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1997 - 2007

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F O R E W O R D

FOREWORD

 congratulate the faculty, the staff, and the students of Truman State University for developing a planning document that establishes high expectations for the future of this university. Indeed, the goals included in this plan are ambitious, but achievable, and clearly reflect aspirations to attain a high level of excellence. The decision to adopt specific goals and to be publicly accountable for their attainment is an act of courage that many institutions are unwilling to accept. Yet, I would suggest that this public commitment to improvement and accountability is probably the single most important step toward the ultimate achievement of these ambitious goals. It is especially noteworthy that the faculty and administration have settled on a vision for Truman that will elevate its place to the upper echelons of highly regarded universities in America.

I am delighted that the plan builds on the successes of the past and preserves those practices which have helped build a national reputation for Truman. Credit goes to so many persons for this sensible approach. Foremost among these is President Magruder who deserves to be honored for creating an atmosphere on campus that has empowered the faculty and staff to develop exciting new dreams for the future that build on the historical strengths of the university. Indeed, Truman is an institution that knows itself well and is striving valiantly to fulfill its mission as a premier public liberal arts and sciences university.

All of the ingredients for success in building an even better university are in this plan. Achieving the goals set forth in the plan will require substantial effort and energy by everyone in the academic community. Undergirding the entire effort will be the necessity to give careful attention to faculty development and faculty recruitment. Without a distinguished faculty the university cannot achieve the level of excellence to which it aspires. Of course, the faculty cannot function to their full potential without talented, highly motivated students. Resources to support the work of faculty and students will be pivotal for the university's efforts to fulfill its vision and its obligations to the state of Missouri and its citizens.

Apropos this last statement, I am particularly pleased by the discussion in Chapter 4 of the plan regarding fiscal issues. Truman is at a crucial time in its history. In 1985 the state of Missouri gave this university a new mission which the faculty and staff bravely accepted and on behalf of which they have made heroic efforts toward its achievement. As part of that transaction more than a decade

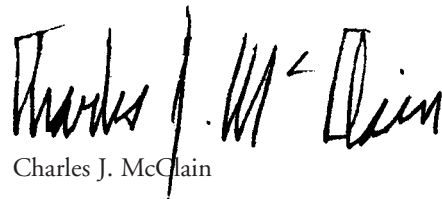
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ago, promises were made about levels of state support which may now be realized through Missouri's Mission Enhancement Program. Governor Mel Carnahan and Commissioner of Higher Education Kala M. Stroup are extraordinary friends of higher education, and Truman is very fortunate to have the benefit of their leadership at this pivotal time in fulfilling the promises made to Truman in 1985.

Truman State University is a valuable state resource — one with a proud past and the potential for a great future. The response of the faculty, staff, students, Board of Governors, the Commissioner of Higher Education, the Governor, and the General Assembly will determine whether the goals set forth in this planning document will be realized. There are others of us who can also be very helpful: alumni, friends, and everyone who loves “the old school.” In the words of Daniel Webster regarding one of the plaintiffs in the landmark Dartmouth College case: “It is ... a small college, and yet there are those who love it.”

The attainment of the ambitious goals contained in this document will require much from everyone associated with Truman State University — time, effort, and financial support. Additionally, I intend to keep a score card on all of the goals included in this report. I urge each of you to do likewise. By contributing to the attainment of these goals and by monitoring the university's progress, we shall each demonstrate our fierce loyalty to this fine “old school” and its aspirations for excellence. Truman is indeed a university all Missourians can be proud to support.



Charles J. McClain

President Emeritus, Truman State University,
and Commissioner of Higher Education,
State of Missouri, 1989-1995

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PREFACE

*S*ince its founding 130 years ago by Joseph Baldwin, Truman State University has been characterized by numerous transitions. Yet, throughout its growth and development the university has consistently placed excellence in student learning and service to the citizens of Missouri at the top of its agenda. As Truman prepares to enter the twenty-first century, it is deeply engaged in fulfilling the mission given to it by the Coordinating Board for Higher Education and the citizens of Missouri to become the premier public liberal arts university in the nation. Much progress toward the achievement of this objective has been made, but the task is not yet complete. This plan, *Affirming the Promise*, outlines a very ambitious program that is designed to further the development of Truman as a liberal arts university of the first rank that is also responsive to and accountable to the citizens of Missouri who support it.

As Truman has pursued its new mission as a public liberal arts university, one of its challenges has been to address the fact that no generally agreed upon model exists for this type of institution. Truman has had to identify the characteristics of a public liberal arts institution while simultaneously defining its role in the state system of higher education. This new synthesis, “The Truman Vision,” is outlined in the planning report and is based on the following commitment.

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.

Included among the core outcomes and values that Truman has committed itself to providing each of its graduates are (a) a thorough command of essential intellectual skills, (b) a broad education with the capacity to integrate and synthesize knowledge across disciplines, (c) mastery of a major area of study, (d) an understanding of moral and ethical challenges, (e) the opportunity for free personal intellectual exploration or research, and (f) preparation for effective living in a democratic society. These outcomes and values reflect the dual nature of Truman as an institution that is both *public* and

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focused on the liberal arts. That is, Truman is committed to serving the state of Missouri by graduating very well-prepared young men and women who have a world-class education in subject areas fundamental to the future of the state, who have finely honed intellectual skills and the capacity to provide leadership to society in all walks of life, and who understand the responsibilities and obligations of citizenship in a free society.

Underlying the public liberal arts university synthesis outlined in this plan is the belief that higher education is as much a public benefit for society as it is a private benefit for the individual student. The evidence is abundant that as an individual's level of education increases, his or her material and spiritual contributions to society in terms of voluntary service and leadership also increase substantially. Truman seeks to fulfill in each of its students the Jeffersonian ideal of an educated citizen who is "... a joy to self, and a virtue to others." In this context Truman understands that its niche within the state's higher education system is to provide an affordable opportunity for an exemplary liberal arts education to a diverse student body of high achieving young men and women who are united in their commitment to educational excellence.

Truman has high expectations for the future and has challenged itself to achieve some very ambitious goals. The attainment of these hopes and dreams for the future will be at least partially dependent on the university's ability to sustain and enhance the vitality of its culture of assessment and continuous improvement. For more than twenty-five years Truman has been an innovative leader in the use of assessment data to foster improved student learning and a stronger teaching/learning environment on campus. This remarkable achievement is rooted in the institution's commitment to both its students and the citizens of Missouri to provide the best educational experience possible.


As Truman State University now begins the process of implementing the agenda outlined in this plan, it is appropriate to acknowledge the many individuals who have been instrumental in the development of this document. I particularly want to thank the members of the Strategic Planning Steering Committee and Truman's Faculty Senate who have worked tirelessly on this effort. In addition, many other members of Truman's academic community have contributed much to the preparation of this plan by reviewing multiple drafts, providing ideas and sharing expertise, and attending public hearing and meetings regarding the plan. Truman's Board of Governors has also been very supportive of this planning effort, contributing generously of their time and expertise throughout the process. Finally, many alumni and friends of Truman — as well as the parents of

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current students — have contributed to this plan and deserve a word of thanks. I am especially grateful for the valuable advice and counsel of Truman's President Emeritus, Dr. Charles J. McClain, throughout the development of this plan. I know no one who is his superior in love for this institution or knowledge of the challenges involved in building an outstanding university.

As I consider this institution's proud history, and as I marvel at the quality of the outstanding faculty and students who have come here to study together, I am humbled by the obligations inherent in these circumstances and exhilarated by the opportunities which lie ahead. This plan charts a course into the future that would be daunting for many institutions. Yet, I am confident Truman State University is equal to the challenges it has set before itself. I encourage every reader of this plan to join us in the bold adventure that lies ahead.


Jack Magruder
President

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M E S S A G E

A MESSAGE FROM THE PRESIDENT OF THE BOARD OF GOVERNORS



On behalf of Truman State University's Board of Governors, I am delighted to congratulate the faculty, the administration, and the students on the completion of an outstanding university master plan that will guide the development of Truman for the next ten years. The Board of Governors has followed the development of this plan very carefully because of its importance to the future of the university. We are pleased that it continues to reflect the high aspirations that have characterized this institution for many years. The plan is the product of much hard work that has extended over several years; its quality reflects the obvious dedication to excellence and love of the university that went into its composition.

The Board of Governors has unanimously endorsed the values and commitments contained in this planning document. We are eager to work with the president, faculty, administration, and students to realize the hopes and dreams embodied in this document. You have our full support as you proceed with this endeavor, and we encourage you to move forward as expeditiously as possible.

Your efforts on behalf of the citizens of Missouri and Truman's future students have brought great honor to the university. Your achievements make me very proud to be an alumna of Truman and to serve on its Board of Governors. Once again, congratulations on a job well done.

A handwritten signature in black ink that reads "Wilma J. Maddox".

Wilma Maddox

President

Board of Governors

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EDITOR'S NOTE

An Overview of Truman's Planning Process and This Report

The first step in Truman's planning process as reported in this document involved the identification of the ideal toward which the university desires to move. As a consequence, the document begins with a Prologue which provides a brief discussion of Truman's efforts to foster its redefinition as a higher education institution; to discover the meaning of its role as a "public liberal arts university" within Missouri's system of public higher education; and to develop an institutional vision. Chapter 1 focuses on the headway already made with respect to these ideals and then describes the process and parameters guiding the current planning effort. Chapter 2 outlines the goals, commitments, specific actions, and priorities which will steer the university's efforts to close the distance between the institution's current status and the ideal to which it aspires. Chapter 3 focuses on the methods used to assess and measure the institution's success in fulfilling its goals, while Chapter 4 ties this planning effort to the budgetary and resource allocation processes — the final step in the planning process. The Epilogue briefly summarizes Truman's vision for itself at the conclusion of this planning process. The Appendices contain important reference materials for the reader who desires more information.

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PROLOGUE

Toward a Statewide Public Liberal Arts and Sciences Mission: The Truman Vision

*S*ince its establishment in 1867, Truman State University has undergone an imposing series of transitions ranging from normal school to state teachers college to state college to comprehensive state university. Under the able guidance of visionary leaders and dedicated faculty, the common threads throughout these transformations have been a strong focus on student learning, a consistent commitment to excellence permeating the entire institutional enterprise, and a resolve to improve service to the citizens of Missouri.

In 1985 the institution accepted yet another challenge envisioned by the Coordinating Board for Higher Education and approved by the General Assembly to become a statewide public liberal arts and sciences university. In 1992 Truman further refined its direction by choosing to become Missouri's only public institution to adopt the "Highly Selective" classification for undergraduate admission, student progression, and graduation rate purposes. As a consequence of these developments, Truman has undertaken an impressive array of formidable challenges — some of which are yet to be completed. The planning process outlined in this report is intended to foster Truman's further development as a highly selective liberal arts institution which is nationally recognized for the excellence of its educational programs.

I. FIRST STEPS TOWARD INSTITUTIONAL REDEFINITION

The legislation which established a liberal arts and sciences mission for Truman State University, House Bill 196 (1985), stated only that Truman "... is hereby designated and shall hereafter be operated as a statewide institution of liberal arts and sciences." The details were left to the discretion of the university and the Coordinating Board for Higher Education. When Truman began the implementation of its new mission, there was no accepted paradigm to follow. Key political and educational leaders provided some initial guidance — *e.g.*, voicing their expectations for a strong institutional focus on the liberal arts, selective admissions, high academic quality, and affordability. Nevertheless, Truman faced a three-fold challenge of not only redefining itself but also discovering the appropriate characteristics of a public liberal arts university and identifying its role within Missouri's higher education system.

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The university initially addressed these tasks through the development of a comprehensive planning document, later known simply as the *Five-year Planning Document*. This plan provided direction through a new mission statement (see Appendix A) and a proposed major restructuring of the institution that resulted in the elimination of more than one hundred degree programs and created a strong focus on core liberal arts and sciences programs. The plan also introduced a process of annual reviews and updates designed to keep the institution's focus on continual improvement. This innovative planning instrument and the institution's new mission statement still provide primary guidance to the academic community — more than a decade later.

The results of these initial efforts have been augmented by the tireless efforts and innumerable conversations of the faculty, students, and staff. Nearly six years of work have already gone into the development of Truman's new Liberal Studies Program which culminated in early 1996 with the steadfast efforts of the Faculty Undergraduate Council and the Faculty Senate and which was then ratified by the entire faculty in October 1996. In addition, the Faculty Senate devoted more than a year to developing a series of detailed goal statements which were adopted in early 1995. (See Appendix B for a complete listing.) Further, numerous other university community groups, *e.g.*, the Task Force on the Liberal Arts and Sciences, the Residential Colleges Task Force, and the Truman Student Senate have also contributed to this vigorous dialogue. The Strategic Planning Steering Committee, a representative university committee charged with the task of developing a new comprehensive planning document, is now concluding more than eighteen months of work during which it has used the Faculty Senate's draft *University Master Plan* as the foundation for its plan of action.

II. CONVERGING ON A DEFINITION OF A PUBLIC LIBERAL ARTS UNIVERSITY

Within a few years after Truman began the implementation of its new mission, the issue of refining the general studies/liberal studies component of the curriculum began to emerge. The faculty, students, and staff at Truman became engaged in spirited debate regarding the distinctive nature of a *public* liberal arts institution. The Liberal Arts and Sciences Task Force served as a pivotal catalyst in this process. Its August 1994 report provided a solid basis for more focused conversation, eventually leading to increased clarity and agreement. The task force report espoused the following concepts which have helped shape Truman's vision of itself and its mission.

A defining characteristic of a public liberal arts institution involves educating the student broadly. For some within the university community the major is not only very important but is often the first and foremost consideration. As a consequence, Truman needs to emphasize the centrality of the liberal studies program as well as the role of the major itself in developing the intellectual skills

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characteristic of a liberal arts institution. In order to meet its responsibilities as a liberal arts institution, Truman must provide an educational experience which maximizes variety and exploration with respect to prominent modes of inquiry; cultural, intellectual and social experiences; and significant technologies while providing nationally competitive competencies in a major field of study.

The task force clearly indicated that two competing liberal arts traditions or perspectives must be interrelated for Truman to fulfill its mission successfully. (See Bruce Kimball's *Orators and Philosophers* for details.) The first (*artes liberales*) supports an "existing social order or community," trains individuals for induction into that community, and introduces them to key reinforcing values through the classics. This view places a strong emphasis on "moral" education, the role of the community, and factors external to the individual in defining values. At a public institution such as Truman this dimension would be reflected in self-conscious efforts to ensure that students are familiar with the great moral and ethical traditions through the classics, are sensitive to the intricacies of ethical judgments, have a sharpened sense of responsibility for the consequences of one's choices, and understand the values and obligations necessary to sustain a democratic society. Since Truman is a *public* liberal arts institution, this perspective is especially meaningful.

The second tradition (liberal free) focuses on individual freedom and development; emphasizes criticism, the examination of the relativity of values, equality, and tolerance of diversity; involves the student in free personal exploration; and installs the individual (rather than the community) as the final arbiter of truth. Most of the values of this perspective play a central role in Truman's concept of education.

The "general education" tradition further complicates the picture. It arose from perceived shortcomings of liberal education and features problem solving, experimentation, and democratic values while emphasizing life-long learning to enhance self-fulfillment and citizen participation. These ideals clearly relate to the *public* aspect of the university's mission.

The university community should learn to recognize, account for, and balance the differences among these rival viewpoints. It must also provide students with experiences designed to expose them to these varying perspectives. Consequently, liberal education at Truman should integrate the time-honored liberal arts with the modern developments, changes, and advancements of those arts.

III. THE TRUMAN VISION: A DISTINCTIVE INSTITUTIONAL SYNTHESIS

It is commonplace that every higher education institution is an amalgam of its history and traditions, the clientele it serves, and the educational system within which it exists. Truman is certainly no different. Furthermore, this report argues that Truman's new mission and its role in the state are the result of synergistic decisions and circumstances at the state and institutional levels. As a consequence, it is not surprising that the synthesis beginning to emerge around the "public liberal arts" concept at Truman reflects not only the philosophical principles found in its mission statement and such faculty documents as the *Report of the Liberal Arts and Sciences Task Force*, the Faculty Senate's draft *University Master Plan*, and the Liberal Studies Program proposal adopted by the faculty in October 1996, but also the public policy goals that led to the passage of the mission change more than ten years ago. The principles and goals which have been distilled from this amalgam of processes and circumstances are reflected in the emerging definition of the public liberal arts which follows. The resulting model embodies the institution's core outcomes and values, its supportive institutional values, and the conditions necessary for success — the *Truman Vision*.

A. Core Outcomes and Values:

Liberally Educated Students Earning Degrees with Integrity

Truman is first and foremost dedicated to the liberal education of its students. It seeks to accomplish this objective 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 phrase "Degrees with Integrity" refers to Truman's commitment to be accountable to its students and the public by assessing student performance and fostering improvement in each student's learning outcomes and each academic program through the use of comprehensive testing and other elements of the assessment program. (See Appendix C for a historical note.) Upon graduation our students will:

- ◆ have command of **essential intellectual skills** such as written and oral communication, quantitative analysis, and computer literacy;
- ◆ be **broadly educated**, exhibiting an appreciation of the interconnectedness of knowledge and thereby demonstrating the capacity to integrate and synthesize knowledge and information across disciplines;
- ◆ manifest a high level of **mastery of a major area of study** as corroborated, whenever possible, by objective, nationally-normed assessment measures;

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- ◆ have 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;
- ◆ have undertaken **free personal intellectual exploration or research**; and
- ◆ be prepared for **effective living in a democratic society**.

It should be noted Truman recognizes that while the statements above are presented as outcomes, they can also be read as core values which color and set boundaries for other components of the Truman Synthesis. As a set, Truman believes these basic values and outcomes differentiate liberal arts colleges and universities from others and thus have become central to the university's efforts at self-definition.

B. Supportive Institutional Values

In the process of seeking the core outcomes presented above, the university community has articulated and focused upon the following values which are not necessarily part of the liberal arts traditions but are very much a part of Truman's legacy, predating the current mission:

- ◆ **focus on student learning**, a student and student-learning centeredness as the primary point of convergence for the efforts of the university as a whole;
- ◆ **academic rigor and intellectual challenge**, within a nurturing environment that prepares students for their "next step;"
- ◆ **affordability**, which meets a state need to provide an exceptional liberal arts education to outstanding students who might not otherwise have financial access to such a program; and
- ◆ **commitment to assessment**, fostering a self-regarding ethos within the university culture which promotes continuous improvement and accountability.

These supportive values give further definition to Truman's distinctive character as a public liberal arts institution and its role within the state's higher education system. First, all major institutional decisions whether academic or administrative are evaluated in the context of their impact on students and the teaching/learning process. Second, since the university serves highly qualified students, it must provide its students an academic experience that will test their capacity, allow them to develop the skills and knowledge to be competitive with graduates of the best institutions in the nation, and prepare them for their next step. Yet, the challenges of this academic program must be placed within a nurturing, reinforcing environment that increases the students' and the institution's chances of success. Third, Missouri students otherwise unable to afford a private liberal arts education are able to obtain comparable schooling at public sector prices. Truman must, of course, try to accomplish this objective on public sector support — a formidable undertaking. And fourth, by means of a broadly supported

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assessment program, the university has systematically collected and analyzed data relative to the academic performance and satisfaction of its students for more than twenty-five years. This process has produced significant improvements and the capacity to monitor the resulting change.

C. Conditions Necessary for Success

Beyond the level of outcomes and values (core and supportive), Truman has identified a number of resources, practices, programs, and other variables which are essential in the university's drive to graduate nationally competitive, liberally educated students. These include:

- ◆ a distinctive, conscious, and pervasive **public liberal arts and sciences culture**, which not only integrates the contributions of the curricular and co-curricular domains but also incorporates various other liberal arts qualities and dimensions;
- ◆ a coherent, integrated **liberal arts and sciences curriculum** which includes the liberal studies program, the major, and opportunities for personal intellectual exploration and grappling with the ethical challenges within decisions;
- ◆ a vigorous, participatory **assessment program** which fosters both continuous institutional improvement and public accountability;
- ◆ a **well prepared, highly qualified student body**, which reflects the diversity of Missouri and is predominantly undergraduate, residential and traditional college age;
- ◆ an **outstanding student- and learning-centered faculty and staff** who are well-qualified in their fields, who have successfully experienced the joy of learning as a student and as a practicing professional, who appropriately model the active scholar and the life-long learner in their personal and professional lives, and who understand and support the institution's liberal arts and sciences mission;
- ◆ appropriate **informational and instructional technology resources** for faculty, staff and students, sufficient to support a high level of student learning outcomes;
- ◆ suitable **physical facility resources**, which provide a safe, effective environment for the university enterprise; and
- ◆ viable **external linkages** to the state of Missouri, the higher education community, and the region to facilitate the delivery of needed services.

Each of the "Conditions Necessary for Success" is vital to Truman's realization of its vision and goals. Nevertheless, the university community has rated the emergence of a public liberal arts culture the most important and the most urgent condition. The institution has learned that lasting change and commitment are attained through the development of a sustaining culture. Such a culture nourishes particular values and informs the choices and actions of the students, faculty, and staff. As Truman has sought to implement its liberal arts and sciences mission, it has also sought to adapt its

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institutional culture to reflect its growing understanding of how an institution that is both *public* and *liberal arts* should function. The university has found *culture* to be a relatively abstract, difficult-to-assess concept. However, the difficulty has diminished neither its importance nor its urgency. The continued development of this emerging liberal arts culture will be a key to Truman's future success.

D. Concluding Observations on the Truman Vision

The model outlined above reflects the current status of this on-going process of institutional discovery and values clarification, *i.e.*, what the university community and its various constituencies want Truman to be. While each of the foregoing factors has been presented as a discrete entity, it should be clear that most are interrelated and all are mutually dependent on the others for the ultimate success of the educational enterprise. Collectively, these core outcomes or values, supportive institutional values, and conditions necessary for success constitute the emerging Truman definition of itself as a statewide, public liberal arts and sciences university.

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PROGRESS TOWARD THE IDEAL

first steps and planning for the future

The process of inventing the new Truman State University is incomplete even though the mission change became effective eleven years ago. Nevertheless, the institution has made much progress, and the accomplishments of the recent past are the foundation for both the aspirations and the attainments of the future. The emerging definition of a public liberal arts and sciences university that the institution has crafted is only a harbinger of achievements yet to come.

I. BENCHMARKS OF SUCCESSFUL CHANGE

With the passage of time and the inevitable changes in personnel that always occur, it is sometimes easy to forget how much has been accomplished — particularly in view of the challenges that yet remain. Indeed, in the eleven years since the new mission became effective on January 1, 1986, the amount of institutional change that has been fostered at Truman is often surprising even for those who experienced it first-hand. The following is an overview of these changes which serve as both a baseline to measure progress and a prelude to the future.

A. Focused Mission and New Faculty

Unlike some public institutions with a comprehensive mission that have undertaken the task of developing a liberal arts and sciences orientation, Truman committed itself to a major, high-risk restructuring of its curriculum that led to the elimination and/or restructuring of more than 100 degree programs. Included in this process was the elimination of undergraduate teacher education degrees in favor of the development of a fifth-year master's level program leading to initial certification which requires completion of a standard liberal arts undergraduate major. As a consequence of this curricular reorganization, approximately 17 percent of the undergraduate enrollment was potentially eliminated. In its place the institution encouraged growth in core liberal arts and sciences disciplines — increasing Fine Arts and Language & Literature majors by 104.8 percent; increasing Social Science majors by 89.7 percent; and increasing Mathematics and Sciences majors by 23.3 percent. In addition, enrollments in Foreign Languages increased by more than five times while participation in study abroad programs increased from approximately 12 to 256. The institution has clearly succeeded in cultivating a much stronger interest in liberal arts-related programs and activities among the students it serves.

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| | FY 1985 | FY 1997 |
|----------------------------------|---------|---------|
| Number of Undergraduate Programs | 140 | 43 |
| Number of Graduate Programs | 38 | 9 |
| Foreign Language Enrollments | 417 | 2,121 |
| Study Abroad Enrollments | 12* | 256 |
| Majors in LAS Core Disciplines | 36% | 59% |
| Fine Arts & Language/Literature | 9% | 19% |
| Mathematics & Sciences | 17% | 21% |
| Social Sciences | 10% | 19% |

* = *Estimate*

If the heart of a higher education institution is its student body, then the faculty is surely its soul. In order to implement curricular change on the scale described in the above table, it was necessary to augment the faculty as well. This task was made easier by the stature of the existing faculty and their willingness to recruit new faculty who understood the institution's new mission. Truman is fortunate to have a highly qualified, dedicated faculty committed to the liberal arts and sciences mission. A key piece of the strategy to implement the new liberal arts mission was to expand the faculty sufficiently to lower the student/faculty ratio from 21:1 to 16:1 and to recruit faculty who were not only good scholars in their disciplines but who were also strongly supportive of the liberal arts. As the data that follow demonstrate, the university was able to increase the number of full-time faculty from 258 to 341 and to meet its goal of a 16:1 student/faculty ratio. Through internal reallocations and the use of early retirement incentives, Truman was also able to add other new members to the academic community to the extent that almost 40 percent of the faculty have been hired in the past five years and approximately two-thirds have been hired since the implementation of the mission change.

Such rapid turnover in the faculty has had implications for the institution's ability to acculturate everyone into the community, but it has also enabled the university to build on the foundation of an already strong faculty to assemble an excellent faculty particularly well-suited to the new mission — that is, well-qualified scholars who successfully model the joyful learner and who understand and support the liberal arts mission. In the process, the institution's expectations for its faculty — both new and continuing — have evolved to include an emphasis on both teaching and traditional scholarly activity in its various forms, *e.g.*, the number of faculty publications has increased by more than five times from 42 to 232 while student learning outcomes and the intensity of the Truman educational experience have increased. As the university prepares to enter the 21st century and to enhance its liberal arts culture, its greatest asset will be its faculty.

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| | FY 1985 | FY 1997 |
|--|---------|---------|
| Number of Full-time Faculty | 258 | 341 |
| Student/Faculty Ratio | 21:1 | 16:1 |
| Faculty Publications | 42 | 232 |
| Percent Faculty Hired in the Past Five Years | 37.7%* | 39.6% |
| Percent Faculty Hired in the Past Ten Years | 51.7% | 66.0% |

* = *Estimate*

B. Statewide Mission: Selective Admissions and More Diverse Students

As the curriculum and faculty were evolving under the new mission, so was the student body. While total undergraduate enrollment remained essentially constant, the quality and diversity of the students recruited increased dramatically. The average ACT score for entering freshmen increased from 22.2 to 26.4 while the average high school class rank increased from the 76.0 percentile to the 83.5 percentile. A recent study of public higher education institutions by Institutional Research and Evaluation, Inc., Gainesville, Georgia, indicates that Truman's student body ranks in the top ten nationally for all public four-year institutions in terms of selectivity. Significantly, the institution was simultaneously able to more than double its enrollment of students of color, increasing their representation within the freshman class to 8.1 percent. Contrary to conventional wisdom, the Truman experience shows that increased academic standards are not an obstacle to minority participation. Furthermore, as standards for admission were increased, the geographic diversity of the institution's students also increased. For example, the proportion of Missouri students recruited from high schools outside Truman's historic service district increased from 44.7 percent to 78.2 percent. Attainment of the university's statewide mission is partially demonstrated by the fact that the institution now recruits from almost all counties in Missouri. Finally, as the institution's national reputation has increased, the number of states represented in its most recent freshman class has increased from 18 to 30. While the competition for outstanding students is extraordinarily keen and the university's enrollment is, as a consequence, fragile, the institution has made excellent progress toward fulfilling its charge to serve outstanding students on a statewide basis.

| | FY 1986 | FY 1997 |
|--|---------|---------|
| Average ACT for Freshmen | 22.2 | 26.4 |
| Average High School Class Rank for Freshmen | 76 | 83.5 |
| Home States Represented* | 18 | 30 |
| Missouri Enrollment Outside Historic Service Area* | 47.7% | 78.2% |
| Total Students of Color** | 3% | 8.1% |

* = *Freshmen only*

** = *Figures are for freshmen who are African-American, Hispanic-American, Asian-American, or Native American.*

C. High Academic Quality

The true measure of an institution is, of course, found not in the quality of the students enrolled or the quality of the faculty — as essential as both are — but rather in the learning that occurs and the impact the institution has on the lives of its students. Truman’s assessment data indicate that significant progress has been made in terms of student outcomes since the implementation of the new mission. For example, freshman-to-sophomore retention has increased from 75 percent to 83.7 percent while the graduation rate has increased from 44 percent to 59.2 percent. The proportion of baccalaureate graduates who enter graduate or professional school within a year of graduation has almost tripled, increasing from 13 percent to 35.7 percent.

In terms of actual student learning, the amount of student learning in the core liberal studies program has increased in absolute terms as measured by the ACT COMP test (increasing from the 74.1 percentile to the 80.3 percentile), but the *average net gain* in test performance between the freshman and sophomore years has declined as the quality of the student body has increased — a result consistent with national trends. Similarly, perhaps, the proportion of graduating seniors who completed an externally normed test in the major and who scored at or above the fiftieth percentile increased from 55 percent to 66 percent. It is clear, therefore, that student performance and student aspirations for advanced study have increased significantly since the inception of the liberal arts and sciences mission as the quality of the student body has improved.

| | FY 1986 | FY 1996 |
|---|-----------|-------------|
| Freshmen/Sophomore Retention | 75.0% | 83.7% |
| Graduation Rate | 44%* | 59.2%* |
| Graduate/Professional School Placement | 13% | 35.7% |
| Freshman/Sophomore COMP Gain Scores (Percentiles) | 45.1/74.1 | 73.3/80.3** |
| Senior Test Scores—Percent Above 50th Percentile | 55.0% | 66.0% |

* = FY 1986 data represent a five-year graduation rate; FY 1996 data represent a six-year graduation rate.

** = FY 1995 data

D. Affordability: Meeting a Special State Need

The primary rationale for establishing a new mission for Truman was to increase financial access for Missouri residents to a high-quality liberal arts and sciences education — that is, to provide an experience comparable to that available at outstanding private sector institutions at a public sector price. As such, Truman was expected to fill a special educational niche: to provide challenging opportunities to talented students who might otherwise be unable to afford a liberal arts education. Truman has clearly been very successful in recruiting a diverse, talented student body, and the data

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reported in the following table suggest that it has also been successful in filling the niche that was intended for it. These data from a national survey of college freshmen show that Truman is clearly distinguishable on most dimensions from both the typical student at a public four-year institution and the typical student at very highly selective private institutions, *e.g.*, Grinnell, Oberlin, Carleton, Kenyon, and Macalester Colleges.

Although Truman's current student body is probably its most affluent ever, almost three times as many students in the private sector group were from families with annual incomes greater than \$100,000 than at Truman. Similarly, Truman students were more than twice as likely to work more than ten hours per week in high school than the private sector group, and they were less likely to use a personal computer. Truman's students are strong academically, but it is interesting to note that the proportion who studied ten or more hours per week in high school is approximately half of the comparable group of students in the very highly selective private sector group — perhaps owing to the high proportion of Truman students who work more than ten hours per week. Other related data show that Truman serves a relatively larger group of “middle class” students, *i.e.*, those young men and women from families with too much income to qualify for significant amounts of federal need-based aid or subsidized loans but insufficient income to pay a large portion of private institution tuition “out-of-pocket.”



At one time a very significant proportion of Truman's students were first-generation collegians; now the majority of Truman students come from homes in which the parents have a college education, but the rates are significantly less than those in the private sector comparison group. Finally, the aspirations of Truman freshmen are comparable to those of the private sector group in terms of choosing an institution with a strong academic reputation and a good track record for employment and graduate school placement, but their emphasis on affordability is remarkable. More than sixty percent of the Truman students rate affordability important, compared to 2.9 percent for the private sector students. In addition, Truman students are even more price sensitive than the average public four-year institution student — possibly because the comparison group for many of these students is a private institution or a major out-of-state public institution. These data clearly suggest Truman is serving the type of student proponents of the mission change believed were underserved.

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| | Truman | Very Highly Selective Privates | All Public Four-year |
|--|--------|-----------------------------------|----------------------------|
| Percent Parental Income Less Than \$100,000 | 85.9% | 61.1% | 89.6% |
| Highest Degree Planned—Graduate or Professional | 40.0% | 60.1% | 26.5% |
| Used Personal Computer | 59.9% | 70.2% | 48.6% |
| Spent More Than 10 Hours per Week | | | |
| Working in High School | 57.5% | 25.2% | 54.1% |
| Spent More Than 10 Hours per Week | | | |
| Studying in High School | 21.0% | 41.0% | 12.3% |
| Father's Education: Baccalaureate or Higher | 56.0% | 77.7% | 39.5% |
| Mother's Education: Baccalaureate or Higher | 48.7% | 71.1% | 35.1% |
| Very Important Reasons for Choosing This Institution | | | |
| Academic Reputation | 81.9% | 80.1% | 45.8% |
| Affordability | 63.5% | 2.9% | 37.4% |
| Graduates Get Good Jobs | 58.0% | 55.4% | 40.1% |
| Graduates Go to Top Graduate Schools | 45.2% | 57.8% | 21.3% |

Source: *Cooperative Institutional Research Program Survey, Fall 1995*

E. Meeting the Challenge of Being “Highly Selective”

In 1992 the Coordinating Board for Higher Education adopted the report of the Task Force on Critical Choices for Higher Education. One of the principal thrusts of this report was an effort to diversify Missouri's public higher education system in terms of clientele served. In addition, selected performance standards were established for each category of institution. Subsequent to the adoption of the report, Truman was the only institution to choose the most competitive category — “Highly Selective.” Truman is, therefore, subject to several important expectations (as shown in the following table) supported by the Coordinating Board for Higher Education which are independent of the institution's mission as a public liberal arts and sciences university.

With respect to the “Highly Selective” challenge, Truman has effectively met the freshman admission criterion, and the institution is in full compliance with the restriction on remedial course work. Truman is also very close to meeting the Coordinating Board's expectation for the progression of freshmen students in terms of the minimum number of credit hours completed at a minimum grade point level. Truman's graduation rate (59.2%) is one of the better ones in the state of Missouri, but it still significantly less than the standard for a “Highly Selective” institution. When students who started at Truman but transfer and graduate at another Missouri public institution are added to the count, the resulting graduation rate (69%) is still less than the target. As a consequence, Truman has room for improvement as it pursues the highest performance levels of any public institution in Missouri.

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| | Goal | Truman |
|---|------|--------|
| ADMISSION CRITERIA | | |
| Freshmen Meeting “Highly Selective” Criteria | 90% | 91%* |
| SUCCESS RATE | | |
| Freshmen Earning at Least 24 Credits | | |
| with at least a 2.00 GPA | 90% | 84% |
| REMEDIAL COURSE WORK | | |
| Number of Remedial Courses Offered for Credit | 0 | 0 |
| GRADUATION RATES | | |
| Truman Freshmen Graduating from Truman | 75% | 59.2% |
| Truman Freshmen Graduating from Any Missouri Public | 75% | 69% |

* = *Omits 25 international students*

II. AN UNFINISHED AGENDA: ADVANCING THE LIBERAL ARTS MISSION

Notwithstanding the very substantial change that Truman has fostered since the inception of its new liberal arts and sciences mission, this academic community recognizes that its work is not complete. This university is very much a work in progress and shall always remain so as long as assessment and continual improvement are part of its core values. Indeed, as long as Truman remains committed to the goal of being the best public liberal arts and sciences university possible, it will always be in a state of “becoming.” While it is appropriate to celebrate the successes of the past, the university must continue to challenge itself to attain higher levels of excellence if it is to serve the citizens of Missouri well.

The data displayed in this section provide sample comparative information on Truman with a selected group (enrollment greater than 1,900) of private Baccalaureate I (selective liberal arts) colleges as defined by The Carnegie Foundation and a selected group of public Baccalaureate II (less selective, more comprehensive) colleges as defined by Carnegie. [There are too few public Baccalaureate I colleges for useful comparison.] Data collected by the federal government on degrees conferred demonstrate that Truman lies between these two groups and offers significantly fewer degrees in the combined area of Fine Arts, Language & Literature, and Social Science than the selective Baccalaureate I colleges. Similarly, Truman offers significantly more degrees in the professional areas of Business and Human Potential and Performance (*i.e.*, communication disorders, health, exercise science, and nursing) than the Baccalaureate I colleges. As a *public* liberal arts and sciences university, Truman’s challenge is to develop a distinctive mission of service to the citizens of Missouri in a liberal arts context rather than simply to imitate the traditional private sector model.

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However, these data suggest that notwithstanding the increased enrollments in the liberal arts and sciences disciplines that have been attained at Truman since the mission change, opportunities for further growth probably exist.

It is also interesting to note the differences in reported graduation rates for these three groups of institutions. Once again, Truman is in the middle, significantly lagging the Baccalaureate I colleges. Given the high ability levels of Truman's students, it seems likely that significant improvements in student persistence to graduation are possible.

Finally, when measured against itself in terms of student satisfaction levels with course work in the major and the liberal studies core requirement, these data suggest that while overall institutional progress since the new mission was adopted is truly substantial, the amount of change in reported student satisfaction with their course work is limited. That is, Truman's Graduating Student Questionnaire (GSQ) survey data indicate that overall student satisfaction ratings for the courses in the liberal studies core and the major have not changed substantially since the inception of the new mission; furthermore, the students are much more satisfied with their courses in the major than in the liberal studies core. It should be noted, however, that in the period between the time these measurements were taken, the preparation level of students and the expectations of both the faculty and the students increased greatly. As a consequence, the academic community is very different, and the extent of qualitative change in the student learning experience is not revealed by these data. Higher levels of satisfaction with courses in the major in comparison to courses in the general studies/liberal program are a result consistent with the responses that many institutions receive. Nevertheless, because Truman is striving to be a premier liberal arts and sciences university, these data suggest a need to focus on the development of new liberal studies program courses and to consider ways to make the linkage between the major and the liberal studies program more salient.

| | Truman | Private Baccalaureate I | Public Baccalaureate II |
|--|------------|----------------------------|----------------------------|
| Percent of Degrees Awarded in . . . | | | |
| Fine Arts, Language & Literature, Social Science | 47.0% | 70.6% | 41.1% |
| Mathematics & Science | 17.6% | 15.1% | 10.6% |
| Business and Human Potential & Performance | 35.4% | 9.3% | 25.6% |
| Other Disciplines | 0.0% | 5.0% | 22.7% |
| Satisfaction with Courses in . . . | | | |
| Core/Major, FY 1986 | 2.82/3.34* | N.A. | N.A. |
| Core/Major, FY 1996 | 2.88/3.29* | N.A. | N.A. |
| Graduation Rates | 59.2% | 82.1% | 39.4% |

* = Figure reported is arithmetic average for Likert Scale ratings: 4=Highly Satisfied; 1=Highly Dissatisfied.

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Peter Ewell, a prominent higher education consultant and currently a member of Truman's Board of Governors, has described the evolution of Truman in the following manner.

The experience that this university has had is astonishing in terms of the amount of change which has occurred in a small period of time. I know personally of no other institution — and I work with about 120 at this point — which has changed so much, so consciously, so single-mindedly and so successfully (Oral report to Board of Governors, Truman State University, November 1991).

III. NEXT STEP: CLOSING THE GAP

Three obvious conclusions arise from the foregoing sections of this chapter. First, Truman has made a tremendous amount of progress in a relatively short period of time. Second, the university is unalterably committed to excellence in student learning. And, third, the public liberal arts university — “The Truman Vision” — has not yet been completely realized.

A. Building on the Truman Vision

As a result of the above considerations, the current challenge is to identify those issues which must be addressed successfully in order for Truman to realize its mission more fully — *i.e.*, to educate our students in the liberal arts tradition and to prepare them for life in a new century. These students — and all of tomorrow's citizens — will very likely be confronted by rapid change, unprecedented opportunities, and daunting circumstances that can be dimly foreseen at best. Truman's strong focus on students and student learning, academic rigor and intellectual challenge, affordability, and continuous improvement through a self-regarding ethos underscore the institution's most fundamental commitment: *excellence in student learning outcomes*. This emphasis will provide graduates the knowledge and skills necessary to be competitive both nationally and internationally in an increasingly global environment. The capacity of our students to create humane, life-affirming solutions to the opportunities and challenges of the next century will derive in part from our ability to equip them with the requisite knowledge and skills.

In order to move the unfinished agenda forward and to realize its mission more fully as a premier public liberal arts and sciences university, the “Conditions Necessary for Success” that Truman has identified must continue to be addressed satisfactorily by the academic community. Ultimately, the paramount objective is the long-term enhancement of the liberal arts culture in which learning and student development permeate Truman's living/learning environment.

University Master Plan

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B. Planning Process

The relevance and significance of using the components of the Truman Vision as the foundation of the planning process has been validated by a thorough analysis of (1) Truman's strengths, (2) likely future trends in the internal and external environments and in the needs of the citizens of Missouri, and (3) potential vulnerabilities and constraints that may emerge as the planning process unfolds. The planning process has been a broad-based effort that dates back to 1994 when then-Vice President Jack Magruder asked the Faculty Senate to develop a university academic master plan. When he was appointed president, Dr. Magruder asked the Senate to expand the scope of its efforts to include the university as a whole.



Subsequent to the adoption of a draft *University Master Plan* by the Faculty Senate, the Strategic Planning Steering Committee (SPSC) was appointed by the president and was composed of representatives of the faculty, students, division heads, and support staff as well as the dean of student affairs, the university dean of planning, and the vice president for academic affairs. The SPSC's efforts have built directly on the planning efforts of the university's Faculty Senate and have also been based on various reports developed by or for faculty task forces, the Student Senate, and accreditation related activities. Over an eighteen month period the SPSC consulted extensively with all major offices and constituencies on campus, *e.g.*, admissions, athletics, affirmative action, computer services, physical plant, multicultural affairs, student affairs, *etc.*, as well as selected off-campus groups and alumni. The intent of this effort has been to develop an agenda that will enable the institution to consolidate its progress as a new public liberal arts and sciences university while concurrently challenging it to continue its development as a leading institution of its type.

C. Overview of External Environment

The history of Truman since the early 1970s has shown repeatedly that the university's progress has been the result of both a convergence and a synergism of independent decisions and planning initiatives at the state and institutional levels. Thus, while Truman did not self-consciously seek to become a public liberal arts and sciences institution, its decisions to focus on improved quality, a

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strong general education program, and accountability through assessment positioned it perfectly to assume that role when the state began to emphasize institutional diversity, quality enhancement, and accountability in its effort to promote a higher education system that would be more effective and more efficient. One of Truman's principal challenges in the current planning process is to anticipate successfully the institution's and the state's needs.

As Truman looks to the future between 1997 and 2007, it perceives an educational environment characterized by both continuity and incremental change. At the state level the fundamental structure of Missouri's decentralized higher education governance system seems likely to remain unchanged; similarly, the basic fiscal parameters of the state which feature a conservative, low-tax philosophy will remain largely constant. Thus, Truman seems likely to retain its independent Board of Governors, and state fiscal support will continue to be stable and predictable in comparison to many other states. Owing to a strong state economy and low inflation, average annual adjustments to unrestricted base funding for the core budget of the public four-year institutions as a group are expected to exceed modestly the general inflation rate, resulting in limited real growth. It should be noted, however, that the state's increasing interest in targeted (*i.e.*, restricted) funding initiatives is likely to restrain unrestricted revenue growth to rates that will not exceed those obtained in the mid 1980s and early 1990s (less than five percent). A significant proportion of the unrestricted new revenues for all institutions — including Truman — is likely to be associated with the state's performance funding initiative, Funding for Results.

The state's primary funding priority will very likely emphasize one-time or restricted revenues for targeted state investments, *e.g.*, technology, maintenance and repair, and mission enhancement. Given the likely competition for state resources from K-12 education, corrections, and the devolution of federal responsibilities to the states for various social services, the pressure on higher education's share of the state budget will remain strong while tuition levels and the related issues of cost containment and affordability will be increasingly sensitive. A major exception to this general picture of relative stability will be rapid advances in information and instructional technology which will seriously challenge the financial capacity of all higher education institutions to remain reasonably current.

Truman's niche within Missouri's higher education system will continue to be a highly selective, statewide, liberal arts and sciences institution serving almost exclusively full-time, residential students of traditional college-going age. As such, the institution recognizes that it has chosen to serve a very important, but numerically limited, portion of the total higher education market. While the number of high school graduates in both Missouri and the nation as a whole is expected to increase, the proportion who fit the Truman profile is expected to increase at a lower rate, and the competition for

these students will be increasingly intense. In addition, to the extent that other institutions respond successfully to the initiatives of the state and of the regional accrediting association to improve the quality and diversity of their student bodies and to enhance their assessment programs, Truman's relative distinctiveness on these dimensions may diminish somewhat and will certainly require increased effort to sustain. Finally, the state's emerging interests in increased geographic access, including telecommunications-based delivery systems, vocational education, and possibly institutional productivity are likely to be less synergistic with Truman's mission than were the issues of quality enhancement, distinctiveness, and accountability in the past ten years. It is anticipated that the net result of these incremental shifts in the state environment will mean that the institution must make greater efforts to sustain its leadership role, drawing heavily on its heritage of educational innovation and visionary leadership, to compensate for an increasingly competitive situation complicated by limited resources — especially for continuing, core budgetary items.

D. Overview of Internal Environment

As Truman considers its competitive advantages that will enable this academic community to capitalize on the opportunities and challenges which lie before the university, its greatest assets are its people — both students and faculty, its reputation for high quality and affordability, and its openness to innovation, assessment, and change. Truman has an unusually well prepared student body. Similarly, Truman has an excellent, young faculty dedicated to teaching and the liberal arts who were recruited from some of the best graduate universities in the nation. Significantly, freshman survey data suggest that the quality of the institution's educational environment and its affordability have more impact on students' decisions to enroll than the liberal arts programming itself. A strong student body, an interested faculty committed to teaching, and a favorable price seem to be the keys to enrolling the type of student Truman seeks — notwithstanding the disadvantages of poor transportation into Kirksville and the community's remoteness from a major metropolitan area.

The university's willingness to innovate and to take risks to improve the educational environment will be an essential component of its success. Most of the changes that are anticipated in the next few years will not be as dramatic in numerical terms as those experienced since the inception of the new liberal arts and sciences mission, but in many ways they will be more difficult to attain. A key challenge will be to build on the successes of the recent past and to deepen the liberal arts and sciences culture at a time when the external environment will be more challenging and most of the simpler, more obvious strategies for internal change have already been employed. To attain these second order improvements will require the institution to draw extensively on its ability to use its assessment data to pinpoint potential opportunities for improved performance, to develop learner-centered solutions, and to use appropriate assessment measures to document progress.

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As Truman's academic community has defined its agenda for the next ten years, the following assumptions regarding its internal environment as an institution shaped its considerations:

- ◆ the university's central commitments to its liberal arts and sciences mission, to the measurement of student learning outcomes, and to faculty-owned and directed assessment are affirmed;
- ◆ all of the disciplines and programs included in the university's current curriculum are deemed consistent with the institution's liberal arts and sciences mission;
- ◆ the future mix of institutional effort and the distribution of resources between and among (1) divisions and disciplines; (2) the liberal studies program and the majors; and (3) the undergraduate and graduate degree levels is subject to review and adjustment as needs change;
- ◆ consistent with the availability of resources, total university-wide student enrollment at the undergraduate and graduate levels may increase slightly from approximately 6,200 to 6,500 students — owing principally to increased retention and a larger Master of Arts in Education program; such an increase will be possible only to the extent that available resources and existing economies of scale can support the change without diluting the teaching/learning experience;
- ◆ overall, the limited availability of resources will require choices and the setting of priorities among the various opportunities available; and
- ◆ notwithstanding the internal and external environmental constraints, goals must be established that will inspire the campus community, will assure the citizens of Missouri an outstanding educational experience is provided our students, and will foster continual improvement.

IV. PLANNING FOR THE FUTURE: PRINCIPAL PLANNING THEMES

In order to realize its mission and vision, the university must be clear about its goals, its objectives, and its priorities, *i.e.*, clear about its desired direction. Based upon the planning process that has just been completed, Truman has identified the following “Principal Planning Themes,” or focus areas for institutional action — in order of relative priority. A key institutional planning assumption is that by impacting each of the following themes, the plan will in turn impact each element of the Truman Vision — *i.e.*, the Conditions Necessary for Success, the Supportive Institutional Values, and ultimately, the Core Outcomes and Values. In this manner the themes, or focus areas, are designed to provide direction to the university enterprise.

PRINCIPAL PLANNING THEMES


focus areas for institutional action

- ◆ **Deepening an enhanced, self-reflective liberal arts culture**, by focusing on nationally competitive learning outcomes through the new liberal studies program, strong majors, an integrated and enriched co-curriculum, and a vigorous assessment program;
- ◆ **Recruiting and supporting outstanding students, faculty, and staff**, by focusing on strong preparation and increased graduation rates for students, recruiting an excellent faculty who are well-prepared in their fields and who understand and support the liberal arts mission, fostering effective, long term professional growth opportunities and excellent working conditions for faculty and staff, and providing an excellent teaching/scholarly environment for both students and faculty;
- ◆ **Providing excellent support to the teaching/learning process**, by fostering the integration of appropriate information and instructional technology into the teaching/learning process, continuing to strengthen Pickler Memorial Library to ensure it is one of the strongest libraries of its type in the nation, and providing a comfortable, supportive living/learning environment throughout the campus; and
- ◆ **Nurturing viable relationships with external constituencies**, by continuing to build support for the institution among alumni, friends, and opinion-makers and by cooperating with other educational providers to help meet the needs of the state's citizens in ways consistent with Truman's liberal arts and sciences mission.

Within the context of available resources, Truman must move each of these planning themes, or focus areas, forward in a balanced manner, being careful not to focus on one or two to the exclusion of the others, because each one is interrelated with the others. However, given the finite availability of resources, achieving such a balance will not, of course, be easy. A key mechanism will be to evaluate the relative impact of each investment opportunity on the teaching/learning process (including the co-curricular dimension), on student learning outcomes, and on the overall affordability of the institution. In order to address each of these principal planning themes systematically, Truman has developed a strong planning agenda to focus its energies.

CLOSING THE GAP

building a stronger public liberal arts and sciences university

 In order to foster the institutional growth and development anticipated in this planning document, Truman has identified a series of focused institutional responses using each of the “Principal Planning Themes” as the organizational underpinning. These focused institutional responses constitute an agenda which will enable the university to advance its development by addressing systematically each of the planning themes which are in turn closely associated with critical components of the Truman Vision. Importantly, this agenda links broad institutional goals to specific responses or actions. Furthermore, among the various responses that are outlined, *Truman has identified several core priorities which will further focus its energies and serve as a basis for future funding initiatives. These priorities are outlined at the conclusion of this chapter, starting on page 49.*

An integral part of each section which follows is the identification of goals from the draft *University Master Plan* adopted by Truman’s Faculty Senate in 1995 which are relevant to each planning theme. For each “Principal Planning Theme” the text identifies:

- a. **selected institutional goals** developed by the Faculty Senate that are relevant to the theme and that reflect *Truman’s long-term aspirations* regarding that issue; and
- b. **focused institutional responses** that are intended to concentrate Truman’s energy and resources through *specific commitments and actions* that are the institution’s intended response to each planning theme.

To assure accountability to the academic community and external constituents, the university intends to continue its practice of developing specific measures of success — or indicators — to assess its progress in addressing each planning theme. In addition, the next chapter in this report will identify suggested measures of success for each “Principal Planning Theme.” By purposefully addressing each of these themes through the designated institutional responses and by systematically assessing its progress, Truman will continue to foster its growth as a public liberal arts and sciences university and will enhance the attainment of the core outcomes and values contained in the Truman Vision.

**I. PRINCIPAL PLANNING THEMES:
FOCUS AREAS FOR INSTITUTIONAL ACTION**

A. Deepening an Enhanced, Self-reflective Liberal Arts Culture

1. New Liberal Studies Program

GOAL: TO OFFER A STRONG LIBERAL ARTS AND SCIENCES CURRICULUM THAT PROVIDES EACH STUDENT WITH A SOUND FOUNDATION AND BREADTH OF REQUISITE KNOWLEDGE, SKILLS, AND ATTITUDES REGARDLESS OF INTENDED AREA OF SPECIALIZATION.

GOAL: TO GRADUATE UNDERGRADUATE AND GRADUATE STUDENTS WHO DEMONSTRATE WELL-DEVELOPED ESSENTIAL AND HIGHER ORDER SKILLS SUCH AS COMMUNICATION, QUANTITATIVE REASONING, CRITICAL THINKING, SELF-REFLECTION, LEADERSHIP, AND INTEGRATION OF THE VARIOUS MODES OF INQUIRY WITHIN PROBLEM-SOLVING EXPERIENCES.

Focused Institutional Response: Truman State University shall foster a coherent, integrated liberal arts and sciences curriculum:

- ◆ by implementing its new Liberal Studies Program as expeditiously as possible; and
 - ◆ by formally assessing the new Liberal Studies Program as it is implemented to foster the development of a fully integrated liberal arts and sciences culture that nurtures values and behaviors characteristic of a mature liberal arts and sciences institution.
-

As the culmination of several years' study and consideration, the Truman faculty have adopted in principle a new liberal arts and sciences program that is intended in part to enhance the institution's capacity to address the above goals. While significant curricular details remain to be finalized, the main philosophy behind the liberal studies proposal commits Truman to provide students with (a) essential skills needed for life-long learning; (b) breadth across the traditional liberal arts and sciences; and (c) interconnecting perspectives that stress interdisciplinary thinking and integration as well as linkage to other cultures and experiences. (See Appendix D for a broad outline of the proposal.)

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This new liberal arts and sciences program will build upon a foundation of strong academic skills, will ensure that students have an understanding of the methodologies of the modes of inquiry characteristic of the liberal arts, and will promote competence in such higher order intellectual skills as critical thinking and integrative thinking. The new liberal studies program also has the potential to enhance significantly the development of interdisciplinary thinking at Truman. Furthermore, the program recognizes the important curricular contributions of the Residential Colleges Program and the expanded Freshman Seminar Program to the academic experience of Truman students as well as the necessity to foster the health and physical fitness of each student as a prerequisite for successful completion of a rigorous academic program. Finally, all Truman graduates will have attained at least an elementary competence in a foreign language, and in the year 1999 the faculty councils will review whether a calculus-based course shall be the required mode of mathematical inquiry.



Implementation of the new liberal studies program will require significant course development. Targeted faculty development expenditures from usual institutional sources, Funding for Results grants, and other augmented sources will be needed to facilitate a successful transition to the new liberal studies program, particularly to facilitate the preparation of interdisciplinary courses and new modes of inquiry courses. Furthermore, conditional on the details of how the program is implemented and how student enrollment patterns emerge, additional full-time equivalent faculty are likely be needed. It is widely anticipated that a major result of this new liberal studies program will be the advancement of the liberal arts and sciences culture at the university in very significant ways.

2. Strong Major Fields of Study

GOAL: TO PROVIDE EACH STUDENT AN IN-DEPTH MAJOR AREA OF STUDY THAT FACILITATES MASTERY OF DISCIPLINARY CONCEPTS, KNOWLEDGE, SKILLS, AND ATTITUDES; THAT FURTHERS THE GOALS OF LIBERAL EDUCATION; THAT ENSURES NATIONALLY COMPETITIVE GRADUATES; AND THAT PREPARES THE STUDENT FOR POST-BACCALAUREATE STUDY OR FOR IMMEDIATE ENTRANCE INTO THE PROFESSIONS.

Focused Institutional Response: Truman State University shall foster a coherent, integrated liberal arts and sciences curriculum that is noted for strong outcomes in the major:

- ◆ by ensuring that all undergraduate and graduate degree programs produce graduates who are nationally competitive and fully prepared for further study or successful entry into a career; and
 - ◆ by continuing to improve student learning outcomes and student satisfaction upon graduation.
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Since Truman is a liberal arts and sciences university, each undergraduate major is intentionally designed to build upon and be integrated with the liberal arts and sciences mission. The major should provide each student with an in-depth area of study and potential career directions which include such mastery of disciplinary concepts, knowledge, skills and attitudes that students have the potential to compete nationally and internationally — as validated by independent, objective assessment results — either to enter the best graduate and professional schools in the nation or to pursue a career immediately upon graduation. However, the major should also further the goals of liberal education by providing interested students the flexibility for the serious exploration of other intellectual interests through minors or second majors. Defining and maintaining an appropriate balance in faculty and institutional effort between the liberal studies program and the major is a dynamic process that will vary both among majors and from time to time for the same major. Yet, Truman is committed to attaining excellent learning outcomes in both the major and the liberal studies program, and each discipline is expected to build consciously on the liberal studies program and to contribute to the development of the intellectual skills characteristic of a liberal arts institution.

Since the inception of the statewide liberal arts and sciences mission, all of the major programs of study at both the undergraduate and graduate levels have been extensively reviewed more than once.

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Those programs judged to be marginal in terms of centrality to mission, relevance to state needs, or resource support have been phased out of the curriculum. Other programs that at first glance might not appear to fit the traditional definition of a liberal arts and sciences university, *e.g.*, business administration, accounting, nursing, criminal justice, agriculture, and teacher education, have been significantly restructured to reflect Truman's LAS mission. Each program is unique in comparison to peers at other institutions since all majors are required to complete Truman's rigorous liberal studies program; furthermore, all of them address important state needs. Teacher education and business were, of course, present at the founding of this institution and represent the core of Truman's historical legacy.

As a *public* liberal arts and sciences institution, Truman cannot simply replicate the role and programming of the traditional private LAS institution; rather, it must also be sensitive to the needs of the citizens of Missouri for well qualified graduates in vocations that can be logically connected to a liberal arts mission. It must also be recognized that the definition of a liberal arts institution in the private sector is evolving. Many private LAS colleges now support programming in business, criminal justice, and health-related fields; at the same time, a group of urban/suburban private liberal arts colleges have formed a collegial organization known as the Associated New American Colleges to explore how the traditional liberal arts mission should be adapted to respond to the needs of the contemporary American metropolitan environment. In this context Truman's mix of majors is not out of step with trends at other similar institutions. At the same time Truman expects all of its programs — whether traditional LAS or non-traditional — to meet the same high expectations for performance and service to students.

In a somewhat similar fashion and for somewhat similar reasons, this plan has affirmed the role of a limited number of graduate programs at Truman. This institution shall always be a predominantly undergraduate institution; although graduate enrollment is expected to grow somewhat during the next five years due principally to the expansion of the Master of Arts in Education (MAE) program, it should not exceed five percent of total enrollment. With the inception of the liberal arts and sciences mission, teacher education at Truman was radically restructured to take full advantage of the new LAS thrust and to respond positively to critical state and national needs for teachers with better preparation. Most of the graduate programs currently at Truman help support the MAE, and all of them “grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education” (*Mission Statement*, Truman State University). The master's programs in accountancy and communication disorders also provide a means for Truman undergraduates to satisfy increased state professional licensure requirements. The graduate programs in disciplines such as music, biology, English, history, and mathematics not only support the MAE but also directly enrich each discipline's undergraduate major, *e.g.*, by enhancing the scholarly climate on campus, and prepare students for entry into leading doctoral programs or advanced professional positions.

It is understood that all programs at the undergraduate and graduate levels must be responsive to the needs of students and to the public which supports the university. Furthermore, each program is expected to maintain a critical mass of students, to produce an appropriate number of graduates each year, and to attain high levels of academic achievement by graduates. The university's five-year cyclical review of programs is designed to ensure that all programs are accountable for maintaining excellent performance outcomes. No significant additions to the existing program mix at either the undergraduate or graduate levels are anticipated in the current planning period in order to foster the improvement of existing programs.

3. Expanded Co-curricular Opportunities and Integration of Truman's Liberal Arts and Sciences Culture

GOAL: TO ENHANCE THE ROLE OF CO-CURRICULAR ACTIVITIES AT THE UNIVERSITY AND DIVISIONAL LEVELS IN MEETING THE UNIVERSITY'S INTELLECTUAL, SOCIAL, AND PERSONAL DEVELOPMENT GOALS FOR STUDENTS.

GOAL: TO ESTABLISH A CULTURE THROUGHOUT THE CURRICULAR AND CO-CURRICULAR ENVIRONMENT THAT HELPS DEVELOP STUDENTS WHO POSSESS THE INTELLECTUAL, SOCIAL, AND PERSONAL CHARACTERISTICS CONSISTENT WITH TRUMAN'S MISSION.

Focused Institutional Response: Truman State University shall foster the continued development of its liberal arts culture and the living/learning environment of its students:

- ◆ by expanding the extended Freshman Seminar Program to include all freshmen and the Residential Colleges Program to include all residence halls;
 - ◆ by continuing to support an extensive co-curricular program that is intentionally designed to foster and enrich Truman's liberal arts culture, paying particular attention to student differences based on gender and ethnicity; and
 - ◆ by seeking to attain institutional membership in Phi Beta Kappa as one validation of its growing maturity as a liberal arts and sciences university.
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Truman provides a wealth of co-curricular activities for its students, currently numbering almost 200 student organizations. The continued development of an intentional program of co-curricular opportunities that integrates the living/learning environments on campus is critical to the success of Truman's efforts to deepen its liberal arts and sciences culture. Furthermore, numerous studies have shown that the greatest impact of the collegiate environment on highly talented students such as those enrolled at Truman is often through co-curricular opportunities. Through the involvement of faculty and staff as advisors and mentors, key liberal arts values are enhanced and the intellectual life of the campus is reinforced.

Co-curricular programs appropriate to a public liberal arts and sciences university will take a variety of forms but would include expanded residential colleges in all residence halls; expanded freshman transition programs; participation in the dramatic arts and musical ensembles such as orchestra and Franklin Street Singers; international study; service learning; internships; intercollegiate athletics; and student organizations. These opportunities should not just be available to all students. Rather, students should also be aware of the opportunities they have to structure particular co-curricular activities into their lives and programs in ways that enhance their total educational experiences, *e.g.*, critical skills advisory paths. That is, students should be encouraged to make intentional connections between their academic/career goals and their co-curricular participation to foster and enhance synergy in the development of both personal and intellectual competencies. As the diversity of the campus community increases, it is also essential to provide a variety of opportunities that appeal to a broad range of students and which bridge differences based on gender and ethnicity. Finally, although Truman's co-curricular environment is already rich, continual systematic attention will be necessary to ensure maximum impact on students' living/learning experiences.

Each of the main components of Truman's academic program — the liberal studies program, the major, and the co-curriculum — require the support and involvement of the entire campus community. Yet, for the institution to fulfill its potential as a liberal arts and sciences university of the first rank, these discrete components must be integrated into a culture that is greater than the sum of its parts. The synergism that results from this integration will be reflected in the enhanced development of institutional and personal values and behaviors characteristic of a mature liberal arts and sciences culture such as the following:

- ◆ the habit of, and enthusiasm for, self-directed, continuous learning which stretches beyond the curricular experience and persists throughout life, *i.e.*, life-long learning;
- ◆ the establishment of a work ethic consistent with a rigorous liberal education (*i.e.*, a commitment to spending adequate quality time on task);

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- ◆ a capacity to celebrate diversity and to embrace and draw strength from differences among people whether those differences are based on cultural or linguistic heritage or limitations on physical abilities, *i.e.*, an understanding of and sensitivity to cultural differences by demonstrating competency in a foreign language, participating in multicultural experiences, carrying out a relevant community project, engaging in spontaneous conversations, and fostering friendships and relationships that span personal differences;
- ◆ honesty, integrity, high ethical standards, and an appreciation of the intricacies of ethical judgment;
- ◆ a sharpened sense of responsibility for one's own and one's group's actions;
- ◆ reflection, self-confidence, and self-assessment;
- ◆ an interest in, and engagement with, issues, concerns, and cultures that extend beyond national boundaries to encompass humanity in all of its rich variety; and
- ◆ a capacity for leadership and a concern for others.

As Truman continues to foster the growth and development of an integrated liberal arts culture, it shall increasingly seek its place among the leading liberal arts and sciences universities in the nation. As a consequence, the university shall continue its efforts to attain membership in Phi Beta Kappa as one indicator of its progress.

Finally, as a *public* institution Truman has a special responsibility to ensure that the culture it is developing is not only outstanding in comparison to other similar institutions but is also responsive to the needs of the citizens who support it. As a consequence, the university should continue to seek the advice and counsel of both nationally prominent authorities and well-informed citizens on the development of its liberal arts and sciences culture.

4. A Vigorous, Participatory Assessment Program

GOAL: TO MAINTAIN A SELF-REFLECTIVE CULTURE THAT SEEKS CONTINUOUS IMPROVEMENT.

GOAL: TO FOCUS ON TEACHING AND LEARNING AS THE UNIVERSITY'S PRIMARY ACTIVITIES THAT PROVIDE A COMMON SENSE OF PURPOSE FOR ALL MEMBERS OF THE UNIVERSITY COMMUNITY WHO WILL CAREFULLY MONITOR LEARNING OUTCOMES AS THEY SEEK TO CONTINUOUSLY IMPROVE STUDENT LEARNING PROCESSES AND THE SUPPORTIVE SYSTEMS THAT ENHANCE THEM.

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Focused Institutional Response: Truman State University shall reinforce the role and vitality of a vigorous, participatory assessment program that fosters both continual institutional improvement and public accountability through the following actions:

- ❖ assuring continual quality improvements in the teaching and learning experiences of students and faculty by
 - ❖ fostering the balanced use of qualitative and quantitative measures;
 - ❖ distributing data in a timely and readily available fashion;
 - ❖ demonstrating the use of assessment data in the university's decision-making processes; and
 - ❖ expanding the orientation process for new students, faculty, and staff to include a thorough introduction to the history and role of assessment at Truman; and

 - ❖ fostering continuous improvement, review, and evaluation of the assessment program itself by
 - ❖ periodically reviewing the efficacy of each assessment component in the context of the institution's evolving liberal arts culture;
 - ❖ encouraging and supporting increased involvement of faculty and staff in assessment;
 - ❖ ensuring the integration of assessment data into academic program reviews and the budgeting process;
 - ❖ developing a comprehensive assessment plan;
 - ❖ expanding the use of assessment data by the university's administrative offices;
 - ❖ developing an appropriate survey process to gather assessment information periodically from both faculty and staff;
 - ❖ expanding the scope of assessment at the graduate program level, including the development of an appropriate component for the local Funding for Results model;
 - ❖ increasing scholarly activity regarding assessment within the academic community; and
 - ❖ implementing a comprehensive assessment information management system based upon an improved student information system.
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Assessment is integral to the culture of Truman; indeed, assessment is so much a part of the fabric of the institution that it is virtually impossible to envision the institution separate from its assessment program. Yet, because the institution's commitment to assessment is so commonplace on campus, it

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is easy to forget how special this heritage truly is. The culture of assessment has enriched not only this institution, but it has served as a model for many other institutions and has influenced education policy at the state level. Owing in part to the hard work and creative energy of the faculty and staff at Truman, assessment and student-centered learning are self-conscious components of increasing numbers of institutions nationally. Truman shall continue its national leadership role through its continuing participation in projects and studies of national significance such as the national benchmarking study sponsored by the Institute of Education Best Practices of the American Productivity and Quality Center.



Notwithstanding the long tradition of assessment at Truman, the underlying culture of a self-reflective institution requires constant nurturing. The practice of a faculty and staff viewing an institution's programming holistically is neither easy nor automatic. Over time students will experience an institution's program in its entirety while those who deliver and support the curriculum will often see only their portion. In addition, the complacency that often accompanies long-term success must be avoided; Truman's assessment program must continue to evolve. While the university community purposefully questions the effectiveness and quality of its

institutional culture as it evolves further into an institution defined as both *public* and *liberal arts*, the successful completion of this transition is very dependent on the maintenance of a self-regarding culture. The university must also take care to ensure that the benefits of a strong assessment program continue to accrue to the academic community for both students and faculty; that is, that good things continue to happen because of the assessment program, and both faculty and students are strongly motivated to see the program succeed. Our assessment philosophy must also lead us to clearly focused and consistent practice as a community of scholars while continuing the support of students and faculty. Finally, new members of the academic community — including each new freshman class — must be successfully acculturated to its values in order for the institution to assure continual quality improvement in the teaching/learning environment.

B. Recruiting and Supporting Outstanding Students, Faculty, and Staff

1. Recruiting, Supporting, and Graduating a Well Prepared, Highly Qualified Student Body

GOAL: TO MAINTAIN A UNIVERSITY-WIDE EFFORT TO ATTRACT AND RETAIN A DIVERSE GROUP OF HIGH-ABILITY STUDENTS IN EACH ACADEMIC DISCIPLINE WHO HAVE DEMONSTRATED THE CAPACITY TO SUCCEED IN THE BACCALAUREATE PROGRAMS.

GOAL: TO ATTRACT TO EACH GRADUATE PROGRAM A DIVERSE GROUP OF HIGH-ABILITY LIBERALLY EDUCATED STUDENTS WHO HAVE DEMONSTRATED THE POTENTIAL TO SUCCEED.

Focused Institutional Response: Truman State University shall recruit, support, and graduate a well prepared, highly qualified student body that reflects the diversity of Missouri and is predominantly undergraduate, residential, and traditional college-going age through the following actions:

- ◆ continuing to recruit an outstanding, diverse undergraduate student body that meets the Coordinating Board's criteria for a highly selective institution;
 - ◆ continuing to strengthen graduate program recruitment efforts, particularly in teacher education, to assure a highly qualified student body with a critical mass of scholars in each discipline; and
 - ◆ improving undergraduate retention and graduation rates to the level required by the Coordinating Board's criteria for a highly selective institution while concurrently enhancing student learning outcomes.
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The ability of Truman State University to recruit a very academically talented student body committed to the liberal arts and sciences is central to its success. Without the many truly gifted students who attend this institution, most of its achievements would evaporate. As a consequence, it is essential that the university not only sustain but enhance the quality, diversity, and success of its student body. It is increasingly apparent, however, that enrollment remains fragile and that the university faces intense competitive pressures as it works to recruit an outstanding student body.

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Truman has significantly increased such measures of student satisfaction and success as retention and graduation rates since the implementation of its liberal arts and sciences mission. Yet, it is also evident that the university's performance must improve if it is to fulfill the criteria for a highly selective institution and if it is to provide an experience that is comparable to the best liberal arts institutions in the nation. The various strategies that might be considered to improve the university's performance would include, but would not be limited to, the extended Freshman Seminar Program, a strong Residential Colleges Program, maintenance of an appropriate array of student academic support services designed to meet individualized needs, innovative financial incentives, and good course availability. In its pursuit of these objectives, the university must also ensure that its vision is inclusive of all students with the preparation and ability to succeed in its highly competitive environment by sustaining an environment that will be welcoming and supportive to everyone regardless of ethnic heritage or physical limitations. The university must also continue its efforts to ensure that all of its students enjoy the benefits of a safe, secure environment that is supportive of an effective living/learning environment. The attainment of these objectives will, of course, require a cooperative effort by the entire academic community.



At the graduate level the university faces a related, but somewhat different, set of dynamics. As with the undergraduate programs, the graduate programs must recruit and retain an academically talented student body to be successful. Given the mission of Truman, each of the graduate programs should seek to serve a selective student population which on average ranks in the upper half of all graduate students as measured by national admission tests. In addition, most of the graduate programs plan to serve a majority of students who did not complete their baccalaureate degrees at Truman; exceptions are education, accountancy and communication disorders which are also designed to help Truman graduates as well as other students complete all requirements for entry into professional practice. Finally, each of the programs must continue to recruit a minimum number of students to assure a critical mass of students and to meet the Coordinating Board's productivity requirements for master's programs.

All of the graduate programs currently supported by Truman are important to the university. Given the history of the institution and its mission as a public liberal arts and sciences university, the Master of Arts in Education is a signature program that requires the support of many disciplines outside the Division of Education. Through its linkages with the public schools, the MAE plays a

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crucial role in helping Truman fulfill its mission as a public institution. Since a significant number of prospective students enter Truman with an interest in the MAE program, its success has special implications for Truman's ability to attain such goals as increased graduation rates and increased participation in graduate and professional school. Presently, only a fraction of the freshmen who enter with an interest in teacher education persist to enroll in the MAE; a strong, cooperative effort between the Division of Education and the supporting disciplines will be necessary to address this issue.

Finally, all of these student recruitment efforts must occur in the context of an institution-wide effort to contain costs and to assure affordability. In order to fulfill its mission and to provide access to talented students with limited economic means, the institution must remain affordable.



In conclusion, then, the recruitment, support, retention, and graduation of an outstanding student body leads the university to consider the following issues:

- ◆ recruiting an academically talented student body in an increasingly competitive environment;
- ◆ nurturing and appreciating a diverse student body;
- ◆ integrating all students into the academic culture and social systems of the university;
- ◆ purposefully fostering an enhanced intellectual climate for students;
- ◆ assuring the appropriate availability of course offerings and strong academic advising;
- ◆ enhancing the quality of student housing opportunities;
- ◆ defining the role of student affairs, student support services, intercollegiate athletics, and co-curricular experiences in supporting the academic mission of the university; and
- ◆ facilitating the development of personal character, group membership skills, and the leadership abilities necessary for success in a competitive academic environment and for citizenship in a democratic society.

2. Supporting an Outstanding, Student- and Learning-centered Faculty and Staff

GOAL: TO RECRUIT AND RETAIN A DIVERSE FACULTY WITH IMPRESSIVE ACADEMIC CREDENTIALS, SOLID EXPERIENCE IN THE LIBERAL ARTS AND SCIENCES, DEDICATION TO THE SUPPORT AND CULTIVATION OF STUDENT PROGRESS, AND A STRONG COMMITMENT TO CONTINUING SCHOLARLY AND PROFESSIONAL DEVELOPMENT.

GOAL: TO ATTRACT A HIGHLY COMPETENT, DIVERSE GROUP OF ADMINISTRATORS AND STAFF MEMBERS WHO ARE COMMITTED TO LIBERAL EDUCATION AND A LEAN ADMINISTRATIVE STRUCTURE AND WHO FOSTER AN INTELLECTUAL, SUPPORTIVE, AND NURTURING ENVIRONMENT FOR STUDENTS, FACULTY, ADMINISTRATION, AND STAFF.

Focused Institutional Response: Truman State University shall support an outstanding, student- and learning-centered faculty and staff who understand and support the institution's liberal arts and sciences mission through the following actions:

- ◆ continuing to recruit excellent faculty who are well-qualified in their fields, who have successfully experienced the joy of learning as a student and as a practicing professional, who appropriately model the active scholar and the life-long learner, and who understand and support the liberal arts and sciences mission;
- ◆ maintaining and supporting a strong faculty development program;
- ◆ enhancing the scholarly environment on campus by encouraging the scholarly activity of faculty, expanding student/faculty collaborative projects, and establishing a distinguished visiting scholars program;
- ◆ maintaining an institution-wide student/faculty ratio of not more than 16:1 with the understanding that differences among disciplines shall reflect an appropriate balance between the requirements of each discipline and the mission of the institution; also, continuing the institution's efforts to attain university-wide faculty teaching responsibilities consistent with its highly selective status;
- ◆ enhancing the diversity of faculty and staff, with particular attention to increasing the proportion of underrepresented populations;

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- ◆ continuing efforts to monitor and address the competitiveness of faculty and staff compensation;
 - ◆ providing appropriate career development opportunities for administrative and support staff; also, considering appropriate means (a) to identify and recognize substantive differences in staff employment responsibilities and (b) to foster staff participation in campus decisions that affect them;
 - ◆ continuing efforts to encourage broad participation by faculty and staff in the life and governance of the university to help ensure an appropriate pool of experienced leadership talent within the university;
 - ◆ fostering the integration of new faculty members into its academic community through enhanced orientation and mentoring programs; and
 - ◆ considering appropriate, innovative strategies to help provide each discipline with sufficient staffing flexibility and development opportunities to address important intellectual developments in the field and possible long-term shifts in student demand.
-

Truman's faculty and staff — along with its students — are its most precious resource and are the key to the successful fulfillment of its role as a public liberal arts and sciences institution. The university is truly fortunate to have a strong, dedicated faculty to serve its students. The university must, however, continue its efforts to recruit outstanding faculty and effective administrative staff. In order to attain its aspirations for the future, Truman must attract and retain faculty who are not only experts in their fields but who have successfully experienced the joy of learning as both a student and a practicing professional, who appropriately model the active scholar and the life-long learner, and who fully understand and appreciate the institution's liberal arts and sciences mission. In addition, these individuals must be nourished, supported, and encouraged consistently throughout their careers if they are to fulfill their potential and continue to serve the university in an outstanding fashion. Finally, the university must continue its efforts to recruit ethnically diverse faculty members as well as female faculty, particularly in disciplines where they are underrepresented, who will complement the diversity of the student body.

While the university has enjoyed great success in recruiting an outstanding faculty, Truman has begun to experience more difficulty in recent years attracting the type of faculty it most wants and needs — that is, intellectually outstanding faculty with a commitment to both teaching and the

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liberal arts. For the fall 1997 term Truman had more than twenty full-time, tenure-track faculty positions filled by either part-time or temporary faculty. While Truman's relatively remote location in Kirksville and the lack of suitable employment opportunities for spouses have been factors, there is increasing evidence that less competitive faculty salaries are an issue in faculty recruitment and retention. Available data indicate that Truman's salaries lag those of other leading liberal arts institutions. As a consequence, the institution must continue its efforts to assure faculty compensation that is more comparable to institutions with similar missions that serve similar students.

More than half of the faculty have been hired since the implementation of the university's liberal arts and sciences mission, dramatically demonstrating the need for a strong orientation program if the institution's unique culture is to be preserved. Similarly, owing to the relative youth of the faculty, it is likely that the majority of the instructional staff employed now will still be serving the university in 15 to 20 years. As a consequence, the need for long term investment in faculty development opportunities and the establishment of incentives to encourage continuing professional growth — including an effective program of scholarly activity and student/faculty undergraduate scholarship — will be essential.

Truman could potentially address several important needs — *e.g.*, a deepened liberal arts culture, an enhanced scholarly environment on campus, and expanded faculty development opportunities — by augmenting its already outstanding faculty with a carefully designed distinguished visiting scholars program that would bring nationally and internationally recognized faculty to campus for limited periods of time. These men and women would be drawn from the best talent in the nation and even around the world and might include Nobel laureates, national poet laureates, retired statesmen, and prominent scholars in selected fields. The format of this program would vary widely depending on the availability of individuals and their schedules. Some visiting scholars might stay on campus for a semester or an entire year; others might come and go over a period of a few months while others might stay for an intense period of a few weeks and then communicate with students and faculty on an extended basis via the Internet or by means of two-way video/audio classrooms. In all cases the intent would be to augment the experiences of Truman faculty and students by providing them the opportunity to encounter first-hand some of the greatest minds on the planet.

A potential issue — which could be alleviated at least partially by a distinguished scholars program — is the relative proportion of regular (*i.e.*, tenured and tenure-track) faculty and temporary (*i.e.*, fixed-term appointment) faculty among the full-time instructional staff. Presently, approximately half of the full-time faculty are tenured and another 31 percent are on the tenure track. Within five years the number of tenured faculty could increase to approximately 70 percent and the total of tenured

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and tenure-track faculty could exceed 90 percent. Truman has a long-standing institutional commitment to favor the employment of faculty with regular appointments: a policy which has served it well. This commitment reflects the substantial benefits in terms of stability and increased involvement in the institution's overall living/learning environment that are possible when faculty have regular appointments.

While turnover among faculty with regular appointments has routinely occurred in the past as new personal goals and alternative professional opportunities have emerged, there is no assurance that the pace of such change in the future will correspond with the institution's needs. As the total proportion of faculty with regular appointments approaches and exceeds 90 percent, the university's staffing flexibility will be reduced significantly and the opportunity to enrich the faculty with new perspectives through the addition of new members will be limited. In addition, the ability of individual disciplines to respond to long term, periodic enrollment cycles will be sharply reduced. This emerging situation requires monitoring and continuing attention to these potential constraints by the faculty and the administration jointly. Innovative strategies — such as visiting professorships, special contractual arrangements, and early retirement incentives — which are sensitive to the needs of each discipline and which are mutually agreeable to the faculty and administration have been used by the institution in the past and should be considered now for reinstitution while actions can still be effective without disrupting the academic community nor affecting current faculty.

Truman is committed to maintaining a university-wide student/faculty ratio of not more than 16:1. *In this context the actual ratio for the various disciplines will vary around this ideal mean depending on the needs of the individual disciplines; it is neither realistic nor appropriate to expect all disciplines to be the same.* Student/faculty ratios are, of course, only a partial measure of total faculty responsibilities. Current data indicate, however, that the range of student/faculty ratios among the undergraduate disciplines is very wide — from less than 7 to more than 25. Furthermore, some disciplines have been able to attain teaching responsibilities consistent with the status of a highly selective institution while other disciplines are continuing to work toward this goal. Given the limited availability of resources, it is clear that the university must consider a variety of possible strategies to address this situation, including instructional technology, curricular restructuring, and internal reallocations. The intent of these efforts is to foster an optimum teaching/learning environment for the university as a whole that permits increased involvement of faculty with students on research, in co-curricular programs, and in institutional service while balancing the needs of the various disciplines.

A vibrant university requires not only an outstanding faculty but a strong administrative and support staff as well. Many of the professional issues related to faculty are also applicable to the staff. For example, the needs of the professional administrative and support staff for career development

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opportunities is constant and will continue to require attention. This need extends throughout the campus community and is, for example, particularly acute for both maintenance and secretarial staff who operate increasingly sophisticated computerized equipment. In addition, the university should continually monitor salaries and compensation packages for both faculty and staff to ensure fairness and adequacy internally as well as comparability with external peer groups. Also, consideration should be given to developing an appropriate, flexible way to

identify and recognize differences in employment responsibilities among support staff. Finally, while faculty participation in the governance of the institution is a well-established principle, the university is still seeking ways to establish meaningful staff participation in decisions that affect them while concurrently facilitating the greater fulfillment of the university's mission.

Although the overall average age of the faculty and administrative staff is relatively young, many members of the Truman community who were instrumental in the development of the institution's assessment culture and the implementation of its liberal arts and sciences mission are beginning to approach retirement or, more frequently, eligibility for early retirement under the state of Missouri's "80 and Out Rule." The university has a strong tradition of encouraging wide participation in its assessment program and the life of the institution. However, given the special culture of this institution which is not easily translatable, this potential transition should be anticipated by encouraging even wider participation in the life and leadership of our academic community, particularly by those who have not been active in the past. Such a program would help ensure a broad pool of new, committed talent as the mission of the institution matures and as the founding generation passes into retirement. It is also important to be sure that all members of the academic community have ample opportunities to be fully informed about the priorities and direction of the institution.

The long-term support and enhancement of its human resources is one of the university's most important responsibilities. The institution already has a number of strong faculty and staff support programs in place, but continued success will require careful planning in the overall context of the university's priorities.

C. Providing Excellent Support to the Teaching/Learning Process

1. Assuring Appropriate Informational and Instructional Technology Resources

GOAL: TO PROVIDE AS A HIGHLY SELECTIVE PUBLIC INSTITUTION THE PREREQUISITES FOR A SUPERIOR LIBERAL ARTS AND SCIENCES EDUCATION BY ATTRACTING OUTSTANDING STUDENTS, FACULTY, ADMINISTRATION, STAFF, AND OTHER NECESSARY RESOURCES.

Focused Institutional Response: Truman State University shall assure 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:

- ❖ ensuring the collections and services provided by Pickler Memorial Library are the best available at public liberal arts colleges while also supporting appropriate cooperative arrangements with other libraries in Missouri and throughout the nation;
- ❖ promoting the integration of advanced instructional and informational technology appropriate to a liberal arts and sciences institution throughout its curriculum by 2002 by
 - ❖ providing incentives and increased access to appropriate opportunities for faculty to integrate new technologies into their courses;
 - ❖ providing the administrative support necessary to offer instruction effectively in these media;
 - ❖ ensuring that all faculty have direct Internet and local Truman network access;
 - ❖ providing individualized Internet and local Truman network access to all students living on campus and facilitating access for off-campus students;
 - ❖ providing appropriate computer network resources and fully preparing the campus to support the widespread use of portable computers in classrooms, the library, and residence halls by faculty and students; and
 - ❖ encouraging and facilitating student ownership of computers so that all freshmen shall be personally responsible for assuring their access to a computer for the completion of course assignments; and
- ❖ continuing to update and refine the university's comprehensive plan for academic computing and its schedules for the acquisition, use, maintenance, and replacement of its instructional technology.

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In the not too distant past, the basic ingredients for a good learning experience might have been a willing pupil and a gifted teacher in a classroom supported by technology as simple as a writing slate and chalk. Those days are, of course, gone forever, and Truman is faced with the twin challenges to define the level of information and instructional technology appropriate to its mission as a liberal arts and sciences university and to provide the equipment and support necessary to fulfill that vision.

The library has always been the heart of an academic institution; as alternatives to the printed word proliferate, one of the ironies of this trend is that the library is likely to become more, rather than



less, important to the teaching and learning process. Truman is fortunate to have a beautiful, well equipped library at the center of its campus. While Pickler Memorial Library is the envy of many institutions — and rightfully so — the core of its collection was developed to meet the needs of an institution very different from the one that exists today. The best academic collections are built through generations of careful acquisitions. While much progress has been made since the inception of Truman's liberal arts and sciences mission, the development of the library must continue to be an institutional priority. The increased emphasis on cooperation and coordinated collecting among academic

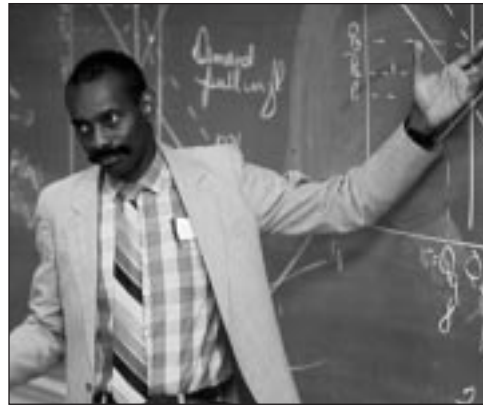
libraries will be an important factor in expanding access to important materials for both students and faculty, but these efforts cannot be a substitute for the continued development of the collections in Truman's library.

The use and support of technology at Truman continue to be important components in the operation and effectiveness of the institution as well as the teaching and learning process.

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Administrative computing systems enhance the effective operation of the university. Far more importantly, however, the planned major investment in a modern client-server administrative information system places Truman in an excellent position to improve dramatically its ability to gather, maintain, and use assessment information. Properly implemented, the new student information system will for the first time allow all quantitative assessment data to reside in a single unified data base. These data will be accessible to a wide range of query tools and analysis engines to form the core of a true strategic information management system, correlating data in ways previously not possible. To take proper advantage of this strategic information, appropriate administrative staff must be trained to use the query and analysis tools effectively. Faculty in a wide range of disciplines, *e.g.*, statistics, mathematical modeling, social psychology, economics, and population biology, must be encouraged to bring their professional training to bear by performing scientific research into correlations and cause and effect relationships which exist in the assessment data, thereby increasing Truman's ability to recruit, retain, teach, and graduate outstanding students.



While individual faculty throughout the university have begun to make consistent use of instructional technology, the institution as a whole is still in the early stages of exploring the potential of the new, advanced interactive and multi-media technologies for the teaching/learning process. Indeed, the university is still in the process of providing efficient, direct Internet access to all members of the academic community where they live and work. Yet, in order to continue to recruit the best students and to offer them a nationally competitive education, Truman must become a leader in the integration and use of appropriate instructional technology in the curriculum. Success in this venture will be dependent as much on the availability of appropriate faculty development opportunities and sufficient technical support as on the availability of the hardware itself. Furthermore, intentional efforts to prepare the campus and faculty for the universal ownership of portable computers by students could be a key factor in the promotion of curricular change. As part of this effort to foster increased use and integration of computers into the curriculum, Truman should encourage and facilitate student ownership of computers so that by 2002 entering freshmen shall be personally responsible for assuring their access to a computer for the completion of course assignments. Finally, as the technological infrastructure on campus becomes more complex and more pervasive, the coordination of services and the development of a broad based plan for academic computing may require more coordination than has been necessary in the past.

2. Providing Suitable Physical Facility Resources

GOAL: TO MAINTAIN AND IMPROVE THE RESOURCE BASE, AESTHETIC MILIEU, AND FACILITIES NEEDED TO PROVIDE AN EXEMPLARY TEACHING-LEARNING EXPERIENCE.

Focused Institutional Response: Truman State University shall assure adequate physical facility resources which provide a safe, effective environment in support of student learning through the following actions:

- ◆ developing and maintaining facilities in a planned and coordinated fashion to support existing activities and to accommodate new academic and institutional initiatives;
- ◆ enhancing the physical attractiveness of the campus and its grounds — consistent with Truman's mission as an affordable, public liberal arts and sciences institution — by developing a comprehensive plan for the maintenance and enhancement of the campus grounds and by developing a program for fostering the public display of art both within and outside campus facilities; and
- ◆ providing attractive and functional housing for students that meets the needs of students attracted to highly selective liberal arts institution.

All institutions are shaped by their physical environment in ways that are both subtle and obvious. Truman enjoys a campus that is compact and well designed. Much of the academic and residential space was, however, developed to meet the needs of an institution with a different mission and, therefore, different needs. Space suitable for individual work, small group interaction or instruction, student/faculty research, ceremonial lectures, small performances, and even private faculty advisement has been at a premium. The renovation of Violette Hall, the anticipated renovations of Ophelia Parrish, Baldwin, and McClain Halls, and the new Fine Arts Addition will do much to address these needs in coming years. Attention must also be given to certain major infrastructure items such as the campus electrical distribution system. The major remaining unmet academic needs will be the renovation and expansion of Science Hall which shall be the university's first priority for new commitments followed by the redefinition of Pershing and Barnett buildings. Similarly, the campus community must continue to make its facilities increasingly functional, safe, and accessible for all members of the academic community.

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On a somewhat different scale, however, is the need to give more systematic attention to broader facility use issues to provide more even development throughout the campus environment as well as consistency in the aesthetic enhancement of the entire campus. This is particularly true in terms of routine renewals and replacements for campus facilities, the development of a long term plan to maintain and enhance the beauty of the campus grounds, and the provision of a physical presence of the liberal arts on campus through the public display of art. Given the scarcity of resources and the institution's mission to be a *high quality, affordable* liberal arts and sciences university, every expenditure of funds outside the core instructional budget must be weighed carefully. Yet, prudent investment in the physical condition of the campus has great potential benefit.

Like much of the rest of the campus, the majority of the residential living units were designed for a different clientele and a different mission. Complicating the issue is the increased demand for electrical service and computer access that could not have been envisioned when the current facilities were built. The university has begun to address these issues through a phased program of renewals, but the expectations of many students and their families continue to run ahead of the program. As the original residence hall construction bonds are paid off in the next few years, the university should continue to explore opportunities and options to better meet the needs of the students attracted to a highly selective institution.

As the university seeks to enhance its liberal arts culture, its physical environment will play an important role. The needs of the curriculum and the co-curriculum will drive the process for updating and refining campus facilities. In this context the role of auxiliary facilities which support instruction and the co-curriculum, such as the Student Union and athletics facilities, should receive careful attention. A good example of this consideration is the current development of the Student Recreation Center. Supported by a special fee voluntarily imposed by the students themselves, the Student Recreation Center is



testimony to the integral link between the health and fitness of each student and his or her capacity to undertake successfully a rigorous academic course of study. In a somewhat different — but still significant — context, consideration should be given to the renewal of the aging neighborhoods to the north of campus and how appropriate development might be fostered that would benefit both the campus community and the citizens of Kirksville. This issue is particularly relevant since half of Truman's students currently live off campus in housing concentrated in this area.

D. Nurturing Viable Relationships with External Constituencies

GOAL: TO ENHANCE THE UNIVERSITY AND ITS SERVICES TO CONSTITUENCIES EXTERNAL TO THE CAMPUS COMMUNITY THROUGH STRENGTHENED RELATIONSHIPS WITH ALUMNI AND FRIENDS AND THROUGH PARTNERSHIPS WITH OTHER EDUCATIONAL ORGANIZATIONS AND APPROPRIATE COMMUNITY GROUPS.

Focused Institutional Response: Truman State University shall nurture appropriate external linkages to the state of Missouri, the higher education community, and the region to facilitate the delivery of services that are outside the university's mission through the following actions:

- ◆ maintaining positive, cooperative relationships with the Missouri General Assembly, the Governor, and the Coordinating Board for Higher Education;
- ◆ enhancing and strengthening its relationships with alumni and other friends of the university;
- ◆ consistent with its mission, continuing to cooperate with other institutions to meet the needs of students and the citizens of Missouri, especially in the northeastern region of the state, that cannot be met at Truman;
- ◆ continuing and expanding the university's dialog with the businesses, industries, graduate and professional schools, and organizations that employ or receive our graduates to provide a means for all disciplines to be informed about the knowledge, skills, and competencies our graduates will need to be successful in their "next step"; and
- ◆ undertaking a feasibility study to determine Truman's readiness to support a capital campaign designed to provide additional resources to meet the institution's long-term needs.

The process of adopting a new liberal arts and sciences mission has been much more than a mechanical, administrative issue of implementation for Truman. In a very real sense the institution has had to reinvent itself while simultaneously developing a paradigm for a new type of institution that is only beginning to emerge — the *public* liberal arts university. Truman is still actively engaged

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in the process of defining for itself what are the distinctive characteristics of a *statewide* institution that is *selective, public, and liberal arts*. The task of defining and building a new culture requires much energy and encourages an academic community to turn inward on itself while seeking to discover and foster new internal relationships. Yet, it is clear that, as a public institution, Truman derives much of its strength and purpose from its relationship with the society which nurtures and supports it. As the university prepares to enter a new century, its relationships with its external constituencies will be critical.

First and foremost among the various constituencies served by Truman are the citizens of Missouri. The institution has a long tradition of effective service to the state and is fully committed to its specialized mission of providing financial access to an exemplary liberal arts and sciences experience for well-prepared students. The university is also dedicated to providing the state of Missouri with outstanding graduates who have the knowledge and skills to be competitive both nationally and internationally and who have the capacity to provide the social, cultural, and economic leadership the state will need to provide its citizens with an excellent quality of life in the twenty-first century. Finally, Truman will continue its commitment to public accountability and will strive to be responsive to the state's needs as expressed by the people's representatives, *i.e.*, the General Assembly, the Governor, and the Coordinating Board for Higher Education.

Truman has approximately 34,000 living alumni scattered throughout Missouri and the nation as well as many friends. These individuals represent a great reservoir of potential support for the university; at the same time, many of these alumni and friends would enjoy and benefit from a stronger relationship with the institution. Any number of these individuals would be eager to assist the university in its activities with their time and expertise — as well as their financial support. In addition, the selective identification and development of services valued by these individuals could become the basis for their greater involvement with, and interest in, the work of the university. Similarly, at a time when the margin of excellence in academic programming is likely to come from the support of interested alumni and friends, a restructuring of the membership of the Truman State University Foundation to emphasize greater alumni participation and ownership is very likely to yield significant dividends. Such action could also help lay the groundwork for the institution's first capital campaign which may be necessary if some of Truman's long-term needs are to be met in a timely fashion. In this context it should be noted that a capital campaign is a major undertaking that would require much preparation as well as significant involvement and support by not only Truman's alumni and friends but by the president and the entire campus community.

Alumni and friends are, of course, only one of the many constituencies that look to the university for leadership and support. When Truman assumed its statewide, liberal arts and sciences mission, it was

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no longer in a position to meet all the educational needs of the citizens in the northeastern quadrant of Missouri. Yet, those educational needs did not suddenly cease to exist. With the advent of the new two-way, interactive telecommunications technologies and the renewed interest of the state of Missouri in extended education, the university has the opportunity to encourage and support the work of other educational providers who can address the unmet needs of the region through various specialized programs *without itself directly participating in the delivery of these services*. One means of this approach is the implementation of a Telecommunications Community Resource Center in cooperation with the University of Missouri. Also, by partnering with state agencies such as the Department of Elementary and Secondary Education and the Department of Economic Development to support the Regional Professional Development Center and the Small Business Development Center, the university can participate directly in meeting area needs when those needs are consistent with the institution's mission. Through its Master of Arts in Education program Truman has the opportunity — and obligation — to work with public schools to improve the education received by Missouri's elementary and secondary education students. The College Board's Advanced Placement Program and potentially the National Writing Project are additional examples of important points of contact with Missouri's public schools for Truman. At the same time Truman can enhance the services it provides its students and faculty by cooperating with other institutions to share resources, *e.g.*, MOREnet and electronic library exchanges. Since resources will always be finite, Truman must continually seek ways to maximize its effect through cooperative arrangements that are appropriate to its mission.

It is sometimes thought that a liberal arts education is somewhat divorced from the world of work. That is, of course, clearly not the case although many majors do not have a direct correlate with a particular occupation. It is instructive to note that the third most important reason students choose Truman for their college is access to good jobs. Most of our graduates will eventually enter the world of work — either immediately upon graduation or following graduate or professional school. As a consequence, the university has a strong interest in maintaining close contact with potential employers and major graduate schools to ensure that our students have the knowledge and intellectual skills they need to be successful. These contacts could also be of assistance to alumni as their careers mature.

As a public liberal arts and sciences institution, one of Truman's distinguishing characteristics will be the nature of its linkages to its external constituencies, including the businesses, industries, and organizations which hire its graduates. Efforts to develop a "greater" liberal arts and sciences community are likely to have great potential for benefiting both the institution and the university's external constituencies; however, caution must be exercised to avoid diluting the core undergraduate experience or the resource base which supports it. Yet, notwithstanding this limitation, the university

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should find a way to continue its long-standing tradition of meaningful engagement with the larger society which is its *raison d'être*.

II. PRIORITIES FOR INSTITUTIONAL ACTION

For Truman to realize its full potential as a public liberal arts and sciences university, each of the “Principal Planning Themes” must be addressed in a systematic manner. All of the proposed institutional commitments have been carefully reviewed to assure that they support that objective. However, it is also immediately evident that the institution cannot pursue all of these initiatives simultaneously — neither time, energy, nor resources are sufficient to permit such an attempt. Rather, since this plan is intended to serve the university for a ten-year period, the various institutional commitments which have been identified can be addressed in a phased, progressive manner as opportunity and resources in terms of both time and funds permit.

In order to discern where to begin in terms of identifying initial priorities for the implementation of this plan, the university community has been guided by the following primary aspirations and considerations through which it believes Truman can best serve the long-term interests of Missouri’s citizens who support and depend on this institution:

- ◆ by the deepening of the university’s liberal arts culture to levels comparable to the best liberal arts institutions in the nation — whether public or private — as a means of more completely fulfilling the institution’s mission and obligations to the citizens of Missouri;
- ◆ by the enhancement of long-term student success by fostering the attainment of outstanding learning outcomes, increasing retention and graduation rates to a level appropriate for a highly selective institution, and increasing graduate and professional school placement;
- ◆ by the continued recruitment of outstanding students as well as excellent faculty and staff who not only understand and support the liberal arts mission but who exemplify its ideals in their personal and professional lives; and
- ◆ by the preservation of the institution’s commitment to affordability to ensure financial access to outstanding educational opportunities for Missouri’s citizens while providing excellent support to the teaching/learning process.

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Based on these considerations and many discussions among the various members of the university community as well as its friends and supporters, Truman has identified the following unranked list of major institutional priorities. Each of these items which follow have been judged as critical to supporting the major objectives outlined above while addressing the “Principal Planning Themes.” As a consequence, they will receive early attention in the planning process and will be targeted for support through the Coordinating Board for Higher Education’s mission enhancement initiative as well as other institutional funding sources.

PRIORITY INSTITUTIONAL INITIATIVES

I. Liberal Arts Cultural and Curricular Initiatives

- ◆ Implementation of the new Liberal Studies Program as expeditiously as possible, including additional support for Pickler Memorial Library and instructional equipment;
- ◆ Enhanced student/faculty collaborative scholarship opportunities, including additional support for Pickler Memorial Library and instructional equipment;
- ◆ Expansion of the Residential Colleges Program and the extended Freshman Seminar Program;
- ◆ Enhanced faculty salaries, increased faculty professional development opportunities, and establishment of a distinguished visiting scholars program;
- ◆ Enhanced integration of advanced instructional technology appropriate to a liberal arts and sciences institution throughout the curriculum;
- ◆ Expansion and enhancement of the Master of Arts in Education program; and
- ◆ Attainment of full institutional membership in Phi Beta Kappa.

II. Campus Facilities and Grounds Initiatives

- ◆ Ongoing and planned renovations of Violette, Ophelia Parrish, Baldwin, and McClain Halls and the rewiring of the campus electrical distribution system;
- ◆ Renovation and expansion of Science Hall — Truman’s first priority for a new academic facilities initiative;
- ◆ Continuing efforts to provide attractive and functional housing for students;
- ◆ Enhancing the physical attractiveness and functionality of the campus grounds; and
- ◆ Additional instructional equipment, furnishings, and related equipment consequent to facility renewals.

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The relative speed of attainment and the completeness of implementation for the various high-priority improvements for the curriculum and physical facilities will, of course, be a function of the availability of resources from state appropriations — especially mission enhancement funding, student tuition, internal reallocations, and donations from alumni, friends, and foundations. However, within these constraints Truman is committed to advancing its institutional priorities for action.

Not all of the institutional commitments identified in this plan will require a significant infusion of resources; others might be accomplished through marginal shifts in existing resources or institutional effort. As the planning process unfolds and as environmental circumstances change, the university can augment its implementation efforts by employing the following sorting technique in its annual planning processes to identify additional initiatives for implementation.

| | More Urgency | Less Urgency |
|-------------------|--------------|--------------|
| Higher Importance | | |
| Less Importance | | |

The purpose of this process would be to identify shorter-term initiatives that could be undertaken in support of the longer-term priorities by distinguishing between opportunities in terms of *urgency* and *importance*. In this context the factor *urgency* focuses on the level of visibility and immediacy of a particular specific objective versus its intrinsic *importance* which would focus on an initiative's potential to advance or support student learning. In this typology, an initiative that was both *urgent* and *important* should receive careful attention; an item that was judged *less urgent* and *less important* should receive little or no attention at that time. In this manner the university would be able to combine its annual review of institutional progress on long-term issues in terms of various performance indicators with the opportunity to designate additional commitments for attention during the forthcoming academic year.

III. IMPLEMENTATION PLANS

This report posits significant change at Truman over the life of this plan. Whether these hopes and dreams are realized will, of course, be dependent on a variety of factors over which the university may have limited or no control, *e.g.*, external environmental conditions such as the health of the economy, changes in state-level higher education public policy, and state appropriations. *A key factor in this plan's eventual success will, however, be under the institution's control: the successful implementation*

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of complementary plans for each academic division, each discipline, and each major administrative office of the university. Through the process of developing data projections, the bases of these plans are in place. Nevertheless, it will be important for each division, discipline, and office to ask and answer how it will contribute to the attainment of the university-wide plan; ultimately, success will be achieved through individual faculty, students, and staff working cooperatively toward a common end. The supporting academic plans will be coordinated through the Vice President for Academic Affairs Office, while the administrative plans will be coordinated through the President's Office. As with the university-wide plan, each of these supporting implementation plans will be reviewed and updated annually.



INDICATORS OF PROGRESS

assessment and measures of success

The focused institutional responses and the priorities outlined in the previous chapter constitute Truman's effort to define a plan of action that will foster the institution's continuing development as a premier public liberal arts and sciences university. Significantly, this agenda links broad institutional goals to specific commitments. To assure accountability to the academic community and external constituents, the university has developed proposed measures of success, or indicators of progress, through which Truman's ability to realize the hopes and dreams included in this plan will be assessed. Furthermore, Truman intends to continue its practice of annually reviewing and updating its progress in planning workshops open to all segments of the community. Additional opportunities for informational meetings and planning forums will also be created to ensure that everyone has ready access to information about the priorities and the direction of the university.

As a result of this process for continual review and assessment, it should be understood that the commitments and measures of success outlined in this plan are broad indicators of direction and commitment subject to refinement and adjustment as the plan is implemented. Thus, in a very concrete sense, the institution will always be in the first year of a rolling ten-year plan. The university shall, as a consequence, document its progress and its findings annually in a planning assessment report widely distributed to the academic community and external constituencies.

This chapter of the planning document presents a listing of proposed measures of success, or indicators of progress, for each of the four "Principal Planning Themes" that have been identified to focus Truman's planning activities. Each of these suggested indicators has been selected to assess the institution's progress on one or more of the goals developed by the Faculty Senate that are related to a particular planning theme. Whenever possible the suggested measures of success for each planning theme include specific, objective performance targets for the measure. Detailed projections for many of these measures are presented in Appendix E.

This document identifies a very comprehensive listing of measures of success for Truman's planning process. However, in order to facilitate the future review of this document, the following table of selected performance indicators has been identified for the four "Principal Planning Themes." These indicators are not intended to supersede the comprehensive listing of measures of success for each

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theme which follows; rather, they are intended to constitute a representative sampling of appropriate indicators. These indicators will be monitored and reviewed at the annual planning workshop to determine Truman's success in attaining its priorities. Based upon this review, implementation strategies will be modified as appropriate. These indicators and the related projections reflect, therefore, the institution's collective aspirations for the coming decade and will be indicators of the institution's success in furthering its priorities.

PRINCIPAL PLANNING THEMES

selected measures of success

| | Actual | Projected |
|--|----------------|----------------------------|
| | FY 1997 | FY 2002 |
| Deepening an Enhanced, Self-reflective Liberal Arts Culture | | |
| Proportion of "Highly Satisfied" Students | | <i>Average Increase of</i> |
| As Measured by the GSQ: LAS Program, Major, etc. | Various | <i>10 %age pts.</i> |
| Percentage of Graduating Seniors Who Demonstrate At least | | |
| a Basic Level of Interdisciplinary Thinking Skills in Portfolio | 46 | 90 |
| Number of Interdisciplinary LAS Program Courses | 0 | <i>More than 40</i> |
| Percent of On-campus Students in Residential Colleges | 40 | 100 |
| LAS Program: CAAP Subscore Percentiles | 61.7 to 68.8 | 80 |
| Major: Senior Test Score Percentages Above 50%ile | 66.5 | 79.8 |
| Percent Graduates Entering Graduate or Professional School Full-time | 35.7 | 46.8 |
| Freshman/Sophomore Retention Rate | 83.7 | 90 |
| Six-year Graduation Rate | | |
| Truman Freshmen from Truman | 59.2 | 64 |
| Truman Freshmen from Any Public Four-year Missouri Institution | 69 | 75 |

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| Recruiting and Supporting Outstanding Students, Faculty, and Staff | | |
|---|---------------------------------|----------------------------|
| Total Undergraduate Enrollment | 6,017 | 6,180 |
| Total Graduate Enrollment | 198 | 322 |
| Average Freshman ACT Score | 26.4 | 27 |
| Percent Freshmen Minority | 8.1 | 10.1 |
| Full-time MAE Students | 64 | 120 |
| Percent of New, Full-time, Tenure-track Faculty | | |
| with Academic Honors | Data Base Under Development | |
| Percent of New, Full-time, Tenure-track Faculty | | |
| with Broad Undergraduate Educations | Data Base Under Development | |
| Percent Full-time Faculty Minority | 9 | 14.3 |
| University-wide FTE Student/FTE Faculty Ratio | 15.55 | 15.83 |
| University-wide FTE Faculty/FTE Staff Ratio | 0.95 | 1.00 |
| Relative Competitiveness of Faculty Salaries by | | <i>Improve by</i> |
| Rank vs. National Peers (Ass't /Assoc/Prof) | Various | <i>7.5 %age pts.</i> |
| Percentage of Faculty Engaged in Scholarly Activity with Students | Data Base Under Development | |
| Number of Scholarly Publications and Presentations by Faculty | 232 | 350 |
| Number of Students Participating Annually | | |
| in Student/Faculty Collaborative Scholarly Projects | 650 | <i>All graduates</i> |
| Number of Students Involved in Annual Research Symposium | 223 | 450 |
| Providing Excellent Support to the Teaching/Learning Process | | |
| | | <i>Average Increase of</i> |
| Relative Competitiveness of Library Support & Service | Various | <i>10 %age pts.</i> |
| Percentage of Faculty with Direct Internet Access | 30 (est.) | 100 |
| Percentage of Students with Direct Internet Access | 10 (est.) | 100 |
| Percentage of Students with Direct Computer Access | 35 (est.) | 100 |
| Percentage of Classes with a Significant Instructional | Increase by at Least 50 Percent | |
| Technology Component | (Data Base Under Development) | |
| Nurturing Viable Relationships with External Constituencies | | |
| Number of Donors to Foundation | 6,600 (est.) | 8,200 |
| Total Gifts, Excluding Planned Gifts | \$600,000 | \$850,000 |
| Percent of E&G Budget Supported by State | 58 | 62 |
| Citizens Served Through External Partnerships | | |
| and Related Programs | 1,850 (est.) | 2,360 |

I. DEEPENING AN ENHANCED, SELF-REFLECTIVE LIBERAL ARTS CULTURE

GOAL: To offer a strong liberal arts and sciences curriculum that provides each student with a sound foundation and breadth of requisite knowledge, skills, and attitudes regardless of intended area of specialization.

GOAL: To graduate undergraduate and graduate students who demonstrate well-developed essential and higher order skills such as communication, quantitative reasoning, critical thinking, self-reflection, leadership, and integration of the various modes of inquiry within problem-solving experiences.

GOAL: To provide each student an in-depth major area of study that facilitates mastery of disciplinary concepts, knowledge, skills, and attitudes; that furthers the goals of liberal education; that ensures nationally competitive graduates; and that prepares the student for post-baccalaureate study or for immediate entrance into the professions.

GOAL: To enhance the role of co-curricular activities at the university and divisional levels in meeting the university's intellectual, social, and personal development goals for students.

GOAL: To establish a culture throughout the curricular and co-curricular environment that helps develop students who possess the intellectual, social, and personal characteristics consistent with Truman's mission.

GOAL: To maintain a self-reflective culture that seeks continuous improvement.

GOAL: To focus on teaching and learning as the university's primary activities that provide a common sense of purpose for all members of the university community who will carefully monitor learning outcomes as they seek to continuously improve student learning processes and the supportive systems that enhance them.

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Measures of Success

1. Proportion of students who successfully demonstrate interdisciplinary thinking in their senior portfolios.
(Anticipated Result: To increase the percentage of graduating seniors who demonstrate at least basic interdisciplinary thinking skills, i.e., a score of 2 or higher on a scale of 0-4, as measured by the annual portfolio review analysis.)
2. Number of interdisciplinary Liberal Studies Program courses offered each academic year.
(Anticipated Result: To increase significantly the number of interdisciplinary courses offered each academic year, from none in Fall 1997 to more than 40 in Fall 2002.)
3. Average freshman/sophomore gain scores on an appropriate assessment of the liberal studies program, currently the CAAP.
(Anticipated Result: To increase average freshman/sophomore gain scores on the CAAP for each subtest until the 80th percentile is reached. A detailed table of projections is available in Appendix E.)
4. Percentage of students reporting “Very Satisfied/Very Often, etc.” with selected measures of the liberal arts and sciences program on the Graduating Student Questionnaire.
(Anticipated Result: To attain an appropriate increase of approximately ten percentage points on each measure. A detailed table of projections is available in Appendix E.)
5. Number and distribution of undergraduate and graduate majors in each discipline.
(Anticipated Result: To achieve an appropriate distribution of majors using the best information currently available. A detailed table of projections is available in Appendix E.)
6. Number and distribution of graduates in each discipline at both the undergraduate and graduate levels.
(Anticipated Result: To achieve an appropriate distribution of graduates using the best information currently available. A detailed table of projections is available in Appendix E.)
7. Percentage of nationally competitive undergraduates who score at high levels on national assessments of achievement in the major.
(Anticipated Result: To increase the percentage of graduates scoring above the 50th percentile on senior tests such as the Major Field Achievement Test (MFAT) to a university-wide average of approximately 80 percent. A detailed table of projections is available in Appendix E.)

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8. Percentage of nationally competitive undergraduates who have high rates of employment and entry into graduate or professional programs appropriate to the discipline.
(Anticipated Result: To ensure that more than 95 percent of all graduates obtain either relevant employment or continue their studies at a graduate institution, including the achievement of an average rate of at least 46.8 percent of all bachelor's degree recipients entering full-time study at a graduate or professional school. A detailed table of projections is available in Appendix E.)
9. Percentage of nationally competitive graduate students who score at high levels on national assessments of achievement in the major.
(Anticipated Result: (a) To ensure that all Master of Arts in Education (MAE) graduates score at or above the median on the National Teachers' Examination (NTE); and (b) as other measures of assessment for graduate programs are developed, to ensure that student performance is nationally competitive. A detailed table of projections is available in Appendix E.)
10. Percentage of nationally competitive graduate students who have high rates of employment and entry into doctoral degree programs as appropriate to the discipline.
(Anticipated Result: To ensure that all graduates obtain either relevant employment or continue their studies at a graduate institution. A detailed table of projections is available in Appendix E.)
11. Percentage of graduates who are "Highly Satisfied" with their majors.
(Anticipated Result: To attain an appropriate increase in the percentage of students at both the undergraduate and graduate levels reporting "Very Satisfied/Very Adequate, etc." with selected measures of the discipline majors as reported on the Graduating Student Questionnaire. A detailed table of projections is available in Appendix E.)
12. Student participation rates in co-curricular activities, *e.g.*, student organizations, the performing arts, international study, internships, intercollegiate athletics, and service learning.
(Anticipated Result: To achieve an appropriate increase in participation rates. A specific data base for this measure is under development.)
13. Percentage of on-campus students living in residential colleges.
(Anticipated Result: After a phase-in period attain 100 percent participation.)
14. Percentage of students reporting "Very Satisfied/Very Adequate, etc." with selected measures of the co-curricular program on the Graduating Student Questionnaire.
(Anticipated Result: To attain an appropriate increase on each measure averaging approximately ten percentage points. A detailed table of projections is available in Appendix E.)

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15. Percentage of students reporting “Very Satisfied/Very Adequate, *etc.*” with selected measures of the total liberal arts culture on the Graduating Student Questionnaire.
(Anticipated Result: To attain an appropriate increase on each measure averaging approximately ten percentage points. A detailed table of projections is available in Appendix E.)
16. Percentage of students whose senior portfolios exhibit the knowledge, skills, and values associated with a mature liberal arts and sciences culture.
(Anticipated Result: To achieve a steady increase in overall student performance. A specific data base is under development.)
17. Membership in Phi Beta Kappa.
(Anticipated Result: To develop a mature liberal arts and sciences culture and to secure membership in Phi Beta Kappa as one validation of that progress.)
18. Percentage of students reporting “Strongly Agree” with selected measures of the assessment program on the Graduating Student Questionnaire.
(Anticipated Result: To attain an appropriate increase on each measure averaging ten percentage points. A detailed table of projections is available in Appendix E.)
19. Level of faculty and staff support for assessment as periodically measured in surveys.
(Anticipated Result: To increase faculty and staff support for the assessment program. A specific data base for this measure is under development.)



II. RECRUITING AND SUPPORTING OUTSTANDING STUDENTS, FACULTY, AND STAFF

GOAL: To maintain a university-wide effort to attract and retain a diverse group of high-ability students in each academic discipline who have demonstrated the capacity to succeed in the baccalaureate programs.

GOAL: To attract to each graduate program a diverse group of high-ability liberally educated students who have demonstrated the potential to succeed.

GOAL: To recruit and retain a diverse faculty with impressive academic credentials, solid experience in the liberal arts and sciences, dedication to the support and cultivation of student progress, and a strong commitment to continuing scholarly and professional development.

GOAL: To attract a highly competent, diverse group of administrators and staff members who are committed to liberal education and a lean administrative structure and who foster an intellectual, supportive, and nurturing environment for students, faculty, administration, and staff.

Measures of Success

1. Number of incoming freshmen and their academic preparation as measured by average ACT score.
(Anticipated Result: To recruit approximately 1500 first-time freshmen who have an average score of 27.0 on the ACT. A detailed table of projections is available in Appendix E.)
2. Number of minority students.
(Anticipated Result: To ensure a diverse student body by increasing the number of minority students (i.e., students of color who identify themselves as African-American, Hispanic-American, Native-American, or Asian-American) to 10 percent of the entering freshmen class and the total undergraduate enrollment. A detailed table of projections for first-time freshmen is available in Appendix E.)
3. Undergraduate retention rates and graduation rates.
(Anticipated Result: To achieve a freshman-to-sophomore retention rate of 90 percent and to

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attain underlying student progression rates that will produce a six-year graduation rate of 75 percent; an actual graduation rate of 64 percent is anticipated by 2002 for students who matriculate and graduate from Truman. A graduation rate of 75 percent is anticipated for students who matriculate at Truman and graduate from either Truman or another public four-year institution in Missouri. Comparable rates will be attained for both majority and minority students. A detailed table of projections is available in Appendix E.)

4. Percent of freshmen meeting the CBHE's freshman success criterion.
(*Anticipated Result:* To increase percent of freshmen meeting the CBHE's freshman success criterion (earning at least 24 credit hours with at least a 2.00 G.P.A.) from 84 percent to at least the standard for highly selective institutions of 90 percent.)
5. Number, demographic characteristics, and academic preparation of new graduate students.
(*Anticipated Result:* To recruit approximately 195 new graduate students annually, 25 percent of whom earned a bachelor's degree from an institution other than Truman, 10 percent of whom are minority, and whose average admissions test scores are above the 50th percentile when calculated by discipline. Detailed tables of projections are available in Appendix E.)
6. Preparation and Academic Background of New, Full-time, Tenure-track Faculty.
(*Anticipated Result:* To recruit new, full-time, tenure-track faculty who have outstanding professional qualifications earned at leading institutions and a strong background in the liberal arts and sciences; specific indicators shall include the following: (a) percentage of new faculty who earned an undergraduate degree at a Baccalaureate I (as defined by Carnegie Classification) or comparable liberal arts institution; (b) percentage of new faculty who exhibited significant breadth in undergraduate education outside the major field of study; (c) percentage of new faculty who earned academic honors as an undergraduate, *e.g., cum laude* or higher, Phi Beta Kappa, Phi Kappa Phi, other general honors, or honors recognition in the major; (d) percentage of new faculty who earned academic honors as a graduate student or a practicing professional, *e.g.,* teacher of the year; and (e) a listing of the graduate institutions at which new faculty earned their terminal degrees. A specific data base for these measures is under development.)
7. Percentage of faculty engaged in scholarly activity with students.
(*Anticipated Result:* The university shall monitor and report the percentage of faculty engaged in student/faculty collaborative scholarship. A specific data base for this measure is under development.)

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8. Number of faculty engaged in scholarly activities of various kinds, *e.g.*, research grants, juried articles, presentations at professional meetings, *etc.*
(Anticipated Result: The university shall monitor, support, and encourage increased faculty participation in appropriate scholarly activities, such as scholarly papers and presentations, literary products, compositions, and public performances or exhibitions from the present 232 juried presentations annually to approximately 350.)
9. Number of faculty, administrators, and staff who participate in significant professional development opportunities.
(Anticipated Result: The university shall monitor and encourage participation in appropriate professional development activities. A specific data base for this measure is under development.)
10. Number of students participating in student/faculty collaborative scholarship.
(Anticipated Result: The university shall monitor and seek to assure that all undergraduates participate in an appropriate scholarly activity by the time they graduate, increasing current annual participation from 650 to approximately 1,100. Such activity includes scholarly papers and presentations, as well as other publicly presented products of student/faculty collaboration such as literary products, musical performances and compositions, and art work. It should be noted, however, that these efforts do not necessarily have to be one-on-one projects and may occur in a variety of formats. As part of this effort, the university shall foster an increase in student participation in its annual student research symposium, raising participation five percent a year from 223 in FY 1997 to 450 in 2002.)
11. Distribution of student/faculty ratios among disciplines across the university.
(Anticipated Result: Conditional on the final provisions of the liberal studies program and on an annual review of actual changes in student enrollment patterns, to attain a projected full-time equivalent faculty of approximately 391 and a full-time equivalent student/faculty ratio of approximately 15.83. These projections do not include an allowance for additional faculty that may be acquired through the CBHE's Mission Enhancement Initiative to support the expanded Residential Colleges Program, the expanded Freshman Seminar Program, and an enhanced student/faculty collaborative scholarship program. Detailed tables of projections are available in Appendix E.)

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12. Diversity of the faculty.

(Anticipated Result: To increase the proportion of minority faculty (that is, faculty of color who identify themselves as African-American, Hispanic-American, Native-American, or Asian-American) to 14.3 percent and the proportion of female faculty to 36.4 percent. Detailed tables of projections are available in Appendix E.)



13. Faculty and staff compensation.

(Anticipated Result: To ensure faculty and staff compensation is competitive with appropriate peer groups; a specific data base for staff is under development. For faculty, provided sufficient mission enhancement funds are available, to increase the salaries of full-time, regular assistant and associate professors at Truman to at least 90 percent of the average for nationally ranked liberal arts colleges and increase full professors to at least 80 percent of the comparable national average.)

14. Staffing flexibility.

(Anticipated Result: To maintain adequate staffing flexibility for each discipline and division to ensure their ability to address new intellectual developments and to respond to long-term changes in student demand; also, to highlight the ongoing necessity and challenges for a strong faculty development program. Detailed tables of projections for expected percentages of tenured and tenure-track faculty without any action occurring are available in Appendix E.)

15. Ratio of full-time equivalent faculty to full-time equivalent staff.

(Anticipated Result: To increase the FTE faculty to FTE staff ratio from the current 0.95 to at least 1.00 to help assure that Truman remains an administratively lean, affordable institution.)

III. PROVIDING EXCELLENT SUPPORT TO THE TEACHING/LEARNING PROCESS

GOAL: To provide as a highly selective public institution the prerequisites for a superior liberal arts and sciences education by attracting outstanding students, faculty, administration, staff, and other necessary resources.

GOAL: To maintain and improve the resource base, aesthetic milieu, and facilities needed to provide an exemplary teaching-learning experience.

Measures of Success

1. Relative competitiveness of Truman's support for Pickler Memorial Library as well as the relative quality of the services provided to the campus community by the library.
(Anticipated Result: To ensure that Pickler Memorial Library is one of the best in the nation for an institution with Truman's mission. Using selected composite measures from a national data base, attain an appropriate increase averaging 10 percentage points.)
2. Percentage of faculty with direct Internet access.
(Anticipated Result: To ensure that *all* faculty have direct Internet access in their offices and or laboratories by increasing the present percentage from an estimated 30 percent to 100 percent.)
3. Percentage of students with direct Internet access.
(Anticipated Result: To ensure that *all* students have direct Internet access where they live and study whether their residence is on- or off-campus. That is, to increase on-campus access from an estimated 10 percent to 100 percent.)
4. Percentage of classrooms and library work stations with direct Internet access.
(Anticipated Result: To ensure that a reasonable number of classrooms and library work stations have direct Internet access to facilitate the incorporation of appropriate technology into the curriculum. A data base for this measure is under development.)
5. Percentage of classes with a significant instructional technology component.
(Anticipated Result: To increase by at least 50 percent the number of classes which incorporate instructional technology into either (a) the delivery of the materials or (b) the requirements for the course. A data base for this measure is under development.)

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6. Percentage of students who have assured access to a personal computer.
(Anticipated Result: To increase the number of students who own a computer or have convenient access to a computer from an estimated 35 percent to approximately 100 percent.)

IV. NURTURING VIABLE RELATIONSHIPS WITH EXTERNAL CONSTITUENCIES

GOAL: To enhance the university and its services to constituencies external to the campus community through strengthened relationships with alumni and friends and through partnerships with other educational organizations and appropriate community groups.

Measures of Success

1. Level of state support for Truman State University.
(Anticipated Result: To increase the level of state support for Truman's educational and general operating budget from 58 percent to 62 percent to facilitate the institution's goals of affordability and high educational quality.)
2. Number of members in Truman State University alumni chapters.
(Anticipated Result: To increase active alumni participation from 419 in FY 1997 to 560 by FY 2002.)
3. Number of donors to Truman State University Foundation.
(Anticipated Result: To increase number of donors from 6,600 (est.) in FY 1997 to 8,200 in FY 2002.)
4. Participation of recent graduates in donating to the Truman State University Foundation.
(Anticipated Result: To increase the percentage of alumni who graduated ten years ago or less and who donate to the Foundation from 12.2 percent in FY 1997 to 16.3 percent in FY 2002.)
5. Contributions (annual, major, and corporate gifts) to Truman State University Foundation (excluding planned gifts).
(Anticipated Result: To increase total giving from \$600,000 in FY 1997 to \$850,000 in FY 2002.)


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6. Estimated value of known planned gifts.
(Anticipated Result: To increase total planned giving from \$1,900,000 in FY 1997 to \$3,000,000 in FY 2002.)
7. Membership in Kirk and Baldwin Societies.
(Anticipated Result: To increase total membership in Kirk and Baldwin Societies from 165 and 43, respectively, in FY 1997 to 235 and 64, respectively, in FY 2002.)
8. Endowed scholarships through the Truman State University Foundation.
(Anticipated Result: To increase total student awards and total funds distributed from 208 and \$146,435 in FY 1997 to 251 and \$188,000 in FY 2002.)
9. Grants from external agencies.
(Anticipated Result: To increase total number of awards received and total dollars received from 36 (est.) and \$1,600,000 (est.) in FY 1997 to 44 and \$2,400,000 in FY 2002.)
10. Citizens served through external partnerships.
(Anticipated Result: To increase total number of citizens served through external partnerships with other educational providers or appropriate state agencies from the current estimate of 1,850 for FY 1997 to at least 2,360.)



FISCAL CONSIDERATIONS

 key variable influencing the ultimate effectiveness and success of this comprehensive plan relates to Truman's ability to link its implementation with applicable budgetary processes. This chapter will discuss relevant dimensions of the state of Missouri's and Truman's budgetary operations and prospects.

I. THE STATE BUDGET PROCESS AND THE MASTER PLAN

Higher education funding in Missouri has, historically, functioned in the context of two competing values: a low tax philosophy and a moderately strong priority in favor of education among other competing state needs. Thus, while Missourians have been more reluctant than citizens in other states to tax themselves for public services, they have tended to value investments in education at least as much as — if not more than — citizens in other states. As a consequence, while Missouri's "state tax effort" in a recent year was 48th in the nation — 17 percent *below* the average, the proportion of public funds at the state level allocated to higher education was 25th in the nation, or 7 percent *above* the average. (Research Associates. *State Profiles: Financing Public Higher Education, 1978 to 1995*)

Since the late 1970s, however, higher education in Missouri has been engaged in an increasingly intense competition for state support with other public needs, *e.g.*, social services, corrections, and desegregation, that has over time eroded public higher education's proportion of the state budget. This relative decline in state support for higher education has not been unique to Missouri; rather, it is a phenomenon that has been common across the nation. A result of this trend — both in Missouri and most other states — has been an increased reliance on student tuition to maintain the system and to fund improvements. State, institutional, and federal student financial aid programs have somewhat mitigated the impact on students, but the net result has been a subtle and often unarticulated shift in attitude regarding public higher education: a change from viewing it as principally a public benefit to increasingly as a private benefit for the student. Nationally and in Missouri tuition increases in percentage terms have outpaced public support. While Missouri is not a poor state — possessing approximately average wealth, tuition increases statewide have resulted in a relatively high burden on students in comparison to other states. The following table summarizes these data.

COMPARATIVE FISCAL ENVIRONMENT
*Missouri Public Higher Education System**

| | National Rank | Percent U.S. Average |
|--|------------------|-------------------------|
| State Tax Capacity | 25 | -3% |
| State Tax Effort | 48 | -17% |
| Revenues Allocated to Higher Education | 25 | +7% |
| Relative Reliance on Tuition Revenue | 16 | +22% |

* Source: *State Profiles: Financing Public Higher Education, 1978 to 1995*, published by Research Associates, Washington, D.C.; data are for FY 1995.

As public funding for higher education has become more competitive and has declined as a proportion of the total in comparison to tuition revenues, another factor has emerged to complicate the picture. That is, the public is increasingly wary of funding significant increases in unrestricted revenues to support the educational enterprise. Instead, there is a growing trend toward tying general increases in the budget to performance related factors and to providing restricted funds, *i.e.*, funds designated for a specific purpose such as the purchase of technology. In both cases, the public has a greater sense of purchasing specific activities or behaviors that are viewed in the state's interest rather than depending totally on institutions to make resource allocation decisions.

For example, in the FY 1998 higher education budget recently approved by the General Assembly, unrestricted inflation increases for all on-going activities was limited to 1.9 percent for the system as a whole. Unrestricted funds associated with Missouri's performance funding program, Funding for Results, constituted another 1.0 percent, or approximately a third of the unrestricted new moneys available to higher education. An additional 3.2 percent in new funds — some of which were one-time dollars — was provided for specific, restricted purposes such as mission enhancements, technology improvements, and endowed faculty chairs. Thus, approximately two-thirds of the new funds available to higher education institutions in FY 1998 were either tied to performance criteria or appropriated for specific purposes. Since higher education's costs tend to increase faster than prices in the general economy and since unrestricted state funds available to support the system as a whole increased this year at a rate approximately equal to inflation, there will be pressure on institutions to reallocate resources internally or to raise tuition to remedy perceived deficiencies and to improve the quality of educational services — *even in a relatively good appropriations year.*

As one institution within Missouri's system of public higher education, Truman has not been exempt from these various trends. Given our institution's commitment to *affordability* as a central value, this financial context is very important. For example, in FY 1986, the first year of Truman's liberal arts

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and sciences mission, state support constituted 67.5 percent of the total Education and General budget at Truman (*i.e.*, that portion of Truman's expenditures directly related to its educational mission, excluding such supporting activities as residence halls and food service). For the FY 1998 budget, state revenue will be 58.1 percent of that total. Meanwhile, tuition revenues as a percent of total income (adjusted for institutional financial aid) have increased from 22.5 percent to 29.5 percent. This result occurred even though Truman was targeted to receive some additional state support to implement its new mission. Unfortunately, a concurrent change in the Coordinating Board's funding formula reduced the state's total share of the budget — essentially negating the increase in state funds to support the mission. The new mission was, as a consequence, funded principally through reallocations and increased student fees.

Furthermore, even though Truman did not participate in the Coordinating Board's Mission Enhancement Program for FY 1998, fully 22 percent of its new funds were restricted for specified purposes, and approximately half of its unrestricted funds (48 percent) were derived from the Funding for Results Program. In fact, the Funding for Results Program has been a significant factor for Truman for several years. Based upon the Coordinating Board's *recommendations* to the Governor and the General Assembly for the past four years, Funding for Results has constituted an average of 40.1 percent of the unrestricted new revenues for Truman. Thus, all of the major trends at the state level in terms of fiscal policy have been reflected at Truman.



As Truman looks toward the future and the implementation of its new University Master Plan, it has the advantage of becoming eligible to participate in the Coordinating Board's Mission Enhancement Program beginning in FY 1999. Of course, for Truman the funds will be used not to expand its mission as has been the case for some institutions but rather to further the implementation of its current mission. Based upon the funds allocated to other institutions under this program, Truman will be eligible for approximately \$5.4 million. Interestingly, if the state's share of Truman's FY 1998 budget were funded at the same level as Truman's FY 1986 budget, *i.e.*, 67.5 percent, the institution would have received an additional \$5.9 million. Thus, the mission enhancement funds will not only provide resources for the initiatives contained in this plan but will enable the institution to attain a more favorable balance between the portion of the budget supported by the state and Truman's students. Based upon current fiscal trends at the state level, full participation in the Mission Enhancement Program, and modest tuition growth of 4 percent per year, the following changes in revenues for Truman are anticipated during the first five years of this plan.

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TRUMAN STATE UNIVERSITY

Revenue Projections for FY 1998-2002
Education and General Budget

| | FY 1998 | FY 2002 |
|-----------------------------------|----------------|----------------|
| Total State Support, | | |
| Excluding Mission Enhancement | \$36.4M | \$42.6M |
| Mission Enhancement Support* | \$0 | \$5.6M |
| Net On-campus Tuition | \$23.2M | \$27.1M |
| Other Local Revenues | \$3.1M | \$3.1M |
| Total Anticipated Revenues | \$62.7M | \$78.4M |

* = Total figure includes inflationary adjustments as annual increments are added to core funding base.

Although this projection conservatively assumes that local revenues from miscellaneous sources, *e.g.*, summer school, athletic receipts, summer youth camps, *etc.*, will remain stable over the next five years, 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. With this objective in mind Truman anticipates restructuring the Truman State University Foundation Board of Directors to enhance its fund-raising potential and undertaking a feasibility study as a first step toward possibly launching a capital campaign. In addition, the university has adopted several specific goal statements for its development program which project the following increases in performance.

| | |
|---|--------|
| Total Annual Giving, Excluding Planned Gifts: | +41.7% |
| Planned Giving | +57.9% |
| External Grants | +50.0% |

Through efforts such as these Truman will enhance its capacity to support and attain excellence and will diversify its funding base. Actions such as these will be necessary to provide the funding necessary to underwrite major initiatives in the plan. As noted previously, it is anticipated that the Coordinating Board's Mission Enhancement Program should produce approximately \$5.4 million plus funds for the renovation and expansion of Science Hall. These funds would be distributed among the institution's major priorities as outlined in Chapter II in the following manner. (It should be noted that for the purposes of the Mission Enhancement Program, the integration of instructional technology has been incorporated throughout the proposal as appropriate rather than listed as a separate item; also, membership in Phi Beta Kappa and enhancement of the MAE program should

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be the consequence of related investments rather than a specific direct expenditure as part of the Mission Enhancement Program.)

| | |
|---|-------------|
| Implementation of the New LAS Program, including Library and Instructional Equipment Support | \$1,715,000 |
| Enhanced Student/Faculty Collaborative Scholarship, including Library and Instructional Equipment Support | \$1,055,000 |
| Expanded Residential Colleges and Freshman Seminar Programs, including Strengthened Academic Programming | \$1,175,000 |
| Enhanced Faculty Salaries, Faculty Professional Development, and Distinguished Visiting Scholars | \$1,447,000 |

In addition to the investments outlined above, Truman anticipates major facilities and equipment needs for priority *academic* related areas that will require the following levels of support from future state and local funds. Not included in this list is the estimated cost of ensuring attractive and functional student housing, an initiative that is still under study and that will be funded entirely from local sources.

| | |
|--|----------------------|
| Renovation and Expansion of Science Hall (including revision of Barnett Hall) | \$24,450,000 (est.)* |
| Repair and Renovation of Baldwin and McClain Halls | \$6,000,000 (est.) |
| Electrical System Update | \$2,592,000 (est.) |
| Site Development and Enhancement of Campus Grounds | \$8,000,000 (est.) |
| Additional Instructional Technology Related to Facility Renewals | \$3,800,000 (est.) |
| Building Furnishings and Equipment Related to Facility Renewals | \$6,350,000 (est.) |

* = *Included in Truman's Mission Enhancement Proposal*

To the extent that these funds become available from the state or major donors, progress on these items will be more or less expeditious. Other supportive planning initiatives will be funded as local resources from tuition, donors, reallocations, or other activities become available. In any event, Truman is committed to pursuing its key planning priorities as outlined in this document as expeditiously as possible.

II. TRUMAN'S INTERNAL BUDGETARY PROCESS AND THE MASTER PLAN

Overall, Truman State University has a strong record of linking its budgetary processes with its planning objectives. One of the best examples of this achievement is the institution's success in lowering its student/faculty ratio from 21:1 to 16:1 with limited additional support from the state of Missouri. This process was accomplished in great part because the institution's priorities were well known and widely supported. This strong connection was, however, weakened during a brief period in the early 1990s, heightening the academic community's awareness of the importance of maintaining a strong, well understood connection between the institution's goals and its resource allocation decisions.

As a consequence of these experiences, President Magruder and the Board of Governors have established a strong budgetary process which assures that resource expenditures and institutional planning priorities are aligned. For example, the framework for the budgetary process will be the University Master Plan, including adjustments made at the annual summer planning workshops. All

budgetary and planning activities, *e.g.*, master planning, CBHE initiatives, and campus facilities planning, will be interrelated. In addition, the administration is committed to broadening the budgetary process to include appropriate input from the Faculty Senate. Given the Senate's significant involvement in the development of the University Master Plan, the synthesis of the budgetary and planning processes is strengthened by its participation. The structure of Truman's budgetary process and the openness of its planning activities increase the legitimacy of both processes, broaden the base of support for both, and help ensure that resource allocation decisions are consistent with the institution's planning priorities.



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E P I L O G U E

EPILOGUE

Our Hopes and Dreams for the Future: Truman State University in 2007



If we, as a campus community, successfully implement the strategic plan outlined in this document, we will have created an institution that will provide outstanding educational preparation to its students for life in a new century. Only in a superficial sense, however, are we planning for the year 2007; our actual task is to devise an institution that will prepare our students to live well and to preserve our democratic traditions in a time few of us will see.

It is our hope that at the conclusion of the projected planning period in the year 2007 Truman State University has a reputation for excellence that extends well beyond the state of Missouri. Recognized as a premier public liberal arts and sciences (LAS) university both regionally and nationally, the institution will be noted as having developed a distinctive LAS culture, assembled an exemplary faculty and student body, and fostered the attainment of student learning outcomes that compare favorably with the best institutions in the nation. These accomplishments will be attained while effectively maintaining a commitment to affordability. It will be clearly evident that the institution has attained the vision adopted for it in 1995:

As an affordable public university, 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.

As the academic community which comprises Truman State University in 2007 looks back on the accomplishments of the university since the inception of the liberal arts and sciences mission in 1986, we are confident that extraordinary progress will have been made. Although the university will always strive to improve itself and to find ways to better serve its students and the citizens of Missouri, the Truman academic community will take pride in the fact that the educational ideal espoused by Cardinal John Newman in 1852 will be well within its grasp; that is, to provide an

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. . . 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. (John Newman, *The Idea of a University*, 1852)


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A P P E N D I X A

APPENDIX A

Truman State University

Mission Statement

 Truman State University 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 university strives to identify and maintain a universally recognized standard of excellence in all of its educational activities.

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 education. To that end the university offers undergraduate studies in the traditional arts and sciences, as well as selected preprofessional, professional, and master's level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education.

The highest goals of a liberal arts education are to ignite the individual's curiosity about the natural and social universe and then aid him or her in developing the skills and personal resources to channel knowledge into productive, satisfying activity. In pursuing these goals, the university seeks to cultivate in its students

- ◆ intellectual integrity, tolerance 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, lucid expository prose, and articulate speech;
- ◆ the willingness and ability to exercise personal and intellectual leadership in his or her chosen field of endeavor.

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The university will achieve its mission through emphasizing and supporting excellence in teaching, in pure and applied research, and in public service consistent with the educational emphases and goals of the university. In fulfilling this mission, Truman State University recognizes its duty to

- ◆ maintain a living and learning environment that will attract and challenge outstanding students;
- ◆ prepare its students to succeed in rigorous professional and graduate programs;
- ◆ 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 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 insure 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;
- ◆ provide appropriate encouragement and recognition of each member of the university community who contributes to the fulfillment of the university's goals.

APPENDIX B
Truman State University
Draft University Master Plan Goals
(Adopted by the Faculty Senate in 1995)

I. INPUTS AND RESOURCES

GOAL I: To provide as a highly-selective, public institution the prerequisites for a superior liberal arts and sciences education by attracting outstanding students, faculty, administration, staff, and other necessary resources.

GOAL I.1: To maintain a university-wide effort to attract and retain a diverse group of high-ability students in each academic discipline who have demonstrated the capacity to succeed in the baccalaureate programs.

GOAL I.2: To attract to each graduate program a diverse group of high-ability liberally educated students who have demonstrated the potential to succeed.

GOAL I.3: To recruit and retain a diverse faculty with impressive academic credentials, solid experience in the liberal arts and sciences, dedication to the support and cultivation of student progress and a strong commitment to continuing scholarly and professional development.

GOAL I.4: To attract a highly competent, diverse group of administrators and staff members who are committed to liberal education and a lean administrative structure and who foster an intellectual, supportive, and nurturing environment for students, faculty, administration, and staff.

GOAL I.5: To maintain and improve the resource base, aesthetic milieu, and facilities needed to provide an exemplary teaching-learning experience.

II. ENVIRONMENT

A. Teaching-Learning Activities

GOAL II.A: To focus on teaching and learning as the university's primary activities that provide a common sense of purpose for all members of the university community who will carefully monitor learning outcomes as they seek to continuously improve student learning processes and the supportive systems that enhance them.

GOAL II.A.1: To offer a strong liberal arts and sciences curriculum that provides each student with a sound foundation and breadth of requisite knowledge, skills, and attitudes regardless of intended area of specialization.

GOAL II.A.2: To provide each student an in-depth major area of study that facilitates mastery of disciplinary concepts, knowledge, skills, and attitudes; that furthers the goals of liberal education, ensures nationally competitive graduates; and that prepares the student for post-baccalaureate study or for immediate entrance into the professions.

GOAL II.A.3: To maintain a self-reflective culture that seeks continuous improvement.

GOAL II.A.4: To enhance the role of co-curricular activities at the university and divisional levels in meeting the university's intellectual, social, and personal development goals for students.

GOAL II.A.5: To incorporate educational approaches that enhance student learning such as the Seven Principles for Good Practice in Undergraduate Education, including active learning.

B. Cultural Support

GOAL II.B: To establish a culture throughout the curricular and co-curricular environment that helps develop students who possess the intellectual, social, and personal characteristics consistent with Truman's mission.

GOAL II.B.1: To maintain and enhance a scholarly environment.

A P P E N D I X B

GOAL II.B.2: To enrich each student's intellectual and social experience through the support of an advisor and mentors who are committed and prepared to cultivate and facilitate student growth and development.

GOAL II.B.3: To enrich each student's intellectual and social experience through the support of the administration and staff who are committed and prepared to cultivate and facilitate student growth and development.

GOAL II.B.4: To provide co-curricular experiences related to the liberal arts and sciences mission to enhance the integration of the curriculum and co-curriculum.

GOAL II.B.5: To instill within faculty, administrators, and staff the resolve to make student learning and development the institution's highest priority.

GOAL II.B.6: To incorporate within the university community the values, policies, practices, and relationships characteristic of a liberal arts and sciences institution.

GOAL II.B.7: To enhance the learning, mentoring, and satisfaction of students by maintaining or increasing the number of students who are employed on campus.

III. OUTCOMES

GOAL III: To prepare each graduate to excel with a sense of responsibility and fulfillment.

GOAL III.1: To graduate undergraduate and graduate students who demonstrate breadth in the liberal arts and sciences.

GOAL III.2: To graduate undergraduate and graduate students who demonstrate in-depth mastery of a major field of study.

GOAL III.3: To graduate undergraduate and graduate students who demonstrate well-developed essential and higher order skills such as communication, quantitative reasoning, critical thinking, self-reflection, leadership, and integration of the various modes of inquiry within problem-solving experiences.

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GOAL III.4: To graduate undergraduate and graduate students who demonstrate the fundamental attitudes of a liberally educated person such as self-confidence, appreciation of the intricacies of ethical judgment, a broad tolerance for diverse ideas, and a concern for others.

GOAL III.5: To graduate bachelor's and master's degree students who are prepared for success in future pursuits including graduate/professional school studies and/or careers.

GOAL III.6: To identify tangible outcomes of co-curricular experiences related to the liberal arts and sciences mission of the university and to develop mechanisms to evaluate student achievement of these outcomes.

GOAL III.7: To graduate master's degree students who shall have successfully completed a significant project, thesis, and/or comprehensive examination appropriate to graduate-level study.

APPENDIX C

HISTORICAL FOOTNOTE

“Degrees with Integrity”

The expression “Degrees with Integrity” is derived from a monograph with a similar name—*In Pursuit of Degrees with Integrity: A Value Added Approach to Undergraduate Assessment*, which was written by members of the Truman State University community and published by the American Association of State Colleges and Universities in 1984. This short volume was a response to Truman’s winning of the G. Theodore Mitau Award for Innovation and Excellence. It outlines Truman’s commitment to be accountable to its students and the public by assessing student performance and fostering improvement in student learning outcomes through the use of a comprehensive testing and assessment program. This commitment was succinctly expressed in the observation, “‘Value added’ means that education should make a difference. Value-added assessment techniques show that it does” (*In Pursuit of Degrees with Integrity*, page 5). Assessment at Truman has evolved extensively since the early 1980’s, but Truman’s commitment to provide its students with a high quality educational experience that culminates in a degree that is intellectually credible and nationally competitive remains fresh.

APPENDIX D
Truman State University
New Liberal Studies Program

| ESSENTIAL SKILLS | CREDIT HOURS | |
|--|---|--------------|
| Freshman Writing | (3) | |
| Speech | (3) | |
| Elementary Functions | (0-3) | |
| Statistics | (3) | |
| Computer | (0-3) | |
| Personal Well-being | (2) | |
| Total Through 1999 | | 11-17 |
| Total 2000 and Beyond | | 11-14 |
| | | |
| MODES OF INQUIRY | | |
| Communicative (Can double count) | (0-3) | |
| Scientific | | |
| Life Science — Biology or Agriculture | (4) | |
| Physical Science — Physics or Chemistry | (4) | |
| Historical | (3) | |
| Social Scientific | (3) | |
| Philosophical/Religious | (3) | |
| Aesthetic | | |
| Fine Arts | (3) | |
| Literature | (3) | |
| Mathematical | <i>(0-3 initially, but as of 2000: 3)</i> | |
| Total Through 1999 | | 23-29 |
| Total 2000 and Beyond | | 26-29 |
| | | |
| INTERCONNECTING PERSPECTIVES | | |
| Interdisciplinary Writing-intensive Junior Seminar | (3) | |
| Intercultural Experience (Can double count) | (0-3) | |
| Foreign Language (One-year Proficiency) | (0-8) | |
| Freshman Program | (1) | |
| Total | | 4-15 |

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ADDITIONAL LAS GRADUATION REQUIREMENTS

| | | |
|--|-----|--------------|
| BA (Second year of foreign language) | (6) | |
| BS (At least six hours of quantitative or formal reasoning-based course work designated by the major from the areas of sciences, mathematics, statistics, computer science, social science, and logic) | (6) | |
| Total | | 6 |
| Grand total through 1999 | | 44-67 |
| Grand total 2000 and beyond | | 47-64 |

APPENDIX E
Measures of Success
Detailed Data Projections

I. DEEPENING AN ENHANCED, SELF-REFLECTIVE LIBERAL ARTS CULTURE

(A.) Average freshman/sophomore gain scores on an appropriate assessment of the liberal studies program, currently the CAAP.

(Anticipated Result: To increase average freshman/sophomore gain scores on the CAAP for each subtest until the 80th percentile is reached.)

AVERAGE SCALED SCORE GAIN, AVERAGE PERCENTILE RANK CHANGE CORRESPONDING TO MEAN SCALED SCORES AND PERCENTILES CORRESPONDING TO AVERAGE SCALED SCORES ON VALUE-ADDED TESTING

| UNIVERSITY TOTAL - CAAP | FY | Actual 1993 | Actual 1994 | Actual 1995 | Actual 1996* | Projected 1997 | Projected 1998 | Projected 1999 | Projected 2000 | Projected 2001 | Projected 2002 |
|----------------------------|----|-------------|-------------|-------------|--------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Critical Thinking | | | | | | | | | | | |
| Scaled Score Change | | 1.34 | 0.26 | -0.68 | 1.10 | | | | | | |
| Percentile Rank Change | | 9.31 | 1.56 | -5.22 | 6.90 | | | | | | |
| %ile correspond to avg scr | | 71.69 | 62.96 | 58.00 | 65.10 | 67.00 | 70.00 | 73.00 | 76.00 | 78.00 | 80.00 |
| Mathematics | | | | | | | | | | | |
| Scaled Score Change | | 0.84 | 0.06 | 0.02 | 0.54 | | | | | | |
| Percentile Rank Change | | 5.85 | 0.27 | 0.27 | 4.85 | | | | | | |
| %ile correspond to avg scr | | 75.96 | 71.46 | 67.77 | 68.80 | 70.00 | 72.00 | 74.00 | 76.00 | 78.00 | 80.00 |
| Reading | | | | | | | | | | | |
| Scaled Score Change | | 0.46 | 0.41 | -0.87 | 0.38 | | | | | | |
| Percentile Rank Change | | 2.76 | 2.58 | -6.23 | 3.12 | | | | | | |
| %ile correspond to avg scr | | 69.56 | 65.30 | 55.28 | 61.60 | 64.00 | 67.00 | 70.00 | 73.00 | 76.00 | 80.00 |
| Science Reasoning | | | | | | | | | | | |
| Scaled Score Change | | 1.48 | 0.95 | -1.01 | 0.08 | | | | | | |
| Percentile Rank Change | | 13.81 | 7.72 | -8.08 | 0.81 | | | | | | |
| %ile correspond to avg scr | | 73.05 | 64.00 | 51.00 | 63.82 | 66.00 | 69.00 | 72.00 | 75.00 | 78.00 | 80.00 |
| Writing Skills | | | | | | | | | | | |
| Scaled Score Change | | -0.05 | 1.05 | -0.96 | 0.13 | | | | | | |
| Percentile Rank Change | | -0.65 | 10.98 | -12.44 | 1.82 | | | | | | |
| %ile correspond to avg scr | | 57.33 | 69.48 | 53.04 | 61.70 | 65.00 | 68.00 | 71.00 | 74.00 | 77.00 | 80.00 |

*Percentile ranges for CAAP scores are taken from the ACT "Fall 1996 CAAP User Norms"

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(B.) Percentage of students reporting “Very Satisfied/Very Often, *etc.*” with selected measures of the liberal arts and sciences program on the Graduating Student Questionnaire.
(Anticipated Result: To attain an appropriate increase of approximately ten percentage points on each measure.)

SAMPLE QUESTIONS LIBERAL STUDIES COURSES - GSQ

How often were your core courses challenging?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Often | N/C | N/C | 21.2% | 12.9% | 15.0% | 20.0% | 25.0% | 30.0% | 35.0% | 40.0% |
| Mean | N/C | N/C | 3.00 | 2.74 | 2.80 | 2.90 | 3.00 | 3.10 | 3.20 | 3.30 |

How adequate do you feel your education and experiences at Truman have been in learning on your own?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | 51.9% | N/C | 52.7% | 53.0% | 55.0% | 57.0% | 59.0% | 61.0% | 63.0% |
| Mean | 3.40 | 3.43 | N/C | 3.46 | 3.50 | 3.55 | 3.60 | 3.65 | 3.70 | 3.75 |

How adequate do you feel your education and experiences at Truman have been in understanding different philosophies and cultures?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | 21.6% | 24.3% | 24.1% | 24.0% | 26.0% | 28.0% | 30.0% | 32.0% | 34.0% |
| Mean | 2.94 | 2.88 | 2.68 | 2.95 | 2.90 | 2.98 | 3.06 | 3.14 | 3.22 | 3.30 |

How adequate do you feel your education and experiences have been in recognizing assumptions, making logical inferences and reaching correct conclusions?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | 32.6% | 26.8% | 31.6% | 31.0% | 33.0% | 35.0% | 37.0% | 39.0% | 41.0% |
| Mean | 3.21 | 3.21 | 3.03 | 3.22 | 3.20 | 3.26 | 3.32 | 3.38 | 3.44 | 3.50 |

How satisfied were you with the faculty enthusiasm for classes in the core?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Satisfied | N/C | N/C | 25.3% | 19.1% | 21.0% | 25.0% | 29.0% | 33.0% | 37.0% | 40.0% |
| Mean | N/C | N/C | 3.03 | 2.83 | 2.90 | 3.00 | 3.08 | 3.16 | 3.23 | 3.30 |

How satisfied were you with the overall impression of the liberal arts and sciences courses?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Satisfied | N/C | N/C | 18.8% | 19.0% | 20.0% | 23.0% | 26.0% | 29.0% | 32.0% | 35.0% |
| Mean | N/C | N/C | 2.98 | 2.88 | 3.00 | 3.06 | 3.12 | 3.18 | 3.24 | 3.30 |

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SAMPLE QUESTIONS LIBERAL STUDIES COURSES - GSQ (CONT.)

How often were term papers, reports, or major writing assignments required in your courses this semester?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Often | N/C | N/C | N/C | 42.9% | 44.0% | 45.0% | 47.0% | 49.0% | 51.0% | 53.0% |
| Mean | N/C | N/C | N/C | 3.23 | 3.24 | 3.26 | 3.30 | 3.32 | 3.34 | 3.36 |

How satisfied were you with the concern for you as an individual?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Satisfied | N/C | 10.0% | N/C | 18.6% | 15.0% | 17.0% | 19.0% | 21.0% | 23.0% | 25.0% |
| Mean | N/C | 2.46 | N/C | 2.87 | 2.85 | 2.91 | 2.97 | 3.03 | 3.09 | 3.15 |

(C.) Number and distribution of undergraduate and graduate majors in each discipline.

(Anticipated Result: To achieve an appropriate distribution of majors using the best information currently available.)

TOTAL NUMBER OF UNDERGRADUATE STUDENTS

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 1,160 | 1,095 | 1,063 | 1,026 | 1,068 | 985 | 955 | 950 | 940 | 940 |
| Fine Arts Division | 314 | 305 | 318 | 302 | 317 | 318 | 327 | 337 | 347 | 359 |
| HPP Division | 481 | 577 | 648 | 639 | 669 | 715 | 709 | 706 | 703 | 705 |
| L & L Division | 690 | 680 | 715 | 775 | 846 | 779 | 790 | 800 | 812 | 822 |
| Math/CS Division | 220 | 229 | 250 | 273 | 272 | 285 | 280 | 285 | 285 | 290 |
| Science Division | 872 | 910 | 1,106 | 1,045 | 1,021 | 985 | 1,000 | 1,005 | 1,020 | 1,030 |
| Social Sci Division | 994 | 1,078 | 1,124 | 1,142 | 1,163 | 1,153 | 1,152 | 1,163 | 1,163 | 1,172 |
| Undeclared | 870 | 923 | 928 | 836 | 660 | 865 | 865 | 865 | 865 | 865 |
| Phased-Out Disciplines | 141 | 49 | 8 | 5 | 1 | | | | | |
| UNIVERSITY | 5,742 | 5,906 | 6,061 | 6,043 | 6,017 | 6,085 | 6,078 | 6,111 | 6,135 | 6,180 |

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TOTAL NUMBER OF GRADUATE STUDENTS

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Accountancy | 20 | 22 | 15 | 20 | 19 | 28 | 29 | 35 | 40 | 46 |
| Biology | 8 | 8 | 11 | 11 | 10 | 11 | 13 | 14 | 16 | 16 |
| Com. Disorders | 20 | 19 | 22 | 28 | 31 | 31 | 31 | 31 | 31 | 31 |
| Counseling | 18 | 23 | 37 | 27 | 26 | 28 | 28 | 30 | 30 | 30 |
| Education | 77 | 86 | 91 | 80 | 73 | 96 | 105 | 117 | 129 | 140 |
| English | 20 | 24 | 22 | 19 | 19 | 20 | 20 | 22 | 22 | 23 |
| History | 3 | 5 | 6 | 5 | 9 | 8 | 8 | 10 | 10 | 11 |
| Mathematics | 7 | 7 | 5 | 4 | 3 | 9 | 9 | 10 | 12 | 12 |
| Music | 9 | 9 | 5 | 8 | 8 | 10 | 10 | 13 | 13 | 13 |
| UNIVERSITY | 182 | 203 | 214 | 202 | 198 | 241 | 253 | 282 | 303 | 322 |

(D.) Number and distribution of graduates in each discipline at both the undergraduate and graduate levels.

(Anticipated Result: To achieve an appropriate distribution of graduates using the best information currently available.)

NUMBER OF BACCALAUREATE DEGREES GRANTED

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 265 | 283 | 229 | 212 | 240 | 230 | 220 | 215 | 210 | 205 |
| Family Sci Division | 46 | 45 | 4 | 0 | | | | | | |
| Fine Arts Division | 48 | 54 | 76 | 48 | 60 | 62 | 65 | 67 | 70 | 72 |
| HPP Division | 82 | 111 | 125 | 153 | 141 | 147 | 148 | 152 | 158 | 160 |
| Industrial Sci. Div. | 33 | 10 | 3 | 1 | | | | | | |
| L & L Division | 196 | 157 | 148 | 174 | 151 | 146 | 149 | 157 | 163 | 168 |
| Math/CS Division | 53 | 39 | 38 | 39 | 51 | 47 | 55 | 62 | 58 | 60 |
| Science Division | 124 | 116 | 154 | 165 | 187 | 188 | 177 | 177 | 173 | 174 |
| Social Sci Division | 227 | 260 | 257 | 278 | 270 | 283 | 284 | 283 | 283 | 286 |
| UNIVERSITY | 1,074 | 1,075 | 1,034 | 1,070 | 1,100 | 1,103 | 1,098 | 1,113 | 1,115 | 1,125 |

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TOTAL NUMBER OF GRADUATE DEGREES AWARDED

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Accountancy | 13 | 14 | 6 | 8 | 12 | 14 | 15 | 20 | 25 | 30 |
| Biology | 4 | 5 | 8 | 7 | 6 | 6 | 7 | 7 | 8 | 8 |
| Communication Disorders | 9 | 11 | 9 | 11 | 12 | 12 | 12 | 12 | 12 | 12 |
| Counseling | 8 | 11 | 10 | 9 | 12 | 12 | 12 | 13 | 13 | 13 |
| Education (MAE) | 68 | 75 | 55 | 63 | 65 | 68 | 70 | 75 | 80 | 85 |
| Education (not MAE) | 14 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| English | 11 | 11 | 6 | 13 | 8 | 9 | 10 | 10 | 11 | 11 |
| History | 7 | 1 | 3 | 2 | 4 | 4 | 4 | 5 | 5 | 5 |
| Mathematics | 3 | 1 | 2 | 4 | 2 | 4 | 4 | 4 | 5 | 5 |
| Music | 4 | 3 | 5 | 1 | 5 | 6 | 6 | 7 | 7 | 7 |
| UNIVERSITY | 142* | 140 | 104 | 118 | 126 | 135 | 140 | 153 | 166 | 176 |

* Total number of degrees granted for FY 1993 includes one graduate from a discontinued program.

(E.) Percentage of nationally competitive undergraduates who score at high levels on national assessments of achievement in the major.

(Anticipated Result: To increase the percentage of graduates scoring above the 50th percentile on senior tests such as the Major Field Achievement Test (MFAT) to a university-wide average of approximately 80 percent.)

PERCENT SCORING ABOVE THE 50TH PERCENTILE ON SENIOR TESTS

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 75.9 | 60.4 | 73.7 | 64.8 | 78.0 | 80.0 | 82.0 | 84.0 | 85.0 | 85.0 |
| Fine Arts Division | 77.8 | 70.2 | 59.5 | 70.2 | 61.3 | 65.6 | 65.9 | 69.9 | 70.0 | 73.6 |
| HPP Division | 66.2 | 66.2 | 56.9 | 61.2 | 57.9 | 61.0 | 62.1 | 64.7 | 67.1 | 69.8 |
| L & L Division | 55.8 | 54.6 | 60.6 | 60.9 | 63.8 | 65.5 | 67.7 | 69.1 | 71.4 | 73.1 |
| Math/CS Division | 79.2 | 82.1 | 64.1 | 63.2 | 78.5 | 78.6 | 81.4 | 82.9 | 86.4 | 88.8 |
| Science Division | 81.4 | 69.9 | 66.2 | 74.5 | 69.5 | 73.7 | 77.2 | 80.4 | 80.5 | 83.7 |
| Social Sci Division | 78.5 | 80.1 | 68.9 | 71.2 | 81.1 | 84.4 | 84.7 | 84.7 | 85.1 | 85.2 |
| UNIVERSITY | 72.5 | 66.9 | 65.5 | 66.5 | 71.0 | 73.8 | 75.4 | 77.2 | 78.2 | 79.8 |

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- (F.) Percentage of nationally competitive undergraduates who have high rates of employment and entry into graduate or professional programs appropriate to the discipline.
(Anticipated Result: To ensure that more than 95 percent of all graduates obtain either relevant employment or continue their studies at a graduate institution, including the achievement of an average rate of at least 46.8 percent of all bachelor's degree recipients entering full-time study at a graduate or professional school.)

PERCENT OF BACCALAUREATE RECIPIENTS EMPLOYED FULL TIME

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 73.8 | 76.5 | 83.4 | 84.0 | 80.8 | 80.2 | 79.4 | 73.9 | 72.2 | 70.3 |
| Family Sci Division | 56.8 | 58.5 | 75.0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Fine Arts Division | 20.8 | 56.0 | 55.1 | 46.5 | 52.8 | 52.0 | 51.6 | 51.3 | 50.5 | 49.5 |
| HPP Division | 59.0 | 62.4 | 54.9 | 63.5 | 54.5 | 52.3 | 50.3 | 48.9 | 46.1 | 44.3 |
| Industrial Sci Division | 63.6 | 60.0 | 66.7 | 100.0 | N/A | N/A | N/A | N/A | N/A | N/A |
| L & L Division | 38.7 | 51.4 | 54.5 | 54.9 | 56.8 | 57.5 | 56.5 | 55.7 | 54.7 | 54.0 |
| Math/CS Division | 40.0 | 44.4 | 62.9 | 72.7 | 64.9 | 64.2 | 61.2 | 59.5 | 56.2 | 54.6 |
| Science Division | 38.8 | 31.0 | 33.6 | 40.8 | 42.5 | 41.5 | 40.6 | 39.8 | 38.7 | 38.0 |
| Social Sci Division | 34.3 | 48.1 | 54.3 | 50.0 | 49.0 | 48.2 | 47.9 | 46.7 | 45.9 | 45.0 |
| UNIVERSITY | 48.7 | 56.4 | 58.1 | 58.5 | 57.6 | 56.4 | 55.4 | 53.4 | 51.9 | 50.6 |

PERCENT OF BACCALAUREATE RECIPIENTS ENROLLED IN GRADUATE OR PROFESSIONAL SCHOOL FULL TIME

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 12.7 | 15.0 | 13.3 | 12.7 | 14.2 | 14.8 | 15.6 | 21.1 | 22.8 | 24.7 |
| Family Sci Division | 29.5 | 36.6 | 0.0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Fine Arts Division | 66.7 | 36.0 | 39.1 | 48.8 | 44.6 | 45.9 | 46.8 | 47.6 | 48.4 | 49.4 |
| HPP Division | 32.1 | 37.6 | 39.3 | 33.8 | 39.8 | 41.9 | 44.2 | 45.9 | 48.6 | 50.6 |
| Industrial Sci Division | 12.1 | 40.0 | 33.3 | 0.0 | N/A | N/A | N/A | N/A | N/A | N/A |
| L & L Division | 40.3 | 45.0 | 39.9 | 36.6 | 39.9 | 39.7 | 40.1 | 40.9 | 41.9 | 42.7 |
| Math/CS Division | 44.0 | 50.0 | 37.1 | 27.3 | 34.1 | 35.4 | 38.4 | 40.0 | 43.3 | 45.4 |
| Science Division | 56.0 | 65.5 | 61.0 | 52.9 | 57.5 | 58.5 | 59.4 | 60.2 | 61.3 | 62.0 |
| Social Sci Division | 46.9 | 47.2 | 40.0 | 41.6 | 49.0 | 49.8 | 50.4 | 51.6 | 52.5 | 53.3 |
| UNIVERSITY | 36.2 | 38.5 | 36.9 | 35.7 | 39.5 | 40.8 | 41.8 | 43.9 | 45.4 | 46.8 |

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- (G.) Percentage of nationally competitive graduate students who score at high levels on national assessments of achievement in the major.
- (*Anticipated Result.* (a) To ensure that all Master of Arts in Education (MAE) graduates score above the median on the National Teachers' Examination (NTE); and (b) as other measures of assessment for graduate programs are developed, to ensure that student performance is nationally competitive.)

PERCENT OF MAE DEGREE CANDIDATES SCORING ABOVE THE MEDIAN ON THE NTE

(Note: For fiscal year 1993-1995, the scale used was percent of degree recipients scoring above the 50th percentile on the NTE).

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|---------------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|
| FY | 1993 | 1994 | 1995 | 1996* | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Education Division | 97.1 | 94.9 | 95.5 | 97.4@ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Fine Arts Division | 33.3 | 100.0 | 0.0 | 83.3 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| HPP Division | 100.0 | 50.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| L & L Division | 80.0 | 80.0 | 100.0 | 66.7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Math/CS Division | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Science Division | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Social Sci Division | 80.0 | 40.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| UNIVERSITY | 90.9 | 90.5 | 94.7 | 92.1 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

* = FY 1996 is defined as Summer 95, Fall 95, and Spring 96 graduates.

@ = Data include one business education graduate.

PERCENT OF MAE DEGREE RECIPIENTS SCORING AT OR ABOVE THE AVERAGE PERFORMANCE RANGE UPPER LIMIT ON THE NTE (ABOUT 75%ILE)

Note: For fiscal years 1993-1995, the scale used was percent of degree recipients scoring above the 80th percentile on the NTE.

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Education Division | 42.9 | 64.1 | 72.7 | 71.1 | 70.0 | 71.0 | 72.0 | 73.0 | 74.0 | 75.0 |
| Fine Arts Division | 0.0 | 58.3 | 0.0 | 66.7 | 55.0 | 60.0 | 65.0 | 70.0 | 72.5 | 75.0 |
| HPP Division | 0.0 | 50.0 | 50.0 | 100.0 | 55.0 | 60.0 | 65.0 | 70.0 | 72.5 | 75.0 |
| L & L Division | 30.0 | 40.0 | 50.0 | 44.4 | 55.0 | 60.0 | 65.0 | 70.0 | 72.5 | 75.0 |
| Math/CS Division | 100.0 | 100.0 | 66.7 | 100.0 | 70.0 | 71.0 | 72.0 | 73.0 | 74.0 | 75.0 |
| Science Division | 50.0 | 33.3 | 50.0 | 80.0 | 55.0 | 60.0 | 65.0 | 70.0 | 72.5 | 75.0 |
| Social Science Division | 60.0 | 20.0 | 75.0 | 50.0 | 55.0 | 60.0 | 65.0 | 70.0 | 72.5 | 75.0 |
| UNIVERSITY | 48.5 | 60.8 | 65.8 | 69.8 | 60.0 | 63.0 | 67.0 | 71.0 | 73.0 | 75.0 |

Affirming the Promise

A P P E N D I X E

(H.) Percentage of nationally competitive graduate students who have high rates of employment and entry into doctoral degree programs as appropriate to the discipline.

(Anticipated Result: To ensure that all graduates obtain either relevant employment or continue their studies at a graduate institution.)

PERCENT OF GRADUATE DEGREE RECIPIENTS EMPLOYED FULL TIME

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Accountancy | 100.0 | 92.3 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Biology | 25.0 | 50.0 | 50.0 | 28.6 | 50.0 | 50.0 | 45.0 | 45.0 | 40.0 | 40.0 |
| Communication Disorders | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 96.0 | 96.0 | 96.0 |
| Counseling | 100.0 | 81.8 | 90.0 | 77.8 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 |
| Education (MAE) | 94.0 | 94.7 | 92.7 | 96.8 | 95.0 | 96.0 | 96.5 | 97.0 | 97.5 | 98.0 |
| Education (not MAE) | 91.7 | 100.0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English | 40.0 | 45.5 | 66.7 | 72.7 | 67.0 | 67.0 | 60.0 | 55.0 | 50.0 | 45.0 |
| History | 14.3 | 100.0 | 0.0 | 50.0 | 50.0 | 50.0 | 45.0 | 45.0 | 40.0 | 40.0 |
| Mathematics | 0.0 | 0.0 | 50.0 | 0.0 | 20.0 | 20.0 | 20.0 | 15.0 | 15.0 | 15.0 |
| Music | 25.0 | 33.3 | 60.0 | 0.0 | 65.0 | 70.0 | 72.5 | 75.0 | 77.5 | 80.0 |
| UNIVERSITY | 81.2 | 87.0 | 84.5 | 84.5 | 87.7 | 87.5 | 86.8 | 86.7 | 86.2 | 86.9 |

PERCENT OF GRADUATE DEGREE RECIPIENTS ENROLLED IN DOCTORAL OR PROFESSIONAL PROGRAMS FULL TIME

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|-------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Accountancy | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Biology** | 75.0 | 50.0 | 37.5 | 57.1 | 50.0 | 50.0 | 55.0 | 55.0 | 60.0 | 60.0 |
| Communication Disorders | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.0 | 4.0 | 4.0 |
| Counseling | 0.0 | 18.2 | 0.0 | 22.2 | 10.0 | 10.0 | 10.0 | 10.0 | 10.0 | 10.0 |
| Education (MAE) | 1.5 | 0.0 | 1.8 | 0.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Education (not MAE) | 8.3 | 0.0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English** | 30.0 | 54.5 | 16.7 | 18.2 | 33.0 | 33.0 | 40.0 | 45.0 | 50.0 | 55.0 |
| History** | 85.7 | 0.0 | 100.0 | 0.0 | 50.0 | 50.0 | 55.0 | 55.0 | 60.0 | 60.0 |
| Mathematics** | 100.0 | 100.0 | 50.0 | 100.0 | 80.0 | 80.0 | 80.0 | 85.0 | 85.0 | 85.0 |
| Music | 75.0 | 66.7 | 20.0 | 100.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 |
| ** = Subtotal | 61.2 | 52.8 | 42.1 | 41.7 | 46.2 | 48.6 | 53.0 | 55.8 | 60.5 | 62.4 |
| UNIVERSITY | 14.5 | 9.4 | 8.7 | 11.2 | 10.1 | 11.1 | 12.2 | 12.5 | 13.5 | 13.1 |

University Master Plan

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(I.) Percentage of graduates who are “Highly Satisfied” with their majors.

(Anticipated Result: To attain an appropriate increase in the percentage of students at both the undergraduate and graduate levels reporting “Very Satisfied/Very Adequate, etc.” with selected measures of the discipline majors as reported on the Graduating Student Questionnaire.)

SAMPLE QUESTIONS MAJOR COURSES - GSQ

How often were your core courses challenging?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Often | N/C | N/C | 62.4% | 46.7% | 69.3% | 70.9% | 72.6% | 74.7% | 76.5% | 77.8% |
| Mean | N/C | N/C | 3.58 | 3.38 | 3.59 | 3.61 | 3.63 | 3.67 | 3.69 | 3.71 |

How adequately has your major prepared you to apply knowledge in defining problems and solving them?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | 42.1% | N/C | 48.7% | 47.5% | 49.4% | 51.8% | 53.8% | 55.8% | 57.8% |
| Mean | 3.37 | 3.25 | N/C | 3.41 | 3.34 | 3.37 | 3.40 | 3.43 | 3.46 | 3.50 |

How adequately has your major prepared you to think critically?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | N/C | N/C | 54.8% | 55.0% | 57.0% | 59.0% | 61.0% | 63.0% | 65.0% |
| Mean | N/C | N/C | N/C | 3.46 | 3.50 | 3.52 | 3.54 | 3.56 | 3.58 | 3.60 |

How adequately has your major prepared you to believe that learning is a life-long process?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | N/C | N/C | 69.3% | 70.0% | 71.0% | 72.0% | 73.0% | 74.0% | 75.0% |
| Mean | 3.52 | N/C | N/C | 3.63 | 3.60 | 3.63 | 3.66 | 3.69 | 3.72 | 3.75 |

How adequately has your major prepared you to understand multiple perspectives?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | N/C | N/C | 56.2% | 55.0% | 57.0% | 59.0% | 61.0% | 63.0% | 65.0% |
| Mean | N/C | N/C | N/C | 3.49 | 3.28 | 3.31 | 3.32 | 3.35 | 3.36 | 3.38 |

How satisfied were you with faculty enthusiasm for classes in the major?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Satisfied | N/C | N/C | 54.0% | 54.4% | 56.3% | 58.6% | 60.9% | 63.5% | 65.9% | 68.2% |
| Mean | N/C | N/C | 3.46 | 3.45 | 3.44 | 3.46 | 3.49 | 3.52 | 3.55 | 3.59 |

A P P E N D I X E

SAMPLE QUESTIONS MAJOR COURSES - GSQ (CONT.)

How satisfied are you with this major?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Satisfied | N/C | N/C | N/C | 43.9% | 48.1% | 51.1% | 53.2% | 56.2% | 58.6% | 60.4% |
| Mean | N/C | N/C | N/C | 3.33 | 3.38 | 3.43 | 3.46 | 3.51 | 3.55 | 3.57 |

How adequately has your major prepared you to find information; interpret and apply the finding?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | 44.8% | N/C | 54.0% | 51.0% | 53.0% | 54.4% | 55.8% | 57.1% | 60.0% |
| Mean | 3.39 | 3.30 | N/C | 3.48 | 3.38 | 3.41 | 3.43 | 3.46 | 3.49 | 3.51 |

How satisfied were you with the accessibility of instructors in your major?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Satisfied | N/C | N/C | 51.9% | 40.4% | 54.0% | 56.0% | 58.0% | 60.0% | 62.0% | 64.0% |
| Mean | 3.31 | N/C | 3.37 | 3.23 | 3.38 | 3.41 | 3.43 | 3.47 | 3.51 | 3.53 |

How satisfied were you with academic advising?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Satisfied | N/C | 20.8% | N/C | 20.1% | 21.0% | 23.0% | 25.0% | 27.0% | 29.0% | 31.0% |
| Mean | 2.74 | 2.63 | N/C | 2.66 | 2.68 | 2.70 | 2.72 | 2.75 | 2.77 | 2.80 |

How satisfied were you with the overall quality of instruction in your major?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Satisfied | N/C | 39.6% | 39.3% | 43.2% | 43.1% | 45.3% | 46.8% | 48.8% | 50.9% | 53.1% |
| Mean | 3.28 | 3.15 | 3.25 | 3.28 | 3.25 | 3.29 | 3.33 | 3.37 | 3.41 | 3.47 |

University Master Plan

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(J.) Percentage of students reporting “Very Satisfied/Very Adequate, *etc.*” with selected measures of the co-curricular program on the Graduating Student Questionnaire.

(*Anticipated Result:* To attain an appropriate increase on each measure averaging approximately ten percentage points.)

SAMPLE QUESTIONS CO-CURRICULAR ACTIVITIES - GSQ

How adequate do you feel your education and experiences at Truman have been in growing intellectually from co-curricular experiences?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | N/C | N/C | 28.1% | 29.0% | 31.0% | 33.0% | 35.0% | 37.0% | 39.0% |
| Mean | N/C | N/C | N/C | 3.03 | 3.05 | 3.10 | 3.15 | 3.20 | 3.25 | 3.30 |

How adequate do you feel your education and experiences at Truman have been in growing socially and personally from co-curricular experiences?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | N/C | N/C | 33.0% | 34.0% | 36.0% | 38.0% | 40.0% | 42.0% | 44.0% |
| Mean | N/C | N/C | N/C | 3.13 | 3.15 | 3.21 | 3.27 | 3.33 | 3.39 | 3.45 |

How adequate do you feel your education and experiences at Truman have been in growing socially and personally through on-campus residential experiences?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | N/C | N/C | 26.5% | 27.0% | 29.0% | 31.0% | 33.0% | 35.0% | 37.0% |
| Mean | N/C | N/C | N/C | 2.87 | 2.90 | 2.95 | 3.00 | 3.05 | 3.10 | 3.15 |

How satisfied were you with the opportunities to be involved in student life and co-curricular activities?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Satisfied | N/C | N/C | N/C | 31.6% | 32.0% | 34.0% | 36.0% | 38.0% | 40.0% | 42.0% |
| Mean | N/C | N/C | N/C | 3.13 | 3.15 | 3.21 | 3.27 | 3.33 | 3.39 | 3.45 |

Affirming the Promise

A P P E N D I X E

(K.) Percentage of students reporting “Very Satisfied/Very Adequate, *etc.*” with selected measures of the total liberal arts culture on the Graduating Student Questionnaire.

(*Anticipated Result:* To attain an appropriate increase on each measure averaging approximately ten percentage points.)

SAMPLE QUESTIONS OVERALL LIBERAL ARTS CULTURE - GSQ

How often did you discuss issues of social, cultural or academic significance with others outside of class during the course of the school year?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Often | N/C | N/C | N/C | 33.6% | 34.0% | 36.0% | 38.0% | 40.0% | 42.0% | 44.0% |
| Mean | N/C | N/C | N/C | 3.08 | 3.10 | 3.17 | 3.24 | 3.30 | 3.35 | 3.40 |

How satisfied were you with the opportunities to interact with faculty outside of class?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Satisfied | N/C | N/C | N/C | 34.8% | 35.0% | 38.0% | 41.0% | 44.0% | 47.0% | 50.0% |
| Mean | N/C | N/C | N/C | 3.13 | 3.20 | 3.26 | 3.32 | 3.38 | 3.44 | 3.50 |

How often do you apply the knowledge and skills gained in one discipline to learning in other disciplines during the course of the school year?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Often | N/C | N/C | N/C | 26.1% | 28.0% | 30.0% | 32.0% | 34.0% | 35.1% | 36.2% |
| Mean | N/C | N/C | N/C | 3.04 | 3.10 | 3.15 | 3.20 | 3.25 | 3.30 | 3.35 |

How adequate do you feel your education and experiences at Truman have been in respecting the uniqueness and worth of each individual?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Adequate | N/C | 37.7% | N/C | 38.3% | 39.0% | 41.0% | 43.0% | 45.0% | 47.0% | 50.0% |
| Mean | N/C | 3.17 | N/C | 3.22 | 3.25 | 3.30 | 3.37 | 3.44 | 3.49 | 3.55 |

How often do you attend cultural events during the course of the school year (e.g., art exhibits, Lyceum events, campus lectures)?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Very Often | N/C | 8.5% | 6.7% | 16.8% | 17.0% | 19.0% | 21.0% | 22.0% | 24.0% | 25.0% |
| Mean | 2.13 | 2.19 | 1.68 | 2.61 | 2.62 | 2.66 | 2.70 | 2.75 | 2.80 | 2.85 |

University Master Plan

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SAMPLE QUESTIONS OVERALL LIBERAL ARTS CULTURE - GSQ (CONT.)

Approximately how many hours per week do you spend out of class on course-related work?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| 0-5 Hours | 6.6% | 8.9% | 10.4% | 6.3% | 5.8% | 5.0% | 4.0% | 2.5% | 1.5% | 0.0% |
| 6-10 Hours | 23.6% | 24.6% | 25.5% | 18.3% | 18.0% | 16.0% | 14.0% | 12.1% | 10.5% | 10.0% |
| 11-15 Hours | 28.0% | 21.8% | 20.3% | 22.5% | 18.5% | 17.4% | 16.3% | 16.0% | 15.5% | 15.0% |
| 16-20 Hours | 21.5% | 18.8% | 18.2% | 23.3% | 23.0% | 23.0% | 24.0% | 24.5% | 25.0% | 25.0% |
| 21-25 Hours | 10.8% | 12.3% | 9.0% | 13.3% | 13.5% | 15.3% | 16.7% | 18.4% | 19.0% | 20.0% |
| 26-30 Hours | 9.5% | 7.4% | 8.1% | 9.9% | 12.0% | 13.3% | 14.0% | 14.5% | 15.0% | 15.0% |
| 31 or More Hours | N/C | 6.2% | 8.4% | 6.6% | 9.2% | 10.0% | 11.0% | 12.0% | 13.5% | 15.0% |

Approximately how many hours per week do you spend reading beyond course assignments?

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| None | N/C | N/C | N/C | 21.3% | 20.0% | 17.0% | 14.0% | 11.0% | 8.0% | 5.0% |
| 1-2 Hours | N/C | N/C | N/C | 43.1% | 40.0% | 34.0% | 28.0% | 22.0% | 16.0% | 10.0% |
| 3-5 Hours | N/C | N/C | N/C | 22.2% | 25.0% | 30.0% | 35.0% | 40.0% | 45.0% | 50.0% |
| 6-10 Hours | N/C | N/C | N/C | 8.2% | 9.0% | 12.0% | 15.0% | 18.0% | 21.0% | 25.0% |
| 11-15 Hours | N/C | N/C | N/C | 2.9% | 3.0% | 3.5% | 4.0% | 4.5% | 5.0% | 5.0% |
| 16 or More Hours | N/C | N/C | N/C | 2.3% | 3.0% | 3.5% | 4.0% | 4.5% | 5.0% | 5.0% |

A P P E N D I X E

Affirming the Promise

(L.) Percentage of students reporting “Strongly Agree” with selected measures of the assessment program on the Graduating Student Questionnaire.

(Anticipated Result: To attain an appropriate increase on each measure averaging ten percentage points.)

SAMPLE QUESTIONS ASSESSMENT PROGRAM - GSQ

The assessment program fosters curriculum improvement.

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Strongly Agree | N/C | N/C | N/C | 8.3% | 10.0% | 12.0% | 14.0% | 16.0% | 18.0% | 20.0% |
| Mean | 2.59 | N/C | N/C | 2.62 | 2.66 | 2.70 | 2.74 | 2.78 | 2.83 | 2.88 |

The assessment program helps me to better understand my strengths and weaknesses.

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Strongly Agree | N/C | N/C | N/C | 3.2% | 5.0% | 7.0% | 9.0% | 11.0% | 13.0% | 15.0% |
| Mean | N/C | N/C | N/C | 2.08 | 2.12 | 2.16 | 2.20 | 2.23 | 2.27 | 2.30 |

The assessment program helps the university demonstrate the quality of its programs.

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|-------------------------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| UNIVERSITY TOTAL | | | | | | | | | | |
| Strongly Agree | N/C | N/C | N/C | 14.3% | 16.0% | 18.0% | 20.0% | 22.0% | 24.0% | 25.0% |
| Mean | 2.26 | N/C | N/C | 2.65 | 2.69 | 2.73 | 2.78 | 2.83 | 2.88 | 2.92 |

University Master Plan

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II. RECRUITING AND SUPPORTING OUTSTANDING STUDENTS, FACULTY, AND STAFF

(M.) Number of incoming freshmen and their academic preparation as measured by average ACT score.

(Anticipated Result: To recruit approximately 1500 first-time freshmen who have an average score of 27.0 on the ACT.)

NUMBER OF FIRST-TIME FRESHMAN ENROLLED

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 247 | 246 | 214 | 213 | 212 | 195 | 185 | 180 | 180 | 180 |
| Fine Arts Division | 59 | 60 | 73 | 68 | 73 | 74 | 76 | 78 | 80 | 83 |
| HPP Division | 91 | 122 | 89 | 122 | 135 | 148 | 145 | 141 | 142 | 143 |
| L & L Division | 133 | 178 | 138 | 144 | 162 | 150 | 157 | 163 | 168 | 172 |
| Math/CS Division | 57 | 73 | 68 | 89 | 79 | 75 | 75 | 80 | 80 | 80 |
| Science Division | 277 | 341 | 348 | 282 | 304 | 282 | 292 | 295 | 305 | 305 |
| Social Sci Division | 191 | 213 | 229 | 219 | 231 | 228 | 229 | 232 | 233 | 234 |
| Undeclared | 345 | 384 | 386 | 367 | 286 | 353 | 361 | 356 | 337 | 328 |
| UNIVERSITY* | 1,400 | 1,617 | 1,545 | 1,504 | 1,482 | 1,505 | 1,520 | 1,525 | 1,525 | 1,525 |
| *** = Number of Pre-MAE Freshmen in Totals | 332 | 330 | 293 | 311 | 290 | | | | | |

AVERAGE ACT SCORE FOR FIRST-TIME FRESHMEN

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 24.6 | 24.7 | 25.2 | 24.9 | 25.5 | 25.5 | 25.5 | 25.6 | 25.7 | 25.8 |
| Fine Arts Division | 25.5 | 25.9 | 26.0 | 26.6 | 26.3 | 26.4 | 26.4 | 26.6 | 26.8 | 27.0 |
| HPP Division | 24.5 | 24.7 | 23.8 | 24.8 | 24.9 | 25.2 | 25.5 | 25.8 | 26.2 | 26.5 |
| L & L Division | 25.1 | 25.9 | 26.1 | 25.9 | 26.5 | 26.2 | 26.3 | 26.5 | 26.7 | 26.9 |
| Math/CS Division | 26.6 | 25.9 | 27.2 | 27.1 | 27.6 | 27.5 | 27.7 | 27.8 | 27.9 | 28.0 |
| Science Division | 26.0 | 26.4 | 26.6 | 27.4 | 27.3 | 27.4 | 27.5 | 27.6 | 27.8 | 27.9 |
| Social Sci Division | 25.4 | 25.2 | 26.0 | 26.3 | 26.0 | 26.4 | 26.6 | 26.7 | 26.8 | 26.9 |
| Undeclared | 25.5 | 25.6 | 26.0 | 25.5 | 26.5 | 26.1 | 26.4 | 26.6 | 26.8 | 27.0 |
| UNIVERSITY | 25.3 | 25.6 | 26.0 | 26.0 | 26.4 | 26.3 | 26.5 | 26.7 | 26.9 | 27.0 |

Affirming the Promise

A P P E N D I X E

(N.) Number of minority students.

(Anticipated Result: To ensure a diverse student body by increasing the number of minority students (i.e., students of color who identify themselves as African-American, Hispanic-American, Native-American, or Asian-American) to 10 percent of the first-time freshmen enrollment.)

PERCENT OF FIRST-TIME FRESHMEN WHO ARE MINORITY STUDENTS

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 10.0 | 10.2 | 11.2 | 6.6 | 8.0 | 7.5 | 8.0 | 8.0 | 8.5 | 8.5 |
| Fine Arts Division | 12.7 | 5.0 | 6.8 | 7.4 | 4.1 | 7.7 | 8.6 | 8.7 | 9.2 | 9.2 |
| HPP Division | 5.6 | 4.9 | 4.5 | 7.4 | 9.6 | 8.4 | 8.4 | 9.3 | 9.4 | 9.5 |
| L & L Division | 5.6 | 6.7 | 6.5 | 5.6 | 8.0 | 6.1 | 7.1 | 7.4 | 8.4 | 8.7 |
| Math/CS Division | 13.0 | 12.3 | 10.3 | 6.7 | 5.1 | 7.9 | 8.7 | 9.5 | 10.0 | 10.0 |
| Science Division | 8.7 | 12.0 | 8.0 | 12.8 | 10.2 | 12.7 | 12.8 | 12.8 | 12.9 | 12.9 |
| Social Sci Division | 7.8 | 7.5 | 7.9 | 10.0 | 9.5 | 10.7 | 10.7 | 10.8 | 10.8 | 10.8 |
| Undeclared | 4.6 | 6.5 | 4.1 | 7.4 | 5.9 | 8.0 | 8.3 | 8.5 | 8.7 | 9.0 |
| UNIVERSITY | 7.6 | 8.5 | 7.2 | 8.4 | 8.1 | 9.1 | 9.4 | 9.7 | 10.0 | 10.1 |

University Master Plan

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(O.) Undergraduate retention rates and graduation rates.

(Anticipated Result: To achieve a freshman-to-sophomore retention rate of 90 percent and to attain underlying student progression rates that will produce a six-year graduation rate of 75 percent; an actual graduation rate of 64 percent is anticipated by 2002 for students who matriculate and graduate from Truman. A graduation rate of 75 percent is anticipated for students who matriculate at Truman and graduate from either Truman or another public four-year institution in Missouri.)

FRESHMEN-TO-SOPHOMORE RETENTION RATES

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Fall | 91 to 92 | 92 to 93 | 93 to 94 | 94 to 95 | 95 to 96 | 96 to 97 | 97 to 98 | 98 to 99 | 99 to 00 | 00 to 01 |
| UNIVERSITY | | | | | | | | | | |
| Percentage | 83.1 | 83.2 | 84.1 | 83.6 | 83.7 | 86.0 | 87.0 | 88.0 | 89.0 | 90.0 |

SIX-YEAR GRADUATION RATE

| | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected | Projected |
|--|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Fall | F-87 | F-88 | F-89 | F-90 | F-91 | F-92 | F-93 | F-94 | F-95 | F-96 |
| From Truman Only | 53.2 | 54.6 | 58.0 | 59.2 | 60.0 | 60.8 | 61.6 | 62.4 | 63.2 | 64.0 |
| From Truman or Any Four-year Mo. Public | | 63.0 | 67.0 | 69.0 | 70.0 | 71.0 | 72.0 | 73.0 | 74.0 | 75.0 |

A P P E N D I X E

Affirming the Promise

- (P.) Number, demographic characteristics, and academic preparation of new graduate students.
(Anticipated Result: To recruit approximately 195 new graduate students annually, 25 percent of whom earned a bachelor's degree from an institution other than Truman, 10 percent of whom are minority, and whose average admissions test scores are above the 50th percentile when calculated by discipline.)

NEWLY ENROLLED GRADUATE STUDENTS (FISCAL YEAR TOTALS)

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Accounting | 18 | 5 | 16 | 3 | 9 | 12 | 15 | 20 | 25 | 25 |
| Biology | 4 | 4 | 7 | 4 | 6 | 5 | 5 | 5 | 5 | 5 |
| Com. Disorders | 9 | 9 | 13 | 16 | 15 | 15 | 15 | 15 | 15 | 15 |
| Counseling | 12 | 19 | 21 | 7 | 10 | 20 | 20 | 20 | 20 | 20 |
| Education | 83 | 69 | 65 | 61 | 64 | 70 | 77 | 85 | 94 | 104 |
| English | 11 | 18 | 7 | 6 | 7 | 10 | 10 | 10 | 10 | 10 |
| History | 2 | 4 | 3 | 4 | 6 | 5 | 5 | 5 | 5 | 5 |
| Mathematics | 6 | 4 | 4 | 1 | 2 | 4 | 4 | 5 | 5 | 5 |
| Music | 3 | 3 | 5 | 4 | 3 | 6 | 6 | 6 | 6 | 6 |
| UNIVERSITY | 148 | 135 | 141 | 106 | 122 | 147 | 157 | 171 | 185 | 195 |

GMAT PERCENTILE RANKING CORRESPONDING TO MEAN SCALED SCORE NEWLY ENROLLED GRADUATE STUDENTS – ACCOUNTANCY

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|--------------|--------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Verbal | 69.4 | 82.0 | 65.8 | 83.5 | 60.1 | 75.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| Quantitative | 76.8 | 86.2 | 74.2 | 80.0 | 81.7 | 76.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| Total | 79.3 | 90.0 | 75.2 | 86.0 | 77.7 | 81.0 | 82.0 | 82.0 | 82.0 | 82.0 |

** Percentile ranges are taken from the Graduate Management Admission Council
 "1995-96 Guide to the Use of GMAT Scores."*

VERBAL GRE PERCENTILE RANKING CORRESPONDING TO MEAN SCALED SCORE NEWLY ENROLLED GRADUATE STUDENTS

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Biology | 72.2 | 37.9 | 52.7 | 69.3 | 53.0 | 54.0 | 58.0 | 60.0 | 62.5 | 65.0 |
| Com. Disorders | 35.3 | 51.7 | 27.8 | 53.6 | 47.5 | 35.0 | 40.0 | 45.0 | 50.0 | 55.0 |
| Counseling | 67.5 | 66.8 | 51.5 | 54.9 | 69.3 | 60.0 | 60.0 | 65.0 | 65.0 | 65.0 |
| Education | 50.9 | 52.6 | 46.7 | 48.2 | 50.1 | 47.0 | 51.0 | 55.0 | 59.0 | 62.0 |
| English | 77.3 | 76.0 | 92.9 | 68.8 | 68.4 | 83.8 | 84.4 | 85.1 | 85.8 | 86.4 |
| History | 87.5 | 70.5 | 64.0 | 62.8 | 61.2 | 64.0 | 67.0 | 70.0 | 72.0 | 74.0 |
| Mathematics | 68.5 | 54.0 | 58.3 | 28.0 | 47.5 | 58.0 | 60.0 | 62.0 | 64.0 | 65.0 |
| Music | 79.3 | 59.5 | 69.0 | 78.5 | 60.3 | 62.0 | 64.0 | 66.0 | 68.0 | 70.0 |
| UNIVERSITY | 56.7 | 60.4 | 54.5 | 51.0 | 53.8 | 52.2 | 55.1 | 58.7 | 61.6 | 64.0 |

University Master Plan

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QUANTITATIVE GRE PERCENTILE RANKING CORRESPONDING TO MEAN SCALED SCORE NEWLY ENROLLED GRADUATE STUDENTS

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Biology | 46.5 | 82.0 | 71.4 | 63.0 | 69.3 | 65.0 | 65.0 | 65.0 | 65.0 | 65.0 |
| Com. Disorders | 36.4 | 33.6 | 31.0 | 39.7 | 49.8 | 40.0 | 45.0 | 45.0 | 50.0 | 55.0 |
| Counseling | 62.8 | 57.5 | 39.9 | 62.4 | 60.0 | 50.0 | 50.0 | 55.0 | 55.0 | 55.0 |
| Education | 49.4 | 52.6 | 47.4 | 42.4 | 37.7 | 49.2 | 50.0 | 52.0 | 54.0 | 55.0 |
| English | 37.3 | 42.7 | 46.5 | 41.7 | 52.6 | 45.6 | 47.0 | 48.0 | 49.0 | 50.0 |
| History | 56.5 | 44.6 | 44.0 | 52.1 | 51.5 | 45.0 | 45.0 | 50.0 | 50.0 | 50.0 |
| Mathematics | 96.8 | 89.0 | 93.3 | 94.0 | 96.0 | 92.0 | 92.0 | 92.0 | 92.0 | 92.0 |
| Music | 53.2 | 34.2 | 71.2 | 63.0 | 44.0 | 42.0 | 44.0 | 46.0 | 48.0 | 50.0 |
| UNIVERSITY | 51.7 | 50.6 | 40.5 | 43.3 | 47.8 | 49.4 | 50.5 | 52.9 | 54.6 | 55.8 |

ANALYTICAL GRE PERCENTILE RANKING CORRESPONDING TO MEAN SCALED SCORE NEWLY ENROLLED GRADUATE STUDENTS

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Biology | 75.0 | 47.0 | 55.0 | 81.0 | 63.0 | 64.0 | 65.0 | 66.0 | 68.0 | 70.0 |
| Com. Disorders | 64.7 | 51.7 | 44.0 | 60.6 | 77.0 | 54.0 | 56.0 | 58.0 | 60.0 | 60.0 |
| Counseling | 80.7 | 66.8 | 49.0 | 67.0 | 71.3 | 65.0 | 65.0 | 70.0 | 70.0 | 70.0 |
| Education | 62.4 | 59.5 | 61.2 | 59.4 | 56.4 | 64.0 | 65.0 | 66.0 | 68.0 | 70.0 |
| English | 56.2 | 66.3 | 77.5 | 55.5 | 74.6 | 70.0 | 71.0 | 72.0 | 74.0 | 75.0 |
| History | 71.3 | 46.3 | 56.0 | 79.2 | 67.0 | 58.0 | 60.0 | 62.0 | 64.0 | 65.0 |
| Mathematics | 87.6 | 77.5 | 87.5 | 58.0 | 91.8 | 85.0 | 85.0 | 85.0 | 85.0 | 85.0 |
| Music | 78.3 | 62.0 | 86.8 | 71.9 | 69.5 | 60.0 | 65.0 | 65.0 | 70.0 | 75.0 |
| UNIVERSITY | 65.4 | 59.6 | 58.6 | 62.1 | 63.4 | 63.7 | 64.9 | 66.6 | 68.4 | 69.9 |

PERCENT OF NEWLY ENROLLED GRADUATE STUDENTS WITH BACHELOR DEGREE NOT FROM TRUMAN

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Accountancy | 33.3 | 0.0 | 12.5 | 33.3 | 44.4 | 20.0 | 20.0 | 25.0 | 25.0 | 25.0 |
| Biology | 25.0 | 75.0 | 85.7 | 25.0 | 66.6 | 60.0 | 60.0 | 60.0 | 60.0 | 60.0 |
| Com. Disorders | 33.3 | 66.7 | 46.2 | 6.3 | 20.0 | 20.0 | 25.0 | 25.0 | 30.0 | 35.0 |
| Counseling | 50.0 | 57.9 | 66.7 | 42.9 | 30.0 | 50.0 | 50.0 | 50.0 | 52.0 | 54.0 |
| Education | 4.8 | 5.8 | 7.7 | 3.3 | 4.7 | 8.5 | 9.0 | 9.3 | 9.5 | 10.0 |
| English | 36.4 | 44.4 | 28.6 | 50.0 | 42.8 | 40.0 | 40.0 | 45.0 | 45.0 | 45.0 |
| History | 0.0 | 25.0 | 66.7 | 100.0 | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 |
| Mathematics | 66.7 | 50.0 | 75.0 | 100.0 | 50.0 | 75.0 | 75.0 | 60.0 | 60.0 | 60.0 |
| Music | 33.3 | 33.3 | 40.0 | 50.0 | 100.0 | 45.0 | 45.0 | 45.0 | 50.0 | 50.0 |
| UNIVERSITY | 19.6 | 26.7 | 29.8 | 17.0 | 22.1 | 24.9 | 24.8 | 24.8 | 24.9 | 25.0 |

Affirming the Promise

A P P E N D I X E

PERCENT OF NEWLY ENROLLED GRADUATE STUDENTS WHO ARE MINORITY STUDENTS

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Accountancy | 0.0 | 0.0 | 0.0 | 0.0 | 33.3 | 5.0 | 5.0 | 10.0 | 10.0 | 10.0 |
| Biology | 0.0 | 0.0 | 0.0 | 0.0 | 33.3 | 13.0 | 13.0 | 15.0 | 15.0 | 15.0 |
| Com. Disorders | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10.0 | 10.0 | 10.0 | 10.0 | 10.0 |
| Counseling | 8.3 | 5.3 | 4.8 | 14.3 | 0.0 | 10.0 | 10.0 | 10.0 | 10.0 | 10.0 |
| Education | 1.2 | 0.0 | 3.1 | 3.3 | 4.7 | 5.0 | 6.5 | 7.2 | 9.0 | 10.0 |
| English | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 5.0 | 5.0 | 6.5 | 7.5 | 7.5 |
| History | 0.0 | 0.0 | 33.3 | 0.0 | 0.0 | 20.0 | 20.0 | 22.5 | 22.5 | 22.5 |
| Mathematics | 0.0 | 0.0 | 0.0 | 0.0 | 50.0 | 10.0 | 10.0 | 10.0 | 10.0 | 10.0 |
| Music | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| UNIVERSITY | 1.4 | 0.7 | 2.1 | 2.8 | 7.4 | 6.9 | 7.6 | 8.6 | 9.5 | 10.0 |

(Q.) Distribution of student/faculty ratios among disciplines across the university.

(Anticipated Result. Conditional on the final provisions of the liberal studies program and on an annual review of actual changes in student enrollment patterns, to attain a projected full-time equivalent faculty of approximately 391 and a full-time equivalent student/faculty ratio of approximately 15.83. These projections do not include an allowance for additional faculty that may be acquired through the CBHE's Mission Enhancement Initiative to support the expanded Residential Colleges Program, the extended Freshman Seminar Program, and an enhanced student/faculty collaborative scholarship program.)

NUMBER OF FULL-TIME EQUIVALENT FACULTY

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|----------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 28.25 | 27.75 | 26.50 | 27.25 | 26.00 | 25.25 | 25.00 | 24.50 | 24.00 | 24.00 |
| Education Division | 11.00 | 9.58 | 13.11 | 11.25 | 11.25 | 11.25 | 12.25 | 12.25 | 13.25 | 14.00 |
| Fine Arts Division | 39.58 | 41.22 | 42.67 | 39.58 | 40.74 | 39.50 | 39.25 | 39.25 | 39.25 | 39.25 |
| HPP Division | 36.45 | 36.01 | 35.43 | 37.39 | 36.00 | 37.39 | 37.14 | 37.14 | 36.39 | 35.39 |
| L & L Division | 81.33 | 82.08 | 82.68 | 88.25 | 87.08 | 88.17 | 89.17 | 91.17 | 93.67 | 95.17 |
| Math/CS Division | 34.42 | 34.17 | 36.33 | 36.50 | 35.92 | 37.50 | 40.50 | 42.50 | 45.00 | 45.00 |
| Science Division | 57.99 | 60.50 | 62.58 | 64.58 | 64.50 | 63.42 | 63.42 | 63.42 | 63.25 | 62.25 |
| Social Sci. Division | 61.50 | 62.55 | 67.50 | 66.75 | 67.00 | 69.50 | 72.00 | 74.00 | 75.00 | 76.00 |
| UNIVERSITY | 350.52 | 353.86 | 366.80 | 371.55 | 368.49 | 371.98 | 378.73 | 384.23 | 389.81 | 391.06 |

University Master Plan

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ANNUALIZED RATIO OF FTE STUDENTS TO FTE FACULTY

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 16.54 | 15.28 | 15.81 | 15.38 | 16.96 | 16.14 | 16.39 | 16.62 | 16.93 | 17.27 |
| Education Division | 8.00 | 9.88 | 8.69 | 8.19 | 8.76 | 9.75 | 10.50 | 11.25 | 12.00 | 13.17 |
| Fine Arts Division | 11.42 | 12.14 | 11.89 | 12.35 | 11.92 | 11.30 | 11.66 | 12.00 | 12.61 | 13.03 |
| HPP Division | 10.07 | 11.95 | 13.41 | 12.20 | 12.67 | 12.42 | 12.60 | 13.09 | 13.26 | 13.70 |
| L & L Division | 13.87 | 14.51 | 15.61 | 14.70 | 14.89 | 14.92 | 15.02 | 15.13 | 15.26 | 15.32 |
| Math/CS Division | 17.38 | 17.94 | 18.49 | 18.01 | 18.28 | 18.01 | 17.88 | 17.70 | 17.56 | 17.46 |
| Science Division | 16.00 | 16.09 | 15.99 | 15.57 | 15.08 | 15.75 | 15.94 | 16.08 | 16.24 | 16.63 |
| Social Sci. Division | 17.72 | 19.98 | 18.88 | 19.01 | 18.73 | 18.19 | 17.98 | 17.65 | 17.37 | 17.26 |
| UNIVERSITY | 14.83 | 15.29 | 16.09 | 15.30 | 15.55 | 15.27 | 15.40 | 15.51 | 15.63 | 15.83 |

(R.) Diversity of the faculty.

(Anticipated Result: To increase the proportion of minority faculty (that is, faculty of color who identify themselves as African-American, Hispanic-American, Native-American, or Asian-American) to 14.3 percent and the proportion of female faculty to 36.4 percent.)

PERCENT OF FULL-TIME FACULTY WHO ARE MINORITY

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|----------------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 14.5 | 17.5 | 14.5 | 15.1 | 15.2 | 20.0 | 20.0 | 19.8 | 19.6 | 19.6 |
| Education Division | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 7.7 | 7.4 | 14.3 | 13.8 |
| Fine Arts Division | 0.0 | 0.0 | 0.0 | 0.0 | 2.8 | 2.5 | 2.5 | 5.0 | 5.0 | 6.9 |
| HPP Division | 3.7 | 6.7 | 10.3 | 12.1 | 12.1 | 13.6 | 14.3 | 15.2 | 17.4 | 17.5 |
| L & L Division | 8.6 | 8.7 | 8.7 | 9.5 | 9.5 | 14.5 | 14.5 | 14.5 | 15.8 | 15.9 |
| Math/CS Division | 9.7 | 9.4 | 8.8 | 8.6 | 11.4 | 12.4 | 12.5 | 12.5 | 14.6 | 14.6 |
| Science Division | 8.8 | 8.7 | 10.4 | 11.2 | 7.8 | 11.3 | 11.3 | 10.0 | 10.0 | 9.6 |
| Social Sci. Division | 12.4 | 13.4 | 12.8 | 12.6 | 9.1 | 13.3 | 14.4 | 17.0 | 16.7 | 16.7 |
| UNIVERSITY | 8.2 | 9.0 | 9.1 | 9.6 | 9.0 | 12.1 | 12.6 | 13.2 | 14.1 | 14.3 |

PERCENT OF FULL-TIME FACULTY WHO ARE FEMALE

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 25.5 | 24.6 | 25.5 | 26.4 | 30.9 | 31.1 | 31.1 | 31.2 | 31.4 | 31.4 |
| Education Division | 56.0 | 52.2 | 64.0 | 60.9 | 58.3 | 56.0 | 57.2 | 58.0 | 59.0 | 59.2 |
| Fine Arts Division | 28.6 | 27.8 | 25.0 | 25.0 | 25.0 | 25.9 | 29.2 | 29.7 | 30.2 | 32.1 |
| HPP Division | 59.3 | 53.3 | 58.6 | 63.6 | 60.6 | 63.9 | 64.1 | 62.3 | 60.0 | 59.2 |
| L & L Division | 44.3 | 44.9 | 49.3 | 41.9 | 44.6 | 45.0 | 46.1 | 46.1 | 47.5 | 48.7 |
| Math/CS Division | 29.0 | 25.0 | 20.6 | 22.9 | 20.0 | 23.8 | 24.0 | 24.9 | 24.2 | 25.0 |
| Science Division | 14.2 | 13.9 | 19.1 | 20.8 | 20.7 | 16.8 | 16.8 | 17.9 | 17.9 | 18.3 |
| Social Sci. Division | 21.2 | 18.5 | 19.2 | 23.6 | 24.6 | 29.1 | 28.8 | 30.8 | 32.3 | 33.9 |
| UNIVERSITY | 31.6 | 29.9 | 32.0 | 32.5 | 32.9 | 33.9 | 34.5 | 35.0 | 35.4 | 36.4 |

Affirming the Promise

A P P E N D I X E

(S.) Staffing flexibility.

(Anticipated Result: To maintain adequate staffing flexibility for each discipline and division to ensure their ability to address new intellectual developments and to respond to long-term changes in student demand; also, to highlight the ongoing necessity and challenges for a strong faculty development program. The following tables show the currently expected percentages of tenured and tenure-track faculty *without* any action occurring.)

PERCENT OF FULL-TIME FACULTY TENURED

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 50.9 | 61.4 | 67.3 | 69.8 | 69.2 | 74.0 | 78.4 | 82.8 | 87.5 | 86.3 |
| Education Division | 56.0 | 60.9 | 84.0 | 73.9 | 75.0 | 66.7 | 66.7 | 75.0 | 69.2 | 71.4 |
| Fine Arts Division | 37.1 | 36.1 | 44.4 | 44.4 | 47.2 | 57.8 | 60.5 | 60.5 | 66.1 | 64.3 |
| HPP Division | 74.1 | 63.3 | 65.5 | 48.5 | 48.5 | 52.6 | 55.6 | 58.5 | 61.3 | 73.6 |
| L & L Division | 40.0 | 40.6 | 46.4 | 41.9 | 40.5 | 47.4 | 52.1 | 58.2 | 62.9 | 66.5 |
| Math/CS Division | 41.9 | 37.5 | 44.1 | 42.9 | 51.5 | 51.0 | 53.8 | 56.5 | 57.7 | 60.3 |
| Science Division | 63.7 | 59.1 | 56.5 | 52.0 | 49.3 | 60.7 | 62.6 | 66.9 | 68.6 | 72.9 |
| Social Sci. Division | 47.8 | 47.9 | 55.2 | 52.8 | 58.3 | 71.9 | 75.5 | 71.1 | 74.9 | 80.0 |
| UNIVERSITY | 50.0 | 49.1 | 54.3 | 50.0 | 51.3 | 58.9 | 62.2 | 64.6 | 67.6 | 71.4 |

PERCENT OF FULL-TIME FACULTY TENURE-TRACK

| | Actual | Actual | Actual | Actual | Actual | Projected | Projected | Projected | Projected | Projected |
|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| FY | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Business Division | 41.8 | 28.1 | 18.2 | 22.6 | 19.2 | 26.0 | 21.6 | 17.2 | 12.5 | 13.7 |
| Education Division | 36.0 | 21.7 | 8.0 | 17.4 | 16.7 | 25.0 | 25.0 | 16.7 | 23.1 | 21.4 |
| Fine Arts Division | 42.9 | 44.4 | 38.9 | 38.9 | 30.6 | 25.9 | 23.6 | 26.6 | 21.8 | 24.2 |
| HPP Division | 25.9 | 26.7 | 31.0 | 39.4 | 36.4 | 47.3 | 44.3 | 41.5 | 38.7 | 26.4 |
| L & L Division | 44.3 | 47.8 | 36.2 | 40.5 | 33.8 | 46.4 | 41.8 | 35.5 | 31.0 | 27.4 |
| Math/CS Division | 32.3 | 40.6 | 26.5 | 28.6 | 17.1 | 23.1 | 22.3 | 22.7 | 23.7 | 23.7 |
| Science Division | 32.7 | 33.9 | 33.0 | 32.0 | 33.2 | 29.9 | 26.5 | 21.7 | 18.3 | 16.8 |
| Social Sci. Division | 46.9 | 45.4 | 38.4 | 44.1 | 38.6 | 28.1 | 24.5 | 28.9 | 25.1 | 20.0 |
| UNIVERSITY | 38.3 | 39.2 | 32.3 | 36.0 | 31.1 | 33.3 | 30.0 | 28.1 | 25.1 | 22.2 |