not centrally administered.

The capacity for engagement is realized in institutional offices, organizations, and programs such as the following:

- Student SERVE Center
- Center for Student Involvement
- Office of Grants and Foundation Relations
- University Press
- Office of Public Relations
- Center for Teaching and Learning
- Participation in Missouri Campus Compact
- Athletics
- Internship programs, including legislative internships
- Study Abroad office
- International Student Office

Each of these offices provides an important role in facilitating engagement. To show the wide variety of ways in which this facilitation occurs, the SERVE center, the student organization Alpha Phi Omega, and legislative internships will be considered in more detail.

The SERVE Center facilitates student involvement in service experiences both on Truman's campus and within the Kirksville community. Two of the stated goals of the center are to "assist and promote student involvement in community service" and to "increase partnership between the University and the community." Organizations and institutions from the community make their needs known to the SERVE Center. In turn, the Center makes these service opportunities readily available to students who wish to extend and develop their service talents. The SERVE Center's "Big Event," held every spring, gathers a great number of students together to assist individuals within the community with household maintenance. The Center

compiles a list of all service activities completed. For example, Northeast Missouri Hospice, Adair County Historical Society, and Martin Luther King, Jr. celebration committee have all benefited from SERVE center involvement. In terms of measurable data, the SERVE Center's Big Event generates more student involvement than any other event. In Spring 2004, 600 student volunteers assisted in completing 79 jobs within the community. The goal of the Big Event is to give back to the Kirksville community. Citizens fill out forms distributed by the SERVE Center describing household or yard work that they are unable to take on themselves. Big Event volunteers travel through Kirksville, responding to these needs that have been brought to the attention of the SERVE Center. The SERVE Center also coordinates other service activities. In AY 2003-2004, 12 organizations and 256 individual students were registered with the Center. It is a valuable resource for connecting willing students and organizations with identified community needs.

Organizations dedicated to facilitating engagement

Much of the service done at Truman is generated through student organizations. One University-sponsored organization is Alpha Phi Omega (APO), a national service fraternity. Each active member of the fraternity is required to complete a minimum of 25 hours of service each semester. With such high standards and the freedom of each member to choose where he or she serves, certain needs within the community are met. APO's Fall Service Week and Spring Service Day, in particular, emphasize involvement in a wide variety of service activities. Additionally, APO facilitates service even by non-members (through blood drives and recycling events).

The Greek Community Relations Board engages in dialogue to foster a healthy relationship between the Kirksville community and Greek organizations on campus. The new organization works with the Kirksville Police Department (KPD) in an effort to improve their relationship and to acknowledge the success of the Department's work.

When united for philanthropic causes, Interfraternity Council (IFC) and Panhellenic Council have no lack of support from their members. For example, during Homecoming and Greek Week, different organizations are paired up in teams and compete against other teams to raise the most money for a particular cause. In Greek Week 2002, all money raised went to purchase thermal imaging cameras for the Kirksville Fire Department. IFC itself, outside of the

Greek Week fundraiser, raised \$14,000 of the \$24,000 needed to purchase two of the cameras. This relationship between IFC and the Kirksville Fire Department is an ongoing one: in 2004-05, IFC plans to raise funds for a CPR dummy.

Capacity for engagement within the University curriculum

Many opportunities for engagement also exist within the curriculum itself. Internships and service-learning are good examples of this type of mutually beneficial engagement.

Internships provide one of the most productive University links to external constituencies—businesses, educational and public service institutions, news media, museums, and various branches of state and national government. Students engage their employers in ways that enhance their own career opportunities and provide meaningful service to the larger public and private communities. Internships are available across the nation, and the types of internships are nearly limitless. One of the most actively supported internships at Truman is the Missouri Government Internship Program (MGIP). This program is designed for promising juniors and seniors as a practical application of their academic work, as an exercise of the liberal arts skills and perspectives, and as a bridge between college and career. The MGIP offers a unique opportunity for junior/senior students to intern with a legislator, public official, or state agency. The program provides interested students an inside look at state government and the political process. Students have an opportunity to participate directly in the political process (or other activities in non-governmental internships), hone personal skills, and establish connections with Truman's external constituencies that may lead directly to employment.

Keeping Truman students fully aware of internship opportunities is always a challenge. Applications are often required well in advance, and students may find their interests unfulfilled merely because they miss deadlines. Some internships may need even more direct, personal marketing to students. The Harry S. Truman Library and Museum Internship Program, for example, has historically struggled to attract a competitive pool of Truman applicants. Yet those students who have participated in the last five years have invariably described the experience as rewarding.

A wide variety of service-learning activities occurs at Truman. A few academic programs, such as the Environmental Studies minor, require all students to complete a service learning activity. These activities are less visible to the general campus community than they

might be because there is not a single center for service learning. Of the peer institutions identified for this self-study, College of New Jersey, Rockhurst, University of Wisconsin-Eau Claire, SUNY-Geneseo, and UNC-Ashville all have centers specifically dedicated to service learning which help to support and promote service learning activities. Currently, The Center for Teaching and Learning is working to give greater recognition to service learning activities on campus and to promote campus conversations about service learning. (See information on service learning in Chapter 6.)

Structures Provide Physical Capacity for Engagement

All of the programs discussed thus far require human resources to run efficiently, and many require significant financial resources. In some cases, the capacity to engage is facilitated by physical structures available for community use. For example, athletic facilities are sometimes made available for K-12 tournaments and camps. The University Observatory has regular open houses, many of which are very well attended. The University Farm provides resources to local schools and makes garden plots available to the Kirksville community. Although the community at some point uses most University facilities, the Student Union Building is one of the areas used most heavily.

The Student Union Building is available for public use and can be reserved online. A wide variety of groups make use of the facility. The table below shows usage during the most current complete year. For example, in 2003-2004, several businesses, religious groups, community groups, medical groups, public school groups, and governmental groups used the facilities.

Another facility frequently used by the greater community is the University Farm. The Farm has established an informal partnership with area schools, serving primarily elementary and pre-school children. During Fall 2003, a total of 708 people visited the Farm for free tours, most being groups of school children. These numbers suggest that the Farm's usefulness as an educational resource has proven valuable to the community. This is a free service, establishes ties with Kirksville educators and parents, and engages faculty in local life.

Both physical structures and human resources create the capacity to engage external constituencies by hosting conferences and academic festivals, though these events appear to have decreased somewhat over the last two decades. The change to a statewide mission probably had

some impact on this decline, and the recent budget crisis is another factor. Nevertheless, festivals maintain active connections to the community. For example, the Foreign Language Festival was created by faculty eight years ago to engage and connect with high school foreign language students and teachers in the northeastern Missouri regional area. An average of 250 students from ten to twelve different high schools come to Truman to participate in a festival of foreign language and cultural awareness (278 students attended just recently, in November 2004). High school teachers are invited to attend a workshop on the National Standards in Missouri regarding foreign language instruction. Participating students and teachers evaluate the program to help Truman faculty provide the best experience possible. The University has the physical facilities to host additional festivals such as this one. If human resources were more available, additional festivals such as these might increase community awareness of the University's mission and place in the community.

Strengths in capacity to serve

- Communication among constituencies is effective, promoting greater capacity for service.
- A network of University offices and programs works well to facilitate engagement.
- Including representatives from business and industry in advisory committees allows input from constituencies who will employ students.
- The policy of housing outreach programs within academic Divisions promotes engagement of students and faculty within those Divisions.

Challenges to capacity

- Term limits present a challenge for understanding the needs of State legislators and helping them understand the needs of the University.
- Housing outreach programs within academic Divisions presents challenges to coordination of outreach programs across Divisions.

Issue for the Future

- Facilitation of service learning should be more visible.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

In 2003, the University erected a monument at the north entrance to campus with the following quotation: “Enter to grow in Wisdom. Depart better to serve thy country and thy kind – Charles William Eliot.” This monument serves as a public declaration of the University's belief that a liberal arts education prepares students to serve their communities. As previously discussed, a primary mission of the University is to educate students. However, students also depend on the University for some non-academic services. Furthermore, Truman is an integral part of the northeastern Missouri community, and many external constituencies depend on the University for service.

Responsiveness to Missouri students In Spring 2004, 69% percent of Truman students overall and 76% of freshmen are from Missouri, reflecting Truman's dedication to educating the citizens of the state. The needs of the state also factor into program and curricular decisions. During the mission change, each program was evaluated on its connection to the liberal arts. Many pre-professional programs were cut, but those that could be taught with a liberal arts framework remained. Although programs like Business, Nursing, and Communication Disorders are not often included in traditional liberal arts curricula, the State of Missouri had great need for students competent in these fields. These programs have been continued to provide the state with professionals who are broadly educated and to provide citizens of Missouri access to education in these fields.

Responsiveness through Student Services Although Truman attracts students who attend for academic purposes, these students depend on the University to coordinate many other areas of a residentially-based campus life. Following are some of the University components whose services extend beyond the strictly academic.

- Health, Wellness, and Safety Service
 - Department of Public Safety
 - Health Center
 - University Counseling Services
 - Recreation Center
- Logistical Services
 - Sodexo Food Services

- Mail Services
- Financial Aid
- Office of Residential Living
- Office of Assessment and Testing
- Office of Citizenship and Community Standards
- Student Involvement Services
 - Student Activities Board
 - Greek Life Office
 - Women's Resource Center
 - Multicultural Affairs
 - Career Center
 - Child Development Center

Many of these non-academic services are important to the learning environment, and many also provide services that are academic or beyond what is categorized here. All, however, are important to the well-being of internal constituencies. One student service that is particularly relevant to engagement is that of the campus Department of Public Safety (DPS). In July 2001, DPS formed a formal partnership with the Kirksville Police Department (KPD). Joint training exercises in emergency preparedness are held for Adair County and Truman staff. DPS shares a dispatch center with KPD, and all records are mutually shared. An annual Crime Report with measurable data is available for public viewing. A Residence Hall Liaison Program is in place in each hall, forging a direct connection between students and Public Safety. Anecdotal reports indicate that city coverage has improved since the linkage with institutional police.

Partnerships Promoting Responsiveness The partnership with KPD demonstrates that the University depends on other institutions and organizations to assist in responsiveness to students. Some of these partnerships are with other institutions of higher education; others are with governmental or local organizations. Thus Truman engages appropriately with external partners and maintains these partnerships in order to effectively serve students and community.

Demonstrating responsiveness to students involves working with other institutions to provide a high-quality education. Some of the partnerships specifically designed to facilitate responsiveness to student constituencies are as follows:

- International Education
- Specialized Accreditation
- Library partnerships
- Graduate Consortium
- Participation in COPLAC

Truman must be responsive to students who study abroad and to foreign students who study at Truman. Currently Truman has partner institutions in 14 different nations (Argentina, Austria, Australia, Bulgaria, Costa Rica, France, Germany, Ghana, Ireland, Italy, Japan, Russia, Spain, and Taiwan). In some of these countries, Truman has numerous partnerships (for example, eight different programs in France). According to the Director of the CIE, each partnership has been a learning experience since each foreign institution has its own calendar, schedule, education philosophy, educational policy, and grading system. In order to make each of these programs successful, faculty, administrators, and students have to make adjustments and modifications. Truman is also a member of international consortia: College Consortium for International Studies (CCIS), Council on International Educational Exchange (CIEE), International Student Exchange Program (ISEP), and Missouri Consortium for International Studies (MOCON). A Truman-China English Teaching Partnership has begun this semester, and others are planned. Truman's study abroad program ranks sixth nationally among Master's-level institutions in terms of total student participation. In addition, the planning processes project ongoing engagement and service with potential for growth. The University has received very good feedback from professional colleagues in various countries; see the CIE website: <http://studyabroad.truman.edu>. Participation has increased from non-Truman students due to Truman's good reputation in the field; indeed Truman has received repeated requests from other universities for additional partnerships. Finally, host and U.S. institutions have asked Truman for expert advice in running cooperative programs and the transfer of courses.

The University seeks to maintain a high-quality experience not only for those Truman students studying abroad, but also with international students studying at Truman. After receiving informal feedback from students, the International Student Office (ISO) determined that some students were not experiencing a strong exposure to American culture. To better serve these students the Global Links program was created to pair American and international students, fulfilling criterion 5C. Global Links is a program coordinated by the ISO that matches a new

international with a new or returning American student. Students are encouraged to get to know one another and gain a better understanding of each other's cultures. Over the last three years, 46 international students and 55 American students have participated in Global Links. The creation of the Global Links program is a good example of the University recognizing a need of the international students and creating a program to help. Additionally, this program helps to bridge the gap between the American and international communities.

Transfer and articulation agreements provide another example of partnerships promoting responsiveness in engagement. As the mission changed to emphasize the liberal arts and highly selective status of the University, the culture of the University shifted to focus on the integrity of the courses and the interconnected, holistic nature of the Truman undergraduate experience. An unfortunate side effect of this process was that the numbers of transfer students slowly declined (see Table 7.1 in Appendix 7).

To create an environment supportive of the mobility of learners, the University has been examining its transfer procedures and has recently signed transfer and articulation agreements with Metropolitan Community College and Indian Hills Community College. The agreements are too new to allow evaluation of their efficacy: the Metropolitan agreement was signed on December 12, 2003, and Indian Hills on April 27, 2004. Other initiatives are also being pursued. For example, the Math/Biology initiative contains resources to connect science students from area community colleges with faculty at Truman.

Examples of Partnerships Related to the Regional Economy Responsiveness to external constituencies is also apparent in the following local partnerships:

- Northeast Missouri Food Fest
- Kirksville Regional Economic Development, Inc.
- Small Business Development Center (SBDC)
- Kirksville Downtown Improvement Plan
- Participation in Kirksville Chamber of Commerce
- Missouri Enterprise
- TCRC - Telecommunications Community Resources Center

These partnerships help fulfill the Master Plan update goals of strengthening ties to the city of Kirksville and the Northeast Missouri region. None of the above represents a large share of University resources; however, small initiatives can still be vital to the community. The Small

Business Development Center (SBDC) also represents a partnership geared toward enhancing the local economy; however, it represents a larger investment of resources by the University, and will be considered for contrast.

Agriculture is extremely important in the economy of northeastern Missouri. The Food Fest is an annual celebration of local food, held in conjunction with the Kirksville Farmer's Market and co-sponsored by Truman's Agricultural Science discipline, University of Missouri Outreach and Extension, and the Kirksville Chamber of Commerce. Approximately 500 community members attended the 2003 event in which students and faculty join with other external constituencies to educate the community on food and agribusiness issues of local interest. Feedback for the event was very good. Thus the Food Fest represents both successful partnerships with external agencies and responsiveness to the Kirksville community in the form of an educational, economically relevant event.

K-REDI, or Kirksville Regional Economic Development, Inc., is a not-for-profit agency designed to promote economic development in the region. The K-REDI board of directors represent business people in the community who are working together to make Kirksville a better place to live. This includes attracting business to the area, preventing plant closings, etc. Members of the group come from area banks, the Chamber of Commerce, and representatives from A. T. Still University and Truman. Truman is one of five public institutions which contribute \$5,000 annually to the corporation, and the K-REDI board secretary says that the board often looks to Truman for leadership. The board secretary also indicates that Truman's input is quite valuable. If professors see a way to use their research or classes to benefit the community, but have no funding, the K-REDI board can prepare formal proposals for grant money, relieving professors of the task. The K-REDI secretary notes that Truman's support has been steadfast.

In addition, the University contributes human, physical, and financial resources to the SBDC. The Missouri SBDC provide counseling in such areas as business plan development, financial management, market feasibility, international trade, franchising and licensing, inventory, marketing, and more. SBDCs operate in partnership with the U.S. Small Business administration and is housed within the Business and Accountancy Division. From October 2002 to September 2003, the Center estimates that positive changes in sales are valued at \$800,000, and new businesses are valued at \$210,000. These figures are somewhat lower than

Small Business Centers in urban areas but represent significant growth in the northeastern Missouri region.

Responsiveness to external constituencies

K-12 Responsiveness The most recent (2002) NCATE report provides evidence of ways in which the MAE remains connected to the public schools.. The report states: *“The MAE program has worked diligently in the area of collaboration between the unit and school partners, with a number of new initiatives and changes. . . . Some of these involve design, implementation, and evaluation of field experiences and clinical practice as well as candidates’ development and demonstration of knowledge, skills, and dispositions to help all students learn; all were undertaken to enhance the quality of opportunities offered to our candidates and school partners.”*

Some examples of the MAE/K-12 connection, and that of other University entities as well, follow:

- Formal partnerships with public schools
- Teacher education field experiences
- Regional Professional Development Center (RPDC) programs
 - Professional Development School
 - Technology Leadership Academy
 - Truman Literacy Consortium
 - Truman Research and Analysis consortium
- Parent Reading Connection
- Advanced Placement Center
- Korean Math project
- University observatory programs with local schools
- Child Development Center
- Financial Aid Workshops in high schools
- Children’s Literature Festival
- Tutoring programs

Several formal partnerships demonstrate responsiveness of Truman to public schools, including Kirksville R-III Professional Development School, Clayton Partnership Program, and Kansas City Higher Education partnership. These partnerships, in addition to a relationship with

the U.S. Department of Defense Schools, demonstrate a high degree of connectiveness with public school constituencies, as well as internship opportunities for Truman students.

One of the most important connections to K-12 education comes from MAE students placed in supervised positions within K-12 schools. The field experiences involve students from several academic areas who gain experience in public school settings. Overall, both students and mentors report high degree of satisfaction with field experiences. Many of the students are later employed in the districts where they completed their field experiences.

A more specific example is the Parent Reading Connection, an effort to improve the reading scores of local second-graders. This excerpt from the continuation proposal points to the collaborative nature of this project:

2002-03: “To continue the Parent Reading Connection program in 2002-03, the Kirksville R-III School Board provided district funds for the program; in addition the local Wal-Mart store gave a \$1000 grant for the program. The program consisted of parent meetings, training sessions for tutors and materials, and tutoring/supervision stipends; in addition the reading teacher was given release time to train Truman Student University students. Mrs. O’Brien, Title 1/Reading Recovery teacher, directed the program and trained Truman State University students. The activities met the guidelines for a reading improvement plan for students who are reading below level as measured by standardized tests per the Missouri SB318 bill.”

Like this one, many of these programs have evolved to join University students and faculty, public school faculty, local businesses, parents, and children in local schools.

Engagement with K-12 schools is also seen in other parts of the University. For example, the Financial Aid office demonstrates attention to the diversity of its constituencies by providing workshops for identified groups of students who typically are underrepresented in higher education. The Office engages with the external community by providing Financial Aid Nights in area high schools and providing individual consultation with families anticipating a child going to college soon. Anecdotal responses from these Financial Aid Nights testify to the usefulness of this program of engagement and indicate that they are well received by the communities served.

The Language and Literature Division also engages area schools by sponsoring the Children’s Literature Festival. Truman has been able to offer a Children’s Literature Festival annually to approximately 1,400 children (grades 4-6) from twenty local and outlying area schools. The purpose of the festival is to expose children from Kirksville and outlying

communities to a wide variety of children's authors in hopes of building their interest in reading and writing and to establish a link between the Children's Literature courses offered at the University and local schools. There has also been an attempt to have a diverse group of authors from different regions and ethnic groups to heighten diversity awareness. The letters of thanks at the end of the festival are overwhelming. For many of the children, it is the first time that they have met an author. For some schools, it is the only "field trip" that they can easily afford. Budget considerations forced the Language and Literature Division to scale back the festival in 2004; however, every attempt is being made to continue the Festival to some extent for the children of the community and beyond.

Responsiveness through Designated Outreach programs Truman has many designated outreach programs consistent with a public liberal arts mission that demonstrate responsiveness, some which are listed below:

- Upward Bound
- Joseph Baldwin Academy
- Speech and Hearing Clinic
- SEE program
- KKTR
- Campus media
- Small Business Development Center
- Licensure and other exams provided by the Office of Assessment and testing
- Northeast Area Criminalistic Lab
- Fine Arts Programming
- Regular open houses of campus facilities such as the Observatory

The Upward Bound project is part of a national TRIO program demonstrating responsiveness to low-income, potential first-generation college students in the geographic area by assisting them with college-prep services and an opportunity to build bridges among diverse communities. The project affords these selected students the opportunity to spend their summers in residence on the campus as they take college-prep courses, pursue possible careers through career labs and career mentors, and experience the college culture. Conjointly, the project affords Truman students with employment opportunities that prepare them for service in fields of education, social work, criminal justice, etc. At Truman, the project serves 85 students in a nine-

county target area; clearly the need is much greater than the project can reach. It is estimated that approximately 1,800 students in the target area are eligible for project services. Currently budgetary restraints prohibit project expansion: 93 percent of the funding comes from direct sources, and the University provides the remaining 7 percent. Accountability measures suggests that Truman's Upward Bound project is remarkably successful; see Table 7.2 in Appendix 7.

The Joseph Baldwin Academy (JBA) is another outreach program highly consistent with the responsiveness a public liberal arts university should demonstrate. The mission of JBA is to identify and challenge high-ability students enrolled in the 7th, 8th, or 9th grade. JBA offers an academically challenging program grounded in the liberal arts and sciences that provides rich learning experiences and the opportunity for talented students across the nation to interact and encourage each other's development. In 2004, JBA enrolled a record 400 students on campus from all across the U.S. The program also serves as a recruitment tool for the University. The program has no real downside: it has a long-standing reputation and attracts very good young students. Furthermore, the students, their parents, and their teachers praise the program.

A mutually beneficial outreach program also occurs in the Speech and Hearing Clinic. Students in the Communication Disorders program receive supervised experience, while the community members receive many free services. As documented in the *Five Year Review of Communication Disorders* (October 2003), the following figures represent the utilization of the clinical program by client and student clinicians for the 2002-03 academic year. The total accumulated clock hours earned by the student clinicians are those hours spent in direct clinical experience:

102	Number of clients seen for therapy
1,954	Number of clients seen for evaluations
3,822.30	Number of accumulated clinical clock hours
823.15	Hours in internship (public school)
1,149.25	Hours in internship (hospital/clinic)
1,849.50	Hours in Truman Clinic

Beyond the clinic itself, outreach activities conducted by students and faculty of Truman each year include an area Head Start Screening performed each fall; an Early Head Start Screening (birth to three) for children referred all year long; ElderLynk, an interdisciplinary partnership with A.T. Still University to help healthcare professionals to be more attuned to the needs and

characteristics of rural elderly patients; speech, language, and hearing screenings in the public schools include Schuyler Co. R-I, Adair Co. R-1 (Novinger), Adair C. R-2 (Brashear), Green City R-I, Cameron R-I, Kirksville R-III, and Lewis Co. C-1.

The Telecommunications Community Resource Center (TCRC) in Kirksville, one of nine regional TCRC's in the state, utilizes telecommunications technology to bring educational, economic, medical, and cultural services and opportunities to area residents. The Kirksville TCRC is part of the University of Missouri Outreach and Extension Program and benefits from its relationship with three local sponsors who provide financial and management resources: Truman, the City of Kirksville, and the Kirksville R-3 School District. The center's flagship technology is its ability to conduct videoconferencing to facilitate a wide variety of activities, including distance learning, audio conferences, satellite downlinks, and interactive television. Truman not only provides benefits to the community through sponsorship, it also gains advantages through the connection. For example, the facilities have enabled Truman students to participate in distance learning with an off-site instructor during a faculty member's unanticipated extended absence. The University provides approximately \$20,000 per year for the center. At present, the University does not utilize the TCRC heavily, and more creative use of its resources is encouraged. However, as a service program it is a very successful way to provide community access to state-of-the-art resources, and community leaders and members often voice their appreciation for Truman's role in maintaining the TCRC.

Truman's patterns of engagement are not isolated programs but provide a dynamic interchange of ideas and information. For example, the northeastern Missouri region is ethnically and culturally rather homogeneous. International students, students from other states, and students from metropolitan areas drawn to the liberal arts environment provide mutually beneficial cultural exchanges.

Strengths in responsiveness to constituencies

- Examples of responsiveness from every sector of the University
- Very strong K-12 connections
- The designated outreach programs are effective and consistent with the University mission

Challenge to responsiveness to constituencies

- Locating business partners is difficult because of geography

Issues for the future

- Recently signed transfer and articulation agreements should be evaluated as students matriculate.
- Additional transfer and articulation agreements should be pursued.

Core Component 5d: Internal and external constituencies value the services the organization provides.

Truman's assessment culture also provides many examples of evidence that demonstrate that services are valued by both internal and external constituencies. First of all, internal constituencies testify that they value both their education and their engagement with the community. Second, external constituencies "vote with their feet" and show high rates of participation in University programs and activities. Third, Foundation giving suggests that external constituencies value the services provided. Finally, local, state, and national leaders have publicly shown their appreciation of Truman's services.

Internal constituencies express the value of services provided.

Assessment data provide evidence that internal constituencies also value the services provided. For example, results from the GSQ show that 35.8 percent of students feel their co-curricular experiences have been very adequate (the highest option possible) in helping them grow socially and personally (Q14ac *Assessment Almanac* 2003 Volume 2, p. X-3); 26.6 percent of students also said that their co-curricular experiences were very adequate in helping them grow intellectually; and 37 percent said they were very satisfied with their opportunities to participate in student life and co-curricular activities.

Internal constituencies are recognized for Service and Engagement

The fact that the University values service and engagement is reflected in the recognition of individual contributions to community service. The William O'Donnell Lee Advising Award

and the Walker and Doris Allen Fellowship for Faculty Excellence both consider service as part of their selection process. The “Hats Off” recognizes staff for outstanding service. Students are also formally commended for service. For example the Truman Leadership Award is a comprehensive scholarship awarded to incoming students who excel academically and in recognition of their leadership in high school. Truman Leader scholars are also encouraged to continue service while attending the University. In particular, the 50 hours of community service done with the assistance of a community leader or mentor allow exceptional students to locate businesses, schools, or organizations in the community that they would be interested in serving. The program allows students to build upon their interests in a particular area by gaining experience while simultaneously offering service. The four-year program is relatively new, and the effectiveness of the program is not currently known, but it certainly demonstrates to students that community involvement is highly valued and requires that they plan for service as part of their University experience.

External communities participate in many University activities.

Evidence from the Fine Arts Division indicates a strong commitment to engage the community with the Kirksville and northeastern Missouri community. This evidence comes in the form of a collected book of programs and advertisements prepared by the Division every year. Many events do not make it into the book, however, so interviews were conducted in order to fill as many gaps as possible. AY 2002-03 saw over 90 musical performances presented by students, faculty, and guest artists. All of these events are free to the public (until 2003) and are widely advertised around town for the enjoyment of the wider community.

The Music and Theatre disciplines provide northeastern Missouri with hundreds of entertaining performances annually, often with cultural material unfamiliar to the region. Because no tickets are sold (until recently, to theatre productions), no consistently measurable data may be found to document numbers of community members who take advantage of the entertainment offered by Music and Theatre. Much anecdotal evidence exists, but systematic data are not kept. Occasional performances are dedicated to certain populations, and in those cases, numbers are counted; for instance, in Fall 2002 over 650 students at Kirksville Elementary School were invited to special performances of *A Christmas Carol* in the Courtyard Theatre. The actors wanted to provide this service. Many thank you letters and other comments to the

director and cast demonstrated the appreciation of the teachers and children. The play, which was an updated version that mixed in stories of homelessness in America, provided students with a perfect opportunity to work with the community.

The Lyceum Series has enhanced the region's cultural opportunities for over 100 years. The Series is devoted to offering high quality performances from a wide variety of well-known artists in dance, theatre, magic, puppetry, music, and other media, including speakers such as Hal Holbrook, Geraldine Ferraro, and Maya Angelou. The Lyceum is also dedicated to bringing artists and programs that expose our constituents to new ways of thinking about art and aesthetic expression, including many performances by artists from other countries: Les Ballets Africaine, The St. Petersburg State Ice Ballet, and the Chamber Orchestra of the Kremlin, to name a few. Lyceum tickets bought by non-University community members comprise roughly 200 tickets, and 140 of those are season subscribers.

The University Art Gallery, located in Ophelia Parrish, is enjoyed by 6,000 to 7,000 visitors per year. Between 20 to 30 percent of those are members of the northeastern Missouri community (as opposed to Truman faculty, staff, or students). The Gallery's special outreach includes a program entitled "Schools in the Gallery," a collaboration between the Gallery and local art educators. Regular mailings (one per semester) update area teachers on current and upcoming exhibitions. The Gallery Director also mails educational materials to schools in order to supplement teachers' preparation and enhance students' learning experience. As a result, between three to five classes from schools within a 50-mile radius visit the Gallery's exhibitions each semester of the regular school year.

External constituencies also demonstrate the value of Truman's service by making use of Pickler Memorial Library. Pickler serves Truman students, the Kirksville community, and other institutions across the nation, making it a strongly connected institution with a good deal of resources easily available to its constituents. Pickler's ties to other institutions have increased and become more efficient, particularly within the last few years. In an effort to serve to the best of its ability, Pickler steadily increases its collection and works to create new cooperative arrangements. As part of this process, the library director and staff are especially conscious of the needs and desires of the Kirksville community and surrounding institutions in the northeastern Missouri area. For example, librarians in Kirksville get together once a year to share information about what is happening in their respective libraries and to share their

concerns. Often, following such discussions, the Library offers to sponsor programs or workshops at Truman on an issue of interest to the discussion group. The Library offers guest borrowing privileges to any citizen of Missouri 26 years or older who can provide proof of residency. The Library sponsors a program for high school libraries in the Northeast region of Missouri, called the Pickler Library User Service (PLUS) program. The high schools and their libraries pay a small fee to the Library in return for a number of services, including interlibrary loan, reference services for their staff, and access to reference materials that have been removed from the Library's collection. Fifth, the Library staff gives tours and classroom presentations for students from schools in the region.

The Library is also closely linked to other libraries across Missouri and the U.S. through a variety of cooperative arrangements. First, the Library is a member of Online Computer Library Center (OCLC), which is a national and international library member organization that provides a wide range of library services to its members. These services include shared cataloging of materials, an interlibrary loan system that facilitates the sharing of library materials, and database services. A Truman librarian also serves on one of OCLC's advisory committees for the 2003-06 term. Second, the Library is a member of Missouri Library Network Corporation (MLNC), a non-profit member organization that provides to Missouri libraries services including training, cataloging services, and consulting. Third, the Library is a charter member of MOBIUS (Missouri Bibliographic Information User System), which is a consortium of about 60 academic libraries in Missouri that have come together to share a common library system that facilitates the sharing of materials at low cost. This sharing takes place among students and faculty in Missouri's community colleges, four-year institutions, and research universities and includes both private and public institutions. Fourth, the Library is a part of LVIS (Libraries Very Interested in Sharing), a group of several hundred libraries around the country that have agreed to provide interlibrary loans to one another at no cost.

In order better to meet student and faculty needs, the Library and ATSU's A.T. Still Memorial Library have cooperated in joint efforts to provide the best available resources. The students, faculty, and staff of both institutions benefit from the sharing of resources facilitated by the cooperative agreements in place between Truman and ATSU. Most notably, Pickler Memorial Library and A. T. Still have a formal cooperative agreement to exchange free copies of journal articles needed by students and faculty from both Truman and ATSU. This formal

arrangement aims at avoiding duplication of expensive journal subscriptions at the two institutions. The number of resources exchanged between the A. T. Still Memorial Library and Pickler Memorial Library will be available in the Resource Room.

External constituencies make use of many services beyond the library. For example, the Office of Assessment and Testing provides national exams to both students and community members. In FY 2003, 66 individuals took the GED exam, 536 took the ACT, and five took the Multistate Pharmacy Jurisprudence Examination. Those examples do not include Truman students. For other exams, such as CLEP tests and the GRE, statistics are not recorded on how many users are students versus community members.

Although members of Truman Athletics teams are involved in community outreach, community attendance could be improved. A small town two hours from professional and Division I athletics might be expected to rally around its local teams. Although portions of the community certainly do so, overall participation is less than might be expected. Two of the most frequently suggested reasons for this is the lack of parking and the lack of up-to-date facilities, though neither reason is backed by systematic survey or observation. In the current financial state, the major infusion of funding to expand parking and make major renovations of facilities is unlikely. However, some of the athletic staff have been creative in their connections to the community; for example, while the football practice field was being worked on in 2003, the team held practices on local high school fields, using this opportunity to meet with area students and their parents. The football team also has a reading program at the local elementary schools. Such approaches should be continued and supported.

Foundation Giving indicates the effectiveness of the University's programs and engagement.

Although many factors affect Foundation giving, Foundation giving suggests some effectiveness of engagement with alumni and other donors. Total number of donors was at an all-time high of 8,051 in FY 2003 (the most recent year available), and the Foundation is growing (see Figure 7.1 in Appendix 7). However, this number may be misleading because reporting was changed for 2002 by reporting as two gifts donations from married couples who are both alumni. In contrast, faculty and staff participation in the Annual Fund drive has declined from a high of 73 percent in FY 1999 to 55 percent in FY 2003. This decline may reflect low pay raises in the years since 1999.

Community leaders testify to the effectiveness of the University's engagement.

Strong evaluation of service by external constituencies also comes in the form of awards for community service. The *Index*, the student newspaper, received such an award in 2003. The local Sigma Xi chapter, an organization drawing from both Truman and ATSU, received a national award for community service in 2004. One example of an individual receiving such an award is Dr. Emmanuel Nnadozie, who was named an Outstanding Black Missourian for sustained efforts on behalf of blacks in Missouri.

Many regional community leaders testify to the effectiveness of the University's engagement. For example, the director of the local Red Cross reports positive relationships with Truman, particularly through student and faculty volunteerism with Bloodmobiles and other Red Cross activities. The director reports the following general statistics: of the 30 to 35 bloodmobiles held locally each year, at least 14 are held on the Truman campus. The Cardinal Key, Blue Key, and Alpha Phi Omega student organizations particularly provide organization and volunteer help for the on-campus blood drives. Student volunteers from the Truman "SERVE" desk help out regularly at the local American Red Cross office. Typical duties include phoning and filing. The director reports being "extremely pleased" with the cooperation and help received from Truman faculty, staff, and students.

The results of the community focus groups conducted for the self study were also remarkably positive. Representatives agreed that the region relies heavily on Truman for fine arts programming, public lectures, volunteer income tax assistance, K-12 tutoring, athletic events, and coaching. Access to the Library and various service learning activities were also frequently mentioned as very positive resources for the greater community. The focus group members also stressed that the University community brings cultural and ethnic diversity that the community otherwise lacks. Although the members recognized that every university community has some issues with a "town/gown" divide, they agreed that Kirksville has a smaller divide than other communities. Only two major concerns were mentioned: access to teacher recertification classes and parking, suggesting that the community values the programs offered and attends to them to the full capacity of the University.

Strengths in evaluation of engagement and service

- The University's culture of assessment extends to engagement and service: the University routinely surveys both internal and external constituencies for evaluation of services and partnerships
- The community shows high levels of participation in cultural events.
- Pickler library is a highly valued resource for the community

Challenge to evaluation of engagement and service

- Less community support of athletics than desired

Issue for the future

- Geography presents challenges to statewide constituencies.

Conclusion

The self-study subcommittee charged with Criterion on Engagement and Service, found Truman to be, on the whole, meaningfully engaged and committed to service. The subcommittee notes in particular the strengths and concerns that follow.

Strengths Regarding Criterion Five

- Constituencies are clearly defined in the mission and planning documents.
- An array of informal and formal instruments provide information about constituents.
- Housing outreach programs within divisions promotes engagement of division faculty and students.
- There are examples of responsiveness to constituencies from every sector of the University.
- There are strong connections between K-12 students and University students and faculty.
- Designated outreach programs such as the Small Business Development center and the Regional Professional Development center are effective and consistent with the mission.
- There is a high level of community participation in cultural events.
- The library is highly valued by the community.

Challenges Regarding Criterion Five

- Term limits make relationships with legislators an ongoing challenge.
- As the University realizes its statewide mission, its role in the regional economy and state educational system will also need to evolve
- Facilitation of service learning should be more visible.
- Recently signed transfer and articulation agreements should be evaluated as students matriculate.

Chapter 8: Federal Compliance

Credits, Program Length, and Tuition

Truman operates on the semester system, consisting of sixteen week fall and spring semesters. A summer term includes courses that are five, eight, or ten weeks in length. Interim courses are offered between regular semesters in May, August, and December. The unit of credit is the semester hour. The Bachelor of Arts and Bachelor Science degrees require a minimum of 124 credit hours. The Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Science in Nursing require 136, 131, and 129 credit hours, respectively. All bachelor degrees require that students must complete and pass at least forty (40) semester hours in 300-level-and-above courses. Degree, major, and minor requirements are fully described in General/Graduate Catalog 2003 – 2005 (53 – 57). Truman’s transcripts reflect the recommendations of the American Association of Collegiate Registrars and Admissions Officers.

Tuition is charged on a per-credit-hour basis up to 12 semester hours with a flat rate for students enrolled for 12-17 hours in the fall or spring semesters. Truman does not charge any significant program-specific additional tuition, although there are nominal fees for specific courses and labs in programs such as art, music, and nursing. The only additional required fees for all students are the Student Activity Fee and the Student Government Fee. Details regarding tuition and costs for residential living are included in the *General Catalog*, admissions materials, and on the Truman website, <http://admissions.truman.edu>.

Institution’s Compliance with the Higher Education Reauthorization Act

Truman participates in several Federal Title IV financial aid programs, including Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal College Work Study, Federal Nursing Loan Program, Federal Subsidized Stafford Loan, Federal Unsubsidized Stafford Loan, and Federal PLUS Loans.

Truman’s most recent federal student loan default rates are as follows:

<u>FFY97</u>	<u>FFY98</u>	<u>FFY99</u>	<u>FFY00</u>	<u>FFY01</u>
4.1%	2.7%	2.6%	2.2%	1.7%

*FFY = federal fiscal year Source: Missouri Department of Higher Education

These rates have decreased in recent years and are quite low when compared to state and national averages. Information about these programs may be found on Truman's website at

http://admissions.truman.edu/Affording_Truman/fa.stm.

Information regarding compliance with Federal Title IV (mandated student notification requirements) is found on Truman's website at <http://fedinfo.truman.edu>. This location provides prospective and current students with data regarding campus crime statistics, tuition and fees, financial aid, FERPA definitions and regulations, athletic graduation and participation rates, and general information including graduation rates and accreditation information.

Requirements of Institutions Holding Dual Institutional Accreditation

Truman does not hold dual institutional accreditation. At the institutional level Truman is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The following organizations accredit specific Truman programs:

- AACSB International (Association to Advance Collegiate Schools of Business)
- American Chemical Society
- American Speech-Language-Hearing Association
- Commission on Accreditation of Allied Health Education Programs
- Commission on Collegiate Nursing Education
- Council for Accreditation of Counseling and Related Educational Programs
- Missouri Department of Elementary and Secondary Education
- Missouri State Board of Nursing
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education

Federal Compliance Visits to Off-Campus Locations

Truman does not have any off-campus site where a student can complete 50 percent or more of a degree program.

Institution's Advertising and Recruitment Materials

Truman has developed a policy to include information regarding how to contact the HLC. Contact information is currently on the institutional website and will be included in any admissions or recruiting materials which reference Truman's affiliation with the HLC.

Organizational Records of Student Complaints

Truman has several offices which serve as the focal point for nontrivial student complaints or concerns. This includes the President, General Counsel, VPAA, and Dean of Student Affairs. In many cases, complaints or questions are forwarded to the appropriate office or individual for resolution. Each of these offices maintains a file of formal student complaints along with related correspondence and disposition. In addition, the President's Office maintains a parent file related to complaints/requests/reviews for assistance.

A review of student complaints during the last two years indicates no unusual patterns. Most involve academic issues such as grades or assignments. The *Student Handbook* (available online at <http://studentinvolvement.truman.edu/handbook>) includes information on procedures for students to follow for complaints involving sexual harassment, discrimination, scholarship appeals, and other issues.

Third-Party Comment

The Self-Study Steering Committee discussed a number of public constituencies from which to seek third-party comment. The following constituencies were targeted: students, faculty, staff, alumni, MAE employers, governmental officials, key business partners, and university presidents of COPLAC institutions in the North Central region.

A notice inviting third-party comment about Truman State University was placed in the following publications:

- Truman Review
- Truman Today
- The Index (student newspaper)
- Kirksville Daily Express (local newspaper)

In addition, press releases were sent to the major newspapers in St. Louis and Kansas City, Missouri. A notice was also placed on the Truman website. These notices and press releases may be found in the resource room.

The President also sent personal letters to the following (copies available in the President's office):

Presidents of COPLAC schools in the North Central region

- University of Minnesota – Morris
- University of Wisconsin – Superior
- Fort Lewis (Colorado)
- Henderson State (Arkansas)

Government Officials

- Kirksville City Council
- Adair County Commissioners
- Commissioner of Higher Education
- Governor Bob Holden
- State Representative Bob Behnen
- State Senator John Cauthorn
- U.S. Representative Kenny Hulsof
- U.S. Senator Christopher Bond
- U.S. Senator Jim Talent

Business Partners

- Barnes & Noble (operates the campus bookstore)
- Collegis – (manages the University's information technology services) Tim Warren
- Sodexo – (University food-service provider) Dennis Markeson

Selected employers of MAE graduates/interns

Chapter 9: Summary and Request for Continued Accreditation

Truman's Master Plan quotes Cardinal John Henry Newman on the value of a liberal education, which

...gives students a clear conscious view of their own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches students to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares them to fill any post with credit, and to master any subject with facility. It shows them how to accommodate themselves to others, how to throw themselves into their state of mind, how to bring before them their own, how to influence them, how to come to an understanding with them, how to bear with them. They are at home in any society, they have common ground with every class; ...they are able to converse, they are able to listen; ...they are ever ready, yet never in the way. (*The Idea of a University*, 1852)

The mission of the University as an affordable highly selective public liberal arts and sciences institution reflects this touchstone of education and guides all our endeavors at Truman, including hiring, teaching, and planning. Because we have set our goals and priorities in a reflective and intentional way, because we continue to make progress toward our goals, and because we have purposefully addressed the concerns and challenges since the last evaluation team visit in 1995, Truman State University requests the continued accreditation from the Higher Learning Commission that will lend credence to our efforts and be a major benefit to our students.

As this self-study explains, among the key changes over the last ten years have included the following important developments:

- name change from Northeast Missouri State University to Truman State University, official validation of the change in mission from regional comprehensive to statewide liberal arts and sciences;
- strengthening a reflective liberal arts culture;
- re-commitment to an assessment culture, including deliberate changes in writing assessment, elimination of certain value-added measures, maturation of the Interview Project, and full implementation of the Liberal Arts Portfolio, as well as a restructuring and revitalization of the Assessment Committee;
- change in leadership from President Jack Magruder to President Barbara Dixon in 2003;

- addition of numerous faculty positions without increasing enrollment;
- establishment of a new core curriculum, the Liberal Studies Program (LSP), in 1998;
- expansion of the Residential College Program to all residence halls;
- increase in undergraduate research opportunities and participation;
- improving library holdings and electronic delivery systems;
- approval in 2000 of a Phi Beta Kappa chapter;
- through renovation and new construction, the addition of over 81,000 square feet of academic space for the Divisions of Business & Accountancy, Education, Fine Arts, and Mathematics & Computer Science;
- ongoing expansion of facilities for the Division of Science that will result in an additional 99,000 square feet of academic space;
- construction of a Student Recreation Center; and
- significant enhancement of access to wired and wireless technology for students, faculty, and staff.

In terms of curriculum, our most noteworthy and breathtaking achievement has been the development by the faculty over a three-year period and the implementation in Fall 1998 of the LSP, built from the ground up. This new 63-hour program of liberal arts and sciences courses incorporates the following broad components:

- Essential Skills, which students should have in order to succeed in their liberal studies and course work in the major;
- Modes of Inquiry, by which students approach problems and issues in different academic disciplines; and
- Interconnecting Perspectives, which allow students to understand and better appreciate the knowledge they have gained as a result of their educational experience at Truman.

It is the third element, Interconnecting Perspectives, that most significantly enhances Truman's liberal arts culture. It includes the Truman Program, a seminar for all first-time students that begins one week prior to the start of regular classes and which meets both academic and orientation objectives; a foreign language requirement for all students; a junior-level interdisciplinary writing-enhanced seminar (JINS) taken by all students; and numerous classes designated as intercultural, including on-campus and study-abroad courses, from which students make selections.

As assessment of the LSP continues, the faculty and administration have already fine-tuned the LSP to better meet the needs of students, including elimination of the Communicative Mode and permitting students to select seven of the eight remaining Modes in Inquiry (instead of requiring all eight). Assessment of the LSP has now moved to the examination of all of the Modes, an undertaking begun last semester.

The LSP and other initiatives of the past ten years have reflected Truman's mission, commitment to assessment and planning, and challenges identified by the 1995 visit team. The report of the last accreditation team cited the following seven concerns:

- *Support staff need to be consulted more systematically about issues related to their employment.* To this end, staff members have over a period of time played greater roles in decision-making, culminating this year with the inception of the Staff Council;
- *The characteristics sought in hiring faculty and administration need to give stronger recognition to the inherent value of diversity.* Although representation of minorities among full-time faculty has remained relatively flat, the University makes special efforts to recruit and retain a diverse faculty and has practices in place to redouble that effort. Truman has had greater success attracting women to the faculty and the administration: the percentage of female faculty has steadily increased, and the percentage of women among administrators is rather high and includes the recent hire of President Barbara Dixon.
- *The lack of university-wide (across the Divisions) faculty presence in each program review process is inconsistent with faculty stewardship of the curriculum.* Although five-year program reviews have regularly been completed by faculty as scheduled, and although reviews have been comprehensive in nature, in some instances not all faculty in every discipline have been actively involved. Division Heads and the faculty are making concerted efforts to achieve a higher level of faculty participation within disciplines. In addition, one faculty member from within the Division but outside the discipline is now participating in the program review, as well as a faculty member from outside the University. Moreover, each program review is now being forwarded to the Faculty Senate for its own analysis.
- *Not all current graduate programs are consistent with the University's liberal arts and sciences mission.* Because Truman is a *public* university, it must pay attention to state

needs as well as to the values of a liberal arts education while regularly reviewing its graduate offerings. The Master of Arts in Education program flows directly from strong undergraduate liberal arts and sciences degrees and certainly responds to the needs of Missouri and the nation for broadly educated and well-prepared teachers. Three graduate programs, however, as a result of ongoing reviews, have been placed on inactive status: History, Mathematics, and (most recently) Counseling. While having reduced graduate offerings since 1995, the University is committed to maintaining strong Master's-level programs that derive naturally from undergraduate offerings and that serve the needs of the state.

- *Faculty participation in making personnel recommendations on faculty retention and tenure seems to be uneven across the disciplines.* As a result of the work of a special Project Team on Teaching and Evaluation, and after several fora on the issue, the Faculty Senate in early 2003 adopted the recommendations of the Team's report, highlighted by a formative University-wide third-year peer review that is now in place and by guidelines for student evaluations. In addition, faculty across the University have been invited to submit written comments about colleagues under consideration for tenure or promotion; this particular vehicle has not met with as much success as we had hoped, however; as a result—and because of other reasons having to do with faculty input into formative and summative personnel processes—the Faculty Senate established a committee in April 2004 that will assess current practices related to the third-year review, promotion, and tenure; this Faculty Personnel Policies Committee is now beginning its work. Overall it is significant to note that for the first time Truman has *in place* consistent procedures and timelines standard across all Divisions of the University.
- *Compared to curricula at other strong liberal arts institutions, there is a relative lack of attention to multicultural issues within the core curriculum.* As stated above, the LSP addresses this issue in a major way, especially with JINS classes (all of them interdisciplinary and many of them intercultural as well) and the foreign language requirement—as well as with other new intercultural courses across the disciplines. In addition, several multicultural minors are available to students, including African/African-American Studies, Asian Studies, International Studies, Italian Studies, Medieval Studies, and Women's and Gender Studies. Finally, a new Interdisciplinary

Studies major joined the options for students this Fall term after a long design and approval period, providing students with the opportunity for a significant multicultural experience. Strengthening Truman's commitment to multiculturalism are the Multicultural Affairs Office, the McNair Post-Baccalaureate Program, the Scholastic Enhancement Experience (SEE), and the acquisition by the library of large collections especially for this purpose. In addition, the International Student Office has succeeded in recruiting large numbers of international students to campus, and the Center for International Education has steadily increased opportunities for study abroad. These faculty-approved overseas programs abound at Truman, as evidenced by the large increase in students studying abroad in the last ten years, by Truman's efforts to regularize such experiences and make transferability of credits seamless, and by the fact that once again this year Truman is near the top of all Master's-level institutions in sending students to study abroad: number 6 nationwide, according to the Open Doors survey on study abroad released November 15, 2004, by the Institute of International Education (IIE).

- *The condition of some facilities is a concern of all University constituencies.* As indicated above, significant improvements and expansion have occurred in the academic and recreational areas since 1995, and more are in the planning stages. Furthermore, the Board of Governors has approved a proposal to renovate the residence halls and the Student Union Building and to begin construction of a new 400-bed apartment-style residence hall; this new, combined \$91 million project is already under way.

Thus in a systematic way Truman has addressed the concerns of the 1995 team in a comprehensive and thoughtful way that involved faculty, staff, and administration from across campus and at all levels. The efforts leading to the above changes since the last accreditation visit were always mindful of Truman's mission and values and considered student learning above all.

One of these efforts leading to some of the changes was the Strategic Planning Advisory Committee, a large body that included faculty, students, staff, and administrators, whose final report was the Master Plan Update, the result of a tremendous amount of analysis of data and input from all of Truman's constituents. The Update reaffirms the mission, values, and priorities of the University, but realigns the order of the priorities as follows:

- Recruiting and supporting a diverse, well-qualified faculty, staff, and student body;
- Deepening an enhanced, self-reflective liberal arts culture;
- Nurturing viable relationships with external constituencies; and
- Providing excellent support to the teaching/learning process.

Because the economic and political environment has become less stable in the past few years, Truman needs more than ever to nurture its relationships with external constituencies. With the state reducing the University's budget in recent years, the challenges to the other three priorities have been considerable and will likely remain so. It is therefore vital that Truman maximize its resources and attract new ones. Partially to this end, a new Vice President for Advancement has been hired and the Advancement Office has been expanded. As for current resources, Truman has traditionally been characterized by a flat and lean administrative structure, permitting more funds to go into instruction and instructional support; this is a structure and philosophy which maximizes communication and enhances planning. As a future-oriented organization, Truman continues to engage in planning, underpinned by assessment, and continues to keep its focus on the mission. These efforts and others continue in a reflective, coherent, and planned way.

In addition to budgetary considerations, Truman has other challenges as well, including recruitment of students and renovation of facilities. In part because of declining enrollment in recent years, Truman has reached out to community colleges for qualified students and has hired a consultant firm to help us study the recruitment process itself; we are now ready to implement some of the study's recommendations. As a highly selective institution, however, we continue to maintain high admission standards. Despite significant advances in improving the physical plant on campus, Truman has much more to do, and plans are under way for renovating Pershing Building and in the pipeline for renovating McClain and Baldwin Halls, pending state approval of funds.

The last twenty years have seen more progress than ever before in the long history of Truman, and the last ten years have seen the largest concentration of these changes. These advances have occurred in a systematic way that involved faculty, students, staff, and administrators at all levels; they are changes that have resulted in continual improvement in student learning; and they are changes which beg more changes to come as, like our students, we strive to be lifelong participants in the process of learning.

As the Master Plan says, “Truman State University dedicates itself to provide students of demonstrated high ability a challenging liberal education which expands their abilities, opportunities, and expectations and prepares them to excel with a sense of responsibility and fulfillment.” Cardinal Newman told his students, “You have come not merely to be taught, but to learn. You have come to exert your minds” (Ch. 9, *The Idea of a University*). We at Truman believe that we have succeeded in approaching these high ideals and have demonstrated such achievement in the last ten years; having continually used assessment in a purposeful way and having kept our focus on the mission and on student learning, we believe that our march toward excellence is indeed no accident. Therefore we ask the Higher Learning Commission to fully reaccredit Truman State University for another ten years as we—faculty, students, staff, and administration—continue to strive for excellence.

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