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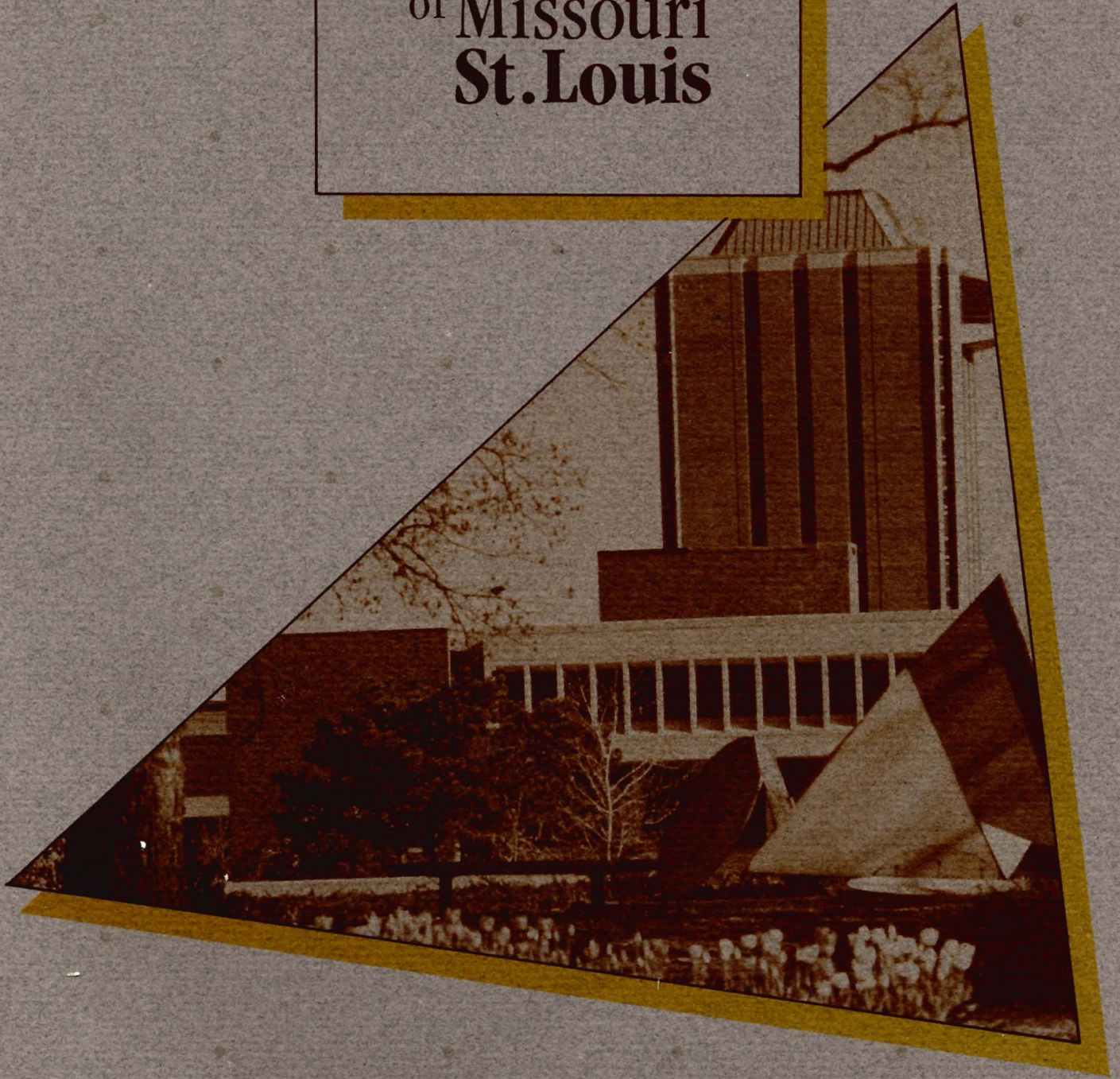
University
of Missouri
St.Louis

A SELF-STUDY

Prepared for Review by the

North Central Association of Colleges and Schools

1988

Preface

The 1978 report of the North Central Association of Schools and Colleges on the University of Missouri-St.Louis, observed that:

> By any of a variety of measures, UMSL is clearly a rapidly maturing academic community, and is increasingly effective in relating to and serving the educational needs of St.Louis... In the decade ahead those concerned with UMSL's development will therefore have to give careful thought to its priorities...

We were a healthy university in 1978. Ten years later, we are more robust. The campus is 25 years old and moving forward. The $21 million Science Complex is nearing completion, a $6 million annex to the library is being constructed. Initial approval has been won for a $7 million computer science center. When completed in fall 1988, the Science addition will be the first new building since 1974.

The tempo of campus life is vigorous and creative, and this vigor and creativity extends into the community in the form of Partnerships for Progress. This five-year program takes the University into the cultural, social, and political sectors of the metropolitan area. Partnerships for Progress also meets the national need to increase the number of specialists in mathematics, the sciences, and other fields of strategic national interest.

A number of new academic programs have been added recently, such as Bachelor's degrees in Public Administration, Music Management, and Computer Science; Master's degrees in Administration of Justice and Gerontology; and Ph.D. programs in Physics, Biology, and Political Science. These additions to the intellectual agenda of the campus have arisen from a new planning process in which budget and goals are integrated. In the same spirit of efficiency the campus has begun comprehensive and systematic evaluation of the achievement levels of undergraduates and of the perceptions of value in the undergraduate experience by alumni.

The campus continues to grow in other ways; enrollment has risen by eight percent. Enrollment and retention of minority students is facilitated by several specialized programs and services on campus and in local schools. The result is a growing minority enrollment contrary to the national trend.

In recent years, the campus has made breakthroughs in funding. For the first time in many years we have received new state funding, specifically for the new initiatives in Partnerships for Progress. Also, we have received major contributions from donors in the private sector at the national level.

Community leaders and agencies are clear in their appreciation of the value and excellence in our campus life and in the return to the community we provide from the investment of public funds. More than 30,000 of our alumni—most of them in the metropolitan area—contribute to the quality of life and economic betterment of St.Louis.

In place are processes which are designed to lead us from our present level of accomplishment to still higher achievements. In this document, we present our self-scrutiny, identifying strengths, and opportunities for growth and service. This document is the work of many people, and, conscious of the comparative youth of this campus, we present it in the spirit of words written in the first century by Epictetus:

> No great thing is created suddenly, any more than a bunch of grapes or a fig. If you tell me you desire a fig, I answer you that there must be time. Let it first blossom, then bear fruit, then ripen.

Introduction

For the self-study year 1987–88, Chancellor Marguerite R. Barnett appointed the following persons as a Steering Committee to develop and execute campuswide self-study to prepare this document:

Steven Bratcher, President, Student Association
Ruth Bryant, Chair, Chancellor's Council
Mushira Haddad, President, Staff Association
Harold Harris, Chair, University Senate
M. Thomas Jones, Deputy to the Chancellor
*Thomas Jordan, Chair, NCA Steering Committee, campus coordinator
*L. Sandy MacLean, Vice Chancellor for Student Affairs
*John McClusky, Vice Chancellor for University Relations
*Gwendolyn Moore, Interim Vice Chancellor for Administrative Services
Frederic Pearson, Presiding Officer, Faculty Council
Donald Phares, Director, Office of Budgeting, Planning and Institutional Research
Bebe Schaeffer, President, Alumni Association
*Blanche Touhill, Vice Chancellor for Academic Affairs

Persons whose names are noted with an asterisk constitute the Executive Committee which drafted this campuswide report.

Drafts of this self-study were made available to the entire campus community. Copies were placed in the libraries on the north and south campuses and also presented to the full Steering Committee.

For the purposes of the North Central Association, Appendix #5 of this report lists the planning documents available to the visiting committee.

The North Central Association first accredited the campus in 1968, recognizing its status as a separate campus of the University of Missouri, granting bachelor's degrees. In the same year, the North Central Association gave preliminary accreditation for the Master of Education degree in five specialities. Two years later, in 1970, the Association gave preliminary approval to the Master of Arts degree in Mathematics and in English; later in the same year, the Association approved the Ph.D. in Chemistry and in Psychology. In 1971 and 1972, respectively, accreditation was granted for the Master of Science degree in Biology, Economics, History, Political Science, and Sociology. The Master of Business Administration degree and additional specialties in education for the Master of Education degree were approved.

New Programs Since 1978. At the time of the previous accreditation visit from the North Central Association, the campus had 33 undergraduate degree programs and 19 graduate degree programs. Since that time we have added the following degree programs:

Undergraduate degree programs:

Bachelor of Arts in Music Management
Bachelor of Science in Public Administration
Bachelor of Science in Sociology
Bachelor of Science in Computer Science
Bachelor of Science in Biology

Graduate degree programs:

M.A. in History (emphasis on Historical Agencies)
M.A. in Administration of Justice
M.S. in Gerontology
M.S. in Nursing
Ph.D. in Physics (UMR cooperative program on St.Louis campus)
Ph.D. in Biology (in cooperation with the Missouri Botanical Garden)
Ph.D. in Political Science

Two new units which will provide relevant experience for study in graduate degree programs are as follows:

James T. Bush Center for Law, Social Change, and Conflict Resolution
Center for In-Service Science and Technology Training

Expansion of programs on the campuses of the University of Missouri is guided by the Board of Curators' Long-Range Plan. Three "Cooperative Programs for Further Study" are set forth on page 49 of that document; they are Ph.D. programs in biology, physics, and nursing (the first two have been established). In addition, "Towards Excellence" authorizes the following additional items for further study:

Ph.D. in Management
Ph.D. in Physiological Optics
Master of Science in Physiological Optics
Master of Social Work
Master of Science in Computer Science
Executive MBA

Table of Contents

Part I. Narrative

CHAPTER ONE

UNIVERSITY OF MISSOURI MISSION AND GOALS

A.   The University of Missouri was established in accordance with the
     State's Constitution of 1839. It consists of four campuses which are
     in Kansas City, Columbia, Rolla, and St. Louis. A small central
     office staff exists in Columbia. A Board of Curators, consisting of
     citizens appointed by the Governor with the advice and consent of
     the legislature in Jefferson City, supervises operations of the
     University. The Curators retain a President who, in turn, recommends
     the appointment of four campus Chancellors (see Figure 1).

     The operations of the University of Missouri are guided by the
     planning document "TOWARD EXCELLENCE: THE NEXT DECADE OF THE
     UNIVERSITY OF MISSOURI (rev. 12-12-86). In that document, the
     Curators set forth the mission of the University, its goals and
     objectives, financial plan, fee policy, and guidelines for planning.
     In an extended statement of mission, the plan sets forth the Cura-
     tors' intentions in terms of teaching, research, service, and exten-
     sion activities, noting the unique nature of each of the four
     campuses.

UNIVERSITY OF MISSOURI-ST. LOUIS MISSION AND GOALS

B.   "TOWARD EXCELLENCE" set forth the following Mission Statement in
     1986:

          *As one of the four campuses composing the University of
          Missouri, the University of Missouri-St. Louis has served
          the citizens of the St. Louis metropolitan area since
          1963. It shares the University's land grant tradition and
          is committed to research and public service. The produc-
          tive scholars on the campus' faculty contribute signifi-
          cantly to the theoretical and applied research in their
          fields. The campus' business, chemistry, political
          science, and metropolitan studies programs are already
          internationally recognized. As it develops, the campus
          will support other centers of excellence in department or
          clusters of department as the quality of scholarship
          achieves consistent international recognition.*

          *In addition to its role to advance knowledge as part of a
          comprehensive research university, the University of
          Missouri-St. Louis has a special mission determined by its
          urban location and its shared land-grant tradition. It
          works in partnership with other key community institutions
          to help the St. Louis region progress and prosper.*

          *Through its seven schools and colleges, the campus provide
          opportunities for all the people of the metropolitan area,
          including the economically disadvantaged, to receive high
          quality and accessible liberal arts, career, professional,
          and graduate education.*

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FIGURE 1

UNIVERSITY OF MISSOURI ORGANIZATIONAL CHART
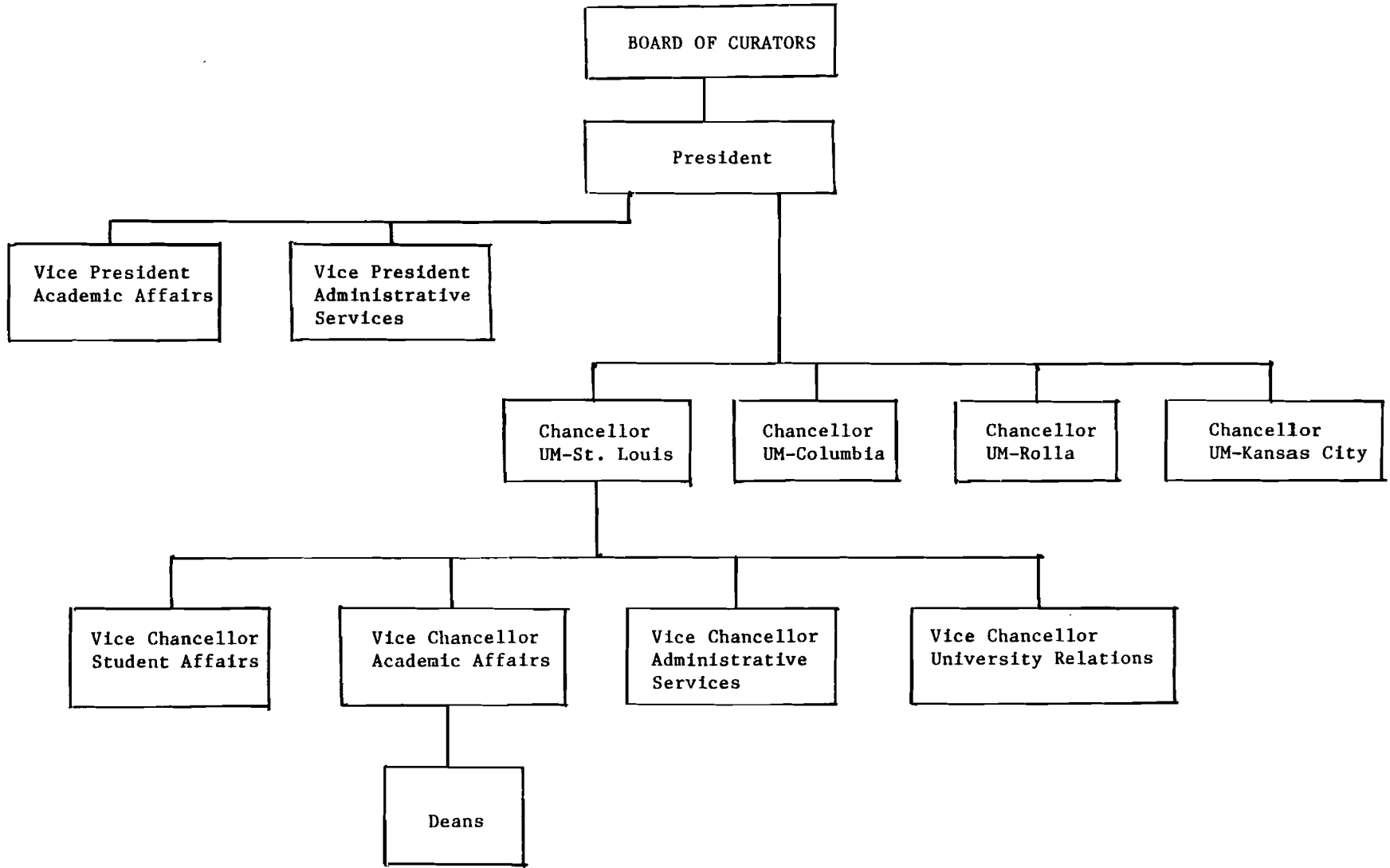
*Through a careful melding of strengths in scholarly
research, teaching, and community service, the University
of Missouri-St. Louis plays a leadership role in advancing
scholarship; providing quality undergraduate, graduate,
and professional instruction to the large and diverse
numbers of students in the St. Louis area; and contri-
buting to economic development throughout the state and
region.*

*In shaping and evaluating its undergraduate curriculum,
the University of Missouri-St. Louis fosters intellectual
independence, sound judgement, clarity of expression in
writing, aesthetic refinement, and sharpened analytical
skills. The campus provides high quality undergraduate,
graduate, and professional instruction to an ethnically,
racially, and economically diverse student body. Special
efforts are made to fulfill the University's land-grant
mandate to serve the working people of the state and,
because most of the campus' graduates remain in the
metropolitan area, to enhance the economic development and
quality of life of the metropolitan area and the state.*

*These research, instructional, economic development and
community service missions are accomplished by on-campus
and extension programs in the schools and colleges of Arts
and Sciences, Business, Education, Nursing, and Optometry,
as well as the Evening College and the Division of Con-
tinuing Education-Extension. In addition, the campus'
humanities, fine arts, and performing arts programs enrich
the cultural life of the metropolitan area.*

*The University of Missouri-St. Louis will work vigorously
to achieve equal opportunity for all within the campus
community through a strong affirmative action program.*

C.   Planning. To bring their Long-Range Plan to fruition, the Curators
adopted the following principles for planning:

Planning should be decision-focused. Planning and decision making
are not separate processes; planning requires making decisions now
about the future.

Planning must be information-based. Planning must be supported by
information and analyses which illuminate the potential consequences
of alternative courses of action. Effective planning requires accur-
ate and timely flow of information related to the University's
external environment and its strengths, weaknesses, values, and
opportunities.

Planning must be timely and structured. The planning process must
ensure that decisions are made in an orderly, timely fashion and
that responsibility and authority are understood by all involved
groups and individuals.

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Effective planning requires widespread involvement and participation. Such involvement and participation by knowledgeable individuals and groups leads to better decisions in organizations. The timetable for planning should allow sufficient time to secure appropriate inputs.

The planning process must drive budgetary decision. Although it is a premise often difficult to put into practice, budgetary allocations should reflect planning decisions.

Planning is a continuous process. Some decisions, e.g., determination of mission, are relatively enduring and require only infrequent review. Other decisions, e.g., a specific, time-bound objective, need more frequent review to incorporate evaluation of progress and new circumstances.

Within these guidelines the campus developed its current Five-Year Plan, which is updated annually.

At frequent intervals the Board of Curators undertakes a review of its plans for the four-campus system. In January 1988 the Board undertook a full review of the Academic Plan in light of economic prospects for the state of Missouri and other considerations. The outcome of that process, up to the moment, has been to endorse the view that there is a need for more programs at the urban campuses in Kansas City and here in St. Louis.

At the campus level, the Office of Budgeting, Planning and Institutional Research manages the process of planning. The unification of planning and budget control was recommended in 1985 by the Chancellor's Committee on Review and implemented in Summer 1986. All budgetary decisions are derived from the academic plan "Partnerships for Progress." The process begins with proposals from departments and similar units and includes consultation with the Senate Committee on Fiscal Affairs and Long Range Planning. All campus planning is guided by the University System's Handbook of Planning and Budgeting. Fiscal integrity is assured by annual independent audits of all campus accounts; these audits are conducted by a permanent group of University accountants not identified with any of the four University campuses.

Partnerships for Progress. The Board of Curators' Long-Range Plan emphasizes the diversity of each of the four campuses in its mission, clientele served, and programmatic strength. The Plan also underscores the need to assign priority to quality programs which serve identified needs of the citizens of Missouri. The mission statement of UM-St. Louis cites the shared land-grant tradition and commitment to research and public service. In addition, the Mission Statement emphasizes a special role, determined by its urban location, to help the St. Louis region progress and prosper. At UM-St. Louis, the Five-Year Plan, "Partnerships for Progress," enunciates the themes and goals which address the University's Long-Range Plan and the Campus' Mission Statement.

Partnerships for Progress is an innovative model for the preparation of citizenry to participate effectively in the economy now and in the 21st century through key partnerships between the University and community. Missouri's economy is changing rapidly. Partnerships for Progress responds to three critical needs that are a result of this change:

1) the need to raise levels of math, science, and communications literacy in the general population and to equip large numbers of students with sophisticated skills and scientific and technological training in crucial areas;

2) the need to assess the management, technological, and scientific skills required by our changing economy and to enhance and develop academic programs that will provide Missourians with these skills;

3) the need to establish new relationships between business and the University that will bring about new products and technology transfer.

Partnerships for Progress is one outcome of an extensive planning process begun in the Fall of 1986. The process was coordinated by the Office of Budgeting, Planning, and Institutional Research. This Long-Range Plan was based on input from the University Senate Committee on Fiscal Resources and Long-Range Planning, the Chancellor's Council, and the Executive Committee of the UM-St. Louis Alumni Association. Like the Curators' Long-Range Plan, Partnershps for Progress is reviewed and updated annually. The financial resources to implement the Plan come from the Campus' annual request for state funding and through donors in the private sector.

The campus is now developing another program - "Path to Success" - designed to help students entering the University of Missouri-St. Louis to succeed in their college education and in later life.

During 1987-88, several programmatic activities were initiated. Under Project Compete, recruitment for staff in the Early Childhood and Elementary Education area, the Bridge Program for high school students, and the High School Mathematics and Science Education area began. Under Project Advance, recruitment for staff was conducted for undergraduate programs in Computer Science and Mathematics, undergraduate programs in Business Administration, undergraduate Communication and writing programs, the School of Optometry, and the Department of Chemistry. In 1987-88, the Department of Chemistry received its first funds in support of its designation as a Department of Eminence.

Selected activities, such as the pre-engineering and writing programs, were put on a firm, financial footing. Financial resources were committed to assessing outcomes and providing additional scholarships and fellowships. Under Project Succeed, the Center for Science and Technology and the James T. Bush Center for Law, Social Change, and Conflict Resolution were established.

D. Goals. From these three elements--the Curators' Long-Range Plan,
    the campus Mission Statement, and Partnerships for Progress--the
    University of Missouri-St. Louis draws its sense of direction.
    Shortly after the Mission Statement was promulgated in 1987 by the
    Board of Curators, the faculty drew up the following statement of
    the objectives for educating undergraduates.

    "The University of Missouri-St. Louis fosters intellectual indepen-
    dence, sound judgment, clarity of expression in writing, aesthetic
    refinement, and sharpened analytical skills through its undergrad-
    uate general education curriculum. All students complete courses in
    the social and natural sciences and the humanities as well as in
    writing and mathematics. Students also receive specialized education
    while pursuing a baccalaureate degree in a specific academic disci-
    pline.

    "UM-St. Louis faculty develop students' reading, speaking, writing,
    and cognitive skills by improving their ability to investigate,
    analyze, and solve problems. Some courses fulfilling the general
    education requirements expand students' knowledge of group inter-
    action through the study of psychology, political science, and
    economics. Other courses increase students' understanding of the
    role and effects of science and technology in modern life. Cultural
    and civic awareness is fostered through the study of history and
    contemporary society of the United States, as well as other cul-
    tures, both Western and non-Western, as reflected in language,
    music, literature, philosophy, religion, history, and art.

    "Through this curriculum, UM-St. Louis faculty promote the develop-
    ment of each student as a person who enjoys and is committed to
    learning for life, as well as providing basic preparation and back-
    ground for further education and specialization for a career in a
    professional, academic, or scientific field."

    In the case of graduate studies, the goals tend to be unique to the
    several disciplines. Most of our students are in Master's programs
    in Business Administration and in Education. They are almost always
    employed and study part-time. Our objectives are to help them grow
    in their chosen occupations by equipping them with particular
    skills. In the case of other fields, we aim to develop a grasp of
    relevant concepts and to provide skill in analytic techniques
    appropriate to each field.

E. Changes 1978-88. Changes in the last decade affected people and
    programs. In 1985 Arnold B. Grobman retired as chancellor, and is
    now chancellor emeritus and professor emeritus. Marguerite R.
    Barnett, Ph.D., was appointed chancellor in 1986.

    An organizational change established four Vice Chancellorships:
    Academic Affairs, Administrative Services, Student Affairs, and
    University Relations. Budget was transferred from Administrative
    Services to the Office of the Chancellor. The Admissions and Records
    office has moved from Academic Affairs to Student Services. The

Office of Research Administration no longer operates within the Graduate School and is headed by an associate vice chancellor for Academic Affairs. The campus table of organization in 1987-88 is presented in Figure 2.

As a result of the self-scrutiny stimulated by the 1978 review by the North Central Association, the campus has evolved into a more effective agent of service to its constituents. Our academic program is of higher quality since our degree programs have been reviewed during the last decade. Our Chancellor's Committee on Review also examined all non-academic operations, and they have been substantially reorganized in the last several years. Our administrative structure has changed in order to advance the Five-Year Plan. By division, we report the following changes.

1. Chancellor's Office. On the recommendation of the Chancellor's Committee on Academic Review, management of the budget, the key to applying financial resources to pursuit of campus goals set forth in Partnerships for Progress, was transferred from the vice chancellor for Administrative Services to the Office of the Chancellor. The budgetary function plus institutional research and planning constitute the Office of Budget, Planning and Institutional Research within the Chancellor's office. The position of Assistant to the Chancellor has been elevated to Deputy to the Chancellor. There is an Assistant to the Chancellor for Minority Affairs and Ombudsman and an Assistant to the Chancellor for Public Affairs; in addition, there is an Assistant to the Chancellor for Cultural Affairs, a nonsalaried position.

2. Division of Academic Affairs. In 1985, Arnold B. Grobman retired as Chancellor, and in 1988 returned as professor emeritus from the department of Biology. Marguerite R. Barnett was appointed Chancellor in 1986. Arthur C. MacKinney, Vice Chancellor for Academic Affairs, became Interim Chancellor in 1985, and became President of the University Center in Tulsa, Oklahoma, in 1986. Associate Vice Chancellor Blanche M. Touhill became Vice Chancellor for Academic Affairs in 1986. We have increased the quality of academic programs, and two units, the Departments of Political Science and Chemistry, have been designated "Eminent" by the Board of Curators.

3. Division of Student Services. The 1978 North Central Association report recommended that Student Services be more centralized. Since 1978, the Women's Center, Athletics, Counseling Service, Admissions, Financial Aid, Registration, Records, and University Center have been moved from other divisions to Student Affairs. In addition, two small offices (Campus Reservations and Commuter Student services) have been added.

4. Division of Administrative Services. On March 1, 1987, L. Thomas Hussey, Vice Chancellor for Administrative Services, replaced John Perry, who retired with 39 years of service. On March 1, 1988, Gwendolyn A. Moore was appointed Interim Vice

FIGURE 2

UNIVERSITY OF MISSOURI-ST. LOUIS ORGANIZATIONAL CHART

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                                    ┌──────────────┐
                                    │  Chancellor  │
                                    └──────────────┘
┌──────────────────┐                                      ┌──────────────────┐
│     Deputy       │                                      │ Office of Budget │
│ to the Chancellor│                                      │ Planning and     │
└──────────────────┘                                      │ Institutional    │
                                                          │ Research         │
┌──────────────────┐                                      └──────────────────┘
│ Assistant to the │
│ Chancellor for   │
│ Cultural Affairs │
└──────────────────┘
```

| Vice Chancellor for Academic Affairs | Vice Chancellor for Student Affairs | Vice Chancellor for Administrative Services | Vice Chancellor for University Relations |

Vice Chancellor for Academic Affairs
- Schools and Colleges
- Libraries
- Center for Academic Development
- Continuing Education-Extension
- Computing
- Research Centers

Vice Chancellor for Student Affairs
- Admissions and Records
- Counseling Services
- Placement
- University Center and Student Activities
- Assistant to the Vice Chancellor for Student Affairs

Vice Chancellor for Administrative Services
- Business Services
- Facilities Management
- Fiscal Operations
- Human Resource Development
- Police

Vice Chancellor for University Relations
- Alumni
- Development
- Special Events
- University Communications

Chancellor for Administrative Services, replacing L. Thomas Hussey, who resigned to accept another position. The Division has undergone a complete review of its operations as a result of changes, growth, future plans, and decentralization of functions from corporate offices to the campuses. Because of decentralization, and to provide more efficient service and identify campus capital needs as a continual process, a complete reorganization and additional staffing of Facilities Management was done.

5.   Division of University Relations. Under Chancellor Barnett's administration, the institution has been called to strengthen significantly its partnership with the metropolitan region. The Division of University Relations, responsible for the campus external relations functions (Development, Alumni and Constituent Relations, University Communications, and Special Events) has been reorganized. The staff is enhanced in order to strengthen this partnership, especially in securing greater private gift support and community involvement. Whereas previously the division was compartmentalized into several small units and lacked overall team planning and coordination, it is now organized into four departments: Development, Alumni and Constituent Relations, University Communications, and Special Events, each with a Director. The expanded activity and goals of the division have required both staff expansion and more management personnel. An Assistant Vice Chancellor position was added in 1987 with responsibility for the daily operation of the division's units under the guidance of the Vice Chancellor, who serves as chief of staff and provides overall direction for the division, setting priorities, planning, and budgeting.

The sum of these changes in a decade, but especially in the last few years, has been dramatic. The state of Missouri has contributed $1,300,000 to support Partnerships for Progress. The number of grant applications to federal agencies has increased by about one-third, and grant monies have risen steadily.

In terms of private giving, we have made spectacular progress. The largest gift to the campus prior to 1986-87 was $30,000; our largest single gift, currently, is $500,000. Since June 1986, the campus has obtained $4,750,000 in gifts and pledges from individual donors and corporations. We expect to increase this amount substantially through the reorganization of University Relations.

A major change in the last few years has been the highly successful search for donations from the private, corporate sector of the St. Louis community. Since the beginning of the 1986-87 fiscal year we have raised over $4.75 million in gifts and pledges.

In response to the 1978 visit from the North Central Association, we have instituted the following changes:

1.   We have reorganized the administration to delegate more responsibility under the Chancellor.

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2. We have increased funding from federal, state, and private sources.

3. We have established a vision for the future and installed a planning process to pursue it.

4. We have begun several new academic programs.

5. A major program of student assessment allows for the addressing of national issues in higher education.

The campus is now a dynamic, creative place, aware of problems, and addressing them systematically. We have developed a partnership with the community which allows us to draw on its cultural, scientific and corporate resources. We are organized under a coherent vision of our role in society and are moving toward the goal of the University of Missouri-St. Louis as a distinguished institution of higher learning.

F. 1978 Recommendations of the North Central Association. Page 15 of the 1978 report lists eight "Areas of Concern." We now present them with comments.

1. *The lack of a clear, widely understood and shared, vision of UMSL's mission and goals, with appropriate long-range plans and planning processes to achieve them.*

   Comment. In 1986 the Board of Curators promulgated their Long-Range Plan for the four campuses and approved the Mission Statement presented previously for the St. Louis campus. More recently, the St. Louis campus formulated "Partnerships for Progress," whose three major elements--Project Compete, Project Advance, and Project Succeed--describe the detailed aspirations of the campus. It is important to note that Partnerships for Progress has been recognized within planning agencies of the state of Missouri for contributions to the welfare of the citizens of Missouri in the 21st century. The Commission for the Year 2000 affirmed the goals set for the Partnerships Program. Chancellor Barnett established the Office of Budgeting, Planning, and Institutional Research, in which budget and program are correlated. We believe the campus has an effective system for planning and assessment of progress.

2. *The need for more adequate funding if UMSL is to reach its full potential as an urban university through the development of additional programs reflecting its diverse institutional goals.*

   Comment. The campus budget has risen to $55 million and external funding of projects was $3.95 million in 1987. As a result of Partnerships for Progress, the campus received $1.35 million of additional funding in state appropriations. In

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addition, the Chancellor raised $4.75 million in private donations since June 1986. We believe that the success of the Chancellor's program is evident and that it points the way to future funding for new campus programs.

3. *The need for more attention to ways UMSL can better serve those segments of the St. Louis area which are not now being served by higher education.*

   Comment. Partnerships for Progress, the campus Five-Year Plan, addresses this concern. More specifically, the chancellor's Bridge Program links inner city high schools to college admission. A system of scholarships supports minority youth who seek to major in mathematics or science. The Center for Science and Technology, the developing Missouri Research Park, and the campus-supported St. Louis Technology Center all promote economic development. In the area of health, the Schools of Nursing and Optometry provide clinical services. The Eldercare Center provides day health care for senior citizens.

4. *The general need for closer relations and better interaction with the St. Louis Community College, as such interaction is spotty at present.*

   Comment. We have a comprehensive articulation system in place facilitating enrollment of Community College District students on campus. Specific enrollment guides indicate which courses transfer to the St. Louis campus of the University of Missouri. In addition, we are developing links with the newly formed St. Charles County Community College to the west. The chancellor meets monthly with the president of the Community College District. The Vice Chancellor for Academic Affairs meets with the deans of the Community College campuses. UM-St. Louis and the community colleges have developed a joint proposal to the National Science Foundation to improve the mathematical and scientific skills of secondary school students. Routinely, UM-St. Louis department chairpersons meet with their counterparts from Jefferson College and East Central College.

5. *The need to review the value of the Downtown Center and the effectiveness of the Center for Academic Development in its present form and setting.*

   Comment. The Downtown Center was closed in 1982. The Center for Academic Development was examined by the Chancellor's Committee on Review in 1988. A group of campus faculty, augmented by consultants from two other universities, read the Center's self-study, interviewed faculty and students, and recommended continuation of the Center. Recommendations for improvement were offered.

6. *The need for more effective delivery of student services in integrated and mutually supportive ways.*

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Comment. In 1981 Dr. L. Sandy MacLean joined the campus as Dean of Students. Since that time his position has been elevated to a Vice Chancellorship. In 1984 the Division of Student Services was evaluated by the Chancellor's Committee on Review, and a number of improvements were introduced.

7. *The need for better internal communication within the University to keep all levels of the administration and the faculty well-informed about institutional goals, policies, and problems.*

Comment. Each year the President of the University and the four Chancellors conduct budget hearings on the four campuses. The University circulates several newsletters on important topics to faculty, staff, and students: Spectrum (UM system) and the Campus Reporter (UM-St. Louis campus). The Chancellor's bimonthly newsletter, In Touch, introduces new people on campus, and important news items are announced.

Major communication events are the Chancellor's Annual Report to the Community and the Chancellor's annual State of the University address to the campus. Minutes of the Chancellor's Cabinet meetings and of the Administrative Council are circulated. The Chancellor meets monthly with Deans and with department Chairpersons, and gives a report to the Senate each month. The Chancellor addresses the faculty each semester and calls special meetings to communicate matters of interest to the campus community. Each Wednesday the Chancellor has open office hours for members of the campus community.

8. *The need to review UMSL's governance structure to determine if a more effective faculty governance mechanism can be developed to assure effective faculty involvement in planning and policy development. This review might also include consideration of the possible delegation of more authority below the level of the Chancellor's office.*

Comment. In the 1980s the campus made several efforts to reorganize the Senate, including a detailed proposal from Chancellor Arnold B. Grobman and a full year of study. There has been no radical degree of reorganization of the governance structure. Our present system works satisfactorily, and there is no discernible alienation from the current system.

The Faculty Council, Staff Association, and Student Assembly are quite active, and we believe that the governance system operates effectively. With regard to "delegation of more authority below the level of the Chancellor's office," the fact that we now operate with four Vice Chancellors indicates a further degree of delegation.

G. Partnerships for Progress. The Board of Curators' Long-Range Plan

emphasizes the diversity of each of the four campuses in its mission, clientele served, and programmatic strength. The Plan also underscores the need to prioritize quality programs which serve identified needs of the citizens of Missouri. The Mission Statement of UM-St. Louis cites the shared land-grant tradition and commitment to research and public service. In addition, the Mission Statement speaks to a special role, determined by its urban location, to help the St. Louis region progress and prosper. At UM-St. Louis, the Five-Year Plan, "Partnerships for Progress," enunciates the themes and goals which address the University's Long-Range Plan and the campus' Mission Statement.

The waning of America's industrial age and the emergence of a society in which information and knowledge are primary resources will no doubt make our cities more important. In many areas across the country, colleges and universities will hold the key to future economic development. The University of Missouri-St. Louis is uniquely positioned to prepare its students for managerial and leadership roles in a structurally transformed 21st century economy. Partnerships for Progress is an innovative model to prepare the citizenry to participate effectively in the economy now and in the 21st century through the activation of partnerships between the University and the community. Missouri's economy is changing rapidly. Partnerships for Progress responds to critical needs arising from this change.

The present form of the Partnerships for Progress initiative is an outcome of the extensive planning process initiated during the summer of 1986. The process was coordinated by the Office of Budgeting, Planning, and Institutional Research. Drawing upon input from the University Senate Committee on Fiscal Resources and Long Range Planning, the Chancellor's Council, and the Executive Committee of the UM-St. Louis Alumni Association, the campus produced this Plan. Partnerships for Progress, like the Curators' Long-Range Plan, is reviewed and updated annually. The financial resources to implement the Plan are sought through the campus' annual request for state funding and through donors in the private sector.

During 1987-88, several programmatic activities were initiated. Under Project Compete, recruitment for staff in the Early Childhood and Elementary Education area, the Bridge Program for High School Students, and High School Mathematics and Science Education area began. Under Project Advance, recruitment of staff was conducted for undergraduate programs in Computer Science and Mathematics, undergraduate programs in Business Administration, undergraduate Communication and writing programs, the School of Optometry, and the Department of Chemistry. In 1987-88, the Department of Chemistry received its first funds in support of its designation as a Department of Eminence.

Selected activities, such as the preengineering and the writing programs, were put on a firm, financial footing. The campus also committed financial resources to assessing outcomes and providing

additional scholarships and fellowships. Under Project Succeed, the campus established the Center for Science and Technology and the James T. Bush Center for Law, Social Change, and Conflict Resolution.

H.   Program Priorities. Building on initiatives started in 1987-88, the campus established program priorities for 1988-89 and later which fulfilled prior planning commitments. Recently activated programs are Master's degrees in Gerontology and the Administration of Justice, and the Ph.D. degree in Biology, Physics, and Political Science. Additional support is requested to continue progress toward Eminence in Chemistry and Political Science. Also identified for support is the Pierre Laclede Honors Program. Additional program priorities in the short range are the M.S. degrees in Nursing and in Social Work. The cooperative Ph.D. in Biology with the Missouri Botanical Garden and the M.A. in Administration of Justice were authorized in 1988.

CHAPTER TWO

GOVERNANCE AND DECISION-MAKING

A. Organization of the Campus. The organizational structure for UM-St.
    Louis complements and facilitates the achievement of its special
    mission as an urban university. While Board of Curators policy
    assigns authority in curricular matters to the faculty, the opera-
    tions of the campus are managed by the Chancellor, who is appointed
    by the Board of Curators upon recommendation of the President. As
    chief academic and administrative officer, the Chancellor is respon-
    sible for making recommendations to the President on the needs of
    the campus, for keeping the President informed of campus develop-
    ments, and for carrying out such additional duties as the President
    and the Board may delegate or assign.

    The Chancellor is assisted by her administrative staff, which is
    composed of the Vice Chancellor for Academic Affairs, Vice Chan-
    cellor for Administrative Services, Vice Chancellor for Student
    Affairs, Vice Chancellor for University Relations, Special Assistant
    to the Chancellor for Budgeting, Planning, and Institutional Re-
    search, and the Deputy to the Chancellor. The four Vice Chancellors
    are charged with the responsibility for specific programs and func-
    tions. Figure 2 depicts general organizational line relationships at
    UM-St. Louis. In the Chancellor's office, a recently formed unit,
    the Office of Budgeting, Planning, and Institutional Research
    supports executive management. A second unit is the Office of the
    Consultant to the Chancellor for Minority Affairs. Its mission is to
    provide advice and assistance to develop a wholesome learning
    environment for racial minorities to pursue and achieve their
    academic objectives, and to enhance their cultural and recreational
    experiences.

    The Vice Chancellor for Academic Affairs manages the Schools and
    Colleges, Libraries, Affirmative Action, Office of Research Admini-
    stration, the Center for Academic Development, the Instructional
    Technology Center, the Office of Computing and Telecommunications,
    and the research centers in urban studies, international affairs,
    and conflict resolution. A Dean administers each of the following
    academic divisions: Arts and Sciences, Business Administration,
    Continuing Education-Extension, Education, Evening College, Graduate
    School, Nursing, and Optometry. The Vice Chancellor for Adminis-
    trative Services oversees Fiscal Operations, Business Services,
    Facilities Management, Human Resource Development, and the Police.
    The vice chancellor for Student Affairs administers the Office of
    Admissions and Records, Athletics, Career Planning and Placement,
    Counseling Service, and University Center/Student Activities. Uni-
    versity Center activities and related programs are managed under
    the Assistant to the Vice Chancellor for Student Affairs. Finally,
    the Vice Chancellor for University Relations oversees Alumni and
    Constituent Relations, University Communications, Special Events,
    and Development.

B. Governance. At UM-St. Louis, several groups are involved in govern-
ance of the campus. These include the Chancellor and her administra-
tion, the Senate, the faculty, the Faculty Council, the Intercampus
Faculty Council, the students, and the staff. Interlocking member-
ships among committees and units facilitate representation of
constituents' views. The discussion in this section will be limited
to the campus level.

1. Chancellor. As chief academic and administrative officer for
the campus, the Chancellor is responsible for campus operation.
The Chancellor consults not only with her Administrative
Council (Vice Chancellors), but also with the Chancellor's
Cabinet, which includes the four Vice Chancellors, the Special
Assistant to the Chancellor for Budgeting, Planning, and
Institutional Research, the Deputy to the Chancellor, the
Consultant to the Chancellor for Minority Affairs, the Assis-
tant to the Chancellor for Public Affairs, the Assistant Vice
Chancellor for University Relations, and the Chairperson of the
Senate. In addition, the Chancellor has established a number of
standing and ad hoc committees to advise her. Moreover, the
Chancellor works with the representatives of the other govern-
ance units in formulating policy, program recommendations, and
resource allocation.

2. Senate of the University of Missouri-St. Louis. As provided in
the Faculty Bylaws, the Senate is composed of the President,
the Chancellor, the four Vice Chancellors, the Deans of the
Schools, Colleges, and Extension Division, the Director of
Libraries, the Presiding Officer of the Faculty Council, the
President of the Student Body, 75 elected faculty members, 25
student members, and a number of ex-officio non-voting members.
The Senate is empowered to conduct the functions of the faculty
not reserved by the faculty as a body or specifically delegated
to the Faculty Council. It meets monthly or when called into
session by the Executive Committee of the Senate. The Senate
has 16 standing committees which meet regularly during the
academic year to consider issues to be brought to the Senate
floor or to make recommendations to appropriate administrative
offices. The Chairperson of the Senate, in continuing consul-
tation with the Faculty Council, represents faculty interests
when opinions are sought by members of the Board of Curators.

3. Faculty. According to the Faculty Bylaws, the faculty of the
University of Missouri-St. Louis consists of the President,
the Chancellor, all persons with regular full-time academic
appointments, and others elected by the faculty. The faculty of
the University of Missouri-St. Louis, together with appropriate
administrative officers, bears responsibility for recommending
and implementing educational policy, particularly in areas
of curriculum, degree requirements, methods of instruction,
research, requirements for admission, student affairs, and
faculty status. The faculty may make recommendations to the
chancellor concerning general policy matters affecting the
University. Where appropriate, the faculty may delegate its

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responsibility to separate schools or colleges, the faculty Council, and University Senate within the University of Missouri-St. Louis.

The faculty elects representatives to committees on financial exigency, the faculty grievance panel, the Intercampus Faculty Council, and the University Faculty Committee on Tenure. Faculty members are also asked to serve on UM system and campus wide committees.

4.   Faculty Council. The Faculty Council, as the standing representative body of the faculty, formulates and promulgates faculty views on matters of concern to the faculty and serves as a locus of advocacy of these views to University officials and others when appropriate. It also informs itself and the faculty of actions or contemplated actions of University officials or others of concern to faculty members. Issues addressed by the Faculty Council are generated by the departments or individual faculty members.

Regular members of the Faculty Council are elected departmental representatives, who serve for two years. Each department has one representative for each 10 FTE faculty or fraction thereof. Elected representatives of a department may not hold an administrative appointment. Any action of the Faculty Council may be placed on the agenda of the University faculty at the written request of 20 members of the University faculty. The vote of the University Faculty supersedes the vote of the Faculty Council.

5.   Intercampus Faculty Council. The Intercampus Faculty Council is a group of 12 faculty members, three from each of the four UM campuses, who meet regularly with the president and vice presidents of the University of Missouri. Each campus determines the procedures for selecting its own Intercampus Faculty Council representatives.

The three members of the University of Missouri-St. Louis on the Council are elected by the University faculty for three years with staggered terms, so that one member will be replaced or re-elected each year. The members of the Intercampus Faculty Council from the University of Missouri-St. Louis select one from their group to serve on the Executive Committee of the Senate.

The Intercampus Faculty Council is an important source of direct communication between the UM system President and the faculty. Topics of discussion include the UM budget, retirement and benefits, pending legislation, intercampus cooperation, and various other issues.

6.   Student Association. In addition to being represented on the Senate, the students have their own governing organization. The Student Association Assembly at the University of Missouri-St.

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Louis is the governing body of the students. The purpose of the Student Association Assembly, as described in its constitution, is "to provide for greater student participation in the general administration and government of ... (UM-St. Louis) and to promote the general welfare of the academic community." The Student Association Assembly is "designed to work toward full student participation in all aspects of University life, University affairs, and policy making; and to carry out the philosophy that all students be encouraged to govern themselves and be responsible for their government. In addition, the Association shall work with the faculty and administration toward the objective of creating and maintaining an institution of increasing services to the students, alumni, the metropolitan community, and the state."

The Association is made up of all students registered at the University of Missouri-St. Louis. The legislative body, known as the Assembly, consists of elected and organizational representatives. There is one elected representative for every 500 students, or fraction thereof greater than 1/2, in the following Schools and Colleges: Graduate School, Evening College, Business Administration, Education, Arts and Sciences, Optometry, and any school or college to be established in the future at UM-St. Louis. Each recognized organization is allowed one representative to the Assembly. All terms are for one academic year.

7. Staff Association. The University of Missouri-St. Louis Staff Association is a body formed to consider, to recommend and to take such other actions as are properly related to the common concerns and best interests of the membership.

    All administrative, service, and support staff of UM-St. Louis who have a full-time equivalence of 50 percent or more are members of the Staff Association, except those employees having other campus representation.

    The purposes of the Staff Association are to foster a spirit of unity and cooperation among all employees of UM-St. Louis, to consider methods and means by which employment conditions may be improved and the operating efficiency of UM-St. Louis increased, to receive and consider matters concerning working conditions of the membership, and to make such recommendations that it deems appropriate. The Association provides one additional means of communicating problems of mutual concern between the Staff Association and the UM-St. Louis administration. In order to accomplish its purposes, the Staff Association works closely with the campus administration and meets at least once a year with the Chancellor and periodically with the Vice Chancellor for Administrative Services.

    The Staff Association meets at least once each semester during the academic year or when the President of the Staff Association calls a special meeting.

C. Planning and Objectives. Planning is a vital administrative process
    at UM-St. Louis for actualizing its mission as an urban university.
    Several campus governance units participate interactively in the
    planning process. As a result of this process, several strategic
    planning documents have been produced. These documents include the
    Long-Range Plan of the University of Missouri and the UM-St. Louis
    Five-Year Plan, each of which is reviewed annually.

    1. Board of Curators' Long-Range Plan. The Long-Range Plan of
        the University of Missouri was initially developed by a Long-
        Range Planning Steering Committee appointed by the University's
        Board of Curators in March 1983. Campus liaison committees with
        the Board Committee were formed, and input from each campus of
        the system was requested through the Program Priority Process.
        At UM-St. Louis, 32 proposals were submitted by the Deans to
        the Vice Chancellor for Academic Affairs, who in turn, advanced
        the proposals to the Office of the Chancellor. The Chancellor,
        as chairperson of the Senate Committee on Fiscal Resources and
        Long-Range Planning, involved this group in a review and prior-
        itization of the proposals, which were then forwarded to the
        pPresident's Office. Subsequently, eight proposals were
        accepted for inclusion in the Long-Range Plan "Toward Excel-
        lence: The Next Decade of the University of Missouri." The
        report of the committee was adopted by the Board on October 26,
        1984. Updates to the plan occurred in December 1985 and Decem-
        ber 1986.

        The Long-Range Plan expresses the mission of the University of
        Missouri and its campuses, identifies clientele to be served,
        and specifies goals and objectives related to student enrich-
        ment, programs, research, extension and service, faculty and
        staff; administration, organization, and support services; and
        finance. The Long-Range Plan also addresses the financial
        blueprint for the achievement of goals and objectives and
        student fee policy.

        The importance of planning is stressed in "Toward Excellence:
        The Next Decade of the University of Missouri," which states
        that "the University will utilize an ongoing planning process,
        which is decision-focused, information-based, timely and struc-
        tured, and participatory." Further, it has been tied directly
        to budgeting decisions.

    2. UM-St. Louis Five-Year Plan. At UM-St. Louis, planning is an
        integral part of campus life. During the fall of 1986, the
        UM-St. Louis community instituted a strategic planning process
        involving faculty, students, staff, and administration to set a
        direction for the future. Coordinated by the Office of Budget-
        ing, Planning, and Institutional Research, the campus plan is
        reviewed in the fall and modified to document accomplishments
        and make appropriate revisions.

        At the campus level, programmatic and budget requests are
        routed through the vice chancellors. The academic deans submit

their proposals to the Vice Chancellor for Academic Affairs. The Vice Chancellors then present the proposals to the Chancellor, who reviews them along with the Senate Committee on Fiscal Resources and Long Range Planning, the Chancellor's Council, and the Executive Committee of the UM-St. Louis Alumni Association. As a standing committee of the Senate, the Committee on Fiscal Resources and Long Range Planning examines general budgetary allocations and priorities, considers questions related to campus development and to the University of Missouri system, and makes recommendations on development and fiscal matters to the Chancellor.

Since it is prepared each January, the Five-Year Plan is the key guide for the campus' annual request for state funding and for its proposed changes in the UM Long-Range Plan.

3.   Partnerships for Progress. Partnerships for Progress: Missouri in the Next Century, 1988-1993, is an important theme of the University of Missouri-St. Louis Five-Year Plan. In response to demographic and technological changes, Partnerships for Progress is designed to lay a foundation for enhanced economic development in the state of Missouri and the St. Louis metropolitan area.

Partnerships for Progress has three components: 1) Project Compete, 2) Project Advance, and 3) Project Succeed. The intent of Project Compete is to improve precollegiate education. During 1987-88, some activities were initiated, such as the Bridge Program for high school students and the expansion of mathematics and science education programs at the secondary and elementary levels. Other planned activities include collaboration with Harris-Stowe State College to train secondary school teachers, in-service training for elementary and secondary school teachers, visual screening for children from disadvantaged backgrounds, and the expansion of adult education and lifelong learning efforts. Moreover, to excel in pre-service teacher education, the campus plans to improve advisement, increase the number of full-time faculty, and decrease class size. Future academic programs include the bachelor's degree in Educational Studies, which would prepare individuals to improve adult education/training in industry; master's degree programs in music, music education, and physical education; and the enhancement of the doctorate in education to produce more research on educational policy and more educational leaders.

The purpose of the second component of Partnerships for Progress, Project Advance, is to strengthen and expand the UM-St. Louis curriculum. Initial efforts have been made to bolster the pre-engineering program and to enhance the undergraduate programs in Mathematics and Computer Science, Business Administration, Communication, and writing. In addition, recruitment of staff has begun to complete the degree program in Optometry and to move Chemistry toward Eminence.

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In the future, other academic programs are needed. Among these programs are baccalaureate degrees in Medical Technology and Studio Art, the Executive MBA, master's degrees in Computer Science, Nursing, Social Work, Physiological Optics, and other cooperative graduate programs; doctoral degrees in Nursing, Management, Biology, Physics, Physiological Optics, and Mathematics. Also, Certificate programs in Gerontology and Molecular Biological/Microbial Technology would begin to address the changing needs of today's society.

Other academic areas to be enhanced include Administration of Justice, the graduate programs in Business Administration, the doctoral programs in Psychology and Political Science, liberal arts, Political Science Eminence, Applied Economics, and the undergraduate Nursing program. The campus would strengthen its curriculum by stimulating international exchange programs of scholars and students, by retaining its best scholars through chaired professorships and by improving the Pierre Laclede Honors Program. Through extension of the campus to the community, UM-St. Louis can synergize resources to enrich the curriculum. UM-St. Louis intends to build a partnership with the St. Louis Science Center and to increase the number of full and associate professors in the Center for Metropolitan Studies and the Center for International Studies.

4. Centers of Eminence. Consistent with the UM Long-Range Plan and the campus Mission Statement, and the Five-Year Plan, the Departments of Chemistry and Political Science have been designated by the UM Board of Curators as Centers of Eminence. The eminence designation indicates a commitment to the achievement of excellence within the scientific and academic communities in those fields.

The third component of Partnerships for Progress, Project Succeed, is designed to extend and apply UM-St. Louis teaching, research, and service resources to critical needs. This means expanding access to education through weekend degree programs, off-campus course offerings, and advance credit programs in high schools. During 1987-88, the Center for Science and Technology and the James T. Bush Center for Law, Social Change, and Conflict Resolution were established. Future proposed centers are the Center for Corneal and Contact Lens Research, the East St. Louis Optometry Clinic, and the Center for Molecular Electronics. Moreover, both a Director of Labor Programs to serve as liaison between the University and organized labor and a specialist to advance applied research in public policy have been suggested to address regional issues.

The Five-Year Plan also highlights campus efforts, through Project Support, to improve those elements within the University which undergird the work of UM-St. Louis. In order to achieve all the objectives of Projects Compete, Advance, and Succeed, UM-St. Louis needs to strengthen programs which support the teaching, research, and service missions. Resources

are needed to improve the libraries' holdings and collections, to acquire computing equipment, to expand advising and tutoring services to new students, to assess learning outcomes, to provide scholarships and fellowships for outstanding students, and to expand the cooperative education program and career placement effort. Other planned improvements are to increase research funding and scholarly journals edited on campus.

5. Future Developments. Also in the next five years, additional funding will be sought for the new science building, to operate programs and for other efforts needed to ensure the success of our plans. At least three units, University Relations, Administrative Services, and Budgeting, Planning, and Institutional Research need expansion to increase substantially private giving, to communicate effectively with the campus' constituencies, and to provide timely information which will serve the planning and administrative processes more efficiently.

D. Accreditation Status. There are nine campus programs for which accreditation is possible. All eligible programs are accredited, as Table 1 indicates.

TABLE 1

ACCREDITATION STATUS, 1988

Program	Accrediting Agency	Expiration Date
Business Administration	American Assembly of Collegiate Schools of Business	1994
Chemistry	American Chemical Society	1989
Music	National Association of Schools of Music	1992
Nursing	National League for Nursing	1991
Optometry	American Optometric Association	1989
Psychology (clinical)	American Psychological Association	1988
Public Policy Administration	National Association of Schools of Public Administration	1994

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Social Work	Council on Social Work Education	1993
Teacher Education	National Council for Accreditation of Teacher Education	1991

E. Chancellor's Committee on Review. In 1974 President James Olson directed that all four campuses develop and operate a system for reviewing academic programs at intervals of five years. The St. Louis campus did so, and we are in our third cycle. In 1981 the committee was directed by Chancellor Arnold Grobman to review the non-academic units on campus. In Fall 1988 we will begin a second cycle of review of the operations of three vice chancellors beginning with University Relations and followed in successive years by Student Affairs and by Administrative Services. (See Table 2)

The process is one of self-study in which units draw on two guides to self-study developed for academic and nonacademic units. The typical unit is an academic department or professional school. The Chancellor's Committee on Review creates visiting subcommittees which include an expert from another UM campus nominated by the unit under study. Each subcommittee is led by the permanent chairperson who drafts the reports. Routinely, the following steps occur:

1. Chancellor's Committee on Review (CCR) establishes five-year schedule of program reviews and sends it to all units.

2. CCR confirms date for review in the preceding year, alerts units to begin self-study, and negotiates date for receipt of self-study.

3. The unit prepares a self-study and nominates non-UM-St. Louis reviewers.

4. A subcommittee of the CCR including the non-UM-St. Louis expert reviews the self-study and conducts a visit.

5. The subcommittee prepares a draft report for the full CCR.

6. The CCR critiques the draft and develops a final report.

7. The CCR final report goes to the unit and to the Higher Education Administrator for written comment.

8. The self-study, CCR report, department comments, and Administrator's comments go to the appropriate Vice Chancellor.

9. The Vice Chancellor convenes a conference on the CCR recommendations with the following people, the CCR Chairperson, the Unit's Chairperson or Administrators, and, for academic departments, the Dean.

10. At the end of the academic year, our Chancellor sends a report to the University of Missouri Vice President for Academic Affairs at University Hall in Columbia on the year's work, plus progress to date on recommendations for changes in units reviewed in the preceding year.

TABLE 2

SCHEDULE OF PROGRAM REVIEWS

ACADEMIC YEAR	UNIT
1984-85	Education Social Work Nursing Business Psychology
1985-86	Biology Speech English B.S. General Studies Evening College Continuing Education Administrative Services
1986-87	Economics Modern Foreign Languages Sociology Anthropology Computing KWMU
1987-88	History Mathematical Sciences Political Science Philosophy Physics Center for International Studies Center for Academic Development

1988-89	Administration of Justice
	Art
	Music
	Center for Metropolitan Studies
	University Relations
	Affirmative Action
	Academic Affairs
1989-90	Gerontology
	Public Policy Administration
	School of Optometry
	Libraries
	Student Affairs
	Arts and Sciences
	Instructional Technology Center

Each year we attempt to upgrade the process, and we incorporate requests from the University's central administration and from the state for information.

Important points are as follows: First, the campus has been engaged in continuous self-study for the last 12 years. The process is now institutionalized so that it is approached in a fairly routine fashion by the campus. The procedure is assessed from time to time, and elements are added, deleted, and clarified. In early 1987, for example, the committee drew on its experience and developed parallel guides for academic and nonacademic units.

Second, the procedure is organized to promote changes and to monitor them. Each self-study ends with a list of strengths, weaknesses and recommendations for change. These changes are discussed in confer- ence with the Vice Chancellor. At the end of the following academic year, the unit submits a report of progress toward the changes agreed upon in the conference; that information, as with all reports, goes to the President of the University of Missouri.

Third, the process is essentially the same whether the unit under scrutiny is academic or nonacademic. A subcommittee of volunteers from the Chancellor's Committee on Review and an expert nominated by the unit under scrutiny reads the self-study and interviews unit personnel. Recently, we have emphasized demonstrable student out- comes and participation of students in the site visit.

Fourth, outcomes of the process are available to the Dean, or Vice Chancellor in the case of nonacademic units, for planning. In each instance the unit formally relates its current status to previous reviews.

Fifth, in the case of units liable to external as well as internal review, the externally oriented self-study is used as the basic document, but is supplemented by materials which address campus questions. The five-year schedule reflects external review dates in order to reduce duplication.

In fall 1988 the campus begins another year of the cycle. To date most units have been reviewed twice and some three times. Exceptions have been caused by reorganization of units, changes of directors, etc. Table 2 presents recent, current, and projected program reviews.

Procedures. The Chancellor's Committee provides two versions of the Guide to Self-Study; one is for academic units, and the other is for nonacademic units. At the end of each year, the Guides are revised to provide clarity and to incorporate requests for additional information from University Hall and the state's Coordinating Board for Higher Education. Units have a degree of freedom to interpret items in light of the nature of the unit. Topics addressed are as follows:

Academic Unit	Non-Academic Unit
Program Data and Productivity	Unit Data and Productivity
Objectives and Operations	Objectives and Operations
Faculty, Students and Staff	
Facilities	Facilities
Budget	Budget
Evaluations and comparisons	Evaluation
Recommendations	Recommendations
(Appendices as necessary)	(Appendices as necessary)

The process continues in 1987-88, the self-study year for North Central Accreditation. As with all years in which external accreditation coincides with campus accreditation, units prepared their NCA self-studies and supplemented them for campus purposes with additional data.

Strengths of the Procedure:

1. There has been continuity of leadership since the program began.
2. The program emphasizes self-study and self-diagnosis.
3. Outside experts are nominated by the unit under study.
4. The cycle includes a one-year follow-up of progress toward agreed-upon changes.
5. Nonacademic units are reviewed.
6. The procedures for review of academic and nonacademic units are similar, and they are conducted by the same committee.

Criticisms of the Procedure:

1. They are time- and resource-consuming for units and for the Campus Administrator.
2. The value of the outside expert's contribution varies greatly.

In general, the process works smoothly. Outcomes of the review process are shaped by the participants and chairperson. Deans and

Directors have materials to draw into their planning activities. We are past the point at which units expect that money will flow automatically to them as a result of program review because they have demonstrated a need. As with many review processes, the act of incorporating review outcomes into campus-level planning and budgeting is not always apparent; the reason is that it occurs at lower levels. We believe that it is prudent to implement appropriate recommendations at the Department or Dean's level (and non-academic equivalent) since those strata of management are most affected. In the case of nonacademic divisions headed by Vice Chancellors, materials have been turned over to the Chancellor for evaluation and planning.

This system of review is supplemented from time to time by use of ad hoc committees. In 1988 the Vice Chancellor for Academic Affairs in consort with the other Vice Chancellors established a task force to study computing needs campuswide. This report for the North Central Association is the work of a still broader committee established by the Chancellor.

F. INVENTORY OF CURRENTLY OFFERED DEGREE
PROGRAMS AND EMPHASIS AREAS

DEPARTMENT	DEGREE PROGRAM	DEGREE(s)		EMPHASIS AREA
COLLEGE OF ARTS & SCIENCES				
ADMINISTRATION OF JUSTICE	ADMINISTRATION OF JUSTICE	BSAJ		AMERICAN POLICING SYSTEM
		BSAJ		CRIMINAL JUSTICE PLANNING
		BSAJ		ETIOLOGY AND PREVENTION
		BSAJ		TREATMENT OF OFFENDERS
ANTHROPOLOGY	ANTHROPOLOGY	BA		
ART	ART HISTORY	BA		
BIOLOGY	BIOLOGY	BA,	BS	
	BIOLOGY	MS		ANIMAL BEHAVIOR
		MS		BIOCHEMISTRY
		MS		DEVELOPMENT
		MS		ECOLOGY
		MS		GENETICS
		MS		MOLECULAR & CELLULAR BIOL
		MS		PHYSIOLOGY
		MS		PLANT SYSTEMS
CHEMISTRY	CHEMISTRY	BA,	BS	
	CHEMISTRY	MS		INORGANIC
		MS		ORGANIC
		MS		PHYSICAL
		PHD		INORGANIC
		PHD		ORGANIC
		PHD		PHYSICAL
ECONOMICS	ECONOMICS	BA,	BS	
	ECONOMICS	MA		
ENGLISH	ENGLISH	BA		
	ENGLISH	MA		AMERICAN LITERATURE
		MA		ENGLISH LITERATURE
		MA		LINGUISTICS
HISTORY	HISTORY	BA		
	HISTORY	MA		
		MA		HISTORICAL AGENCIES
MATHEMATICS & CMP SC	APPLIED MATHEMATICS	BS		CLASSICAL APPLIED MATH
		BS		STATISTICS
	COMPUTER SCIENCE	BS		
	MATHEMATICS	BA		
	MATHEMATICS	MA		

DEPARTMENT	DEGREE PROGRAM	DEGREE(s)	EMPHASIS AREA
COLLEGE OF ARTS & SCIENCES (Continued)			
MOD FOREIGN LANG-LIT	FRENCH	BA	
	GERMAN	BA	
	SPANISH	BA	
MUSIC	MUSIC	BA	
		BM	MUSIC MANAGEMENT
		BM	PERFORMANCE
	MUSIC EDUCATION	BM	
PHILOSOPHY	PHILOSOPHY	BA	
PHYSICS	PHYSICS	BA, BS	
		BS	ASTROPHYSICS
		BS	ENGINEERING PHYSICS
		BS	GENERAL PHYSICS
		BS	GEOPHYSICS
	PHYSICS	MS	
		MS	APPLIED PHYSICS
		MS	ASTROPHYSICS
POLITICAL SCIENCE	POLITICAL SCIENCE	BA	
	PUBLIC ADMINISTRATION	BSPA	
	POLITICAL SCIENCE	MA	AMERICAN POLITICS
		MA	COMPARATIVE POLITICS
		MA	INTERNATIONAL POLITICS
		MA	POLIT PROCESS & BEHAVIOR
		MA	PUB ADMIN AND PUB POLICY
		MA	URBAN & REGIONAL POLITICS
	POLITICAL SCIENCE	PHD	
PSYCHOLOGY	PSYCHOLOGY	BA	CHILD CARE & DEVELOPMENT
		BA	COMMUNITY MENTAL HEALTH
		BA	GRADUATE SCHOOL PREPARATION
	PSYCHOLOGY	MA	
	PSYCHOLOGY	PHD	CLINICAL-COMMUNITY PSYCHOL
		PHD	GENERAL EXPERIMENTAL PSYCH
		PHD	APPLIED PSYCHOLOGY
SOCIAL WORK	SOCIAL WORK	BSW	
SOCIOLOGY	SOCIOLOGY	BA, BS	
	SOCIOLOGY	MA	ADVANCED SOCIOL PERSPECTIVE
		MA	COMMUNITY CONFLICT INTERVEN
		MA	PROGRAM DESIGN & EVAL RES
		MA	SOCIAL POLICY PLANNING & AD

DEPARTMENT	DEGREE PROGRAM	DEGREE(s)	EMPHASIS AREA
COLLEGE OF ARTS & SCIENCES (Continued)			
COMMUNICATION	SPEECH COMMUNICATION	BA	GENERAL SPEECH COMMUNICATION
		BA	COMM THEORY AND RHETORIC
		BA	THEATRE
		BA	MASS COMMUNICATION
SCHOOL OF BUSINESS ADMINISTRATION			
BUSINESS AD (SCHOOL)	BUSINESS ADMINISTRATION	BSBA	ACCOUNTING
		BSBA	FINANCE
		BSBA	MANAGEMENT & ORGANIZ BEHAV
		BSBA	MARKETING
		BSBA	MANAGEMENT INFORMA SYSTEMS
		BSBA	MANAGEMENT SCIENCE
	ACCOUNTING	MACC	CORPORATE ACCOUNTING
		MACC	PUBLIC SECTOR ACCOUNTING
	BUSINESS ADMINISTRATION	MBA	ACCOUNTING
		MBA	FINANCE
		MBA	MANAGEMENT
		MBA	MARKETING
		MBA	QUANT MANAGEMENT SCIENCE
	MANAGEMENT INFORMATION SYSTEMS	MS	
SCHOOL OF EDUCATION			
INTERDEPARTMENTAL	EDUCATION	EDD	LEARNING-INSTRUCTIONAL
		EDD	BEHAVIORAL & DEVELOPMENTAL
EDUCATIONAL STUDIES	SECONDARY EDUCATION	BSED	
		BSED	BUSINESS EDUCATION
		BSED	ENGLISH
		BSED	MATHEMATICS
		BSED	MOD FOREIGN LANG-FRENCH
		BSED	MOD FOREIGN LANG-GERMAN
		BSED	MOD FOREIGN LANG-SPANISH
		BSED	MUSIC
		BSED	SCIENCE-BIOLOGY
		BSED	SCIENCE-CHEMISTRY
		BSED	SCIENCE-PHYSICS
		BSED	SOCIAL STUDIES-ECONOMICS
		BSED	SOCIAL STUDIES-HISTORY
		BSED	SOCIAL STUDIES-POLITICAL SC
		BSED	SOCIAL STUDIES-PSYCHOLOGY
		BSED	SOCIAL STUDIES-SOCIOLOGY
	EDUCATIONAL ADMINISTRATION	MED	COMMUNITY EDUCATION
		MED	ELEMENTARY ADMINISTRATION
		MED	SECONDARY ADMINISTRATION

DEPARTMENT	DEGREE PROGRAM	DEGREE(s)	EMPHASIS AREA
SCHOOL OF EDUCATION (Continued)			
EDUCATIONAL STUDIES	SECONDARY EDUCATION	MED	
(Continued)		MED	ADULT EDUCATION
		MED	CURRICULUM AND INSTRUCTION
		MED	READING
BEHAVIORAL STUDIES	SPECIAL EDUCATION	BSED	
		BSED	EMOTIONALLY DISTURBED
		BSED	LEARNING DISABILITIES
		BSED	MENTALLY RETARDED
	COUNSELING	MED	GENERAL COUNSELING
		MED	ELEMENTARY
		MED	SECONDARY
	SPECIAL EDUCATION	MED	GENERAL
		MED	BEHAVIORAL DISORDERS
		MED	EARLY CHILDHOOD SPECIAL ED
		MED	LEARNING DISABILITIES
		MED	MENTAL RETARDATION
ELEMENTARY AND EARLY	EARLY CHILDHOOD EDUCATION	BSED	
CHILDHOOD EDUCATION	ELEMENTARY EDUCATION	BSED	
	ELEMENTARY EDUCATION	MED	
		MED	READING
PHYSICAL EDUCATION	PHYSICAL EDUCATION	BSED	ELEMENTARY EDUCATION
		BSED	SECONDARY EDUCATION
SCHOOL OF NURSING			
NURSING (SCHOOL)	NURSING	BSN	
SCHOOL OF OPTOMETRY			
OPTOMETRY	OPTOMETRY	OD	
GRADUATE SCHOOL			
INTRADIVISIONAL	GERONTOLOGY	MS	
	PUBLIC POLICY ADMINSTRATION	MPPA	
EVENING COLLEGE			
EVENING COLLEGE	GENERAL STUDIES	BGS	

G. UNIVERSITY OF MISSOURI-ST. LOUIS FACULTY

A general description of the faculty will provide a perspective from which to view their accomplishments (see Tables 3 and 4). Since 1981 the number of faculty at all ranks has increased from 406 to 428. Since 1983 the composition of the faculty by gender has remained relatively constant, so that in 1987-88, 67.8% were men and 32.2% were women. Tenured faculty have increased from 197 to 226. The largest increase in regular faculty has been at the Professor level (52.5%) and the largest decrease at the Instructor level (89%). More women have achieved the rank of Associate Professor than have been promoted to other levels. In 1981-82 there were 14 women who were Associate Professors, but by 1987-88, 31 women were at that rank. However, almost as many faculty were tenured in 1987-88 (53.2%) as in 1983-84 (52.8%). Among the tenure track faculty, remarkably 94.3% hold a doctorate, .03% a specialist degree. A percentage of full-time faculty (21.3%) hold a master's degree, while 72.7% have a doctorate. In 1987-88 the average salary for a tenured Professor on a nine-month appointment was $41,300; Associate Professor--$32,600; Assistant Professor--$27,900; Instructor--$26,000. Non-regular Lecturers earned an average nine-month salary of $17,500.

As the campus enters its 25th year, we are proud that the faculty hired during the early years have become "stars" on both the national and international levels. Particularly relevant are four people appointed Curators' Professor in recent years. They are Jacob J. Leventhal, Curators' Professor of Physics; Eugene J. Meehan, Curators' Professor of Political Science; Robert W. Murray, Curators' Professor of Chemistry; and James N. Primm, Curators' Professor of History. Among these stars are Phillip James, who was funded by NASA for his research on the planet Mars and whose work was reviewed by National Geographic; Donald Phares, a specialist in state and local taxes, who has testified before 25 public boards throughout the country on that subject and was selected as the administrator of the Board of Freeholders during a rare convening of that body; Lance LeLoup, a leading authority on the federal budget process; Peter Wolfe, an internationally known authority on detective fiction, author of over 13 books, and editor of the Graham Greene Journal.

Joyce Y. Corey was awarded the prestigious Professional Women's Fellowship in Chemistry to engage in research at the University of Wisconsin-Madison; Roland Champagne has authored five books and more than 40 articles on French literary criticism and 20th-century French intellectual development; Jacob Leventhal, Curators' Professor, is the recipient of the University of Missouri Presidential Research Award and is an expert in microscopic nature of energy transfer (e.g., laser irradiation) and on atomic and molecular collision dynamics.

Doris Trojcak is nationally recognized as a science educator and an outstanding teacher; Huber Walsh has recently been selected as editor of a new journal for elementary-level social studies teachers; Richard Burnett is the author of a nationally used reading achievement test; Patricia Jakubowski is a nationally recognized authority in the area of assertiveness training, originator of cognitive-behavioral strategies, a four-phase model for dealing with assertiveness; Mary Castles is an

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TABLE 3

FULL-TIME INSTRUCTIONAL FACULTY BY RANK, GENDER, AND TENURE STATUS)
(as of 10/31 annually)

CLASSIFICATION	1981		1983		1984		1985		1986		1987	
	#	Tenured	#	Tenured	#	Tenured	#	Tenured	#	Tenured	#	Tenured
PROFESSOR												
Men	56	55	66	65	66	65	68	67	75	74	85	84
Women	5	5	7	7	6	6	7	7	8	8	8	8
Total	61	60	73	72	72	71	75	74	83	82	93	92
ASSOC PROF												
Men	111	108	116	114	107	103	104	99	101	98	90	88
Women	14	12	20	18	20	20	25	25	25	25	31	31
Total	125	120	136	132	127	123	129	124	126	123	121	199
ASST PROF (includes Visiting)												
Men	61	11	66	13	72	13	74	12	62	11	67	11
Women	36	3	34	4	33	3	29	3	33	3	30	3
Total	97	14	100	17	105	16	103	15	95	14	97	14
INSTRUCTOR												
Men	28	1	8	1	5	0	6	0	5	0	5	0
Women	36	1	5	1	4	1	2	1	2	1	2	1
Total	64	2	13	2	9	1	8	1	7	1	7	1
LECTURER												
Men	6	0	21	0	21	0	22	0	23	0	26	0
Women	7	0	36	0	39	0	44	0	38	0	42	0
Total	13	0	57	0	60	0	66	0	61	0	68	0
OTHER												
Men	25	1	15	0	18	0	18	0	18	0	17	0
Women	21	0	25	0	17	0	19	0	20	0	25	0
Total	46	1	40	0	35	0	37	0	38	0	42	0
TOTAL												
Men	287	176	292	193	289	181	292	178	284	183	290	183
Women	119	21	127	30	119	30	126	36	126	37	138	43
Total	406	197	419	223	408	211	418	213	410	220	428	226

*1982 information not available.

TABLE 4

DEGREES OF UM-ST. LOUIS FULL-TIME FACULTY, FALL 1986

	A&S	Bus Adm	Educ	Other Schools	Total University
Atlantic Coast	7	0	0	0	7
Atlantic Ten	4	2	2	0	7
Big East	4	0	1	0	5
Big Eight	18	2	6	0	26
Big Ten	59	17	16	1	93
Pacific Ten	18	4	1	0	23
Ivy League	33	1	0	0	34
Other	52	15	28	9	104
TOTAL	195	41	53	10	299

Highest Degree Held by Tenure Track Faculty/
Full-Time Instructional Faculty Fall 1987

Tenure Track Faculty

	Number	Percent
Doctorate	283	94.3%
Specialist	1	0.3%
Master's	15	5.0%
High School Diploma	1	0.3%
TOTAL	300	100.0%

Full-Time Instructional Faculty

	Number	Percent
Doctorate	311	72.7%
Specialist	3	0.7%
Master's	91	21.3%
Bachelor's	19	4.4%
Some College	2	0.5%
High School Diploma	2	0.5%
TOTAL	428	100.0%

expert in the area of clinical evaluation and evaluation protocol in nursing; Robert Nauss was the recipient of the Curators' Publication Award from the University of Missouri Press for the book <u>Parametric Integer Programming</u>.

James Breaugh is widely published in psychology and a member of the editorial board for <u>Personnel Psychology</u>; Ralph Garzia is well known for his research on vision screening of elementary school children; Carol Peck obtained $600,000 funding from the National Institutes of Health to study the eye movement system; Jane Flinn has expanded the Gateway Writing Project, a site of the National Writing Project, through a grant from the Fund for the Improvement of Post-secondary Education; David Carkeet received national recognition for his fiction and non-fiction work on Mark Twain.

Faculty have received many awards, such as Fulbright and National Endowment for the Humanities Awards. They have served as Fellows at the Institute for Advanced Study in Princeton, University of Karlsruhe, National Research Council, American Council on Education, Humboldt Foundation, Goethe Institute, National Association of Schools in Public Affairs and Administration, Netherlands Institute of Advanced Study, International Institute of Strategic Studies in England, the Kennan Institute, Center for the Study of Arms Control and International Security in England. The campus serves as the academic home for eight journals: <u>American Journal of Physics</u>, <u>American Journal of Police</u>, <u>American Review of Public Administration</u>, <u>Essays in Graham Greene</u>, <u>Journal of Non-Verbal Behavior</u>, <u>Sociological Quarterly</u> (Cooperatively with UMKC and UMC), <u>Urban Affairs Quarterly</u>, and <u>Social Studies and the Young Learner: A Quarterly For Creative Teaching In Grades K-6</u>. Faculty serve as primary editors of nine journals, associate editors of 43 journals, and consulting editors of 126 journals. Faculty have published books with both commercial and scholarly presses. Some of the commercial presses are Macmillan; McGraw-Hill; Little-Brown; Holt, Rinehart and Winston; Harper & Row; Prentice-Hall; Houghton-Mifflin; Dodd, Mead; W.W. Norton; Allyn & Bacon; Praeger; and Random House. Some of the University scholarly presses are Kansas, Michigan, North Carolina, California, New Mexico, Southern Illinois, Nebraska, Missouri, Duke, Stanford, Wisconsin, Chicago, Tennessee, Princeton, Cornell, John Hopkins, Harvard, Costa-Rica, Ghent, and Oxford.

As a relatively young campus, the University of Missouri-St. Louis can expect faculty honors, awards, and contributions to continue to increase. Our faculty are reaching their peak of productivity and increasing the prestige of the campus locally, across the nation, and internationally.

In Tables 3 and 4 are summary statements on the faculty. Table 3 presents an account by rank, gender, and tenure status. Table 4 describes the faculty in terms of academic preparation and the universities at which they pursued graduate studies.

H. SPECIAL PROGRAMS

1. The Pierre Laclede Honors Program, inaugurated in Fall 1985, represents the University's clear commitment to provide a challenging and

structured instructional program for a select group of highly motivated, above-average students. It is designed to range over their entire undergraduate career and, at present, is part of the College of Arts and Sciences. The curriculum currently consists of a series of specially designed honors courses, at the introductory and advanced levels, which satisfy most of the University's General Education Requirements. This term, just over 100 students are participating in the Program, with 65 enrolled in seven honors classes. The courses are taught by professors on loan to the Program from various disciplines. The Program is administered by a faculty director who chairs the College of Arts and Sciences Honors Committee.

Chancellor Marguerite R. Barnett has proposed the eventual evolution of the Pierre Laclede Honors Program into an Honors College. Various aspects of the current Program would be enhanced, and it is expected that several new features will be added, including an Honors Scholars Community Mentorship Program. The curriculum will be revised considerably, and the amount of available financial aid will be significantly increased. The size of the current Program will be approximately doubled, with students working toward degrees in the professional schools on campus as well as the College of Arts and Sciences. There will also be administrative changes. An Honors College has the potential to become one of the most exciting academic projects for undergraduate education that the campus has undertaken.

2. Building Bridges: A Four Year Effort.   The intense model Bridge Program undergirds the efforts of talented high school students to succeed academically and to make the transition from secondary to college education. During high school years, the Bridge Program offers a variety of activities: social and sporting events, testing, summer programs and mentor/tutor relationships, to help students bridge the gap between high school and college.

The Tutors/Mentors Program.   The mentors/tutors program provides high school students with college role models who assist them with their studies A special effort is made to encourage gifted students at the University, majoring in math and science, to become tutors. Through a training program tutors are well prepared for their duties.

Mentors, who also undergo special training, agree to stay in touch with from five to ten students, calling them regularly, bringing them to the campus for special events, and generally providing them with support and encouragement in their academic efforts.

Summer Programs for Enrichment.   The Summer Math and Science Academy provides students with a nonthreatening atmosphere in which to increase competence in mathematics and the sciences. Students from three city schools and three county school districts will participate in the program in 1988.

Summer Link provides high school students with the opportunity to apply for admission to the University of Missouri-St. Louis and to earn three hours of college credit by taking one of two courses offered each summer. The eight week courses include guided study sessions and assistance in college and career planning. Some students will be offered jobs in local corporations five afternoons per week during the program. Junior and senior high school students are eligible for this enrichment program.

In Service Training For Teachers. University faculty have met with Bridge Program teachers to plan courses that meet the needs of the teachers. Programs in reading across the curriculum were offered Bridge School Teachers. Programs are planned in Math, Computer Science and Literature. The Gateway Writing Program was open to teachers. The Storytelling Festival has also involved teachers.

3. The Advanced Credit Program is sponsored by the College of Arts and Sciences through Continuing Education-Extension. The plan offers college credit courses for high school juniors and seniors at selected high schools. Such programs provide an enrichment experience for university-bound high school students who demonstrate an ability to respond to an increased challenge. Introductory level courses in American history, Chemistry, Biology, English, Math, Political Science, Physics, and Debate have been offered. Students who enrolled and completed the course(s) received an official UM-St. Louis transcript with the appropriate grade earned. Each course is equivalent to the on-campus University course, and the credit is transferable to other universities and colleges.

4. Articulation. The University of Missouri-St. Louis and the eight area community colleges have participated in many cooperative efforts for the purpose of assisting students to transfer from one institution to another. The UM-St. Louis Office of Admissions, in cooperation with the community colleges, prepares individual transfer equivalency guides to assist students transferring to the University of Missouri-St. Louis. These publications are annually produced and paid for by the UM-St. Louis Office of Admissions. Copies are available to students at each campus. Since the St. Charles County Community College is relatively new, a transfer guide has not been produced. However, efforts are currently under way to determine course equivalencies which will result in a transfer publication.

The UM-St. Louis Admissions Office is a cosponsor of the University of Missouri/Community College Transition Conference. This conference is held annually to discuss articulation efforts among the University of Missouri and state public community colleges. In addition, the University of Missouri-St. Louis has sponsored many luncheons and workshops between various university faculty and community college faculty. These efforts have resulted in a better understanding of each institution's program and, consequently, better articulation efforts between the institutions.

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5. Path to Success. At the time of writing, the campus is designing a program to bring the resources of the campus into the lives of students in the most helpful way. Path to Success is an ensemble of services tailored to meet the needs of students. These services are blended through faculty, staff, and organizational systems, tailoring their delivery to the individual students. The vital student service components of the Path to Success program are: academic advising, tutoring, counseling, mentoring, educational support services, student aid, and assessment of learning outcomes. This project is discussed in greater detail in Chapter Four.

CHAPTER THREE

REALIZING INSTITUTIONAL GOALS THROUGH ACADEMIC PROGRAMS

The academic program of the campus is carried out by eight schools and colleges. Six of them are conventional units, the Schools of Business Administration, Education, Nursing, Optometry, and the College of Arts and Sciences. Their faculties are grouped in departments and divisions and so constitute the structure for daily operation of instruction. Other units are less conventional. The Evening College has a budget, and its faculty consists, to a large extent, of people in the departments of the schools and colleges. Part-time faculty also instruct for the Evening College. Summer School operations are managed by the Dean of the Evening College, who assigns funds to the schools and colleges. The Graduate School has a nominal faculty, drawn from the units, who like the Evening College faculty exercise corporate functions, such as approving regulations and recommending students for graduation. Unlike the Evening College, the Graduate School has no instructional budget. The Division of Continuing Education and Extension also draws on other units for instructors. It also offers noncredit instruction, and it expresses the land-grant tradition of the University as a whole. The Dean of the Graduate School and Continuing Education are Associate Vice Chancellors. All academic units report, directly or indirectly, to the Vice Chancellor for Academic Affairs.

The future academic growth of the schools and colleges is set forth in the campus plan--Partnerships for Progress--which implements the Mission Statement for the campus in the Curators' Long-Range Plan, Toward Excellence. In the campus plan, academic units' aspirations which have been reviewed and approved are set forth. Partnerships for Progress is the mechanism by which resources will be applied to research goals.

We now turn to a consideration of the individual schools and colleges and their contribution to the mission of the campus through academic programs.

A. COLLEGE OF ARTS AND SCIENCES

1. Mission and Goals. The College of Arts and Sciences plays a central role in executing each of the University's three missions: teaching, research, and service. It is by far the largest provider of each of these activities at UM-St. Louis.

   The College is responsible for achieving the University's goal that "all baccalaureate graduates...should have a sound intellectual foundation in the liberal arts and sciences." It provides the general education for all pre-professional students with a particular emphasis on writing. Beyond this, it offers baccalaureate degrees in each of its 18 departments, master's degrees in ten units, and doctoral degrees in four.

   In addition to disseminating existing learning, the College produces new knowledge. College faculty conduct an extensive array of basic

and applied research and, within the fine arts, develop and execute creative works. Today, as in the past, any measure indicates that more than 80 percent of the research at UM-St. Louis is generated within the College. The products of this research both inform the College's teaching and contribute to the society's well-being.

The College is a leader in applying the land-grant mission to an urban community. It conducts applied research on urban issues, provides a wide array of noncredit programs in all its disciplines, and extends credit courses to those unable to come to the campus during normal teaching. times. In executing its service role, the College works closely with UM-St. Louis Continuing Education-Extension and with UM Cooperative Extension.

2.   Governance and Administration. The College Dean invites collegial input from College faculty for all major decision-making. The principal avenues for this input are the standing elected committees of the College (see Figure 3).

The Policy Committee--composed of all 18 department Chairs; the Directors of the Honors Program, Women's Studies Program, and KWMU, and the Associate Deans--meets regularly with the Dean to discuss initiatives advocated by the Dean or by one of the representatives on the Committee and to discuss policy issues within the College. Guests from the campus administration are regularly invited to the Policy Committee meetings to keep the College well-informed and to provide avenues for feedback on day-to-day operations back to campus service and support organizations.
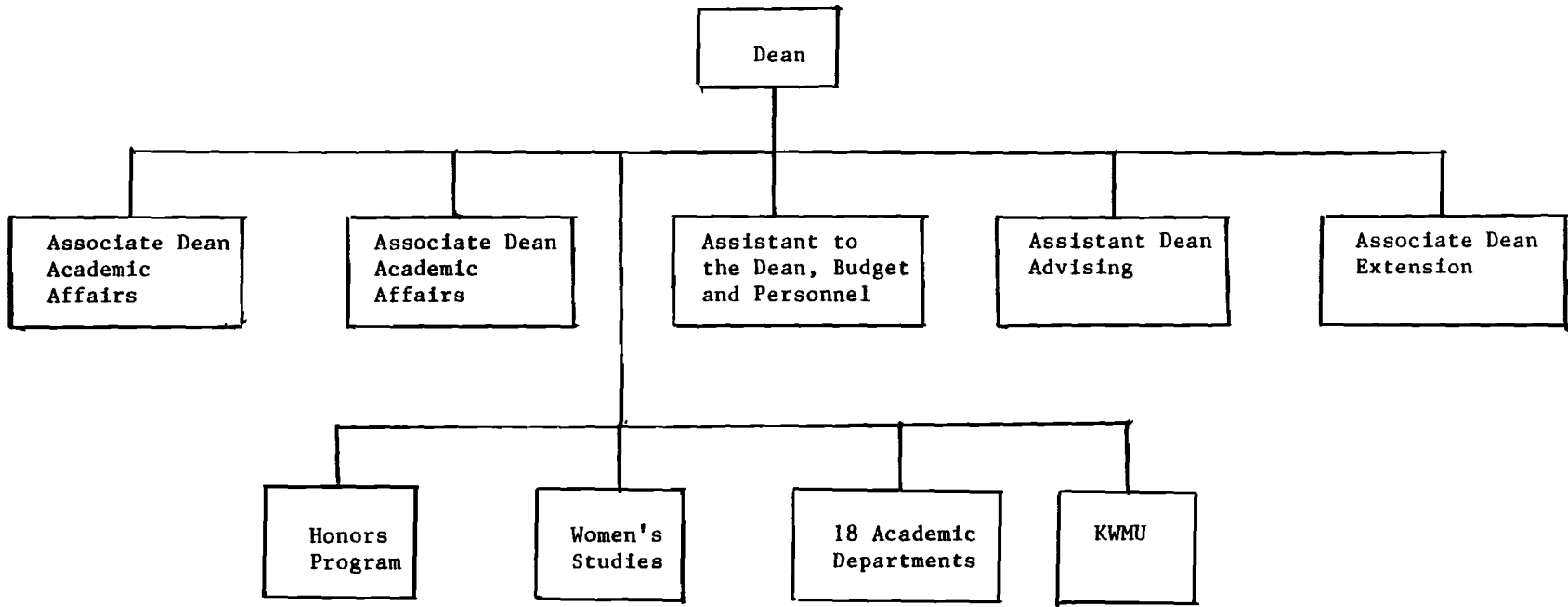
The College is committed to short- and long-term planning of new programs, budgets, and capital improvements. The Planning Committee works with the dean to develop a five-year College plan which is revised annually through input from the department chairs and directors. The needs of the College are grouped under four categories: new programs, expanded programs, support for professional education, and intellectual maturation. These needs are reviewed annually with interviews between the Committee and each department chair and director. The Planning Committee authorizes the Dean to pursue any of the items within the plan without respect to priority order. The capital improvement needs of departments have been added in 1987 as part of the College plan which is then integrated into the UM-St. Louis and the UM Plans.

The Curriculum, Interdisciplinary, and Honors Committees provide forums for faculty discussion and deliberation about curricular development within the College. The Faculty Development and the Academic Advising Committee provide opportunities for faculty and student recommendations on College policies about leaves, sabbaticals, grading, and advising. The Committees report to the College faculty and recommendations are made to the Dean. All members are elected after recommendation from the College Committee on Committees.

In addition to the standing committees, ad hoc committees are

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FIGURE 3

COLLEGE OF ARTS AND SCIENCES ORGANIZATIONAL CHART

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                            ┌──────────┐
                            │   Dean   │
                            └────┬─────┘
   ┌──────────┬────────────┬─────┴──────┬─────────────┬──────────────┐
┌──┴───────┐┌─┴────────┐┌──┴────────┐┌──┴────────┐┌───┴──────────┐
│Associate ││Associate ││Assistant  ││Assistant  ││Associate Dean│
│Dean      ││Dean      ││to the     ││Dean       ││Extension     │
│Academic  ││Academic  ││Dean,Budget││Advising   ││              │
│Affairs   ││Affairs   ││and Personnel│           │              │
└──────────┘└──────────┘└───────────┘└───────────┘└──────────────┘
                    ┌───────┬──────┴────┬────────┐
               ┌────┴───┐┌──┴────┐┌─────┴─────┐┌─┴────┐
               │Honors  ││Women's││18 Academic││ KWMU │
               │Program ││Studies││Departments││      │
               └────────┘└───────┘└───────────┘└──────┘
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appointed by the Dean to provide collegial discussion of College issues and to solicit recommendations from faculty members. The most important of these are the promotion and tenure committee, the Advising Coordination Committee, and the Selection Committees for the Weldon Spring Humanities Seminar, the Truman Foundation and other research competitions.

Decision-making for day-to-day operations is decentralized as much as possible to department Chairs and Directors. The Dean and the Dean's staff provide supervisory guidance and policy for the management of personnel and budgets at the department level. Regular reports are provided to the Dean about the management of personnel and budgets both from the departments and from campus administrative services.

The organizational chart indicates the ongoing division of responsibilities within the College. Because of their respective disciplinary backgrounds, the Dean and two of the Associate Deans divide the monitoring responsibilities for the Humanities, Social Sciences, and Mathematics/Sciences. One Associate Dean is responsible for processing curricular changes, course scheduling, and overseeing undergraduate programs. Another Associate Dean administers faculty development programs, oversees graduate programs and extramural research, handles space issues, and plans the summer session offerings. These two positions are typically occupied by tenured faculty on a half-time appointment during the academic year and a full-time appointment during the summer.

The Assistant to the Dean is responsible for the daily budgeting and personnel administration in the College and develops and monitors the necessary management information systems. This position is typically held by someone with an undergraduate degree in business administration.

The Assistant Dean for Advising is responsible for the academic advising for all undeclared majors and pre-professional students, for maintaining student records, and for overseeing special student retention programs within the College. The post is usually occupied by a non-tenure track faculty member with a doctoral degree.

The Associate Dean for Continuing Education-Extension develops and administers the College's applied research programs, noncredit instruction, and off-campus and off-schedule credit instruction. This position is held by a tenure track faculty member.

All of these individuals, as well as the 18 departmental Chairs, the KWMU General Manager, and the Coordinators of the Honors Program and the Women's Studies Program, report directly to the Dean. The Dean also presides at meetings of the Policy Committee, Planning Committee, and Promotion and Tenure Committee.

3. Resources
    (a) The permanently funded positions in the College departments

consist of 71.19 FTE Professors, 83.40 FTE Associate Professors, 52.69 FTE Assistant Professors, 1.0 FTE Instructors, and 28.92 FTE Lecturers; the total ranked faculty totals 237.20 FTE. There are 49.00 FTE Graduate Teaching Assistants and 43.62 nonacademic people. The College staff consists of five FTE administrative people in the Dean's office, 6.4 FTE people in advising, and 6.61 FTE people in Continuing Education-Extension. These positions are supplemented with additional positions funded from cost money. Certain departments or units, such as Computer Science, Communication, and the Advising office, use such additional positions every year.

The quality of the faculty within the College of Arts and Sciences is one of the campus' strengths. This may be documented in various ways. The institutions from which the faculty obtained their doctoral degrees are listed in Table 5. Universities that have provided 10 or more faculty are Washington University in St. Louis, University of Wisconsin, University of Michigan, and Harvard University. The list of universities at which our faculty spend research or sabbatical leave is even more impressive. Two of the College faculty have received University of Missouri Presidential Research Awards, and four are presently Curators' Professors. The first Burlington Northern award for teaching in the UM system was also given to a member of this College. The quality is also shown by the faculty's mobility and by their achievements. The latter are listed in a later section.

During the past decade, a promising group of faculty-largely in their 30s-have matured into an outstanding set of scholars now in their 40s. They are a great strength of the College, which must begin to recruit the next generation. Given the few retirements expected within the next ten years, the College plans to manage creatively to lessen its intellectual dependence on this one single cohort of faculty.

(b)   The major source of the College's budget is the general operating budget of the University. Of this, 66 percent is from state appropriations and 33 percent is from student fees.

The formal College budget is shown in Table 6. It does not include money from gift accounts that are administered by individual departments, nor money from grants and contracts that may be administered by the Research Office, the Extension Division or individuals and their departments. It includes money that was transferred from the Evening College in past years and therefore represents a commitment to provide teaching in the evening as well as the day.

A proportion of the basic teaching in the College is not covered by the regular budget and is met from soft money. To this extent the College is underfunded. The College's expense and equipment allocations are also low. Fortunately, an

TABLE 5

COLLEGE OF ARTS AND SCIENCES

FACULTY Ph.D. SCHOOLS   1987-1988

Washington University	15	Eastman School of Music	1
University of Wisconsin	13	Georgetown	1
University of Michigan	11	London School of Economics	1
Harvard	10	Loyola	1
Indiana	8	New York University	1
Northwestern	8	Notre Dame	1
University of Missouri-Columbia	8	Penn State	1
Columbia University	6	Rice	1
University of California-		Rockefeller	1
Las Angeles	6	Rutgers	1
Yale	6	Stanford	1
University of California-Berkley	5	University of Bucharest	1
Michigan State	5	University of California-San Francisco	1
Ohio State	4	University of Cincinnati	1
University of Chicago	4	University of Colorado	1
University of Kansas	4	University of Detroit	1
Cornell	3	University of Florida	1
Duke	3	University of Georgia	1
Florida State	3	University of Glasgow	1
Purdue	3	University of Houston	1
St. Louis University	3	University of Iowa	1
University of Illinois	3	University of Liverpool	1
University of Minnesota	3	University of Maryland	1
University of Pennsylvania	3	University of Massachusetts	1
Univeristy of Virginia	3	University of New Mexico	1
Iowa State	2	University of North Carolina	1
Johns-Hopkins	2	University of North Dakota	1
Princeton	2	University of Nottingham	1
State University of New York	2	University of Oklahoma	1
Syracuse	2	University of Pittsburgh	1
Tulane	2	University of Rochester	1
University of Arizona	2	University of Southern Florida	1
University of California-Davis	2	University of Texas-Austin	1
University of London	2	University of Valencia	1
University of Missouri-St. Louis	2	Virginia Polytechnic Institute	1
University of Nebraska	2	Wharton	1
American University	1		
Arizona State	1	Non-Ph.D. Professorial-Rank Faculty = 8	
Brown	1	ABD Instructors = 1	
Bryn Mawr	1	Non-Regular Ph.D. Faculty = 10*	
Cambridge	1	*Not included in totals	
Case Western	1		
City University of New York	1		

increase in the budget from state funds earmarked for the "Partnerships for Progress" program is currently making a positive impact on this problem.

TABLE 6

COLLEGE OF ARTS AND SCIENCES

THREE-YEAR BUDGET

Category	1985-86	1986-87	1987-88
S & W*	8,713,166	9,233,588	9,573,621
E & E	480,441	570,048	904,731
Total University Resources	9,193,607	9,803,636	10,478,352
External Funds	0	0	0
Other	0	0	0

*Excludes staff benefits.

The College budget is not static but subject to reallocations each year. As positions are vacated, they revert to a pool to be reallocated by the Dean, following advice of an elected Planning Committee of the faculty. This Planning Committee conducts hearings at which each departmental Chairperson makes a presentation. The Dean follows the advice of this committee very closely.

(c) Space. Space allocation to units within the College total 171,757 square feet. The new science building under construc- tion will alleviate the space problem in the sciences. In addition, the campus space committee has developed a new plan which will address outstanding needs for research and teaching. A proposed new computer center building will alleviate the space problems of the Social Science departments by vacating space in the social science building now occupied by computing. We are trying to improve the quality of space for other pro- grams. Recently, we developed a request to the state of Missouri for 5.35 million dollars to remodel space in the older areas of the science complex. The creation of new space and remodeling will go a long way to meeting our space needs.

(d) Equipment. Table 7 lists the original cost of items on the capital inventory. The largest challenge for the science departments is the opportunity to replace outdated equipment.

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Most of the equipment is in the science departments, which, in general, are moderately well off for research equipment as a result of their aggressive and successful search for outside funds; the teaching equipment is less satisfactory. Departments have compensated by switching to courses that are less demanding of equipment. A major step formed in the critical area of equipment has been a federal grant of $500,000 for the new science complex.

TABLE 7

COLLEGE OF ARTS AND SCIENCES

CAPITAL EQUIPMENT INVENTORY

Administration of Justice	7,607.10
Anthropology	20,804.30
Art	14,148.29
Biology	630,576.06
Chemistry	1,039,077.40
Economics	17,116.89
English	11,731.50
History	7,770.00
Mathematics	179,317.70
Modern Foreign Languages	55,747.95
Music	129,677.68
Philosophy	9,138.00
Physics	664,869.15
Political Science	38,002.50
Psychology	56,394.08
Social Work	3,707.00
Sociology	25,681.09
Speech	33,595.44
KWMU	342,044.61
Arts and Sciences Advising Office	40,949.15

4. Educational Programs and Curriculum. The College of Arts and Sciences matches the strength of its faculty to the needs of the St. Louis community. Table 9 gives an overview of the degrees offered within the College. Curricular initiatives are being taken to close

the gap between St. Louis high school education and the general education requirement at UM-St. Louis. The Advanced Credit Program reaches out to St. Louis high school students and teachers in developing academic partnerships. The four-year Pierre Laclede Honors Program is striving to keep more of the best St. Louis high school students in St. Louis. In addition to doctorates offered in the College Departments of Chemistry and Psychology, the doctorate in Political Science expands upon the Master's degree in Public Policy Administration. The Ph.D. in Political Science will provide public-service-oriented graduates of high quality to the St. Louis region. The College has also just begun a joint doctoral program in physics in cooperation with the University of Missouri-Rolla.

Certificates and minors provide additional program packages to complement degree programs. Certificates offer courses for degree-seeking students as well as students who have a degree, and the minor prepares UM-St. Louis degree-seeking students for the complexities of an urban environment. Seven certificate programs and six minors focus upon components of the strong liberal arts education within the College. The certificate programs are:

Biochemistry   Photographic Studies   Women's Studies
Gerontology   Religious Studies   Writing
International Studies (4 specialties)

In addition, minors may be earned in American Studies, Black Studies, Classics, Legal Studies, Public Affairs Journalism, and Urban Studies. Summaries of graduates by level of degree and by undergraduate major are presented in Tables 8 and 9.

TABLE 8

COLLEGE OF ARTS AND SCIENCES
FIVE-YEAR SUMMARY OF GRADUATES BY LEVEL

Academic Year	Baccalaureate*	M.A./M.S.**	Ph.D.**	Total
1982-83	421	66	5	492
1983-84	420	54	10	484
1984-85	434	60	10	504
1985-86	386	60	10	456
1986-87	415	66	8	489

*Includes day and evening graduates.
**Programs in the Graduate School

TABLE 9

COLLEGE OF ARTS AND SCIENCES

FIVE-YEAR SUMMARY OF PERCENTAGE OF UNDERGRADUATE DEGREES

BY MAJOR FIELD OF STUDY

Major Field	%				
	1982-83	1983-84	1984-85	1985-86	1986-87
AOJ	11.9	11.9	10.8	9.3	11.8
Anthropology	1.7	2.2	0.2	0.8	0.2
Art History	0.7	1.2	0.5	1.8	1.7
Biology	8.1	5.5	5.3	5.5	3.4
	0	0	0.2	1.1	1.0
Chemistry	2.8	2.6	2.5	2.9	3.4
	2.6	2.4	2.3	3.1	1.7
Economics	4.3	3.1	1.6	1.8	2.2
	1.2	1.4	1.4	1.1	2.4
English	6.7	8.6	9.2	8.8	6.0
History	3.1	5.3	3.7	3.6	4.8
Mathematics	3.1	5.3	3.7	3.6	4.8
Class Emp.	1.4	0.2	1.4	1.3	0.7
Comp. Sci. Emp.	1.4	2.9	1.6	1.3	0
Statistics	0	0	0	0	0
Computer Science	2.4	5.2	5.3	5.7	8.7
M.F.L.	2.8	2.6	2.3	2.3	2.2
Music	0	0.2	0.2	0	0.5
	2.1	1.4	0.9	1.3	1.5
	0.7	0.2	0.2	0	0.5
	0.2	1.2	1.4	0.5	0.2
Philosophy	1.2	1.0	1.9	1.0	0.2
Physics	0	0.2	0.2	0.5	0.2
	1.7	1.0	1.6	1.3	1.2
Political Science	7.1	5.7	5.3	7.0	4.6
Public Administration	0.7	1.0	2.1	2.3	1.2
Psychology	13.1	12.6	12.9	19.8	13.7
Social Work	7.1	9.3	6.5	9.3	8.9
Sociology	1.4	1.4	0	1.0	1.0
	0	0	0	0.8	1.2
Speech	13.1	9.5	16.6	13.0	13.0
	100%	100%	100%	100%	100%

Includes day and evening degrees

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The College has faculty with joint academic appointments in the School of Education, the School of Nursing, and the School of Business. These faculty link the Arts and Sciences with the professional schools, and they offer courses which provide St. Louis students with the links between a strong liberal arts education and professional training.

The College also has cooperative agreements with professional schools so that students may be pre-enrolled in professional schools during the term of their enrollment in the College. These agreements are in practice with the Washington University School of Architecture, the School of Optometry at UM-St. Louis, and the UM-Kansas City Schools of Law and Dentistry.

The College is proud of its strong liberal arts curriculum. Departments of the College provide the courses for a two-year, broadly based general education requirement for all bachelor's degree graduates of UM-St. Louis. The campus participates in the CBHE Transfer Agreement whereby general education has a common core transferable within the state of Missouri. In addition, the College faculty teach a junior-level writing requirement, added to reinforce the College's commitment to the writing abilities of campus graduates.

The College continues to plan for additional programs linking it to the St. Louis region. A Master's degree in Administration of Justice and a Ph.D. in Biology (cooperative with the Missouri Botanical Garden) are especially promising.

5.a. Teaching. The College of Arts and Sciences is proud of the quality of teaching by its faculty. Faculty within the College have won prestigious teaching awards for their special achievements. These awards include the Amoco Good Teaching Award, the UM-St. Louis Alumni Teaching Award, and the Burlington Northern Foundation Faculty Achievement Award. A particular tribute to the dedicated teaching faculty of the College is the eagerness with which the faculty has adapted Supplementary Instruction, a procedure using teaching assistants in high-risk classes, to identify and help undergraduate students in academic peril.

The College faculty are especially involved in teaching general education courses for all undergraduate degree programs at UM-St. Louis. This general education involves a broad spectrum of courses across the three divisions of the humanities, the social sciences, and the physical sciences, with minimal achievement requirements in mathematics, writing, and foreign languages.

The addition of a Continuing Education-Extension Associate Dean has brought more attention to the nontraditional teaching opportunities for Arts and Science faculty. The Bridge Program with the City of St. Louis, the Missouri Eastern Correctional Center, and local hospitals have been the primary nontraditional settings for Arts and Science teaching. In addition, nontraditional students have been attracted through CEE for Arts and Sciences teaching faculty in the Center for Economic Education, Communications Programs for

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professionals, the Kids on Campus, and the Microcomputing Programs.

Extending the College to the St. Louis community is an important part of its mission. Quantitatively, during the 1986-1987 academic year, the College's Continuing Education-Extension Division offered 120 credit courses to 3,029 students and 261 non-credit programs attended by 26,392 persons, and received almost $400,000 in contracts for applied research projects.

Major credit programs within Continuing Education-Extension include providing arts and sciences instruction for the Jewish Hospital School of Nursing, offering a baccalaureate program in sociology at the Missouri East Correctional Institution, and offering college credit courses for advanced high school students.

Through its Center for Economic Education and the Gateway Writing Project, the College works with many elementary and secondary teachers and hundreds of their students to improve instruction in economics and writing.

The College offers extensive non-credit programs in writing, speech communications, and microcomputing both directly to individuals and through corporations to their employees.

During the last five years, certificate programs and minors have been added to the College curriculum to supplement major disciplines with courses that reflect the research interests of the faculty. Biochemistry, Classics, Public Affairs Journalism, American Studies, and Legal Studies have added teaching opportunities for the faculty by grouping courses for students and attracting them to these specialty areas.

The Pierre Laclede Honors Program has provided Arts and Science faculty with opportunities to develop specialized courses and to teach highly motivated and talented students. The Program is being developed into an expanded version, in which majors from all Departments will participate so that junior and senior courses in every undergraduate major will be able to accommodate Honors students. This expansion will involve more College faculty in the Honors Program, offering additional opportunities for the faculty in Departments without graduate programs to interact with advanced students.

5.b. Research. The College faculty maintain a steady output of quality publications and creative performances. During the period 4/86 to 4/87 the faculty received $1,347,007 in extramural research awards. The latest full year had slightly more than 1.5 publications/performances for each in-rank faculty member. The publications appear in first-rank presses and journals. Among the publishers of books written by College faculty during the past three years are Basic Books, Columbia University Press, Harper and Row, University of Illinois Press, John Wiley, Macmillan, University of North Carolina Press, Princeton University Press, and Yale University Press. All the journal publications are in refereed journals and, during the

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past 10 years, the faculty have published in almost every top journal. Further information is presented in the College's self-study.

Several major journals are housed within the College and edited by College faculty. Examples include the American Journal of Physics, Journal of Nonverbal Behavior, Sociological Quarterly, and Urban Affairs Quarterly.

The College enriches the community's cultural life in many ways. It organizes and manages the National Storytelling Festival each year. It offers KWMU, the St. Louis area's national public radio station. KWMU broadcasts a mix of public affairs, classical music, and jazz to a cumulative weekly audience of more than 50,000. It sponsors and houses Gallery 210, which mounts at least four art shows annually. It offers noncredit courses such as "Know The Score" which link the community with cultural institutions like the St. Louis Symphony.

The College sponsors organized applied research programs in archaeology and public policy. The former unit, the Archaeology Survey, is the primary supplier of archaeologial assessments in Eastern Missouri, and the Public Policy Extension Unit is a major source of technical assistance to the area's local governments.

In addition to these programmatic efforts, individual faculty are encouraged to engage in professional service. The National Association of Land-Grant Colleges and Universities guidelines on evaluating professional service are used to assess these activities in making salary adjustments. With this expression of the land-grant mission, College faculty regularly use their professional talent and skill in a wide range of activities, most of which occur within the St. Louis region.

6. The Future. The College's planning process employs a five-year framework, is updated annually, and takes place within the campus and system planning effort. Planning emphasizes faculty participation and close links with budget allocations within Partnerships for Progress.

In addition to maintaining its ongoing strengths, the College wishes to advance these principal emphases during the next five years of Partnerships for Progress:

(1) Add seven new degree programs: B.A. in Studio Art, M.A. in Administration of Justice, Masters in Music Education, Master's in Social Work, M.S. in Computer Science, and Ph.D. in Mathematics.

(2) Implement eminence plans for Chemistry and Political Science so that they will achieve international stature by the early 1990s.

(3) Strengthen and enhance undergraduate programs in Computer

Science, Mathematics Education, Science Education, and Speech Communication.

(4) Increase significantly its contribution to in-service teacher education, especially in mathematics, the sciences, and writing.

(5) Expand the Pierre Laclede Honors Program into a Pierre Laclede Honors College, which will serve 200 outstanding undergraduate students and will assist in developing the Pierre Laclede program as a separate college reporting to the Vice Chancellor for Academic Affairs.

(6) Double the amount of extramural research grants and contracts.

(7) Increase by at least 50 percent the amount of Continuing Education credit and noncredit patronage.

(8) Triple private giving from alumni and other sources.

These aspirations are in full agreement with the goals and objectives in the University of Missouri-St. Louis Five-Year Plan and the University of Missouri Long-Range Plan.

B. SCHOOL OF BUSINESS ADMINISTRATION

1. Mission Statement. The School of Business Administration has spent considerable time and effort in analyzing its mission, objectives, and goals. The following is a statement of mission first adopted by the School of Business Administration on March 7, 1975. It continues to be consistent with the campus and University mission statements.

The mission of the University of Missouri-St. Louis School of Business Administration is to serve, primarily the residents of the state of Missouri (particularly those in the metropolitan St. Louis area), by providing the opportunity to obtain knowledge, develop marketable skills, and grow in wisdom. In addition to maintaining excellence in education through high standards of teaching and reasonable faculty-student ratios, an important commitment by the faculty and staff will be to contribute to the academic community through scholarly research and other professional activities.

Programs will be designed and implemented to respond to community needs in the areas of undergraduate and graduate degree programs and continuing credit and noncredit courses at the following levels: Non-Baccalaureate, Baccaulaureate, Master's and Post Master's.

Professional excellence for faculty and staff may be achieved and sustained by refining teaching skills or

methods; undertaking in-depth surveys of the literature in one's area of specialization; writing professional journal articles or textbooks; participating in professional associations, community and university services; and consulting.

Consistent with the statement are the following objectives against which the School of Business Administration can periodically measure its performance:

(1) To use the disciplines of Administration in a controlled undergraduate degree to continue to expand the liberal development of student capacities for communication, analysis, and judgment, and the ability to relate to a total environment. To expose students to an area of knowledge which by nature has relevance and which in turn will more directly allow them to make both an initial and long-run contribution to society and thereby to themselves.

(2) To encourage individual and joint research for the purpose of contributing to the body of administrative and business knowledge and to serve the community of which we are part.

(3) To provide for the continuing education of administrators and managers to enable individuals to meet the growing needs of both their specific and future administrative obligations, and to offer management-related education to minority and other groups with special needs.

(4) To engage in innovative programs on an experimental basis to facilitate better learning effectiveness in increasingly efficient ways.

(5) To establish a broad base of community support and recognition which will ultimately lead to scholarships, endowed programs, unrestricted grants, and research support.

(6) To expand the School's range of credit and non-credit programs on a selective basis, as sufficient resources become available, in order to better serve the community and to grow with, rather than follow, the University (UM-St. Louis) as it develops.

The mission statement and the six goal statements for the School were developed and voted on by the faculty in a planning process which led to their ultimate adoption at a faculty meeting of the School of Business Administration.

2. Program Description. The School of Business Administration offers work at the undergraduate level leading to the Bachelor of Science degree in Business Administration (BSBA). At the graduate level, the faculty of the School of Business Administration, through the Graduate School, offer three master's degrees: the Master of Business Administration (MBA), the Master of Science in Management

Information Systems (MS in MIS), and the Master of Accounting (MACC). The School of Business Administration is accredited by the American Assembly of Collegiate Schools of Business (AACSB) at both the baccalaureate and master's levels. The AACSB is the only authorized professional accrediting body in collegiate education for business.

(a) Programs. The BSBA program represents a concentrated professional education in business. Professional credit requirements have been kept to a minimum to allow for a balanced liberal arts-professional program. Students have ample opportunity to develop a professional emphasis area in Accounting, Finance, Management and Organizational Behavior, Management Information Systems, Management Science, or Marketing.

The MBA program is designed to prepare students for administrative positions. It also provides an appropriate foundation for students contemplating doctoral work and eventual careers in college teaching or in research. The program is designed for students who have bachelor's degrees from accredited institutions, including those with undergraduate backgrounds in the Sciences, Engineering, Humanities, or Arts. Students without undergraduate degrees in Business Administration are expected to complete a 60 semester credit hour (two academic years) program. Students with undergraduate degrees in business administration or economics may pursue modified degree programs.

The MS in MIS program is designed to provide students with a foundation in both the functional business area and in various managerial and analytical skill areas required in modern organizations. A specialized program in computer-based management information systems is then built on this foundation. The overall objective of the program is to offer students sufficient technical and managerial knowledge and skills to operate successfully in a computer-oriented environment. The program is designed for students who have bachelor's degrees from accredited institutions, but it is not restricted to students with any single undergraduate major.

The MACC program is designed both for students with undergraduate Accounting majors and for students preparing to enter the fields of public, corporate, or not-for-profit Accounting or to further existing careers. Students without a business background will be required to fulfill a general business background requirement in addition to taking a minimum of 30 hours of Accounting courses. Students with an undergraduate business background including only the introductory Accounting courses, will be required to take a minimum of 30 hours of Accounting courses. For undergraduate Accounting majors, the program provides a fifth year of study in Accounting and related business subjects.

(b) Undergraduate Admissions. The School of Business Administration offers a two-year junior/senior level program. Admission

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prerequisites are: 1) At least a 2.0 grade point average for all work attempted at UM-St. Louis. 2) At least a 2.0 grade point average for all qualifying work, with a minimum of 60 credit hours. Of those 60 hours, no more than 15 may be in introductory Business Administration courses (below the 200 level). 3) Completion of the specific pre-Business Administration general degree requirements.

Transfer students must meet all admission requirements; students failing to do so may be accepted for admission to the University but not directly to the School of Business Administration. Students transferring to UM-St. Louis are expected to take most of their specific business course work during their junior and senior years.

(c) Undergraduate Quality Control. Many schools of Business Administration across the nation have raised the grade point average necessary to be admitted. The School of Business Administration at the University of Missouri-St. Louis has taken a somewhat different approach to quality control. After observing that an increase to a 2.5 GPA for admission to the School would appear to have a more-than-proportionate negative effect on its minority admissions, the faculty of the School have elected to rely upon a rigorous enforcement of the requirement that all prerequisite courses must be completed with a grade of C or better. The enforcement of this policy ensures that essential prerequisite material will have been mastered by students before they attempt the next course. This policy allows students to determine for themselves whether or not the continued pursuit of a Business degree is worth the additional investment of time and money necessary for them to secure the needed C prerequisites. As a further effort to maintain quality, the School enforces a policy that no student may take more than 30 hours of Business courses without formal admission to the School of Business Administration or formal declaration as a Business Administration major in the Evening College.

(d) Graduate Admissions. The Graduate admission decision is based upon a combination of factors. Consideration is given to a candidate's academic record, GMAT scores, work and leadership experience, a personal narrative on the application form, and recommendations.

Applicants are required to take the Graduate Management Admission Test (GMAT). This test is given four times each year. A three and one-half hour aptitude test, it is designed to measure certain mental capabilities important in graduate business studies. It tests ability to read, understand and reason logically with both verbal and quantitative material. The test is not a measure of achievement or knowledge of Business Administration curriculum.

An applicant will normally be admitted on a regular basis if

TABLE 10

FIVE YEAR GRADUATE BUSINESS SUMMARY
ADMISSIONS BY SEMESTER
SUMMER 1982 - WINTER 1987

	S82	F82	W83	S83	F83	W84	S84	F84	W85	S85	F85	W86	S86	F86	W87
Students Admitted	71	161	106	44	156	138	48	145	96	60	195	106	65	167	129
Mean Undergraduate GPA	3.17	3.24	3.14	3.05	3.15	3.18	3.09	3.15	3.15	3.08	3.13	3.04	3.12	3.11	3.12
Mean Percentile Performance on GMAT	76	66	68	70	71	68	66	68	69	64	65	66	72	66	65
Mean Admission Index	1160	1152	1148	1137	1157	1151	1144	1154	1143	1124	1141	1142	1163	1153	1145

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he/she provides evidence of holding a baccalaureate degree and presents:

(1) an overall GPA in work at the baccalaureate level of 3.0,
(2) a 500 point score on the GMAT,
(3) two satisfactory letters of recommendation, and
(4) a satisfactory narrative on the applicant's goals and reasons for pursuing a graduate degree.

An applicant also may be admitted on a regular basis if his/her undergraduate GPA and/or GMAT score is slightly below these criteria and there is additional evidence to indicate probable success in the graduate program.

Previous graduate study and professional work experience also are considered if applicable. Letters of recommendation are also used to establish whether or not there are additional positive or negative factors to be considered in the admission decision.

An applicant with an overall GPA of 2.5 to 3.0 and a GMAT score of 450 or higher may be admitted as a restricted student if there is additional evidence that suggests probable success in a graduate program. Admission as a restricted student requires that the candidate be reviewed after the completion of 12 hours of graduate work. At that time, the student is either admitted on a regular basis or terminated from the program. A 3.0 GPA or better in the 12 hours of graduate work is required for regular admission. See Table 10.

(e) Quality of Graduate Admissions. Although there has been some fluctuation in the number of students (from a low of 289 during the 1984-85 academic year to a high of 361 during both the 1985-86 and 1986-87 academic years) admitted to Graduate Programs in Business over the last five years, the quality of the students admitted has remained very consistent. Table 10 portrays a five-year summary of graduate Business admissions by the semester in which students were admitted. The mean undergraduate grade point average for students has remained in a relatively tight band with eight of the 15 semesters having that mean GPA fall between 3.12 and 3.17. The same is true of the mean percentile performance on the GMAT of those students admitted. The mean GMAT percentile performance of the students admitted to the program has consistently ranged between the 66th and 70th percentile. An even more consistent measure has been the mean performance on the admission index used by the Graduate Studies Committee. This index is developed by adding the raw performance on the GMAT to the product of the student's undergraduate grade point average x 200. The effect of this is to allow good performance on one of these admissions criteria to somewhat counterbalance poor performance on the other. The impact of the index is to give twice the weighting to

TABLE 11
FIVE-YEAR SUMMARY OF GRADUATES BY LEVEL

Academic Year	Baccalaureate	Masters	Total
1982 - 83	632	96	728
1983 - 84	576	68	644
1984 - 85	571	89	660
1985 - 86	621	94	715
1986 - 87	623	80	703
Five-Year Totals	3,023	427	3,450

TABLE 12
FIVE-YEAR SUMMARY OF PERCENTAGE OF UNDERGRADUATE DEGREES BY EMPHASIS AREA

Emphasis Area	%*
Accounting	26
Finance	12
Marketing	24
Management	18
Management Information Systems	12
Management Science	02
None	16

*Total adds to more than 100% because some students receive two emphasis areas.

TABLE 13
FIVE-YEAR SUMMARY OF GRADUATE DEGREES BY TYPE

Academic Year	MBA	MIS	MACC	Total
1982 - 83	94	2	0	96
1983 - 84	62	5	1	68
1984 - 85	80	8	1	89
1985 - 86	77	15	2	94
1986 - 87	69	9	2	80
Five-Year Totals	382	39	6	427

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actual undergraduate performance. In 11 of the 15 admissions periods, the index falls between 1141 and 1157, which represents less than a two percent deviation in the total index. In two semesters the admissions index was above this range and in two semesters it was below it.

(f) Program Graduates. Over the last five years, the four degree programs offered by the School of Business Administration have graduated 3,450 students. Three thousand and twenty-three of those have graduated with the B.S.B.A., while 427 have graduated with a master's degree.

The number of graduates at each degree level by academic year is shown in Table 10. The emphasis area chosen by students receiving the BSBA is shown in Table 11. Accounting and Marketing have been the areas with the strongest student interests, although Management Information Systems is the emphasis area which has grown most rapidly in the last five years. Information with respect to the distribution among the three master's degree programs is exhibited in Table 12. Almost 90 percent of those receiving master's degrees have received the degree Master of Business Administration, although the other two degree programs were first offered in the winter semester of 1982. Therefore, the growth of the MIS program has been reasonable, while the growth of the Master of Accounting program has been less than originally anticipated.

(g) Table of Organization. The organization chart of the School of Business Administration at the University of Missouri-St. Louis is presented on the following page in Figure 4.

(h) Resources. Budget. Information with respect to the budget of the School of Business Administration for the last three academic years is given in Table 14. The categories included are: salary and wages (S & W), equipment and expense (E & E), external funds, and other. The total of the S & W and E & E monies represents the total from University sources. The external funds represent gift monies generated for the School of Business Administration and the amount shown in the other category are contracts for the School of Business Administration which have been secured by the Center for Industrial Studies or by the Business Development Center.

TABLE 14
THREE-YEAR BUDGET

Category	85-86	86-87	87-88
S & W*	$ 2,575,081	$ 2,652,234	$ 2,746,002
E & E	125,306	130,318	132,924

Total University

|			
Resources	2,700,387	2,782,552	2,878,926
External Funds**	102,774	73,221	12,628
Other**	115,206	99,650	96,113
Grand Total	2,918,367	2,955,423	2,987,667

*Excludes fringe benefit costs of approximately 19%.
**The 1987-88 amounts are those received through December 1987.

(i) Personnel. The academic and nonacademic personnel employed by the School of Business Administration over the last three academic years are shown in Table 14. Full-time faculty are hired on either a regular (tenure track) or non-regular (non-tenure track) basis. In all but one case, faculty who have regular appointments possess an appropriate terminal degree.

3. Contribution Toward Institutional Goals. The School of Business Administration has been involved in helping the University of Missouri-St. Louis meet its institutional goals through the pursuit of those six specific objectives which flow from its mission statement.

(1) Education for Societal Good. The School of Business Administration at the University of Missouri-St. Louis has awarded degrees to approximately 10,000 individuals. These graduates of both the undergraduate and graduate programs have found a steadily growing demand for their services in the employment market of the St. Louis SMSA as well as the nation. Firms using the UM-St. Louis placement office report extreme satisfaction with the quality of graduates. Given the fact that over 80 percent of UM-St. Louis' graduates remain in the St. Louis area, the School of Business Administration has become the largest single supplier of baccalaureate business administration graduates to meet the personnel requirements of firms in the state of Missouri.

Although approximately half of those receiving baccalaureate degrees have graduated in the last five years, a number of earlier graduates have now reached positions of significant responsibility. In each of the last five years, one UM-St. Louis graduate has become a partner with a big-eight CPA firm. One of these individuals is the first female to serve as a member of the State Board of Accountancy and currently serves as President of that body. A number have become Vice Presidents with statewide bank holding companies located in St. Louis, and others have become Presidents of the operating banks owned by those banking groups. Numerous others have achieved successful careers in St. Louis-based industry, including

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FIGURE 4

SCHOOL OF BUSINESS ADMINISTRATION ORGANIZATIONAL CHART
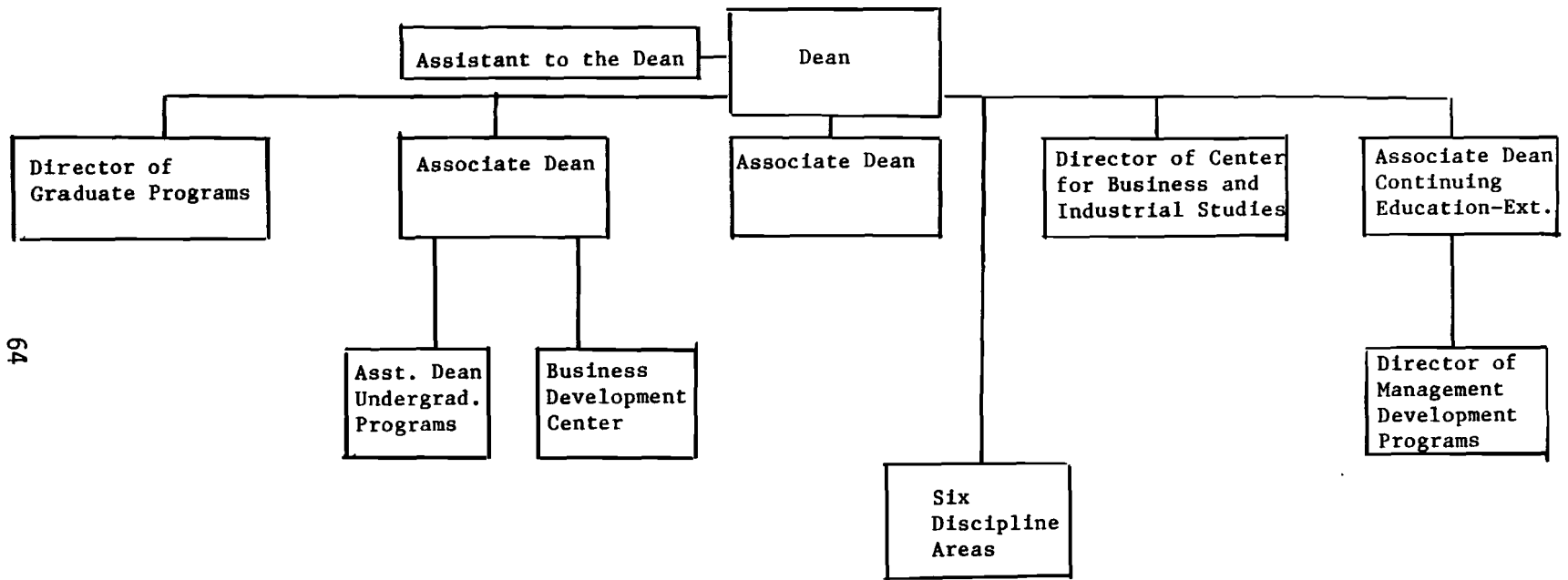
McDonnell Douglas, Anheuser-Busch, Ralston Purina, and South-western Bell. The education which students receive at UM-St. Louis appears to be serving them in good stead. Some specific indicators can be highlighted to give evidence to this fact.

The first comes from Perceptions of Personal Gain and Added Life Value from Higher Education at the University of Missouri-St. Louis conducted by the campus in 1986 in preparation for this self-study. The data indicated that the Business School graduates of 1976 have the highest perception of their overall gain from their collegiate experience of any 1976 cohort in the sample. Further, the data suggested that the absolute gain in perception of the value of their education, between the business cohort entering the University in the fall of 1986 and their colleagues who graduated 10 years earlier, was greater for business graduates than any other division.

One of the emphasis areas in the School of Business Administration which has always held a high degree of popularity among students is that of Accounting. Therefore, although not representative of the entire School in an absolute sense, the success of UM-St. Louis accountants can be used as a surrogate to indicate the educational quality our students are receiving. One independent test of that education is the success that students and alumni of our program have had on the semiannual exams given by the American Institute of CPAs. Successful performance on these exams is a prerequisite for licensure in all states. Although there is a danger of making too much of these measures because of a fear that faculty members will specifically teach only to this portion of the accounting field, it can sometimes be used as a reasonable independent measure. The School historically has enjoyed a higher-than-average pass rate for its graduates taking the exam, and recent figures indicate that more of our graduates successfully complete the exam at their first sitting than graduates from any other school in the state.

A study published in July 1987 covered the success of students who graduated from the 13 largest schools in Missouri on their first sitting for the Uniform CPA Exam. The study covered the period May 1983 through November 1985. During that time period more students and graduates from the University of Missouri-St. Louis took the exam than from any other school in the state. Both the percentage of students from UM-St. Louis who passed the exam at their first sitting, as well as those who received some conditional credit, were higher than the national norms. This means, naturally, that the percentage who failed all parts was below the national norm. With respect to the state as a whole during that period, UM-St. Louis ranked seventh in overall pass rate among the Missouri schools. For the November 1985 exam, the last exam covered by the study, our pass rate for first-time UM-St. Louis examinees was 31.5 percent as opposed to the national norm of 24.7 percent.

Another instrument used to assess the quality of our graduates has been developed by the American Assembly of Collegiate Schools of Business (AACSB) in cooperation with Development Dimensions International (DDI) of Pittsburgh, Pennsylvania. This assessment requires that an individual subject himself/ herself to a battery of four different assessment instruments for examination periods, which in total exceed 10 hours. It is the purpose of these instruments to assess the extent to which the student possesses 10 essential personnel skills and characteristics which have been documented to be present among most successful business persons. These characteristics are group leadership, individual leadership, oral communication, oral presentation, written communication, planning and organizing, analysis judgment, delegation and control. In the summer of 1987, this battery of exams was given to 10 individuals. Four of them were undergraduates who were graduating at the end of the summer session, and six were graduate students approaching the end of their degree programs. In all cases the students were volunteers who felt this individual feedback would be beneficial. Even though they were self-selected, their academic success as measured by GPA was quite varied. The national population, against which both the undergraduates and graduates were compared, was a group of more than 500 graduate students who had been tested previously by DDI. The results of these exams were quite impressive.

The individual results were expressed as a percentile of the norm for each of the 10 dimensions. Each student, therefore, received 10 different percentile scores. The six graduate students received a total of 60 scores. Of these scores, only three were below the 50th percentile. Twenty-two were at the 90th percentile or above, with another 12 being between the 80th and 90th percentile. Thus, 34 of the 60 scorings were at the 80th percentile or above. The highest scores were achieved in individual leadership, control, planning and organizing, and oral presentation.

The four undergraduate students received a total of 40 ratings. Of these, nine were below the 50th percentile when compared to the MBA norm. However, nine were above the 70th percentile ranking. In general, the undergraduates performed quite well when compared to the MBA norms.

Another measure of a program's value is the economic benefit to the participant. In an effort to measure this during the fall of 1987, a survey was sent to those individuals receiving their graduate degrees in fall 1986, winter 1987, and summer 1987. All but seven of those who responded were currently gainfully employed, and over 30 percent had changed careers or positions as a result of their MBA. The median salary demanded by the respondents was in the $35,000 to $39,999 range.

(2) Research. During the 1986-87 academic year, the faculty of the

School of Business Administration was responsible for one book and 24 published articles in national academic journals and published proceedings. Thirteen papers were presented at professional meetings where proceedings are not published. Twelve articles had already been accepted for publication during the next academic year, with 22 still under review. A partial list of the journals in which our faculty published during the last two academic years include:

1) Academy of Management Journal
2) Accounting and Business Research
3) Accounting Review
4) Advances in Consumer Research
5) Decision Sciences
6) Human Communication Research
7) Human Relations
8) Information and Management
9) Interfaces
10) International Journal of Management
11) Issues in Bank Regulations
12) Journal of Banking and Finance
13) Journal of Business Finance and Accounting
14) Journal of Business Logistics
15) Journal of Environmental Health
16) Journal of Financial Research
17) Journal of Management Information Systems
18) Journal of Regional Science
19) Journal of Retail Banking
20) Management Science
21) MIS Quarterly
22) Review of Business and Economic Research
23) Training and Development Journal

(3) Continuing Education and Community Service. The School of Business Administration, through the Division of Continuing Education, was responsible for seminars, workshops, and courses during 1986-87 for more than 1,500 business professionals. The Division's Certificate Programs in Supervisor Training and Personnel Administration enjoy a high degree of popularity among St. Louis business. Most of these programs are offered to the general public, but the greatest activity and growth of these offerings has been through customized offerings to a specific company on an in-house basis.

Another area of Continuing Education programming consists of cost-free consulting to small businesses with monies provided through a grant from the U.S. Department of Commerce Economic Development Administration (EDA) and from funds provided by the School. Services were provided to more than 33 different small business organizations this year.

The School continues to update and refine its <u>Banking Database</u> for academic research. Nationwide, major universities subscribed to the dataset for research in the fields of banking and financial markets. The local banking community also supports the database with ongoing research projects.

(4) Innovative Programming. The School of Business Administration has attempted to maintain both its curriculum and its teaching techniques at a level consistent with most modern schools of business. Some specific examples are: The early development of Management Information Systems into the required curriculum, the early availability of both computer terminals and microcomputer laboratories for student use, the development and implementation of the course "Computers in Accounting," the integration of the Small Business Institute cases into both graduate and undergraduate policy classes, and the use of student instructors as a supplemental teaching aid to the faculty who teach large Accounting, Statistics, and Management Information Systems classes.

The School has also been a leader in making the computer accessible to its faculty. Each faculty office is hard-wired to the campus mainframe and thereby to the University of Missouri computing network. In most cases the means of access to the system is an IBM Personal Computer with terminal emulator capability.

In the area of providing international experiences for its faculty, the School has, through contract with ARAMCO, provided MBA courses in Saudi Arabia. The School is in the process of developing an agreement with the Shanghai Academy of Social Sciences in the Peoples Republic of China for joint research, faculty and student exchanges, and mutual development of small business in both countries.

Recently, the School has agreed to provide the leadership in the development of a business semester to be used in conjunction with the University's participation in the Missouri in London program. This is perceived as a necessary step in providing greater opportunities for international travel for its students, who come from economic backgrounds where such exposure usually has not been possible.

(5) Establishment of Community Support. The interaction between the School of Business Administration and the community and the growing support for the activities of the School of Business Administration have been gratifying. The largest grant has been $150,000 from Southwestern Bell Telephone Co. for the development of the MIS Area. However, increased significant support has come from McDonnell-Douglas and Big Eight accounting firms. Other support for activities and programs is of a more traditional nature, scholarships, and awards. The spirit of this kind of interactive community support and concern might

well be gleaned from a list of the awards presented at the School's most recent Honors Banquet. These were:

Outstanding Student Citation
High Academic Achievement Award
Missouri Society of Certified Public Accountants' Award
Price Waterhouse Foundation Accounting Scholarship
Arthur Andersen & Co. Accounting Scholarship
American Society of Women Accountants' Award
Darthe F. Nay Scholarship
Rubin, Brown, Gornstein & Co. Accounting Scholarship
Peat, Marwick, Mitchell & Co. Accounting Scholarship
Becker CPA Scholarship
UMSL CPA Review Award
Brandvein, Shapiro, Kossmeyer & Company Accounting Scholar-
    ship
Kerber, Eck, and Braeckel Accounting Scholarship
Ernst & Whinney Accounting Scholarship
Beta Alpha Psi Scholarship Funded by Peat, Marwick,
    Mitchell Foundation
        Beta Alpha Psi Active of the Semester Awards
Financial Executives Institute Award
The Wall Street Journal Award
Mercantile Bank Finance Student Award
Dartnell Service Award
Dartnell Academic Achievement Award
American Marketing Association of St. Louis Award
Advertising Club of Greater St. Louis Award
Pi Sigma Epsilon and Sales & Marketing Executives Inter-
    national Top Salesperson Award
Pi Sigma Epsilon Outstanding Leadership Award
Monsanto Outstanding Management Student Award
Management Science and Information Systems Outstanding
    Student Award
Outstanding Student Award in Business Statistics
Norbert Terre Memorial Scholarship
Emery C. Turner Award
Noel Mahr Memorial Award
A.G. Edwards & Sons Incorporated Outstanding Finance
    Student Award
Kellwood Management Information Systems Achievement Award
Motorola-Sioma Kagan Prize in International Finance
Shepard Broad Foundation-Sima Kagan Award in International
    Finance
Monsanto Management Achievement Award
Anheuser-Busch Marketing Award
Pacioli Graduate Accounting Award
Graduate Business Scholarship

(6) Expansion of Services. During the last five years the School of Business Administration has continued to expand its services to the St. Louis community. Part of this expansion has been the increased degree program activity of the School. It is during

this period that the Master of Accounting degree as well as the Master of Science in Management Information Systems were first offered. However, the expansion of services has clearly developed in other ways as well. During this period, the School began its Center for Industrial Studies and established its bank information database, as well as the UM-St. Louis business database and information service. All of these activities were designed to meet the needs of the citizens of the St. Louis area as seen from corporate, small business, or/and personal perspectives. In many ways, the School of Business Adminstration has used these ventures to form true partnerships with the community.

These new ventures, when added to the existing activity of the School of Business Administration with respect to its role in minority education, through Inroads, Inc. and its longtime relationship with small business through the Small Business Development Center, build a strong legacy of bringing not only the latest academic program, but also the interpretation of knowledge in such a manner that can be useful to the St. Louis business community.

4. The Self-study Process. The School's approach to the self-study was as one major department. This is a procedure which is similar to the approach the School takes in the determination of its tenure and promotion decisions. It is also consistent with the manner in which it manages its financial resources. The faculty committee which had the responsibility for the coordination of this activity was the Faculty Policy Committee. This committee consists of one faculty member elected from each of the School's five discipline areas. The committee engaged in discussion of each of the major questions which had been suggested by the campus coordinating office. Each member of the committee was responsible for leading discussions of these questions within his or her own area. The committee also reviewed the decisions made by the faculty with respect to the priority placed upon future program and degree development and the appropriate expenditure of additional resources sought for the improvement of existing programs. It specifically examined the work and reports of the task force on the potential development of the Executive MBA Program. The assignment for writing the report was assigned to the Office of the Dean. However, the Faculty Policy Committee had the final responsibility for the approval of the report.

5. Findings. The result of the self-study project was a satisfying one for the School of Business Administration and its faculty in that it highlighted the reasonability of the degree expansion and the non-degree improvements requested by the University for the School of Business Administration as a part of this campus' Five-Year Plan.

The committee affirmed the need for the development of an Executive MBA; a tax emphasis as a part of the Master of Accounting program which should breathe new life and greater enrollment into that

program; a Ph.D. in Management; and an International Business emphasis in the undergraduate area which would have spillover benefits for the four graduate programs.

The reasonableness of other budgetary requests, however, also were affirmed by the self-study committee as having signifcant merit. The first of these is the request for funds to reduce the number of credit hours taught by nondoctoral and nonregular faculty in the School of Business Administration, specifically in the Evening College. That request was unanimously reaffirmed. Further, the need to increase the resources put into the Accounting area, so that the area might be able to retain its competitive position in the St. Louis market through accreditation of its programs, was also reaffirmed.

In summary, the self-study process has been one that has enabled the School to affirm, in a collective manner, decisions that had been individually made over time by the School's faculty.

C. CONTINUING EDUCATION-EXTENSION

1. Mission and Goals. As a land-grant institution, the University of Missouri-St. Louis has a primary responsibility to provide quality Continuing Education-Extension programs at a reasonable cost on an equal opportunity basis. These programs focus on meeting identified educational needs of citizens of the state with primary emphasis on the St. Louis metropolitan area.

Adult learners are the primary audience for Continuing Education-Extension programs. They have both intrinsic and extrinsic motivation to learn. In order to maximize learning, educational experiences should be satisfying and enjoyable and meet perceived needs. Adult learners also have varied competencies as a result of unique life experiences. Consequently, Continuing Education-Extension programs use varied teaching methodologies and demonstrate respect for the learner's needs, competencies, and individual differences.

The goals of this unit are:
1. To provide academically approved, quality programs based on needs of citizens of the state with primary emphasis on the St. Louis area.
2. To operate the Continuing Education-Extension Division in an efficient, cost-effective manner.
3. To increase understanding and support of the University community toward the role of higher education in providing lifelong learning opportunities.
4. To support the professional development of Continuing Education-Extension faculty and staff.
5. To develop systematic efforts which will enable Continuing Education-Extension to respond more effectively to the growing demands of society for lifelong learning.

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2. Program Description. Continuing Education-Extension at the University of Missouri-St. Louis is an integral part of each School and College. Through Curators' policy, Continuing Education-Extension is charged with the responsibility of administering all noncredit programs (short courses, workshops and conferences); administering all credit courses which are held off-campus and, at the request of School and College Deans, the administration of on-campus credit courses. Additionally, Continuing Education-Extension has an administrative role with grants and contracts which involve off-campus audiences, or conference activities or which are applied to the extent that they represent the UM system concept of "Extension."

In addition to having campus-based responsibilities, Continuing Education-Extension is linked with University Extension at the University of Missouri system level. County Extension Centers in each of Missouri's 114 counties represent the academic resources for all four University of Missouri campuses as well as Lincoln University. Off-campus Extension specialists, particularly in the St. Louis area, rely on University of Missouri-St. Louis faculty resources to deliver Extension programs.

The administrative structure of Continuing Education-Extension at UM-St. Louis can be characterized as semidecentralized. (See Figure 5). Under this model, the division can be characterized as centralized in the following respects:

(a) The division has an administrative officer at the level of a Dean or higher. The existence of such a position in itself conveys campus recognition of the importance of the division to the campus mission. The Dean is the spokesperson and advocate for the division and for the adult learner on campus. The Dean has a coordinating function assuring that campus units do not offer duplicative, competing programs. The Dean provides a focal point for the development of policies and procedures for the division and for resolution of issues and problems arising both within the division and between it and other campus units. Finally, having ultimate authority over all budgets in the division, the Dean can encourage new programs and encourage the closure of programs which are no longer cost effective.

(b) It has centralized support services. The Office of Credit and Noncredit Programs provides general management services for all programs sponsored by academic units. Located in the J. C. Penney Continuing Education Building on the UM-St. Louis campus, this office provides the following specific management functions: Forms processing; budget formulation and management; mailing list determination, acquisition, and performance tracking; program logistics (meeting room reservations and set-ups, food service, audiovisual equipment, etc.); processing of all program income and expenses; and preparation of program and other periodic reports. In addition to management of sponsored programs, this office provides services for programs offered by noncampus groups on University property under the

FIGURE 5

CONTINUING EDUCATION-EXTENSION ORGANIZATIONAL CHART

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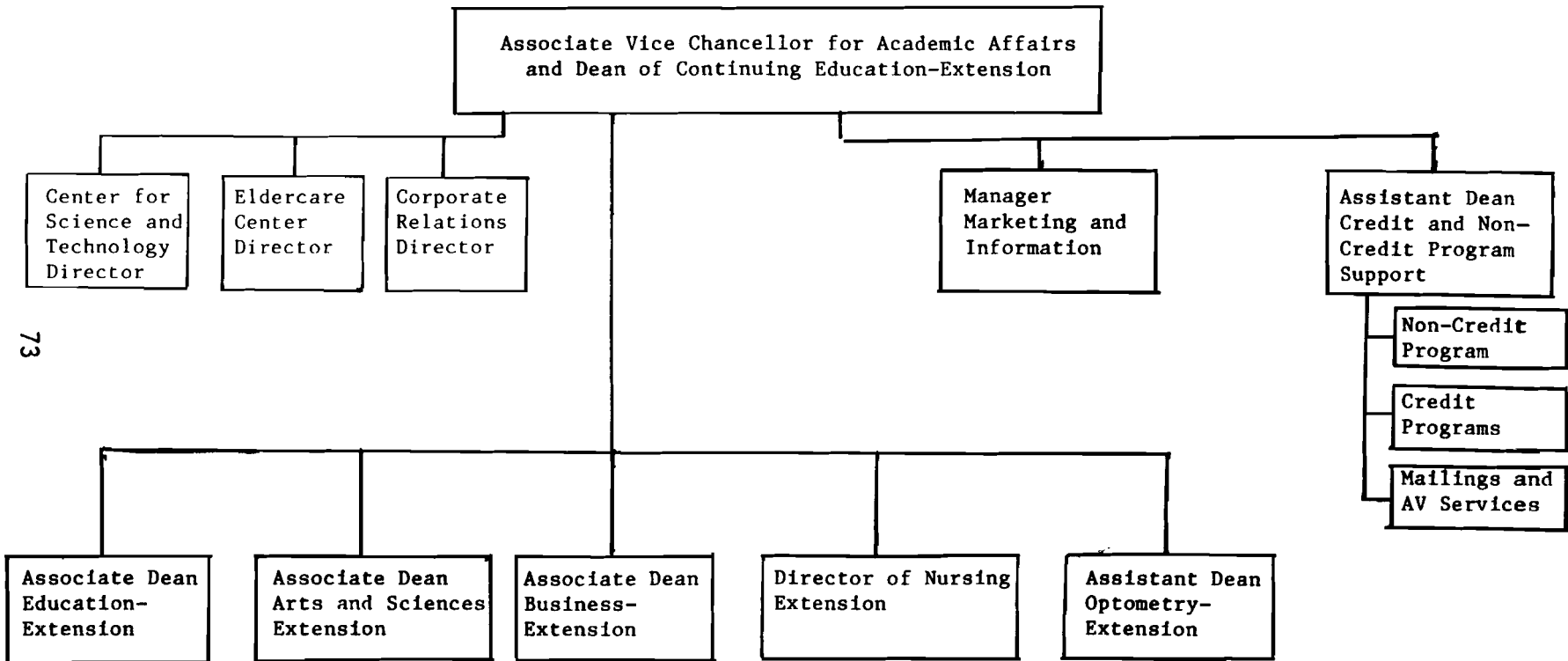
terms of an approved contract; these programs are referred to as "hosted programs."

(c) The division has centralized information and marketing services. In the campus Office of University Communications are a group of professionals knowledgeable in the areas of marketing and print and electronic media relations. This office also provides centralized support in the design of printed materials for the division and in the production of divisionwide marketing pieces and reports. The division also has access to campus clipping services and media lists. In the Penney Building, a sophisticated system has been developed and implemented to track all incoming inquiries regarding the division's programs and all program registrations. Based on the results of this system, cost/benefit analyses are conducted on a regular basis to determine the most effective methods of marketing programs. This information is then used to plan marketing for subsequent offerings and is shared across academic units for informational purposes.

The division can also be characterized as decentralized in the following aspects:

Program planning, selection of faculty, and program evaluation are the responsibility of Associate/Assistant Deans or Directors of Continuing Education-Extension housed in each of the academic units. The existence of such personnel, normally degreed in an academic discipline within their unit (or one closely related), enhances the credibility of the individual and of the division within that unit. It heightens the willingness of faculty to participate in continuing education activities; it ties program development closely to professionals in the specific fields where new knowledge and requirements are emerging and it enhances the needs assessment process. It assures the quality of continuing education offerings by restricting program offerings to those whose content and instructional staff are approved by an academic department. And, finally, given day-to-day responsibility for individual unit budgets, it provides both incentives and accountabilities for cost efficiency and for the development of fiscally sound programs and services.

A recent review of the literature revealed to the personnel of Continuing Education-Extension that this administrative model provides the best features of both the centralized and decentralized models. See Figure 5 for the division's table of organization.

3. Financial Resources. Division records show the following breakdown of its budget for selected fiscal year as follows:

	FY 84-85	FY 85-86	FY 86-87
Fee Income	$1,023,750	$1,416,239	$1,682,114
State Support *	$ 733,537	$ 847,869	$1,054,441
Grants & Contracts	$ 577,186	$ 641,858	$ 580,844
Total	$2,334,473	$2,905,966	$3,317,399

* Increase in state support has been restricted to funding positions which serve the public.

4. Contribution Toward Institutional Goals. Continuing Education-Extension contributes to the goals of the University of Missouri-St. Louis in a number of ways. In a land-grant university, extension of academic resources to the community expresses the institutional philosophy. Through the Continuing Education-Extension division at UM-St. Louis, this philosophy is fulfilled in a number of ways:

(a) Noncredit Programs-Continuing Education-Extension administers all of the noncredit conferences, workshops, and seminars for the institution. These programs are on campus and at off-campus settings; program registration is on a general subscription basis as well as on a contract basis with corporations. The most rapidly growing dimension of noncredit programs is the contract format in which seminars are designed to meet the specific needs of area corporations on site. Last year 48,243 students were enrolled in 509 noncredit programs.

(b) Credit courses - Continuing Education-Extension administers all off campus credit courses and short-term, on-campus credit workshops which deal with specific audiences or require special marketing.

The largest off-campus credit programs are at Lindbergh High School in South St. Louis County, where much of the course work for a master's degree in Education can be obtained, and at Missouri East Correctional Institution, where the upper two years of bachelor's degree in Sociology and Social Work are available.

The most recent dimension in credit outreach is the advanced credit program through which selected freshman-level courses are made available at area high schools. This program serves to sensitize University faculty to high school concerns and, conversely, facilitates the matriculation of high school graduates into the University.

Continuing Education's credit courses facilitate the outreach efforts of the Schools and of the College of Arts and Sciences. Offerings available through Continuing Education-Extension represent existing courses, and staffing is determined by the academic departments. The primary purpose of Continuing Education-Extension administered credit program is to provide greater student access to the University. Many students gain their first exposure to the institution through Continuing Education-Extension and, later, matriculate into degree programs. Last year, Continuing Education-Extension administered 214 credit courses reaching 4,767 students.

(c) Grants and Contracts - Continuing Education-Extension administers a number of mission-oriented, applied research and

service projects for the University. These projects range from in-service contracts which provide in-service teacher education on specific topics for the Missouri State Department of Elementary and Secondary Education to conducting a monthly telephone opinion poll for a consortium of Missouri radio stations. In 1986-87 grant and contract activity represented 17.5 percent of the Continuing Education-Extension budget. A total of 29 grants and contracts totaling $580,844 were active during the year. The grant and contract activity serves to provide opportunities for faculty to conduct applied research, while at allowing the University to share its expertise in meeting needs of the off-campus community.

5. Self-Study Process-Implications. Continuing Education-Extension conducted an extensive self-study in the winter semester of 1986. The self-study addressed the guidelines for review which are set forth by the North Central Association. Each department chairperson on campus critiqued Continuing Education-Extension's past performance and made recommendations for the future; a sample of past students shared their reflections on the program, and a detailed comparison of programming with Urban 13 peer institutions was conducted. The review process identified many strengths of the programs and elicited 13 areas for future development. Continuing Education-Extension is moving to implement these suggestions, which are currently in various stages of analysis and implementation at the University.

D. SCHOOL OF EDUCATION

1. Mission. The School of Education faculty believe that the process of developing and maintaining a quality educational system in an urban, culturally diverse setting advances the field of Education while meeting societal needs as they change. Through its professional functions, the faculty of the School of Education seek to transmit knowledge to current and prospective educational practitioners. The School of Education is committed to the University concept of quality in research, excellence in teaching, and the extension of these research and teaching capabilities through service to the community. Exemplifying these themes is the Parents as Teachers project, a nationally supported enterprise.

Research, either basic or applied, and its implications for the development of new knowledge, is the keystone of the University concept. The School of Education is dedicated to scholarly research and gives particular emphasis to research that relates educational theory to practice.

Teaching within the School of Education continually reflects a commitment to prepare and maintain the highest quality professional personnel to meet the educational needs of the times; service includes a broad view that extends from the immediate University and urban community to state, regional, national, and international

communities. The faculty of the School of Education strive to offer innovative programs based on both traditional and current knowledge; they seek to fulfill their roles as responsive and dedicated agents for scholarship and reform.

2. Program Description. The School of Education is organized into four departments: Behavioral Studies, Educational Studies, Elementary and Early Childhood Education, and Physical Education, with several subdisciplines in three of the four departments. In addition there are various support services, including the Office of Undergraduate Studies in Education, the Office of Graduate Studies in Education, the Teacher Education Resource Center, the Human Services Unit, the Reading Clinic, the University Child Development Center, and the Midwest Community Education Development Center.

TABLE 15

FIVE-YEAR SUMMARY OF PERCENTAGE OF UNDERGRADUATE DEGREES
BY MAJOR FIELD OF STUDY, SCHOOL OF EDUCATION

Teaching Field	%				
	1982-83	1983-84	1984-85	1985-86	1986-87
Early Childhood	10.0	7.7	12.1	14.2	10.9
Elementary	34.8	20.4	44.8	44.7	53.9
Secondary	14.4	21.4	18.5	14.2	17.2
Physical Education	9.6	16.9	4.0	7.8	3.9
Special Education	31.2	33.8	20.6	19.1	14.1

The School of Education offers work leading to the B.S. in Education degree in Early Childhood, Elementary, Secondary, and Special Education; the M.S. in Education degree in Counseling, Educational Administration, Elementary Education, Secondary Education, and Special Education; and the Ed.D. in two broad, interdisciplinary emphasis areas: learning-instructional processes and behavioral-developmental processes. Graduates in each specialty are recorded for the last five years in Table 15. The School, in cooperation with other Schools and Colleges of the University, provides a program for students pursuing other degrees but considering a teaching career in secondary education. In Table 16 is a listing of recipients of graduate degrees in the most recent five years.

TABLE 16

FIVE-YEAR SUMMARY OF GRADUATE DEGREES BY TYPE, SCHOOL OF EDUCATION

Academic Year	B.S.Ed.	M.Ed.	Ed.D.	Total
1982-83	125	97	3	225
1983-84	71	103	3	177
1984-85	124	114	1	239
1985-86	141	81	3	225
1986-87	128	117	5	250
Five-Year Totals	589	512	15	1116

The Department of Behavioral Studies is organized into two major areas Counseling-Educational Psychology and Special Education. A wide variety of topics are covered by the department's courses. Included are several areas of special education, measurement, statistics, research design, educational psychology, and three counseling specialties. Instruction and research are of high quality, with diversity in theoretical approaches to most topics resulting in broad and diverse conceptualizations among a mature student population. At the undergraduate level, many of the School of Education's service courses are taught by this department; at the graduate level, there are programs leading to the Master of Education degree and the Doctor of Education degree.

The Department of Educational Studies coordinates undergraduate and graduate programs for the preparation of secondary school teachers. Because of the curricula, strong interdisciplinary cooperation exists between the department and other departments outside the School of Education. Jointly appointed faculty provide liaison, teach subject-area methods, and supervise student teachers. The department provides programs in Secondary Education, Educational Administration, Adult Education, Business Education, and Educational Technology. Both undergraduate and graduate degree programs are offered by the department; Master's and Doctor's degrees with specialization in Educational Administration are in high demand.

The Department of Elementary and Early Childhood Education has primary responsibility for the Bachelor of Education degree programs in Elementary Education and Early Childhood Education. Also, the department has a certification program at the graduate level in remedial reading. All specialty areas of elementary education (i.e., Language Arts, Mathematics Education, etc.) are housed in this

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department, providing many opportunities for cooperative research and teaching. Departmental programs also lead to the Master's and Doctor's degrees in several areas.

The Department of Physical Education prepares teachers of physical education and nonteaching professionals to work in nonschool settings such as business and industry health promotion programs, child care centers, and senior citizen physical activity programs. Programs are provided for a wide variety of certification areas, including Early Childhood Education, Elementary and Secondary Education, and Special Education. Currently there is not a program in Physical Education leading to the Doctor of Education degree; however, graduate work in the program leads to the Master's degree.

3. Table of Organization. The administrative structure of the School of Education, is displayed in Figure 6 on the following page, includes a Dean, an Associate Dean, an Executive Committee composed of the Chairpersons of the four departments and the Associate Deans (for Extension/Education and for the School), a Graduate Coordinator, and a Dean's Advisory Council. Also affiliated with the School of Education is the Associate Dean for Continuing Education/Extension Education who reports to the Dean of the School of Education and to the Vice Chancellor for Extension.

4. Resources

   (a) Budget. The financial resources of the School of Education are derived from the University of Missouri system general operating funds as allocated to the St. Louis campus and assigned to the School. The total budget is based on the past year's budget plus increases or reductions dictated by the legislative appropriation for the year and the results of system and campus budget planning processes. The total Salary and Wage budget for the School of Education in 1987-88 was $2,099,855.00. The Expense and Equipment budget was $97,251.00. Additional funds from external sources amounted to $20,177 for Salary and Wages and $7,022.00 for Expenses and Equipment. These external sources include vocational education, special education and research funds. See Table 17.

   (b) Personnel. The budget figures are for 40 full-time equivalent faculty plus 10 joint appointments who are 0.5 FTE School of Education and 0.5 FTE College of Arts and Sciences, for a total FTE of 45.0. The non-faculty full-time equivalence is 16.8. Monies from unfilled positions and from positions where faculty members are on leaves of absence are used to fund adjunct faculty to augment instruction.
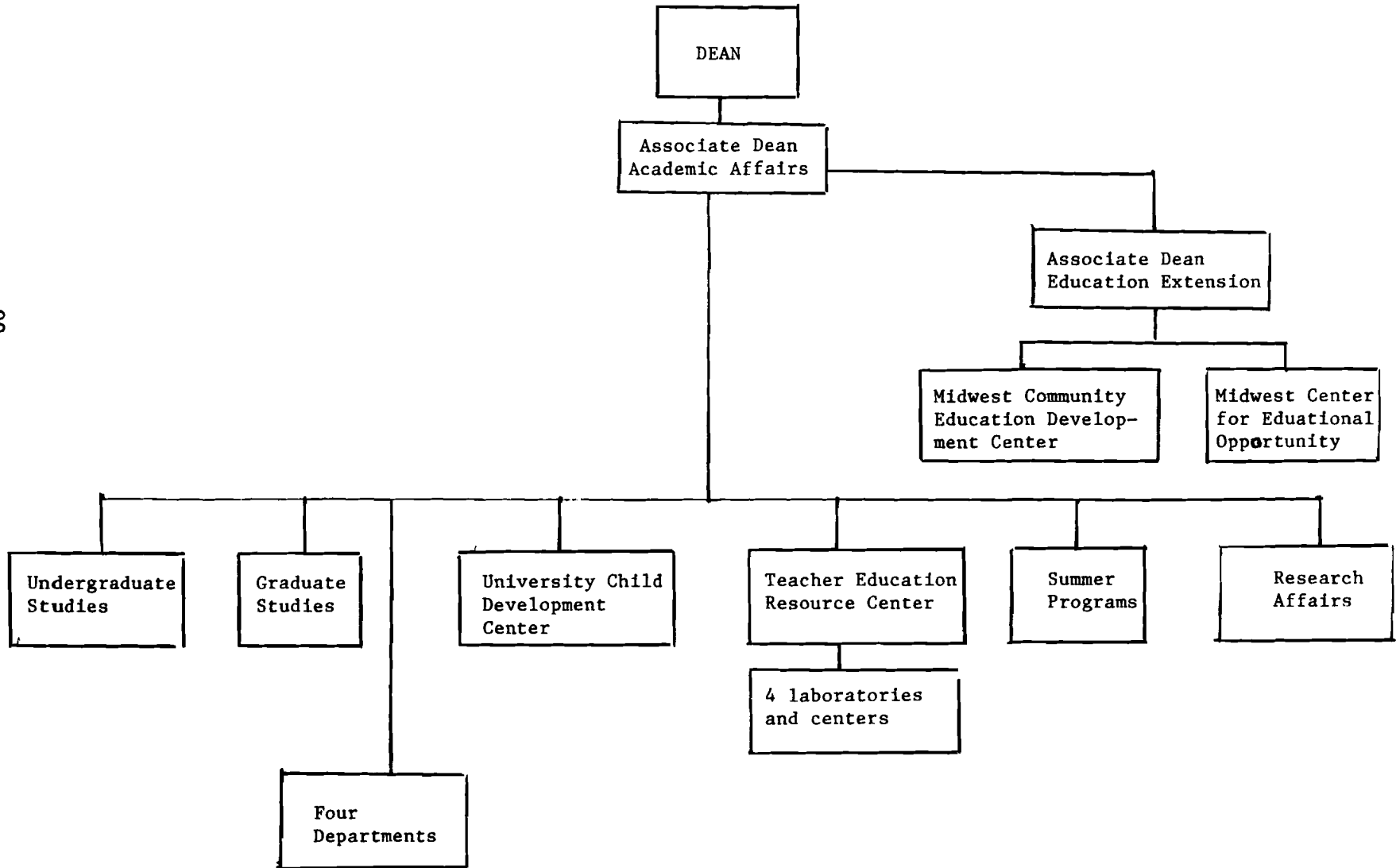
FIGURE 6

SCHOOL OF EDUCATION ORGANIZATIONAL CHART

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                                    ┌─────────────┐
                                    │    DEAN     │
                                    └──────┬──────┘
                            ┌──────────────┴──────────┐
                            │ Associate Dean          │
                            │ Academic Affairs        ├───────────────────┐
                            └──────────┬──────────────┘                   │
                                       │                    ┌─────────────┴──────────┐
                                       │                    │ Associate Dean         │
                                       │                    │ Education Extension     │
                                       │                    └───────────┬─────────────┘
                                       │                       ┌────────┴─────────┐
                                       │          ┌────────────┴──────┐   ┌───────┴──────────┐
                                       │          │ Midwest Community │   │ Midwest Center   │
                                       │          │ Education Develop- │   │ for Eduational   │
                                       │          │ ment Center       │   │ Opportunity      │
                                       │          └───────────────────┘   └──────────────────┘
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Undergraduate Studies

Graduate Studies

University Child Development Center

Teacher Education Resource Center

Summer Programs

Research Affairs

4 laboratories and centers

Four Departments

TABLE 17

THREE-YEAR BUDGET, SCHOOL OF EDUCATION

Category	1985-86	1986-87	1987-88
S & W	1,980,161	2,037,754	2,086,649
E & E	91,667	95,344	*97,251
Total University Resources	2,071,828	2,133,098	2,183,900
External Funds	90,003	38,812	45,545
Other			*132,485
Grand Total	2,161,831	2,171,910	2,361,930

*University funds given over the budget to cover areas not included in the budget for 1987/88.

5. Contribution Towards Institutional Goals. The School of Education clearly and directly contributes to a variety of plans, including the University of Missouri's Academic Plan, "Toward Excellence," and the campus' plan "Partnerships for Progress." Among our activities aimed at accomplishing those plans are:

    a. Increasing funding for sponsored research. This is being stimulated by incentive grants within the School for faculty research and for joint faculty/graduate student research leading to outside grants. The School has adopted criteria for faculty merit pay increases which are directly tied to research and grant application activity.

    b. Extending accessibility to our programs. Courses at the graduate and undergraduate level are offered at various off-campus sites throughout the area, including the south county location at Lindbergh High School, and midtown nursing and health care facilities. The School also participates in the Video Credit Courses program available statewide. Faculty members travel around the state providing short courses and seminars.

    c. Utilizing technology in the classroom. The School offers programs in educational technology and several courses integrating microcomputers into various curricular areas. We work cooperatively with the Regional Consortium on Education and Technology in reviewing software, providing access to programs for teachers and prospective teachers, and participating in their workshops and conferences.

d. Increasing library holdings. Costs for journals and books have increased; fortunately, many publishers of educational materials (such as basal readers and mathematics programs) have been willing to donate their materials to our library. The curriculum materials section is well stocked and current. Efforts are being made to provide funds for critical periodicals through reallocation of funds.

e. Improving planning. Efforts continue to provide an information basis for planning related to instruction, faculty recruitment, curriculum revision, and budgeting. A budget driven by planning instead of the reverse is our goal in this area. Data are being collected from students, graduates, and practitioner colleagues regarding a variety of topics.

f. Collaboration with the public schools. This is one of the main concerns of the School at this time. Through the campus' Bridge Program of Partnerships for Progress, the School is providing many opportunities for interaction with the St. Louis Public Schools. Included are courses for high-ability high school students in areas such as mathematics, history, and English. Also, in-service programs for teachers are being offered in reading and writing across the curriculum and in mathematics. Cooperative planning for the next years is ongoing at this time. Work with suburban school districts is also continuing, with our faculty actively involved in leadership roles in the development of career ladder programs, program evaluations, curriculum revisions for district administrators, and various types of in-service programs.

6. Self-Study Process. During the summer of 1986, the campus design for the self-study was approved by the North Central Association, and campus planning meetings were held during the fall of academic year 1986-87. The Dean, Associate Dean, and department Chairs were asked to attend informational meetings, and the self-study process was begun. The methodology within the School of Education was developed from several meetings of the faculty and of the Executive Committee. Each department conducted a self-study, aided by pertinent information from various areas. In addition to that information, the School also collected, analyzed, and utilized considerable information obtained by standing committees, administrative offices, and campus offices. The Teacher Education Committee and the Graduate Affairs Committee representatives from each of the departments participated in gathering data and reporting it to their departments for action. There have been surveys by the various departments, a variety of outside agency reviews (such as NCATE and the state's Coordinating Board for Higher Education). The School has conducted mail questionnaires of its student teachers and its graduates. Each department prepares an annual report to the Dean which documents the accomplishments of the past year, including student evaluations of instruction. At campus level, studies such as "Perceptions of Personal Gain and Added Life-Value from Higher Education at UM-St. Louis" (1986) provide further data to enhance the self-study.

7. Findings and Their Implications. The self-study process has allowed the formal identification of concerns among the departments and within the School. The primary concerns include an inadequate number of faculty to achieve our mission, meeting the requirements for curriculum and evaluation mandated by the state, a need to improve physical facilities, a need to increase instructional technology materials and equipment, and a need to consider alternative forms of organization. Many of these concerns are directly tied to budget considerations as well. Plans to alleviate these concerns are in place, and searches for some faculty positions have begun. The campus five-year budgeting process is helpful to us in projecting solutions to problems and by providing an opportunity to be considered in budget preparation. There are improved liaisons with both public school personnel and state department officers by our faculty and administrators. The extension/education arm has designed and offered specialized courses and workshops on improvement of curriculum to include the state's core competencies and key skills. In the Five-Year Plan there are requests for 1990-91 for funds to renovate and relocate the computer labs, to renovate the auditorium into space for instruction in large groups, and to make significant changes in some classroom space. Additionally, currently unusable space is being included in requests to make it available for housing a campus center such as the National Parents as Teachers program. Finally, informal discussions regarding organization of the School are continuing at various levels.

Under the leadership of its recently appointed, Dean the School of Education looks forward in a positive way to meeting new challenges. Within the Five-Year Plan, Partnerships for Progress, the School will address the major challenges to teacher education evident at the state and national levels. The Fall 1988 faculty retreat will address the challenges identified in the recent self-study. Each department looks forward to proposing items for action in the next several years. Such plans will draw on wide study of current resources and on consideration of national movements to vitalize preparation of teachers. We look forward to making a qualitatively superior contribution to the preparation of teachers and to the welfare of children in the region and across the nation through Parents as Teachers and other exciting projects.

E. EVENING COLLEGE

1. Mission and Goals. In 1964 the Evening Division of the University of Missouri-St. Louis, subsequently organized in 1966 as the Evening College was established to provide access to higher education for nontraditional students, who, because of various circumstances, needed to attend evening classes. Since those early beginnings, the College has grown so that it now offers 24 degree programs, 17 minors, and two certificates in the Arts & Sciences, Business Administration, Education, and Nursing; they conform to the requirements established by the appropriate School or College. The Bachelor of General Studies is the nontraditional degree program offered by the Evening College.

2. Program Description. Day and evening degree programs in Business, Education, Social Work, and Nursing have been accredited by appropriate, specialized accrediting agencies. The Bachelor of Science in Business Administration has been accredited by the American Assembly of Collegiate Schools of Business since 1968. Accreditation by the National Council for the Accreditation of Teacher Education became effective in Fall 1971. The Bachelor of Social Work was accredited by the Council of Social Work Education effective in Fall 1979. The Bachelor of Science in Nursing was accredited by the National League for Nursing effective in 1983. Students completing the Bachelor of Science degree in Chemistry are certified by the American Chemical Society. The following is a summary of the Evening College degree and certificate programs.

Bachelor of Arts:

Biology	History	Psychology
Chemistry	Mathematics	Sociology
Economics	Physics	Speech Communication
English	Political Science	

Bachelor of General Studies

Bachelor of Science:

Biology	Computer Science	Physics
Chemistry	Economics	Sociology

Bachelor of Science in Administration of Justice

Bachelor of Science in Business Administration

Accounting	Management Information Systems
Finance	Management & Organizational Behavior
Marketing	Management Science

Bachelor of Science in Education:

Early Childhood	Secondary
Elementary	Special

Bachelor of Science in Nursing
Bachelor of Science in Public Administration
Bachelor of Social Work
Minors are currently available in:

Administration of Justice	Legal Studies
Biology	Mathematics
Business Administration	Philosophy
Chemistry	Physics
Computer Science	Political Science
Economics	Psychology
Employee Training and	Speech Communication
Development	Social Work
History	Sociology

Certificate Programs are available in:
Writing
Women's Studies

Table 18 presents a summary of Evening College degrees awarded since 1985.

TABLE 18

THREE-YEAR SUMMARY OF DEGREES AWARDED
BY THE EVENING COLLEGE

Year	N Degrees Awarded	N Bachelor of General Studies Awarded	% Column 1 of Column 2
1984-85	193	49	.25
1985-86	194	64	.33
1986-87	199	46	.23

The Evening College supports its diverse credit and degree programs in several ways. First, it works cooperatively with departments to provide full-time faculty to teach evening classes and to arrange for the appointment of adjunct and part-time faculty. Second, the College allocates funds to support the various academic programs so that students may take the necessary courses to fulfill degree requirements. In addition, office space, clerical support, and the delivery of audiovisual equipment to all classes are provided for adjunct and part-time faculty.

The Evening College office is open from 8:00 a.m. until 9:00 p.m., Monday through Thursday; 8:00 a.m. until 5:00 p.m. on Friday; and 8:00 a.m. until 1:00 p.m., Saturday. It supports students by providing academic advisement and psychological counseling services. The College Administration and the Evening College Council (the Dean's student advisory group) have served as advocates for evening students so that other important campus services are now open during evening hours. In general, the College office serves as a home or central location where evening students can obtain information and resolve problems. The College also periodically conducts studies relating to evening students and programs which have served as a basis for the continued improvement of evening programs and services.

3. Governance. The Evening College faculty was organized in 1968, and it is the governing body of the Evening College. The Bylaws have been amended once since the last full revision in 1975. This was done in December 1984 to reflect administrative changes on the

campus and to change the membership criteria of standing committees.

The standing committees are:

        Policy and By-Laws Committee
        Academic Advising Committee
        Curriculum and Instruction Committee
        Committee on Grievances Concerning Grades
        Bachelor of General Studies Degree Committee

These committees have served the College well. The Bachelor of General Studies Committee has been particularly important because it reviews and approves each individual degree program submitted for the BGS degree.

4.   Administration. The Administrative Staff consists of the Dean, two Assistant Deans, two full-time Academic Advisers, one Administrative Associate, three secretaries, and several part-time clerk typists who provide support services for students and faculty. The Dean of the Evening College reports to the Vice Chancellor for Academic Affairs. The Dean is responsible for administering and coordinating all undergraduate programs offered during the evening. As director of Summer Sessions the Dean has overall responsibility for coordinating all Summer Session credit courses. This includes responsibility for budgeting, planning and policy development, program development and evaluation, and approval of faculty appointments. Due to the uniqueness of the Evening College structure, the Dean must maintain a working and cooperative liaison with other divisions and with department Chairpersons of the University.
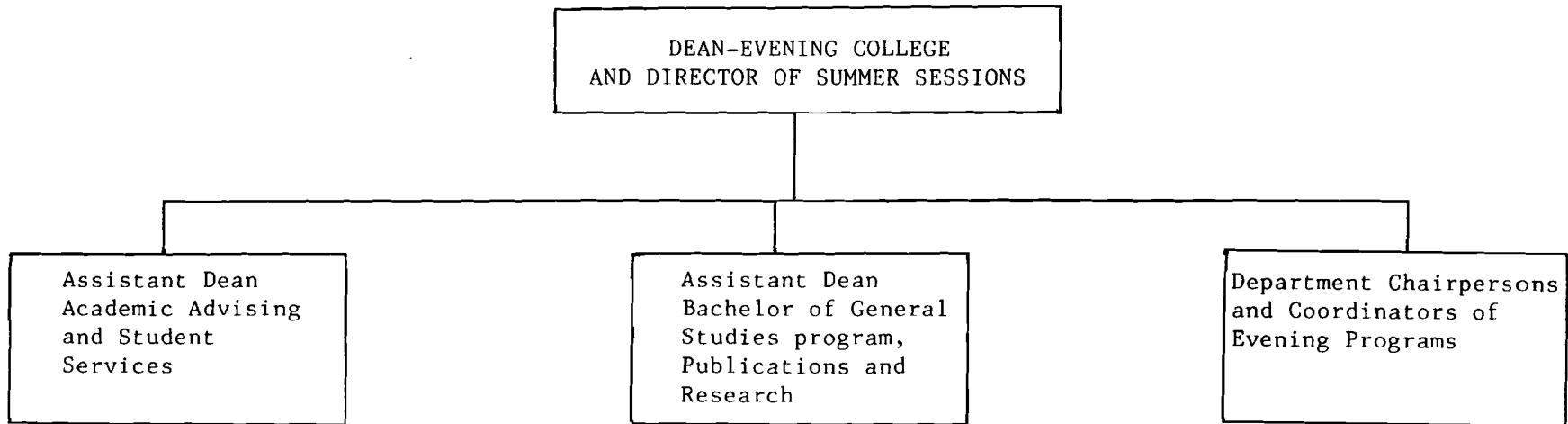
One Assistant Dean has responsibility for the Bachelor of General Studies degree program and coordinates advertising and Evening College publications. He conducts various studies regarding Evening College students, serves on various university committees, represents the Evening College in recruiting and at professional meetings, and serves as faculty adviser to Alpha Sigma Lambda, the National Honor Society for evening students. A second Assistant Dean has responsibility for coordination and supervision of all student services in the Evening College; this includes academic advisement and counseling. He also assists the dean to develop class schedules.

5.   Students. Evening students differ from traditional students in several significant ways. Most students attend classes on a part-time basis, most are employed, most have previously attended another institution; as a group they are likely to drop in and out of the University as their circumstances require. Surveys have shown that about three-fourths of the evening students expect to earn a degree, and the remaining one-fourth have a limited or short-term educational goal.

Over the years, the mix of students served by the Evening College has shifted significantly from the freshman-sophomore levels to the

FIGURE 7

EVENING COLLEGE ORGANIZATIONAL CHART

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                          │       DEAN-EVENING COLLEGE        │
                          │  AND DIRECTOR OF SUMMER SESSIONS   │
                          └─────────────────────────────────┘
                                        │
        ┌───────────────────────────────┼───────────────────────────────┐
┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────────┐
│ Assistant Dean       │      │ Assistant Dean       │      │ Department Chairpersons  │
│ Academic Advising    │      │ Bachelor of General  │      │ and Coordinators of      │
│ and Student          │      │ Studies program,     │      │ Evening Programs         │
│ Services             │      │ Publications and     │      │                          │
│                      │      │ Research             │      │                          │
└─────────────────────┘      └─────────────────────┘      └─────────────────────────┘
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junior-senior levels. The proportion of freshman and sophomore students has declined steadily since 1969. Apparently more freshman and sophomore students in the St. Louis area have opted to take advantage of the lower fees charged by the St. Louis Community College. Students classified as juniors and seniors made up 75 percent of the evening student population in Fall 1985. Approximately 22 percent of the students enrolled in the Evening College hold a baccalaureate degree. It has been necessary to adjust course offerings gradually by increasing the proportion of courses offered at the 200 and 300 levels. There has also been a significant increase in the proportion of females enrolled. Females now make up 51 percent of the evening student population, as compared with 39 percent in 1976. Furthermore, 24.4 percent of the total campus minority student enrollment is represented in the Evening College, which also enrolls 28.4 percent of the total undergraduate black student population. The black student enrollment represents 11.9 percent of the total Evening College enrollment.

6. Resources.

(a) Budget. As the Evening College developed, funds were allocated to the various schools and departments to support full-time faculty positions for evening instruction. Departments in turn assumed an obligation to assign the appropriate FTE regular faculty to teach evening classes. The arrangements with schools and departments ensure continuity in the commitment of regular faculty to evening programs, but may be modified as circumstances require. The budgeted full-time equivalent faculty in all schools and departments currently totals 42.91. These positions are distributed in the following manner.

TABLE 19
FULL-TIME EQUIVALENT REGULAR FACULTY
1987-88

Department	FTE Regular Faculty Budgeted	Department	FTE Regular Faculty Budgeted
Admin. of Justice	1.34	Modern Languages	--
Anthropology	1.00	Music	.55
Art	--	Philosophy	1.75
Biology	2.18	Physics	1.00
Chemistry	1.87	Political Science	1.66
Economics/Geography	1.83	Psychology	1.33
English	3.83	Social Work	.75
History	2.82	Sociology	1.33
Mathematics	4.00	Speech	1.00

TOTAL Arts & Sciences: 28.24

Business	11.01
Education	3.66
Nursing	--
GRAND TOTAL	42.91

Resources to support adjunct and part-time faculty are kept in the Evening College budget. In Fall 1987, 21.69 FTE part-time faculty were supported by the Evening College. A summary of the Evening College allocations for the past three years appears in Table 20.

TABLE 20

THREE-YEAR BUDGET, EVENING COLLEGE

Category	1985-86	1986-87	1987-88
S & W	954,433	982,267	1,005,418
E & E	30,735	31,964	32,603
Total University Resources	985,168	1,014,231	1,038,021
External Funds	0	0	0
Other	0	0	0

Two items should be noted. First, generally between 25 and 30 percent of the Evening College budget is allocated to support summer evening programs. Second, the E&E allocated to the Evening College supports only the part-time faculty. E&E funds for the support of instruction and full-time faculty are allocated by Academic Affairs to the schools and departments.

(b) Faculty. The faculty of the Evening College is drawn from regular faculty in the various schools and departments, and is augmented by adjunct and part-time faculty supported from the Evening College budget. A summary of the faculty who taught in the Evening College in Fall 1987 appears in Table 21.

TABLE 21
FACULTY BY RANK: FALL, 1987

Rank	Full-time	Part-time
Professor	12	4
Associate Professor	36	7
Assistant Professor	35	15
Instructor/Lecturer	26	61
TOTALS	109	87

Terminal degrees are held by 77 percent of the full-time and 30 percent of the part-time faculty, for a total of 53 percent of all Evening College faculty. Most full-time faculty are assigned to the Evening College for only part of their teaching responsibilities. The method of assigning faculty from the various departments to fulfill their teaching obligation to the Evening College ensures specialized instruction. Fifty-six percent of all course sections were taught by full-time faculty in Fall 1987.

In addition to faculty, teaching assistants are employed to provide supervision, to assist students in science, computer, and language laboratories, and to deliver audiovisual equipment to classrooms.

7. Self-Study Process and Finding. The Evening College and the Bachelor of General Studies degree program are reviewed every five years by the Chancellor's Committee on Academic Review. The last such review was in February 1986. This review served as the basis for the North Central Accreditation Self-Study conducted in Fall 1987. The NCA self-study was prepared by the Evening College Administration, reviewed and discussed by the Policy and By-Laws Committee, and revised accordingly.

The findings of the NCA self-study suggest the following changes:

a. Add an additional full-time academic adviser to the human resources area to accommodate the increase in student enrollment and assist in retention efforts of the College.

b. Conduct a review of the current administrative structure and responsibilities due to recent changes in administrative staff. This is particularly important as the College undertakes weekend scheduling of courses.

c. Consider better ways to meet the educational needs of the St. Louis metropolitan area by providing a greater variety of course offerings.

8. Contribution Toward Institutional Goals. The University of Missouri-
    St. Louis has a special mission determined by its urban location and
    the land-grant tradition. The Evening College assists the campus to
    fulfill its mission by providing a diversity of credit and degree
    programs. Through them non-traditional students in the St. Louis
    area achieve personal and educational goals.

F. THE GRADUATE SCHOOL

1. Mission and Goals. The Graduate School was created in 1969 to
    coordinate the range of graduate programs in existence at that time
    and those anticipated for subsequent years. It is the mission of the
    Graduate School to:

    1. Implement the Long-Range Plan of the Board of Curators and
        the campus Five-Year Plan
    2. Structure consistent practices for selecting students and
        appointing faculty
    3. Maintain the high quality of students and faculty
    4. Screen and orient foreign Teaching Assistants whose native
        language is not English
    5. Implement the Rules and Regulations of the Graduate
        Faculty
    6. Maintain quality in graduate curricula
    7. Maintain quality in the Graduate Faculty and Doctoral
        Faculty
    8. Assist with the growth of Centers.

The Graduate School implements the Academic Plan by providing an
administrative context within which new degree programs may be
introduced in a fashion consistent with existing degree programs.

The Graduate School revitalizes itself by two processes. First, the
Graduate Office is subject to examination by the Chancellor's Com-
mittee on Review (CCR) every five years; the last CCR review was in
1986. At intervals of 10 years the faculty review and revise their
rules and regulations; the next review will be in 1988-89. Recently,
the University as a whole incorporated a continuance/discontinuance
decision into program reviews. On that basis, improvements to, or
even the existence of, the Graduate School would be open to serious
consideration. In that sense mission and purposes are less likely to
inhibit or promote processes of change than the formal process of
review. To date there has been stability in the Graduate School. The
rules and regulations were examined in 1970 and found generally
quite satisfactory. The first dean served for three years, and the
present dean has served for about fifteen years. There appear to be
no institutional processes of change in motion which would affect
the internal operations of the Graduate School.

The second process for pursuing vitality is differentiation of the
Graduate Faculty by membership in the Doctoral Faculty. Appointment
to the Graduate Faculty is automatic for Professors and Associate

Professors; it is quite routine for Assistant Professors with terminal degrees recommended by their departments to the Graduate Council. Membership in the Graduate Faculty is for an unrestricted term. In contrast, the Doctoral Faculty consists of people recommended to the Chancellor by a special, elected committee of the Graduate Faculty. This committee reviews people recommended by the departments and employs a criterion in which scholarly productivity, usually publication, is the essential element. The Doctoral Faculty is a system-wide, but decentralized, body without corporate functions. The sole prerogative of membership is that members may direct dissertations for a renewable period of five years. The Graduate Dean makes a separate recommendation on each applicant, and split decisions are forwarded to the Universitywide Doctoral Council for a recommendation.

2. Governance and Administration. The Graduate School has a Dean who is also an Associate Vice Chancellor, and has administrative duties unconnected with the School. There was a fractional FTE Associate Dean whose duties had grown away from the Graduate School through the correlated position of Director of the Office of Research Administration. On the recommendation of the Dean of the Graduate School, the position of Director has been granted autonomy. An Interim Associate Vice Chancellor serves in AY88; there is no longer an Associate Dean in the Graduate School.

A major component of the Graduate School is an elected Graduate Council whose 15 members serve staggered terms of two years. About four years ago, the Council reduced its size from 22 to 15. The Council and the Dean conduct routine business and report to the Graduate Faculty at the end of each semester. All proposed changes in courses and degree programs are reviewed by the Graduate Council and then transmitted to the Senate for consideration. The Dean implements the rules and regulations and is in daily contact by mail and phone with Directors of graduate studies who are selected by academic units. Governance and operations are vital, dynamic processes which help implement the campus mission to serve the metropolitan population.

The Office of the Graduate School parallels the Office of Deans in other Schools and Colleges, except for the smaller number of programs managed directly. Departments in Schools and Colleges normally manage graduate programs and advise students. However, two Master's degree programs, those in Gerontology and in Public Policy, report through their Directors to the Dean of the Graduate School. In terms of reporting they are paralleled by other units (e.g., Centers), which report to the same Administrator in his capacity as Associate Vice Chancellor.

The graduate Dean coordinates screening and preparation of Teaching Assistants who are not native speakers of English. As Associate Vice Chancellor he manages review of all academic and nonacademic units.

There are relationships between Graduate activities on the St. Louis campus and on the other three campuses. There are Universitywide

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TABLE 22
GRADUATE SCHOOL ENROLLMENT
AND CREDIT HOURS GENERATED WITHIN DEGREE PROGRAMS

	Fall'85		Winter'86		Summer'86		Fall'86		Winter'87		Summer'87		Fall'87	
	Head Count	SCH's	Head Count	SCH's	Head Count	SCH's	Head Count	SCH's	Head Count	SCH's	Head Count	SCH's	Head Count	SCH's
BIOLOGY	44	187	44	181	20	57	46	208	38	195	17	42	36	203
BUSINESS MBA	395	2290	338	1867	185	663	372	2183	357	2094	174	656	394	2330
MIS	56	336	54	323	32	111	61	355	61	384	29	114	70	460
ACC	1	9	1	3	0	0	1	6	2	9	1	3	11	69
CHEMISTRY MS	37	158	29	141	3	10	34	168	29	129	6	17	30	140
PhD	25	180	30	208	19	22	30	226	28	193	19	21	36	190
ECONOMICS	9	59	10	60	3	9	15	84	11	57	9	27	16	93
EDUCATION MEd	726	3110	740	3243	691	3183	846	3734	832	3754	790	3523	945	4327
EdD	61	272	66	302	37	164	71	312	74	271	42	116	72	305
ENGLISH	27	120	27	120	11	37	34	165	36	207	22	88	34	150
GERONTOLOGY	0	0	0	0	0	0	0	0	0	0	1	6	8	31
HISTORY	18	78	19	102	8	36	24	125	25	117	16	57	27	117
INTERNAT'L STUDIES	0	0	0	0	0	0	0	0	0	0	0	0	5	37
MATHEMATICS	12	69	28	106	4	12	35	129	13	72	2	9	16	75
PHYSICS	11	63	9	48	2	5	12	72	9	59	3	12	7	46
POLITICAL SCIENCE MA	16	81	13	69	6	27	20	90	18	94	5	18	25	141
PhD	0	0	0	0	0	0	4	24	3	21	2	9	9	72
PSYCHOLOGY MA	28	149	27	140	33	45	30	168	33	191	7	30	32	151
PhD	78	513	80	493	11	49	83	495	77	420	38	62	88	509
PUBLIC POLICY ADM	40	205	30	157	19	69	36	177	32	159	15	51	25	133
SOCIOLOGY	5	27	5	24	2	4	13	58	9	43	10	39	10	61
OTHER	20	90	10	43	4	12	6	31	14	63	10	44	11	48
	1609	7996	1560	7633	1090	4515	1773	8810	1701	8532	1218	4944	1907	9688

operations--committees of various kinds--on which the St. Louis graduate faculty serve, e.g., the Weldon Spring Fund, the Doctoral Faculty, promotion and tenure activities, and the advisory committee for the University Press.

3. Human Resources. Three hundred and twenty-three Instructors in the Graduate School belong to the Graduate Faculty, and 152 belong to the Universitywide Doctoral Faculty.

   The student body consists of 1,927 persons, most of whom engage in part-time study. Enrollments have tended to rise slowly but steadily over the years. Table 22 lists enrollments and student credit hours by degree programs since 1985. Exempted from this listing is the student body in Optometry. They are classed as "Professional" students, and many already have graduate degrees. In the future the School of Optometry proposes to offer the M.S. and Ph.D. in Physiological Optics through the Graduate School.

   The personnel of the Graduate School office consist of the Dean, an Assistant, and a Secretary. The personnel have been, in general, quite stable. As indicated earlier, the position of Associate Dean has been eliminated.

   In the previous NCA report, the visitors recommended that additional help be assigned to the graduate Dean. The present quantity of personnel is less than it was at the time of the 1978 NCA visit, and the work load has risen in the interim. However, technology in the form of word-processing equipment has raised the efficiency and output of the office. There are plans to review the personnel needs of the Graduate School.

4. Financial Resources. The Graduate School budget in AY88 is $132,023. Of that amount, $98,038 (84%) is for salary and wages, $20,576 is for expenses and equipment (16%), and $13,498 is available for two dissertation Fellowships, summer Student Research Fellowships, and payroll. The current academic plan proposes to place funds for Assistantships in the departments and Schools which offer research doctoral programs. The deficiency of Fellowships in the Graduate School is acute, and the productivity of the programs is less than it would be were more funds available. The Chancellor offered six Chancellor's Minority Doctoral Assistantships and eight Chancellor's Assistantships in AY88 and AY89 through the Office of Academic Affairs. In addition, Assistantships have been assigned to Ph.D. programs through Partnerships for Progress.

   The presence of Assistantships offered by the Chancellor and the departments will strengthen graduate curricula. Their absence in the Graduate School inhibits the development of influence for the Graduate School beyond implementation of rules and regulations. The latter, inevitably, has compliance as its theme, without the positive influence which can grow from budgetary resources.

5. Educational Programs and Curriculum. The essential concept of the

TABLE 23

THREE-YEAR BUDGET, GRADUATE SCHOOL

Category	1985-86	1986-87	1987-88
S & W	103,933	106,415	111,446
E & E	18,000	18,470	20,576
Total University Resources	121,933	124,885	132,022
External Funds	0	0	0
Other	0	0	0

TABLE 24

FIVE-YEAR SUMMARY OF GRADUATE DEGREES BY TYPE, GRADUATE SCHOOL

Academic Year	M.S	M.A.	MBA	M.Acc.	M.Ed.	Ph.D.	Ed.D.	Total
1982-83	14	47	86	0	164	3	4	318
1983-84	19	43	71	2	198	13	4	350
1984-85	13	42	78	0	190	13	3	339
1985-86	34	43	78	2	170	8	3	338
1986-87	30	41	65	2	196	8	6	348
Five-Year Totals	110	216	378	6	918	45	20	1693

Graduate School is that it is a decentralized operation. Admissions, for example, are handled in the Registrar's office and reach the Graduate School from departments as recommendations to the Dean at the end of the process. Similarly, academic units are responsible for advisement and for the primary supervision of students up to the point when degree programs are submitted, examinations are required, and clearance for graduation arises.

6.   Enrollments.   Since establishment of the Graduate School in 1969, the number of students has grown steadily. Growth in enrollment has been limited by the paucity of graduate degree programs. Recruitment of students into doctoral programs is greatly assisted by the Chancellor's program of minority and nonminority assistantships developed within Partnerships for Progress. In the last few years the number of Ph.D. programs has expanded, with the Ph.D. in Political Science and the Ph.D. in Physics being recent additions. Master's programs have been stable, but the M.S. in Gerontology was activated in AY88. The Master of Arts degree in Administration of Justice and the Ph.D. in Biology are pending at the moment.

In Table 22 we present a summary of enrollments and student credit hours by program in the period 1985 to 1987 for 21 degree programs in 14 academic departments or Schools. In Fall 1987 enrollments reached 1,907; Summer School in 1987 saw enrollment reach 1,218 despite the virtual absence of graduate offerings in the departments of the Arts College.

Currently (Fall 1987) the largest enrollments and student credit hours are in the School of Education (N=945 headcount plus 4,327 SCH's) and in the School of Business Administration (N=394 headcount plus 2,330 SCH's). Departments which have always attracted small enrollments to their Master's programs despite their evident quality are those in the College of Arts and Sciences, especially in the Humanities and some Social Sciences. (See Table 25.)

There are five research doctoral programs (Ph.D. and Ed.D.) and seventeen Master's degree programs. The Curators' Long-Range Plan proposes addition of: Master of Social Work, Master of Science in Nursing, Executive MBA, Master of Science in Computer Science, Master's and Ph.D. in Physiological Optics, Ph.D. in Nursing, and Ph.D. in Management.

Expansion of our Ph.D. programs has been slow and has allowed the campus to build quality into each undertaking. Through the Doctoral Faculty dissertations are directed by people whose personal productivity as scholars is subjected to peer review every five years.

A mechanism for delivering graduate programs to the major center of population in the state is cooperative programming. The campus has made many efforts to bring Master's and Ph.D. programs to St. Louis through the Columbia campus of the University. The Rolla campus cooperates in a joint Ph.D. in Physics, a field in which the local

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TABLE 25

ACADEMIC UNITS AND DEGREE PROGRAMS

Unit	Degree Programs	Specialties	Degrees	Enrollment F'87
Chemistry	Chemistry	Inorganic	Ph.D.	
		Organic	Ph.D.	36
		Physical	Ph.D.	
Political Science	Political Science	Public Policy	Ph.D.	9
Psychology	Psychology	Clinical Psychology	Ph.D.	
		General Experimental Psychology	Ph.D.	87
		Applied Psychology	Ph.D.	
Education	Education	Learning-Instructional	Ed.D.	
		Behavioral & Development	Ed.D.	72
Business	Accounting	Corporate Accounting	M.Acc.	
		Public Sector Accounting	M.Acc.	11
Economics	Economics		M.A.	16
English	English	American Literature	M.A.	
		English Literature	M.A.	34
		Linguistics	M.A.	
History	History		M.A.	
		Historical Agencies	M.A.	27
Mathematics	Mathematics		M.A.	16
Political Science	Political Science	American Politics	M.A.	
		Comparative Politics	M.A.	
		International Politics	M.A.	
		Political Process & Behavior	M.A.	25
		Pub Admin and Pub Policy	M.A.	
		Urban & Regional Politics	M.A.	
Psychology	Psychology		M.A.	32
Sociology	Sociology	Advanced Social Perspective	M.A.	
		Community Conflict Interven	M.A.	
		Program Design & Eval Res	M.A.	10
		Social Policy Planning & Ad	M.A.	
Education	Educational Administration	Community Education	M.Ed.	
		Elementary Administration	M.Ed.	
		Secondary Administration	M.Ed.	
	Secondary Education		M.Ed.	945
		Adult Education	M.Ed.	
		Curriculum & Instruction	M.Ed.	
		Reading	M.Ed.	
	Special Education	General	M.Ed.	
		Behavioral Disorders	M.Ed.	

TABLE 25 (cont.)

ACADEMIC UNITS AND DEGREE PROGRAMS

Unit	Degree Programs	Specialties	Degrees	Enrollment F'87
Education	Special Education (Cont.)	Early Childhood Special Ed.	M.Ed.	
		Learning Disabilities	M.Ed.	
		Mental Retardation	M.Ed.	
	Counseling	General Counseling	M Ed.	
		Elementary	M .1.	
		Secondary	M.: !.	
	Elementary Education		M.Ed.	
		Reading	M.Ed.	
Public Policy	Public Policy Administration		MPPA	25
Business	Business Administration	Accounting	MBA	
		Finance	MBA	394
		Management	MBA	
		Marketing	MBA	
		Quantitative Management Science	MBA	
	Management Information Sys		M.S.	70
Biology	Biology	Animal Behavior	M.S.	
		Biochemistry	M.S.	
		Development	M.S.	36
		Ecology	M.S.	
		Genetics	M.S.	
		Molecular & Cellular Biol	M.S.	
		Physiology	M.S.	
		Plant Systems	M.S.	
Chemistry	Chemistry	Inorganic	M.S.	
		Organic	M.S.	30
		Physical	M.S.	
Gerontology	Gerontology		M.S.	8
Physics	Physics	Applied Physics	M.S.	
		Astrophysics	M.S.	7
Economics, History, Political Science, Internat'l Studies	Certificate in International Studies		Cert.	5
Psychology	Clinical Psychology Respecialization		Cert.	1

experts have accepted post-doctoral students for many years. The Missouri Botanical Garden and the Department of Biology have proposed a cooperative arrangement for the Ph.D. The School of Nursing on the Columbia campus is considering the possibility of offering the Master's degree cooperatively on the St. Louis campus.

7. Accomplishment of Purposes. The degree of faculty and student satisfaction with the purposes and accomplishments of the Graduate School is open to scrutiny. The Dean reports to the Graduate Council at each monthly meeting, and also reports each semester to the Graduate Faculty at a regularly scheduled meeting. Annually, the Dean distributes an analysis of assigned grades so that units may assess their quality against other campus units. The Dean prepares an annual list of objectives which is reviewed in writing at the end of each semester and reported to the Vice Chancellor.

G. SCHOOL OF NURSING

1. Mission Statement. The School of Nursing, as an integral part of the University of Missouri-St. Louis, participates in the activities necessary to meet the goals of a major land-grant institution by providing excellent teaching and instruction; engaging in service to the community and the profession of nursing; and developing a major and expanding commitment to research, scholarly work, and creative activities. The School serves the citizens and nurses of Missouri by bring credit and noncredit educational programs to nurses throughout the state. The School prepares registered nurses to practice at the professional level, improving the quality of nursing care given in the metropolitan area as well as the state.

2. Brief Description of the Program. The School of Nursing, the newest academic unit at the University, admitted the first class of 176 registered nursing students in the Fall of 1981, with 30 students taking nursing courses and the remainder enrolled in general education courses. The School is committed to offering an innovative upper division baccalaureate nursing program specifically designed for the graduates of either a hospital nursing program or an associate degree nursing program.

In the Fall of 1987 there were 385 students enrolled in nursing courses and 143 new students admitted to the program. The average student in the School is a 24-year-old, married, white female, who has graduated from one of the local hospital nursing programs. She works full time in a local hospital and takes six credit hours a semester. It will take her three-plus years to finish the program, and when she graduates she will take a position that is considered a promotion from the position she held when she started the program. The additional salary will be minimal, however. Approximately 13 percent of the students are from a minority group, and six percent are male. The students, on the whole, are extremely capable. Of the 150-plus graduates of the School, 48 percent have graduated with University honors.

The program builds on the skills and knowledge attained in the student's previous nursing program. To validate the student's level of competency at the time of admission, the faculty has developed four examinations over the traditional clinical nursing areas. Successful completion of these examinations earns the student 28 lower division credits for prior nursing education. The upper division program requires 63 credits. Thirty-one (31) credits are from the College of Arts and Sciences. These are earned in the following courses:

Course	Credits
English 160	3
Humanities	9
Statistics	4
Vertebrate Physiology	3
Organic Chemistry	3
Special Interest Electives	9
	31

There are 12 nursing courses, three of which are clinical practicums. The School has clinical contracts with 15 major agencies in the area and Letters of Agreement with numerous other agencies. The junior-level courses emphasize the specific nursing skills and knowledges the faculty deem to be necessary for a professional nurse. The theoretical basis for nursing practice, advanced communication skills, health assessment skills, leadership and management skills, and research methodology are the focus for the first year of the program. The senior year courses are directed toward providing the student with opportunities to practice in clinical sites and with client populations outside the hospital setting, such as families, groups, and the community. The clinical courses give "hands-on" experiences with clients in a variety of settings. Examples of the clinical sites used are: A home for abused women and their children; a public high school for pregnant students in the city; a number of home health agencies and ambulatory clinics in the area.

In December 1983, the School was accredited by the National League for Nursing for eight years. Only one minor recommendation, related to the need for a faculty member with community health graduate preparation rather than graduate level preparation in public health nursing, was made.

Between AY83 and 87 there were 142 nurses who received the Bachelor of Science in Nursing degree. The number of graduates year by year has been nine, 22, 21, 40, and 50 in AY87.

3. Table of Organization. The organization of the School is relatively simple but very effective in meeting the needs of the program. The following diagram illustrates the organization:

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                              DEAN

┌─────────────────────────────┬─────────────────────────────┐
DIRECTOR OF                   ASSISTANT DEAN                 DIRECTOR OF
STUDENT AFFAIRS                                              RESEARCH
   │
   │
ACADEMIC ADVISER
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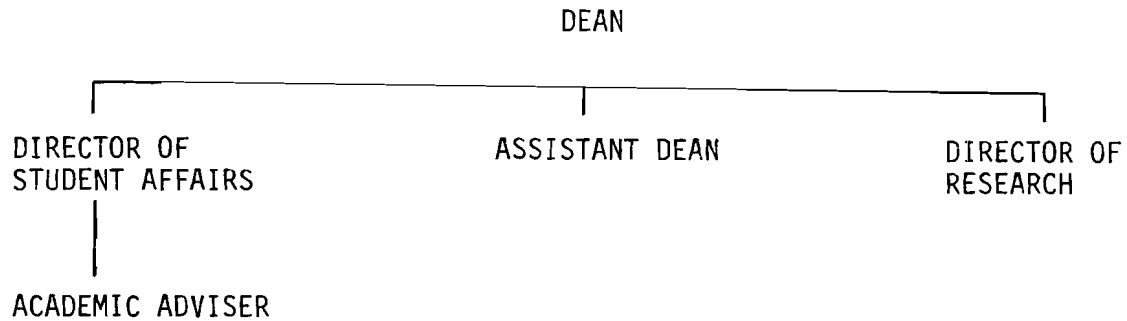
Table 26 presents the budget of the School of Nursing.

TABLE 26

THREE-YEAR BUDGET, SCHOOL OF NURSING

Category	1985-86	1986-87	1987-88
S & W	362,709	380,171	420,722
E & E	39,573	36,932	37,973
Total University Resources	402,282	417,103	458,695
External Funds	0	0	0
Other	13,004	7,539	14,740

4. Contributions toward Institutional Goals. The Board of Curators of
    the University of Missouri have clearly stated the Mission, Goals
    and Objectives of the institution in "Toward Excellence: The Next
    Decade of the University of Missouri" document. The following
    illustrates the contributions the School of Nursing is making to
    meet these goals.

    (a) Research Goals.

        "As the only public research institution in the state, the
        University has a major and expanding commitment to research,
        scholarly work, and creative activity."

        The faculty of the School of Nursing has taken this commitment
        as part of the mission statement of the School. The majority
        of faculty (7.5 F.T.E.) have doctoral degrees in nursing or
        related fields. This level of preparation for undergraduate

programs in nursing is very unusual. In a survey published by the American Association of Colleges of Nursing, the School has ranked number one in the nation for the past four years, in the proportion of faculty with doctoral degrees. The faculty was selected to meet the commitment stated above.

(b) Teaching and Service Goals.

"The University will continue to offer a wide range of high-quality baccalaureate, professional, graduate, and extension programs designed to prepare students to achieve positions of leadership and responsibility and to fulfill their potential.

:As a land-grant institution with an extension mission, the University is responsible for extending the educational resources of the total University to the people in order to encourage economic development and stability, enhance the quality of life, develop problem-solving skills, provide information for public awareness and utilization, and assist citizens in enhancing occupational or professional careers."

The School has a very active credit and noncredit educational program offering both on and off campus. The enrollment in the undergraduate program is continuing to increase at a steady pace and the community considers the School to be a decided asset to the profession.

"Special efforts are made to fulfill the University's land-grant mandate to serve the working people of the state and, because most of the campus' graduates remain in the metropolitan area, to enhance the economic development and quality of life of the metropolitan area and the state."

The School also recognizes this mandate and offers day and evening classes for students employed full or part-time. The faculty believe that the program will provide the graduates with the skills and knowledge necessary to improve the graduates' nursing practice and thus the care given to their patients.

5. Self-Study Process. The School of Nursing will have an accreditation visit by the National League for Nursing in 1991. The faculty have started the process for that self-study by participating in the preparation for this self-study. Review and revision of the philosophy, mission, objectives, and curriculum are under way. This activity was facilitated by the preparation of the self-study for the North Central Association. Dr. Karen Schutzenhofer, the Assistant Dean and Chair of the Curriculum Committee, has been responsible for assuring faculty input and review at each stage of the North Central Association Self-Study. In January 1988, the Executive

Committee (Chairs of standing committees in the School) formed a "study group" to make recommendations from the self-study for the future of the School. Each chair was responsible for keeping the members of their respective committees informed. The final recommendations were discussed and approved by the faculty as a whole.

H. SCHOOL OF OPTOMETRY

1. Goals and Mission.   The mission statement for the School of Optometry is as follows:

The major goals of the UM-St. Louis School of Optometry are to provide students enrolled in the professional degree program with a high-quality optometric education, to offer full scope primary eyecare to the citizens in our community, to contribute to the knowledge base in vision science both through basic vision science and clinical research, to offer our faculty the proper environment and resources for their professional growth and development, and to provide quality continuing education for practitioners from the city, state, and region.

For optometry students to become competent primary vision-care practitioners, they must be well educated in basic health science, vision science, and clinical science. They must be able to perform a complete eye and vision examination, formulate an accurate diagnosis of their patients' problems, and devise and recommend appropriate treatment options. They must have well-developed communication skills and be capable of relating to and caring for patients of all ages, from all socio-economic and cultural backgrounds; they should appreciate the public health aspects of vision care. Graduates should have appropriate skills in practice administration. In addition, they should have acquired the desire and ability to remain current technically, scientifically, and clinically to keep pace with a growing and developing profession. Primary-care optometrists must prescribe and fit glasses and contact lenses, treat patients with binocular vision and perceptual-motor anomalies, care for the partially sighted, and treat ocular diseases. Primary-care practitioners should make appropriate inter- and intra-professional referrals. Graduates should be sensitive to the necessity of conducting themselves in a professional manner, including placing the needs of their patients ahead of personal considerations.

To accomplish these goals, the School must acquire highly qualified faculty possessing the intellectual ability and training necessary to teach effectively, to provide the highest quality patient care, and to make significant contributions to the literature. Faculty have a strong commitment to teaching, research, and service consistent with the mission of a school program affiliated within a major university.

The major objectives of the University of Missouri-St. Louis School of Optometry are to:

1) Choose highly proficient and motivated students and, through their participation in a program of academic excellence, to graduate highly qualified Doctors of Optometry.

2) Instill in these students professional attitudes and standards concerning the practice of optometry and the delivery of vision care to the public.

3) Develop in them a knowledge of the sciences and humanities so as to enable them to provide high-quality vision care.

4) Produce in them a thorough understanding and appreciation of scientific analysis and procedures permitting both the evaluation of basic and clinical research findings and the performance of scientific research.

5) To develop clinical programs that provide high-quality vision care and to serve as a secondary referral center and consultant for area vision-care providers.

6) Expand the frontiers of knowledge in the area of visual science by conducting high-quality programs of research, both basic and clinical.

7) Provide the appropriate environment to foster the students' awareness of their role in the health-care delivery system through a consideration of public health issues.

8) Foster in the students a desire to participate in postgraduate educational programs in visual science, or residencies in clinically applied areas, or both.

9) Offer continuing education programs of benefit to the practicing Optometrists of the state and region.

There is a clear relationship between the University's Mission Statement and ours. The offering of high quality professional programs is listed as part of the University of Missouri mission statement, as is research. The University of Missouri-St. Louis mission statement includes professional education, research, and community service, all of which our School provides.

2. Program Description. Students are accepted in the program only after a minimum of three years of college-level work. A number of prerequisite courses are required for admission: English, physics, biology, chemistry, calculus, psychology. The curriculum offered by our School lasts four years. Our students receive the Doctor of Optometry degree and must pass state licensing examinations to be able to practice.

The curriculum is similar to other health professions programs in that it is heavily science-based the first year; in the second it

is half pre-clinical and half basic science; the third year is clinical, both in didactic offerings and in clinical patient-care experiences; the final year is totally clinical. The fourth year is one in which students see patients in one or more of our extern programs. These are clinical settings in places such as the Veterans Administration Medical Centers (two in St. Louis and one in Kansas City), Fort Leonard Wood, the Anandarko Indian Reservation, or the Grace Hill Neighborhood Health Center, or with one of several Ophthalmologists in surgical centers. These valuable clinical teaching sites offer unique patient encounter experiences.

(a) Students. Our student body currently numbers 151. Of these, 50 are female (33%). One hundred and two students are from Missouri, and the remaining 49 from other states.

For the entering class of 1987, there were 232 applicants for 40 slots (our maximum enrollment is 160: 40 per class). Ninety-three were interviewed, and offers made to 56 (16 declined). The mean grade point average for the class admitted in 1987 is 3.20 with a range of 2.62 to 3.99. Currently, the UM-St. Louis School of Optometry is highly selective; it has the highest ratio of applicants to admissions.

(b) Physical Facilities. The School occupies a portion of four floors of Marillac Hall on the South Campus, three teaching laboratories on the second floor of the South Campus Classroom Building, four research laboratories and animal-care space on the first floor of the South Campus Classroom Building. Classroom space is scheduled on a semester-by-semester basis. A 354-seat auditorium is available. The space has been remodeled and is attractive as well as functional. The 7000-sq.-ft.-campus clinic is quite adequate for our needs. The Health Sciences Library, housing both the nursing and optometry collections, occupies space that was formerly a 5,000 sq.-ft.-chapel. It was remodeled in 1985 and is very satisfactory.

In addition, the School was given the building housing the St. Louis Optometric Center, along with patient records and equipment. The St. Louis Optometric Society gave the Center to the School in 1985. This clinic is desperately in need of renovation. The second floor is not air-conditioned and so is unusable during the hot months. The School is raising funds to renovate and equip this clinical facility.

The campus facilities are quite adequate at this stage; the Optometric Center is substandard, and we plan to upgrade it since it will continue to play an important role in the educational program.

TABLE 27

FIVE-YEAR SUMMARY OF DEGREES, SCHOOL OF OPTOMETRY

Academic Year	Number
1982-83	0
1983-84	31
1984-85	26
1985-86	30
1986-87	29
Five-Year Totals	116

3. Governance and Administration. The administration of the School consists of a Dean, Associate Dean, Assistant Dean, and Clinic Director. The Associate Dean is responsible for student affairs and some of the academic aspects of the professional program, such as teaching assignments, chairing the curriculum committee, and so on. The Assistant Dean is responsible for continuing education and community relations. The Clinic Director is responsible for the orderly operation of our clinics and for their educational role in our program. Our School came into existence in June of 1980. These positions have been added over time.

There are eight faculty committees in the following areas: Appointment, Tenure, and Promotion; Curriculum; Student Academic Promotion; Admissions; Library; Research Development; Clinic Council; and Human Subjects.

Meetings of the entire faculty are held every other month. In addition, the School has had five three-day retreats in the past seven years.

4. Resources.

    (a) Budget. The School's income is derived from three sources: state allocation, tuition, and clinic income, and is presented in Table 28.

The level at which Optometry is funded is a major challenge, since many schools enjoy larger budgets. Currently, the School of Optometry is scheduled for increases in budget as resources become available. The School is making vigorous efforts to attract new funds through private giving and is listed for improvements in Partnerships for Progress; recently, the School received $132,000 from that source, and a faculty member has received a $600,000 award to conduct research. The School of Optometry is young, having been founded in 1980, and is making positive progress toward increasing its funding base. From resources we plan to add faculty and research equipment and, in general, improve the context within which are faculty, students, and optometric patients.

TABLE 28

THREE-YEAR BUDGET, SCHOOL OF OPTOMETRY

Category	1985-86	1986-87	1987-88
S & W	1,122,602.53	1,230,927.21	1,295,899.00
E & E	846,111.81	561,168.44	495,728.00
Total University Resources	1,968,714.34	1,792,095.65	1,791,627.00
External Funds	427,345.51	374,876.23	504,286.48
Other	0.	0.	.
Grand Total	2,396,059.85	2,166,971.88	2,295,913.48

(b) Personnel. Faculty. We currently have 17 full-time faculty; five of these are tenured, and an additional eight are on the tenure track. Four of these are female. Ten of the 17 faculty have Doctor of Optometry (O.D.) degrees, four have Ph.D.s, and three have both the O.D. and the Ph.D degrees. We also have one faculty member who is 90 percent FTE and another who is 75 percent. In addition, there are other part-time faculty comprising about 4 FTE; these individuals teach both in the classroom and in the clinic. This year we also have one postdoctoral fellow and a clinical resident. Two research assistants are also on academic appointment.

Staff. Seventeen full-time and three part-time staff are employed by the School. Eighteen of the total are female, and two are male; three of these are black.

FIGURE 8

SCHOOL OF OPTOMETRY ORGANIZATIONAL CHART

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                                    ┌──────────┐
                                    │   DEAN   │
                                    └──────────┘
                                         │
        ┌────────────────────────────────┼──────────────────────────────┐
        │                                 │                              │
┌───────────────────────────┐   ┌────────────────────┐   ┌──────────────────────────┐
│ Clinic and Optometric Center│  │ Associate Dean     │   │ Assistant Dean           │
└───────────────────────────┘   │ Curriculum/Student │   │ Continuing Education/    │
    │                            │ Affairs            │   │ Community Relations      │
    │   ┌─────────────────────┐  └────────────────────┘   └──────────────────────────┘
    ├───│ Contact Lens Services│
    │   └─────────────────────┘
    │   ┌─────────────────────┐
    ├───│ Pediatric/Binocular │
    │   │ Vision Services     │
    │   └─────────────────────┘
    │   ┌─────────────────────┐
    ├───│ Low Visions         │
    │   │ Services            │
    │   └─────────────────────┘
    │   ┌─────────────────────┐
    ├───│ Ocular Health       │
    │   │ Assessment Clinic   │
    │   └─────────────────────┘
    │   ┌─────────────────────┐
    └───│ Specialized Visual  │
        │ Analysis Clinic     │
        └─────────────────────┘
```
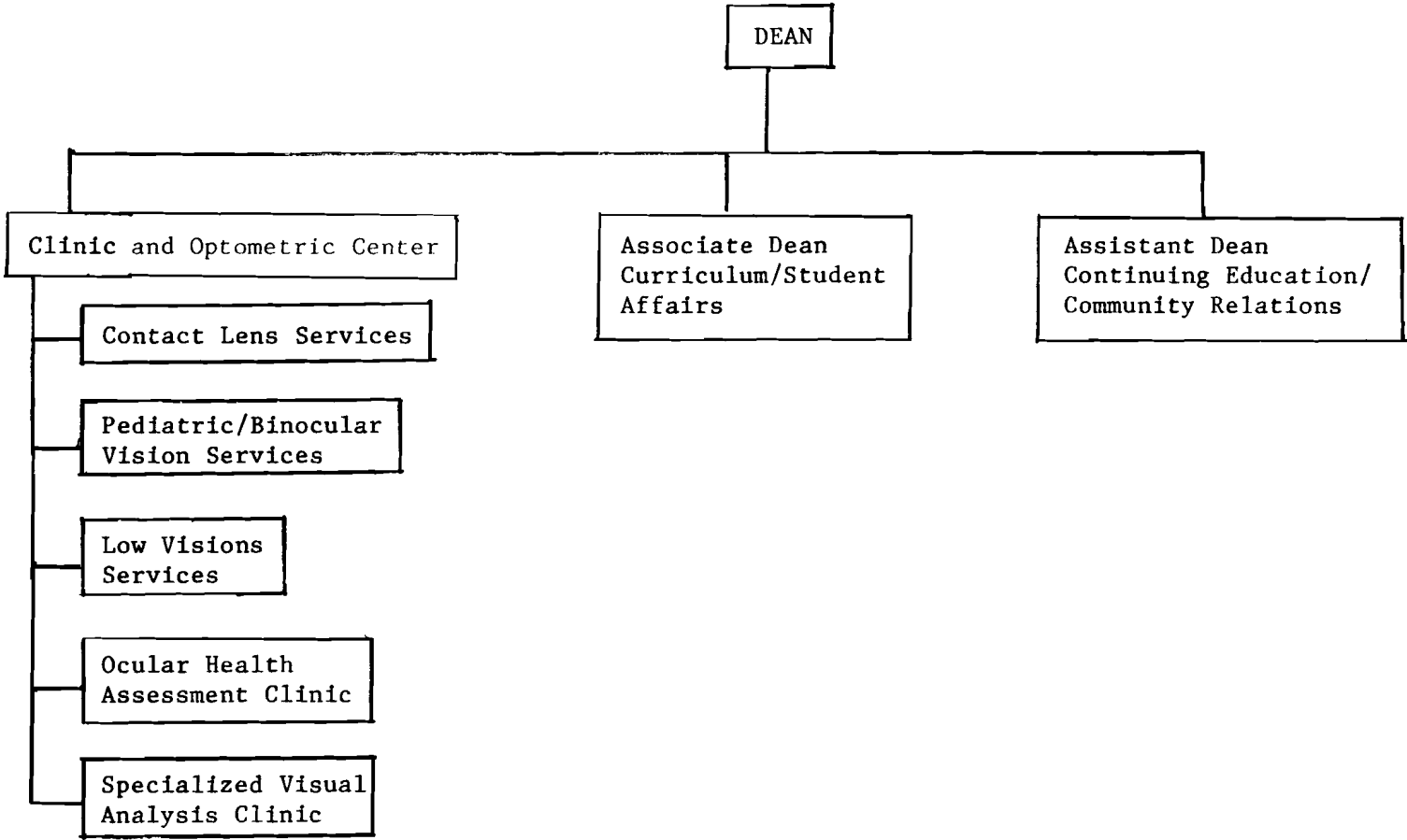
5. Contributions Toward Institutional Goals. The School of Optometry contributes to the institutional achievement of most of the Chancellor's six priorities in Partnerships for Progress.

    a. Increase community understanding and support for the mission and program of the campus. Clinical services, offered to the community, the outreach vision screenings of school children and the elderly, continuing education offered to the profession, and research activities in the area of the improvement of vision care all assist in the achievement of this goal.

    b. Seek additional support from the state of Missouri, federal grant programs, private foundations, corporations, and individual philanthropists. We are to receive two Missouri Research Assistance Act grants; our faculty have four federally funded research grants (NIH and NSF); a number of our clinical researchers have grants from contact lens or other vision-related corporations; and our Center for Corneal and Contact Lens research has brought in over $50,000 in the past nine months. The School, in its seven years of existence, has become one of the leading units in obtaining outside research funding. The research grant of $600,000 mentioned earlier is an example of aggressive pursuit of funds.

    c. Develop a long-range strategy to attract new students. The School has done this for the recruitment of professional students. We attract a number of well-qualified out-of-state students each year because of active recruiting outside of Missouri.

    d. Increase the retention of students. The School has a program that has worked well for our professional students. Upperclass advisers and tutors have helped us retain students who would have been otherwise lost.

    e. Strengthen undergraduate education. We have not addressed this but have strengthened our professional program.

    f. Further programmatic development based on Partnerships for Progress. The initiation of the graduate program in physiological optics (vision science) and the enhancement of clinical, research, and community activities all further the Partnerships program and will lead to new initiatives.

    g. The goals of the University of Missouri Long-Range Plan are too extensive to consider one by one. Related to these goals, the School has made contributions in the plan areas of student enrichment, programs (particularly the emphasis of graduate and professional programs), research, extension and service, and faculty.

6. The Self-Study Process. The mission statement and program objectives have been considered by the faculty several times in the seven-year

history of our School. The objectives were discussed individually and approved by the faculty. The mission statement was adopted in February 1988. The table of organization of the School has been discussed by the faculty a number of times since the program's inception (see Figure 8). Faculty have been involved in these planning processes. Findings and implications of the NCA self-study draw on the work of two faculty retreats and two or three faculty meetings in which the major problems facing the School were determined. Committees have been set up to analyze these problems and to suggest solutions and ameliorative measures.

7. Findings and their implications. The key for the continued development of the School of Optometry is improving the program's financial base, and the human and physical factors will follow. Currently, the School is scheduled for improvements through Partnerships for Progress. The School's income is composed of tuition, clinic income, and state funds. We are attempting to increase the income generated by our clinics. Increasing the number of patients seen in our two clinics is one improvement. The expansion of the Optometric Center from three to ten examination rooms will be a significant step in this direction. This is an important initiative in our program.

Tuition could be increased to provide additional income. There is movement within the University to increase the tuition for certain professional programs; Optometry is a program which may be included in this process. Additional income would be used to increase the size of the faculty.

A major change in programs is the plan to offer both M.S. and Ph.D. degrees in physiological optics (visual science). Such a program will give our research efforts a boost, putting us closer to our goal of establishing a vision science research center at the University of Missouri-St. Louis. The National Eye Institute has a specific program for setting up centers. A certain level of grant support from the National Institutes of Health is required before an institution may apply. Dr. Peck's recent grant is a step in that direction. Additional faculty will also allow the expansion of our clinical research program.

8. Continuing Planning Processes. The School is engaged in the five-year planning process conducted by the University. Each year our plan is extended another year; the faculty have been fully involved in this process.

Additionally, for the past year we have been identifying what the faculty think are the three most important challenges facing the School of Optometry. The faculty retreats of 1986 and 1987 were used to identify and refine these three statements; they are nearly in their final form. Committees will then be established to study each one and to make recommendations on how best to solve or ameliorate them. The program comes up for reaccreditation by the Council on Optometric Education in the winter of 1989. These problem areas

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and suggested solutions will form a portion of our self-study along with the more traditional descriptive material. We plan to use our specialized accreditation process to improve our educational program and blend it with our ongoing long-range planning process. The major concern areas are:

1. Long-Range Concerns Related to Faculty
2. School Image
3. Educational Program Development

The North Central Accreditation self-study provided an appraisal of where we are as a professional program. The information in it is a result of our ongoing planning processes and in turn will be used in further planning. As a young School, Optometry is off to a good start. The School approaches its challenges confidently and, within the context of Partnerships for Progress, looks to future developments with confidence.

I. ADMISSIONS

Graduate Study. Admission to the degree programs of the Graduate School is governed by the Rules and Regulations of the Graduate Faculty. They were most recently reviewed in 1979 and are occasionally clarified by actions of the Graduate Council. For Master's degrees the undergraduate grade point average is the most common qualification. On a four-point scale a gpa of 2.75 is required for regular admission. Restricted admission, requiring a probationary period of 9-12 hours of B-grade work, is possible with a gpa of 2.50. In addition, admission as a nonmatriculated student is available, usually to persons seeking one or two courses. Several academic units require the Graduate Record Examination (GRE), and the School of Business Administration requires the Graduate Management Aptitude Test (GMAT). All Ph.D./Ed.D. programs require the Graduate Record Examination.

Applications for admission are managed by the Registrar's office, which has a section attending only to graduate applications. Once a full dossier has been assembled there, it is sent to the academic unit's Director of Graduate Studies. That individual, on behalf of the unit's Admissions Committee, makes a recommendation to the Dean of the Graduate School, who admits students. The process works smoothly after units' graduate studies Directors have had a little experience. Appointment of Directors and Graduate Studies is a prerogative of academic units.

Undergraduate Study. Since the previous North Central visit, the undergraduate admission policy for entering first-time freshmen and transfer students has been revised. The new admission requirements are provided below:

First-Time Freshmen

Any high school graduate is admissible without further data upon submission of a transcript or other evidence indicating he or she meets

both of the following requirements:

1. At least 14 units of credit (1 unit = 1 year in class) as
   follows:

English:	Two units emphasizing composition or writing skills are required. One of the remaining two units may be in speech or debate.	4 units
Mathematics:	(Algebra 1 or higher)	3 units
Science:	(excluding general science) one course must include a lab.	2 units
Social Studies:		2 units

Three additional units selected from foreign
language, English, math (Algebra 1 or higher)
science, or social studies. Among these
options, two units of foreign language are
strongly recommended.

2. The sum of the student's high school class rank percentile and
   admission examination percentile must be 75 or greater. Test
   results from the American College Testing Program (ACT), Scho-
   lastic Aptitude Test (SAT), or Cooperative School and College
   Ability Test (SCAT), Series II, form X or Y are accepted.

Under the previous admission policy only the class rank percentile and
admission examination percentile were used in the admission decision.

Admissions requirements apply to in-state and out-of-state freshmen who
have graduated from an accredited high school.

In addition, UM-St. Louis provides special admission procedures for
students with advanced standing through examinations, dual high school/
university enrollment, high school nongraduate applicants, veterans and
mature adults, transfer students, foreign students, visiting students,
unclassified students, special students, and students choosing to audit
courses. Specific policies and procedures are provided in the UM-St.
Louis Bulletin.

J. RECRUITING

Graduate Recruiting. By virtue of the campus mission, our Master's pro-
grams tend to recruit from the metropolitan area. However, the population
of applicants represents all sections of the country and overseas. In the
case of doctoral programs, they recruit nationally and internationally.
The process of recruiting is managed by departments who assign resources
to attract students. The process has been upgraded materially in recent
years; in both AY87 and 88 the Chancellor established a graduate assist-
antship program. Those funds, usually $3500 per student, are added to
whatever commitment departments wish to make. Each doctoral unit is
guaranteed one unrestricted and one minority Chancellor's Assistantship;
the remainder are assigned competitively. In 1988-89, Union Electric will

begin providing one Minority Research Assistantship at $5,000 in 1988-89 which is awarded competitively.

The Office of Admissions and Records also assists in the recruitment of students for graduate programs. Admissions Office representatives visit industries and businesses, selected colleges and universities within the state, and school districts within the St. Louis metropolitan area. In addition, a direct mail campaign is conducted each semester is targeted to our graduating seniors to encourage them to pursue graduate studies.

Registration and Records. The Registration and Records Office prepares and publishes the Schedule of Courses, registers all students, generates the student schedule and fee statement, maintains the Student Information System, maintains and processes transcripts, provides verification services for social security and loan recipients, and prepares reports on student enrollment for federal, state, University, and campus offices.

Computerization and high-speed printers have enabled the Office of Registration and Records to register students, store and process transcripts, and provide information and prepare reports more quickly and efficiently. On-line registration, immediate processing of student transcript requests, and substitution of computer tape files for hard copy transcript files are a few of the important technological steps that have been taken in the past six years.

Many UM-St. Louis students wait until the last days to register. This practice produces lines at registration and the cashiers' windows, employee fatigue, hiring of additional staff to handle the increased load, student complaints, and probably an increase in errors. As part of the telemarketing effort, the Admissions staff will encourage new and former students to register early. This should reduce the time students stand in line and increase the overall efficiency of registration.

K. SPECIALIZED CENTERS FOR RESEARCH AND SERVICE

1. · CENTER FOR ACADEMIC DEVELOPMENT

The primary mission of the Center for Academic Development (CAD) is to provide academic skill development and support services to assist UM-St. Louis students to advance academically and successfully complete their University education. The CAD secondary missions include assisting the University and outside communities through programs related to the primary mission of CAD and advancing knowledge through research in areas related to the primary CAD mission. Since 1981, 38,622 students have participated in Center programs.

In order to accomplish its mission, CAD is organized into four units: Bridge, Communications, Mathematics, and Special Services. The Bridge unit works with high school students to enable them to achieve a smooth transition to college. Communications offers a noncredit English class and a reading and study skills class, a writing laboratory, a reading laboratory, and Supplemental Instruction. Mathematics offers three two-

hour noncredit math classes and a math laboratory. The federally funded Special Services program works with grant-eligible students in advising and workshop sessions. (See Figure 9)

The Center measures one quality of student achievement in terms of the number of students who successfully complete the noncredit courses. Each unit maintains records and final grade sheets in order to report on student achievement in their annual reports. In 1986-87, Math 02 grades of A, B, or C increased to 68 percent compared to 65 percent in 1985-86 and 48 percent in 1984-85. In 1980 approximately 60 percent of English 09 students earned an A, B, or C, but by 1986-87 that percent had increased to between 80 and 95 percent. One semester the success rate was 100 percent. These measurements indicate that the units are fulfilling the Center's goal of helping students develop the skills necessary to succeed at the University.

Follow-up studies of math and English success in higher level courses indicate that students also are successful in regular course work. Several English 09 and Math 02 follow-up studies have been conducted. For example, a 1981 study found that more Math 092 completers passed Math 30 with a C or better than did those who entered Math 30 directly.

A further measure of student achievement is student retention. A 1984 study of fall 1981 first-time freshmen retention through fall 1983 found that almost half of the students retained had used CAD courses or other services. The Center's Special Services unit and the Supplemental Instructor program are particularly concerned with retention. The fall 1982 black Special Services cohort over six semesters had a retention rate of 48 percent--twice that of their black cohort. S.I. is also successful as indicated by three studies which found that in classes with S.I. with D, F, and W rates decreased and, therefore, more students were retained.

The CAD budget has been carefully planned to support administrative, academic, professional, secretarial, and student salary and wages ($349,666) to carry out the Center's mission. Because of the cost savings realized from the federal grant which pays the salaries of the professional staff ($86,878), the Center has been able to fund student tutors and S.I. leaders. The remaining salaries represent ongoing commitments to personnel. This same cost savings also allows the Center to meet equipment and expense demands; the E&E budget is only $11,415. CAD's only source of income is approximately $1,500 in student fees generated by a math review workshop.

The budget supports seven full-time academic appointments, five part-time academic appointments, three full-time secretarial staff, one part-time secretary, 48 student assistants, and 13 tutors. Of these, four have a doctorate; eight, a master's; and four, a bachelor's. In addition to their academic expertise, both faculty and staff share a commitment to the mission of an urban university and to the Center's missions.

The Center contributes to the University goal of student enrichment articulated in the Long-Range Plan. Internal studies indicate that the remedial math and basic writing courses are successful in preparing

FIGURE 9

CENTER FOR ACADEMIC DEVELOPMENT ORGANIZATIONAL CHART

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                          ┌─────────────────────┐
                          │  Center for Academic │
                          │ Development Director  │
                          └─────────────────────┘
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Bridge Unit Coordinator	Communications Unit Coordinator	Mathematics Unit Coordinator	Special Services Unit Coordinator
Tutors	English 09	Math 02	Advising
Mentors	Elementary Education 082	Math Lab	Tutorial
Advanced Credit Courses	Writing Lab	Video Course	Special Seminars
Summer Programs	Reading Lab		
Shared Resources	Supplemental Instruction		
Teacher In-Service			

students who need them for regular course work. In addition, the Supplemental Instruction program has been successful in reducing the D, F and W rates in selected courses and thus in retaining students.

The North Central accreditation self-study was compiled by the CAD Director with the help of the Assistant Director and the CAD Coordinators. The study indicates that the Center is accomplishing its mission. In particular, the study demonstrated the following strengths: A mission statement that allows the Center to serve both the University and the community, a committed faculty and staff, a Special Services federal grant, cooperative relationships with academic departments, successful noncredit courses and Supplemental Instruction, and success in helping students achieve. The study also revealed a lack of resources that may be remedied through grant applications, a lack of sufficient space that may be solved through better utilization of current space, and differing attitudes among personnel, which may be decreased by involving faculty and staff in ongoing in-service activities. In 1988, the Center was reviewed by the Chancellor's Committee on Review and recommended for continuation.

2. CENTER FOR BUSINESS AND INDUSTRIAL STUDIES

The Center began operations in Fall 1982 to encourage cooperative studies with organizations in the metropolitan St. Louis community. Working with private industry and public organizations through the Center, faculty members study managerial problems and conduct applied research. They develop new analytical tools, provide independent assessments of organizational processes, and help develop systems to improve organizational productivity. Projects undertaken through the Center span several disciplines and involve both large and small organizations. Examples of its varied projects are the design of a computer-based system for marketing research and planning in an insurance company; the review of strategic planning and managerial processes in a minority-owned small business; the conducting of surveys and development of computer models to analyze the business potential at a proposed industrial park; the study of queuing systems for service facilities at large public events; and an award-winning study for the St. Louis metropolitan transit authority in which a computerized system was developed for parking and dispatching buses so that drivers generally receive the same vehicle each day.

The Center has established the UM-St. Louis Business Database and Information Service with support under Missouri's Research Assistance Act. This public computer library of demographic and economic data enables applied research to be conducted locally on a wide variety of business and economic problems. Among the UM-St. Louis beneficiaries of this program are analysts, marketing researchers, strategic planners, University faculty, and organizations that rely upon the results of studies performed by these groups.

3. CENTER FOR METROPOLITAN STUDIES

The Center for Metropolitan Studies was established to conduct research on urban problems, offer training experiences to students, and provide service to the St. Louis metropolitan area in addressing issues of importance to the region.

The Center conducts both academic and applied research. Center staff are involved in providing technical assistance and service to community organizations and agencies. CMS fellows publish research on urban topics and serve as the editorial agency for the Urban Affairs Quarterly and as affiliate publisher of Urban Resources. The Center also regularly publishes policy reports, conducts both academic and community-oriented seminars and symposia, and sponsors photographic exhibitions in the CMS gallery.

The Center for Metropolitan Studies is composed of 12-15 part-time faculty fellows and a small core professional staff. The Center Director reports to the Associate Vice Chancellor for Academic Affairs.

Two research associates, a managing editor, and three clerical staff report to the Director. Center personnel include 3.75 FTE faculty appointments and 5.0 FTE non-faculty personnel.

The Center for Metropolitan Studies' regular, state-funded budget for the past fiscal year was $231,964. Within this budget, $198,073 was allocated to salaries and wages and $13,000 to expenses and equipment. A total of $8000 was secured in external funding.

Center operations contribute directly to many institutional goals, including objectives of the Partnerships for Progress program. These include: 1) increasing the University's capability to enhance the quality of life for citizens of the region and state; 2) provision of research and professional service to advance economic development of the metropolitan area; 3) adoption by UM-St. Louis of a leadership role in bringing together segments of the community to address regional problems; and 4) investment in programs that increase net revenues through external sources.

In preparation for this report the Center Director and staff: Comprehensively reviewed the history of CMS operations; evaluated CMS operations in light of the unit's missions and goals; assessed the nature and level of community needs the Center is committed to address; compared CMS operations to similar units in the University system and at other institutions; and, assessed the adequacy of the Center's fiscal and personnel resource to fulfill its mission. As a result of our self-study, continuation and enhancement of the Center's operations will be pursued through three main strategies: increasing the Center's control over its fiscal and personnel resources; providing enhancing support services to faculty; and seeking increased external funding.

4. CENTER FOR INTERNATIONAL STUDIES

From its inception, the CIS has pursued three main goals: (1) the promotion of UM-St. Louis faculty research on international, intercultural, and comparative studies; (2) development and coordination of internationally related courses and programs; and (3) sponsorship and promotion of programs which generate interest in international and intercultural affairs among the UM-St. Louis and St. Louis communities. The activities of the Center promote all three of the central missions of the University: Teaching, research, and service.

The CIS has special responsibilities for sponsoring internationally related research, convening seminars, conferences, and other programs on international affairs, developing programs to share UM-St. Louis' international resources with the community and K-12 teachers, administering study abroad, exchange, and certificate programs, and developing and sponsoring other programs and activities which promote interest in international affairs.

Table of Organization:

```
                          Chancellor
                              |
             Vice Chancellor for Academic Affairs
                              |
                  Associate Vice Chancellor
                              |
                           Director
         |          |          |          |           |          |
      Fellows     Assoc.      Asst.            Secretaries      Student
                  Director    Directors                        Asst's.
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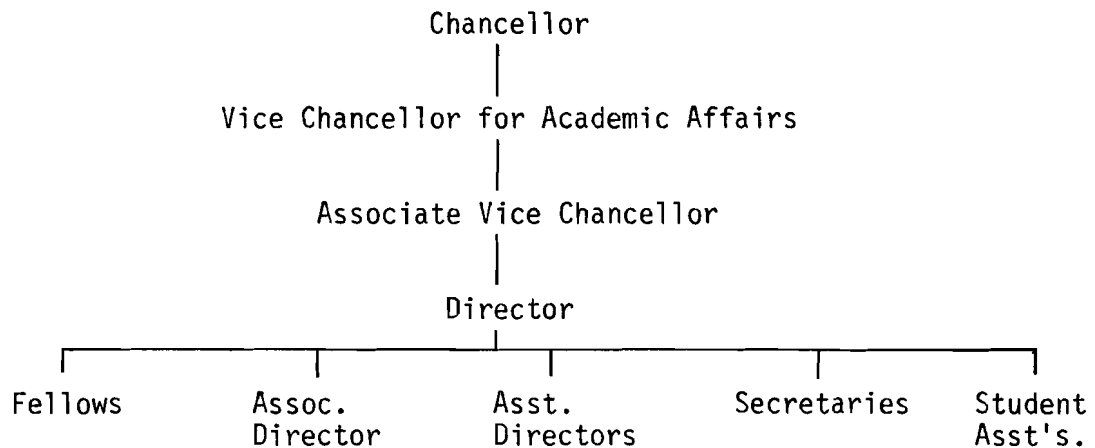
The functions of the Center are to support faculty and student research,

develop international courses and programs, and sponsor campus outreach programs which promote international studies. To that end the following resources were available in AY 1987-88:

Budget:	S & W	$163,952
	E & E	21,526
	External grant funds:	22,291
	Other: gift account	40,632
	TOTAL	$248,401

Personnel:	Director/ass't directors:	2.75 FTE
	Fellows:	1.00 FTE
	Secretaries	2.00 FTE
	Grad. Research Asst's	1.00 FTE

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Personnel consist of a core staff of Director and Assistant Directors (2.75 FTE), Faculty Fellows serving on a part-time basis, secretaries (2.0 FTE) and graduate Research Assistants.

The establishment of the Center was a manifestation of the University of Missouri's commitment to supporting research and a recognition by the University of the need to provide a new international dimension for its students. The campus intends to prepare them for a world more affected by international political, economic, social, and cultural events.

In preparation for this report, the self-study document was prepared by the Director in consultation with the Associate Director, Assistant Directors, and Fellows. Center planning documents were reviewed and comparisons made with peer and exemplary institutions. From those analyses, the staff conclude that present Center functions and programs should be maintained to ensure that the campus can fulfill its mission and responsibilities for supporting research, teaching, and outreach programs. The Center intends to help students and citizens understand how international political, economic, social, and cultural events and U.S. foreign policy impact their lives, and wishes to prepare them to respond intelligently to the problems and opportunities facing the U.S.

5. THE JAMES T. BUSH CENTER FOR LAW, SOCIAL CHANGE AND CONFLICT RESOLUTION

1. Mission and Goals. The Bush Center's mission is to enhance the community's ability to promote social change and to manage it constructively. The major goals of this multidisciplinary Center are: (1) to promote UM-St. Louis faculty research on law and conflict resolution as instruments of social change; (2) to stimulate, develop, and coordinate courses and programs of study in the areas of law, social change, and conflict resolution; and (3) to sponsor public programs that may help the community to understand and develop constructive methods of policymaking affecting a wide range of social issues from housing to the changing nature of work, and from private/public collaboration to domestic violence. The Bush Center has special responsibilities for campus activities relating to social change, law, and conflict resolution: promoting research; convening conferences and seminars; providing consultation, community workshops, and training programs for the metropolitan community; administering exchange and certificate programs; and developing and sponsoring other programs and activities to promote awareness of the interaction of law and conflict resolution in managing social change.

2. Resources. The special contribution of the new Bush Center is to fulfill the University's land-grant mandate of enhancing the quality of life in the nation and the state. It is marked by the inclusion of the Bush Center within Project Succeed of the campus Five-Year Plan, Partnerships for Progress.

Currently, the Bush Center consists of an Acting Director, a part-time assistant, and three faculty Research Associates working to

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guide the planning and the initial implementation of this novel University center. The Acting Director reports to the Vice Chancellor for Academic Affairs. In the next year or two, the Center is expected to recruit Fellows, Research Associates, Community Associates, an Assistant Director, a Secretary, and Student Assistants, all reporting to a Director.

The start-up resources of the Bush Center, during AY 1987-88, include $35,000 in rate-dollar S & W, $15,000 in cost-dollar E & E, and external grant funds of $32,000 for sponsored research projects. Bush Center conferences may also generate some fees and other revenues to be applied against costs. Personnel resources currently include the Acting Director (0.33 FTE), the Assistant (0.30 FTE), and three faculty Research Associates (totaling approximately 0.5 FTE). Seventy-five thousand dollars have been added to the budget to appoint a Practitioner in Residence.

6. CENTER FOR MOLECULAR ELECTRONICS

The Center for Molecular Electronics at the University of Missouri-St. Louis has been established to conduct multidisciplinary and multi-institutional (academic, industrial, and government) research and development activities in the areas of molecular electronics and synthetic metals in a deliberate effort to better focus its current, ongoing research and development activities in these areas. One of the goals of the Center is to bring together a group of senior academic and industrial research staff and personnel from a wide range of academic backgrounds and disciplines. The purpose of such a staff is to allow the Center to conduct a full range of research and development activities on a given material from synthesis to final development prior to manufacture at a much more rapid and concentrated pace than is possible through the use of collaborative efforts spread all over the world.

When fully staffed, the Center will consist of a core of a minimum of six senior staff members with three or four drawn from the Departments of Chemistry and Physics at the University of Missouri-St. Louis and one or more scientists and engineers drawn from such institutions as Washington University, University of Missouri-Columbia, University of Missouri-Rolla, Emerson Electric, Eveready Battery, McDonnell Douglas, and/or Monsanto. All members of the core group will be assigned to the Center on no less than a half-time basis, although a full-time basis is preferred. The Director of the Center is one of the University of Missouri-St. Louis' senior staff members and is an active participant in the research and development activities of the Center. In addition to the senior staff members associated with the Center, the Center will provide support for up to one post-doctoral student and two graduate students for each member of the staff. Thus, at a minimum, the Center, when fully funded expects to have 24 individuals (18 FTE) engaged in its research and development activities. It is expected that a number of individuals whose salaries will be paid by participating institutions will be associated with the Center, which will add to this minimum number.

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Initially, the Center for Molecular Electronics is seeking to establish partnerships with local and regional institutions (e.g., Washington University, University of Missouri-Rolla, University of Missouri-Columbia, Monsanto, McDonnell Douglas, Emerson Electric, Eveready Battery, Brewer Science, Inc. and the St. Louis Technology Center, an innovation center). It is our hope and desire to establish partnerships with as many institutions as are interested without regard to physical location. The Center expects to continue and, if possible, to expand existing collaborative arrangements.

In addition to research and development activities, the Center will be heavily involved in the education, training, and retraining at all academic levels and in the process of the transfer of advanced technology in the area of molecular electronics and synthetic metals from the laboratory to manufacture. In technology transfer, education, and training, the Center for Molecular Electronics will be assisted by the recently created Center for Science and Technology at the University of Missouri-St. Louis.

7. CENTER FOR CORNEAL AND CONTACT LENS RESEARCH

The Center for Corneal and Contact Lens Research (CCCLR) combines the human and financial resources of the School of Optometry with the contact lens industry, the St. Louis ophthalmic community, and selected UM-St. Louis departments to meeting the challenges of the contact lens field and related areas.

The technological focus of the Center for Corneal and Contact Lens Research is to design, develop, and promulgate advanced forms of vision correction that are associated with the correction of refractive errors by the application of prosthetic devices such as contact lenses. The most obvious focus at this time is contact lenses, which are the most commercially active alternative to spectacles.

The CCCLR began its development in June 1986, with the establishment of the UM-St. Louis Contact Lens Clinical Research Panel to bring about collaborative research projects at the University with four faculty whose interests were in related areas and nine well-known optometrists and ophthalmologists in the St. Louis region.

A measure of the successes of this emerging Center is that 1) it represents one of the priority new programs which Chancellor Barnett has singled out for development through Partnerships for Progress; 2) $148,000 in new funding was generated in Calendar Year 1987 for original research from the contact lens industry and two Missouri Research Assistance Grants; 3) the first Contact Lens Materials Science Symposium was held in March 1988 as a demonstration of our entrance into a field of great significance to the contact lens field. The Symposium was a result of joint cooperation of the School of Optometry, UM-St. Louis Department of Chemistry, and the Materials Science Laboratory at the University of Missouri-Rolla.

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The opportunities for the Center include: 1) The uniquenesses that have resulted from the Panel and its research population base of 30,000+ Contact Lens patients; 2) interest on the part of the contact lens industry to support the Center far in excess of its first year of operation; 3) the ability to focus major new sources of funding to the professional optometry degree program, to the expansion of quality research which is a priority of the Chancellor, and to the proposed M.S.-Ph.D. program in Physiological Optics.

Challenges we will surmount include establishing base-line funding from the University and a major grant program which will enable the Center to reach its full potential; establishing a high level of research while seeking new initiatives in research and technology; and the timely development of the M.S.-Ph.D. program in Physiological Optics.

8. MIDWEST COMMUNITY EDUCATION DEVELOPMENT CENTER

1. Mission Statement. The primary purpose of the Midwest Community Education Development Center (MCEDC) has been to foster the development of community education programs in school districts throughout Missouri. Although the emphasis has been to develop programs in schools, community projects relating to economic development, continuing education, and "at-risk youth" have also been a focus of Center activities.

   A secondary mission of the MCEDC has been to establish a direct relationship with organizations that are involved in the training of school administrators. The purpose of this focus is to involve the University more directly in the pre-service and in-service training of school superintendents and principals.

2. Program Description. The School of Education offers a Master's Degree in Elementary and Secondary Education with an emphasis in Community Education. Center staff teach these courses and also provide technical assistance and in-service training to local community education programs upon request. Leadership in statewide planning is provided by MCEDC in cooperation with the Missouri Department of Elementary and Secondary Education.

   The MCEDC provides pre-employment and academic skills training for "at-risk youth" from city and county secondary schools, utilizing Job Training Partnership Act funds. Grants from these programs totaled more than $100,000 during 1987. Center staff also serve on the State Leadership Academy Advisory Board and facilitator team for the training and assessment of educational leaders in Missouri.

3. Contribution Towards Institutional Goals. The Center's purposes and programs support the institutional goals of establishing purposeful relationships with public educational agencies and community organizations. Projects initiated by the Center are directly related to the University's mission in the Partnerships for Progress agenda. Specifically, Center activities relate to the Project Compete portion of the Partnerships for Progress initiative. This area includes

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the Bridge Program for high school students and expansion of adult education and lifelong learning efforts in the community. The Center is also providing assistance to neighborhood groups in the area of economic development. This programmatic effort is in concert with the Curators' plan to stimulate economic growth in Missouri.

9. CENTER FOR SCIENCE AND TECHNOLOGY

1. Mission and Objectives. The Center for Science & Technology is the most recently established center at the University of Missouri-St. Louis. Established in 1987, the Center has as its primary mission to extend on an interdisciplinary basis the academic resources of the university to the numerous scientific and technological industries in the metropolitan St. Louis area and the state of Missouri.

   During the spring and summer of 1987, a proposal was developed to identify the major activities in which the Center would be engaged over the next five years. The major objectives which were identified include:

   (a) To act as an interface between the St. Louis scientific and technological community and the science-oriented departments and schools on the UM-St. Louis campus in the areas of teaching, research, and service.

   (b) To coordinate, increase, and more effectively market our scientific short courses, seminars, and in-service training programs.

   (c) To seek out, encourage, and support cooperative research endeavors between industrial and academic scientists.

   (d) To increase the awareness and enhance the image of science and technology among government officials and the general public through seminars, media appearances, and other special programs.

   (e) To conduct ongoing research on the status of emerging technologies and to make the results of the research available to industry, educational institutions, and the general public by sponsoring lectures, symposia, seminar series, etc.

   (f) To give unqualified support to the UM-St. Louis science-oriented departments and schools.

2. Administrative Structure. The Center for Science & Technology reports to an Associate Vice Chancellor for Academic Affairs. The acting Center Director, along with the Directors of other academic centers on campus, serves on the Campus Academic Affairs Council and as such has input into campus wide academic policy formation.

3. Resources. To date, we have developed a five-year budgetary and personnel plan for the center. New legislative resources are being requested to complement the identified resource needs. The current planning year budget encompasses $25,000 in rate resources and $25,000 in cost resources. The current planning staff consists of Acting Director (.10 FTE) and Research Assistant (1.0 FTE). The balance of the budget is utilized on a cost basis to acquire clerical support and E&E in support of planning and pilot program delivery.

4. Contribution Towards Institutional Goals. Approximately 80 percent of St. Louis area economy is directly related to industry in the science and technology fields. The University of Missouri-St. Louis has consequently focused many of its academic degree programs in preparing students to enter scientific careers. The new Center for Science & Technology will serve to further enable the University to serve this important segment of the community by meeting in-service education needs of scientific corporations, forecasting changing technologies, providing citizen awareness programs on the impact of technological innovations, and fostering collaborative research between the University and local industry.

5. Implications of the Self-Study Process. The recently completed planning proposal to create the Center for Science & Technology serves as the self-study planning document for the center. As resources become available, the University plans to implement approved recommendations.

CHAPTER FOUR

REALIZING INSTITUTIONAL GOALS THROUGH SUPPORT SERVICES

In this chapter we describe and evaluate the units which support the activities of the academic programs. No less vital to successful pursuit of the institution's mission, these units contribute indirectly to the quality of students' experiences on campus. Divided into 14 sections, this chapter addresses the largely unperceived role of large complexes such as Administrative Services, which permits instruction to occur in warm, clean buildings. It is important to point out that the campus evaluates such units by means of the committee structure which reviews degree programs, departments, and schools. Like them, the support units prepare a self-study and are examined every five years. In AY88 the unit up for review is University Relations. In the case of the smallest units, their evaluation is enfolded within review of larger aggregates. We start this section with a consideration of the Division of Administrative Services.

A. DIVISION OF ADMINISTRATIVE SERVICES

1. Mission. The Administrative Services Division of the University of Missouri-St. Louis provides leadership and management in the financial and business sectors of the campus.

2. Program Description. The division is administered by the Vice Chancellor for Administrative Services who reports to the Chancellor. Reporting to the Vice Chancellor are the following administrative personnel. (See the organizational chart that displays the functional responsibilities of the division in Figure 10.

                    Assistant Vice Chancellor
                    Director, Facilities Management
                    Director, Business Services
                    Director, Fiscal Operations
                    Director, Personnel Services
                    Director, Campus Police

In 1986, Mr. Charles Knight, President of Emerson Electric, Inc., led a group of distinguished citizens of the state of Missouri in an examination of the structure of the University of Missouri system. The Board of Curators accepted the Knight Report, which recommended substantially more decentralization for the central Office of the President and the four campuses. Under that plan, the Division of Administrative Services has acquired planning and regulatory functions previously available from the office of the President of the University System.

During the past year - 1987 - the Division has undergone a significant reorganization with the appointment of an Interim Vice Chancellor for Administrative Services. The previous Vice Chancellor served as Chief Business Officer for over twenty years. The direct

FIGURE 10

ADMINISTRATIVE SERVICES ORGANIZATIONAL CHART

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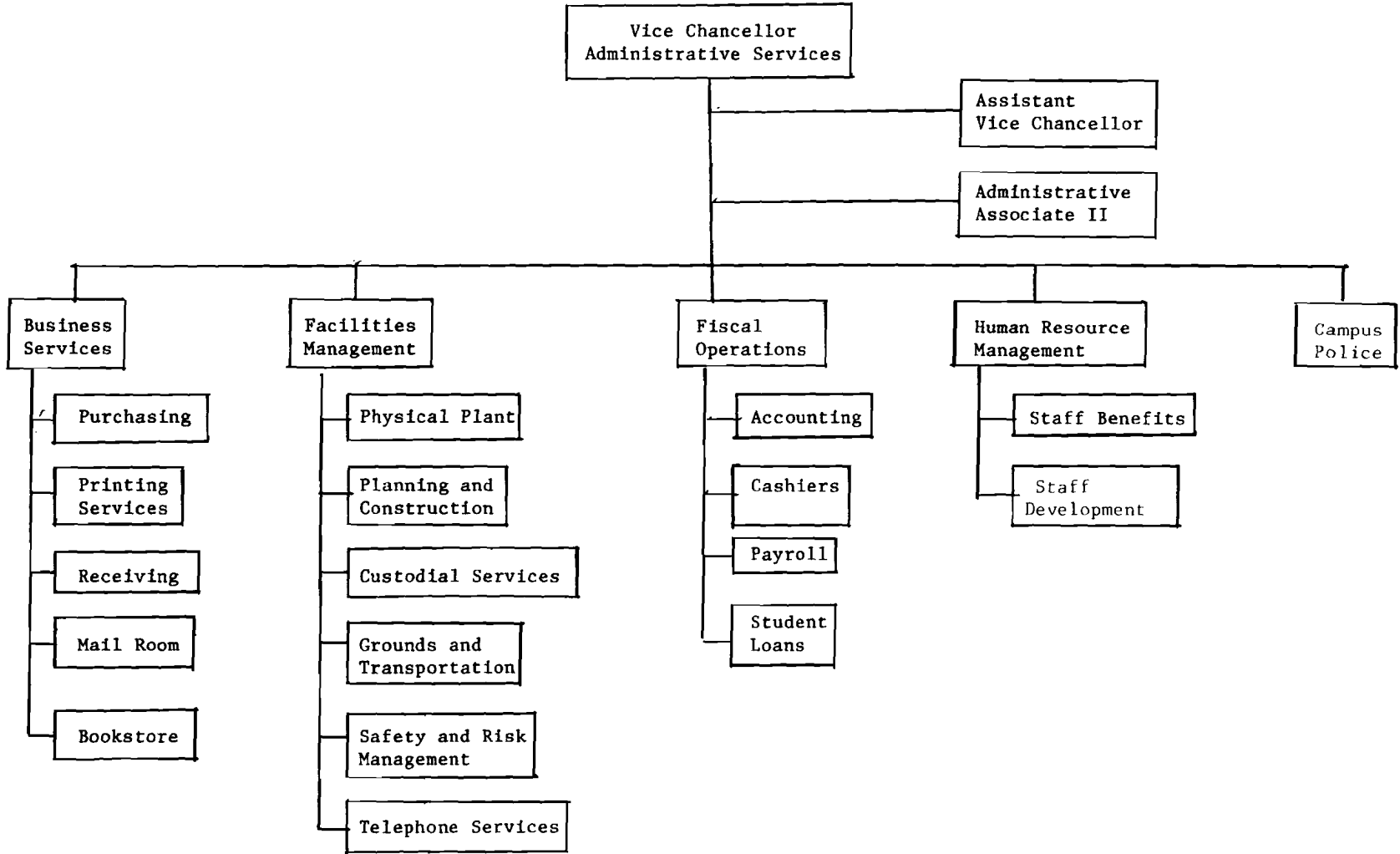
reporting lines have been reduced and streamlined. A program of management by objectives has been instituted, with monthly updates submitted by the unit directors. Regular weekly staff meetings are held by the Vice Chancellor with the divisional unit directors to improve communication. We have increased the level of expectation concerning the department's efficiency and effectiveness in the utilization of resources, both personnel and financial. Contemporary professional, managerial, and technical personnel have been employed by the department as permanent employees and as consultants to create an operational, cultural, and attitudinal change in the way the department's activities are conducted. Similar programs have been developed within the individual units.

Contribution Toward Institutional Goals. The Administrative Services department has the major administrative and managerial responsibility to provide support services to the campus. These services are provided within the framework of the institution's rules and regulations to help attain the institution's objectives:

a) Policy and staff leadership for the comprehensive range of administrative functions.

b) Proper stewardship for the University's assets, financial and physical.

c) Direct administration and conduct of business and financial activities which for reasons of scale or convenience are more efficiently done centrally.

d) Support services, appropriate to the mission of the University in the most efficient manner possible.

e) Fostering significant achievements through creativity by encouraging intelligent risk-taking.

f) Encouragement of professional growth and development of all those who serve so that human worth and achievement are enhanced.

g) Use of technology in an effective manner to extend human effort, lower costs, and improve services.

h) Maximization of revenues through improving the credibility and cogency of the University's requests.

i) Enhancement of physical plant by seeking to improve the environment to better support the present and future missions of the University.

j) Development of competence for analysis, self-study, and planning to enhance institutional understanding of future directions.

In the period February 6-14, 1986, the Chancellor's Committee re-

viewed the final and largest segment of the nonacademic units on campus. A series of Chancellor's Committee on Non-Academic Review subcommittees visited six units reporting to the Vice Chancellor for Administrative Services. In each instance, an outside expert from another campus or the University of Missouri system office was present. Since the 1986 self-study, a major overhaul of the department's organization has taken place. Professionals in the areas of engineering, architecture, and computer programming and analysis have been hired into the department. Where necessary, the University has supplemented the in-house personnel with external consultants in the areas of campus physical master planning, engineering studies for building systems, and facilities programming.

Since the 1986 self-study the following actions or activities have taken place.

a)   Computer systems have been installed in the Vice Chancellor's office, the purchasing division, facilities management, police, printing services, fiscal operations, and the bookstore.

b)   The bookstore has been reestablished in renovated space in the University Center complex at a cost of $571,171.

c)   A new $1.6 million state-of-the-art telephone communications system has been installed with data and video capability.

d)   A campus beautification process has been initiated that includes a $1 million surface parking renovation, new trash receptacles, replacement of the deteriorating brick planter known as Founders Circle, installation of multiple flower beds around campus, new asphalt walks located on desired paths, new handicapped building entrances at SSB, Clark Hall, and University Center, and improvement in student lounge areas.

e)   New standards and directions for the personnel division have been established. The division's title is being changed to Human Resource Development to reflect this activity.

f)   The budget office has been moved to a new unit for financial long-range planning and institutional research that reports directly to the Chancellor.

g)   A critical review of the campus' hazardous waste management program has been conducted by a consulting form.

Resources	S & W	E & E
V. C. Admin. Services	193,556	17,182
Business Services	339,541	32,484
Facilities Management	2,987,165	558,563
Personnel Services	188,921	17,283
Police	521,504	62,032
Fiscal Operations	376,412	49,214
TOTAL	$4,067,099	$736,758

3. Facilities Management. S&W = $141,835 E&E = $6,577 FTE = 4. Utili-
    ties = $1,699,357. Facilities Management is a newly created (1987)
    division established to provide a more responsive organization
    utilizing professional personnel in managerial roles. The Facilities
    Management division includes the following operational units: physi-
    cal plant operations, grounds and transportation services, custodial
    services, planning and construction, safety and risk management, and
    telephone services. The following provides a more detailed review of
    each division in Facilities Management and its associated responsi-
    bilities.

    Physical Plant Operations. S&W = $1,267,134 E&E = 295,116 FTE =
    54. Physical Plant operations is primarily responsible for the
    maintenance and operation of buildings and utility distribution
    systems. The labor trades involved in this operation include
    carpenters, masons, painters, locksmiths, electricians, plumb-
    ers, welders, machinists, mechanics, automation control opera-
    tions/dispatchers, superintendents, and a manager.

    Grounds and Transportation Services. S&W = $289,091 E&E =
    181,160 FTE = 17.5. The Grounds and Transportation Services
    Department is responsible for grounds maintenance and vehicle
    service. This department manages all aspects of grounds main-
    tenance on campus. Responsibilities include maintenance of
    existing landscape and athletic fields, implementing new plant-
    ings, litter and trash removal, road, sidewalk and parking
    lot maintenance, and snow removal operations.

    The department is responsible for maintaining and servicing all
    University-owned vehicles. Vehicles are on set periodic main-
    tenance schedules. The University pool consists of seven
    vehicles which are rented on a daily basis to any member of the
    campus community.

    Parking Operations. S&W = $250,000. E&E = $640,000. FTE = 15.
    Parking Operations is a division of the Grounds and Transporta-
    tion Department and operates as an auxiliary enterprise. The
    division collects parking fees, distributes parking stickers,
    determines parking designations, collects fines, maintains
    parking areas, and plans for future parking needs.

    Custodial Services. S&W = $1,014,172. E&E = $41,371. FTE = 63.
    The custodial services division includes a staff of 63 custo-
    dians. The division is responsible for campus housekeeping,
    moving, special events, setups, and some security functions.

    Planning and Construction. S&W = $128,315. E&E = 10,616. FTE =
    4. The planning and construction division was established in
    July 1987, when duties formerly handled by a central system
    staff were transferred to the campus. The division is responsi-
    ble for campus physical planning and capital budgeting for non-
    routine maintenance, new construction, and major renovations.
    The division consists of a campus architect, two engineering

project managers, a part-time interior designer, a facilities analyst, and three construction project managers, plus support personnel.

Safety and Risk Management. S&W = $78,815. E&E = $11,443. FTE = 3.5 The safety and risk management department is responsible for promoting and ensuring safety on campus, as well as handling and disposing of hazardous materials and waste. In early 1988, this division underwent a detailed study by an outside consultant, Environmental Science and Engineering, Inc. (ESE). The study evaluated the staffing and procedures of the Safety and Risk Management division, particularly in the area of hazardous materials management. As a result of the study, changes in the staffing and procedures were made in order to better the safety and environmental needs of the campus. In addition, emphasis will be placed on an occupational health program which will address safety, health, and wellness concerns of the workplace.

Telephone Services. S&W = $67,283. E&E = $12,270. FTE = 4. This department procures and administers telephone and related services for UM-St. Louis. These services revolve around recently installed (1987) state-of-the-art telephone switch owned by the University. This unit provides operator services, installations and repair of equipment and long distance services, equipment research, and consultation for all departments. The unit also acts as liaison between the University and the local telephone companies and other equipment vendors. The manager of telephone services works closely with central administration's Office of Telecommunications and the UM-St. Louis Telecommunications committee for purposes of planning a total University of Missouri telecommunications system. Features that were added with the new switch include voice mail, work order management, and electronic switchboard directories.

4. Business Services. S&W = $41,000. E&E = $0. FTE = 1. Business Services provides direction for the University Bookstore, Printing Services and Mail Services, Purchasing and Central Receiving, and Vending Services. The units under Business Services were designed to support the academic and administrative functions of the University, while also providing service and support for the students in their academic pursuit. This department was established July 1, 1987, to coordinate the operations of these units and be more responsive when providing service to the University community.

Printing Services. S&W = $205,269. FTE = 11. This division provides the reproduction needs of the UM-St. Louis campus by providing a wide variety of printing and duplicating services. Management and operation of Mail Services was transferred to Printing Services as part of an ongoing process to facilitate the pooling of reproduction services. Campus Copier and Quick Copy services were evaluated by Xerox Reproduction Services.

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Purchasing. S&W = $206,277. E&E = $11,080. FTE = 10. The Purchasing Department, a service division of the University, provides materials, services, supplies, and equipment requisitioned by the various departments throughout the University. In addition to procurement, the Purchasing Department is responsible for the following areas:

Maintaining the permanent capital equipment inventory records of the University.

Operation of University storeroom facilities.

Procurement, disposition, and record control of all surplus property.

Assignments delegated by authorized administrative authority, e.g., interior decorating, etc.

Central receiving department for incoming and outgoing shipments.

The Purchasing staff includes three professionals: Director, Assistant Director, and Senior Buyer, and five clerical persons.

Bookstore. S&W = $379,403. Total sales = $2.5 million. The basic philosophy of the UM-St. Louis Bookstore is to operate an enterprise which will have textbooks on its shelves in a timely manner. In addition, the store should be a convenient and effective source for general reference books, supplies, and other merchandise for the students, faculty, staff, and alumni of the University at the lowest possible prices. The Bookstore operates as a fully costed auxiliary enterprise. It also contributes to the retirement of the bonds sold to finance the University Center. In 1987 a completely remodeled University store opened. Comments from students and other members of the University community have been extremely favorable. No additional space was added in the renovation, however. The design provides a more favorable work facility and is more convenient and pleasant for the store customers. In 1986-87 an audit of Bookstore prices demonstrated that they are competitive.

The student government, as a campaign promise, hired the firm of Deloitte, Haskins and Sells to perform a management audit of the bookstore in 1987. Their goal was to investigate the possibility of lowering textbook prices. A complete audit of all facts of the bookstore determined that it was well managed. Price comparisons on textbooks revealed that the UM-St. Louis bookstore was equal to other college stores in pricing and lower than several.

5. Personnel Services. S&W = $188,921. E&E = $17,283. FTE = 8. Personnel provides services to all campus offices, although selected

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functions for faculty are not included. As with most personnel offices, the range of functions is wide including all aspects of recruiting for staff development, benefits, compensation, and employee relations among others.

Responsibilities:

Recruitment: Post and/or advertise position vacancies, test, screen, interview, and make offers of employment. Maintain records on applications and referrals. Ensure compliance with EEO/Affirmative Action.

Records Maintenance: Serve as a depository for official personnel files for all UM-St. Louis staff employees.

Personnel Actions: Initiate, process and monitor all required actions for non-academic staff and student employees. Perform as the official source of information for employment verification inquiries.

Staff Benefits: Administer the program for all eligible staff, faculty, and retired employees, including the maintenance of eligibility and enrollment records. Provide counseling and referral on special issues/requirements.

Staff Development: Promote the professional and personal development of the UM-St. Louis staff. Identify and assess in-house training needs and administer the Educational Assistance, Certificate of Participation, Adult Education, Self-Instruction, and New Employee Orientation Programs. Includes staff recognition awards.

Wage and Salary: Interpret, implement, and enforce policy in the areas of hiring salaries, promotions, transfers, probations, merit reviews, and annual increases. Conduct review and analysis of position classifications for non-exempt and exempt employees and manage the Administrative/Professional Compensation Plan. Ensure compliance with the Fair Labor Standards Act.

Employee/Labor Relations: Perform research and provide advice on UM interpretation of policies and applicable laws to administrators, supervisors, and employees. Counsel employees as appropriate. Receive and process second-step grievances from union eligible employees. Provide advice on disciplinary action and procedures. Meet and confer with the union.

Worker's Compensation: Receive, process and follow up claims from initial injury to final settlement. Maintain effective relationships with employees, doctors, and hospitals, UM Worker's Comp staff, and the Worker's Comp service company.

Community Relations: Represent UM-St. Louis at public and private sector activities on a group and/or individual basis.

Personnel Services also serves as a "clearinghouse" for on-campus student employment.

6.   UM-St. Louis Police Department. S&W = $521,504. E&E = $62,032. FTE = 24. The department is professionally staffed with officers who have been deputized and carry the full level of police powers available in the State of Missouri. These powers include arrest by warrant, lawful search, direction and control of traffic, investigation of crime, and use of lawful force to perform required duties which make the campus safe and secure for those who visit, learn, teach, and work at the institution. Officers receive regular training to increase professional competence and development, including annual qualification in the use of weapons.

Recent programs to sensitize the campus community to safety and security issues include a revision of bomb threat procedures and institutional community training by the St. Louis County Bomb and Arson Unit, a review and update of the institution's emergency procedures manual, and a review and subsequent adjustment in traffic circulation and control to provide a safer campus.

7.   Fiscal Operations. S&W = $376,412. E&E = $49,214. FTE = 20. The purpose of this division is to direct, plan, administer, and coordinate fiscal and financial activities for the campus. Included in this unit are Accounting Services, Cashiering Services, Payroll, and Student Loans.

B.   DIVISION OF STUDENT AFFAIRS

1.   The overall goal of the Division of Student Affairs is to enhance the quality of life on campus, a goal derived from the campus mission statement. The overall purpose of Student Affairs is to contribute to the UM-St. Louis mission by providing services which help students achieve their academic, career, and personal goals and by providing programs that enrich the campus cultural, social, intellectual, educational, and recreational life.

Student Affairs staff believe in the development of the total person --ethically, intellectually, physically, socially, vocationally, and spiritually. This belief is predicated on the assumption that the extracurricular life of students complements classroom learning, assists in the development of the total student, and contributes to the achievement of the UM-St. Louis mission.

In order to implement its mission, the Division of Student Affairs strives to achieve the following:

   1.   Support and explain the values, mission, and policies of UM-St. Louis to students and others in the community.

2. Assess and interpret the aptitudes, achievements, interests, values, experiences, opinions, and aspirations of students to members of the campus and St. Louis community.

3. Plan, implement, and evaluate programs designed to contribute to the development of students.

4. Provide essential services to assist students in the fulfillment of their educational objectives.

5. Serve as a resource and as a consultant for the faculty, staff, and community regarding student development and student life.

6. Advocate and help create an ethnically diverse and culturally rich environment for students.

7. Provide students with opportunities for the development of citizenship and leadership skills.

8. Help students to develop a deeper understanding and appreciation for racial, ethnic, gender, and lifestyle differences.

2. Brief Program Description. The Division of Student Affairs has seven offices or departments headed by a staff member at the director level. The offices or departments are presented below.

1. Athletics: intercollegiate athletics, recreation, and intramurals.
2. Admissions and Registrar: school college relations, recruitment, admissions, financial aid, and registration.
3. Counseling Service: individual and group counseling, student development workshops, career development library, and student peer counseling.
4. Career Planning and Placement: off-campus student employment, employment counseling, employer interviews, cooperative education, and career library.
5. University Center/Student Activities: student union management, campus reservations, student activities, student organization accounts, commuter student services, and food service contract.
6. Assistant to the Vice Chancellor for Student Affairs: division fiscal management, student conduct and grievances, special student programs (i.e., foreign, disabled, and veterans), Women's Center, and Student Health Service.
7. Student Retention Program: for 400 select freshmen students, special programs featuring academic advising, career development programs, adjustment to college life, and implementation of the Path to Success pilot project. The Student Retention Program is headed by the Special Assistant to the Vice Chancellor for Student Affairs and the Vice Chancellor for Academic Affairs. She reports to both Vice Chancellors.

FIGURE 11

STUDENT AFFAIRS ORGANIZATIONAL CHART
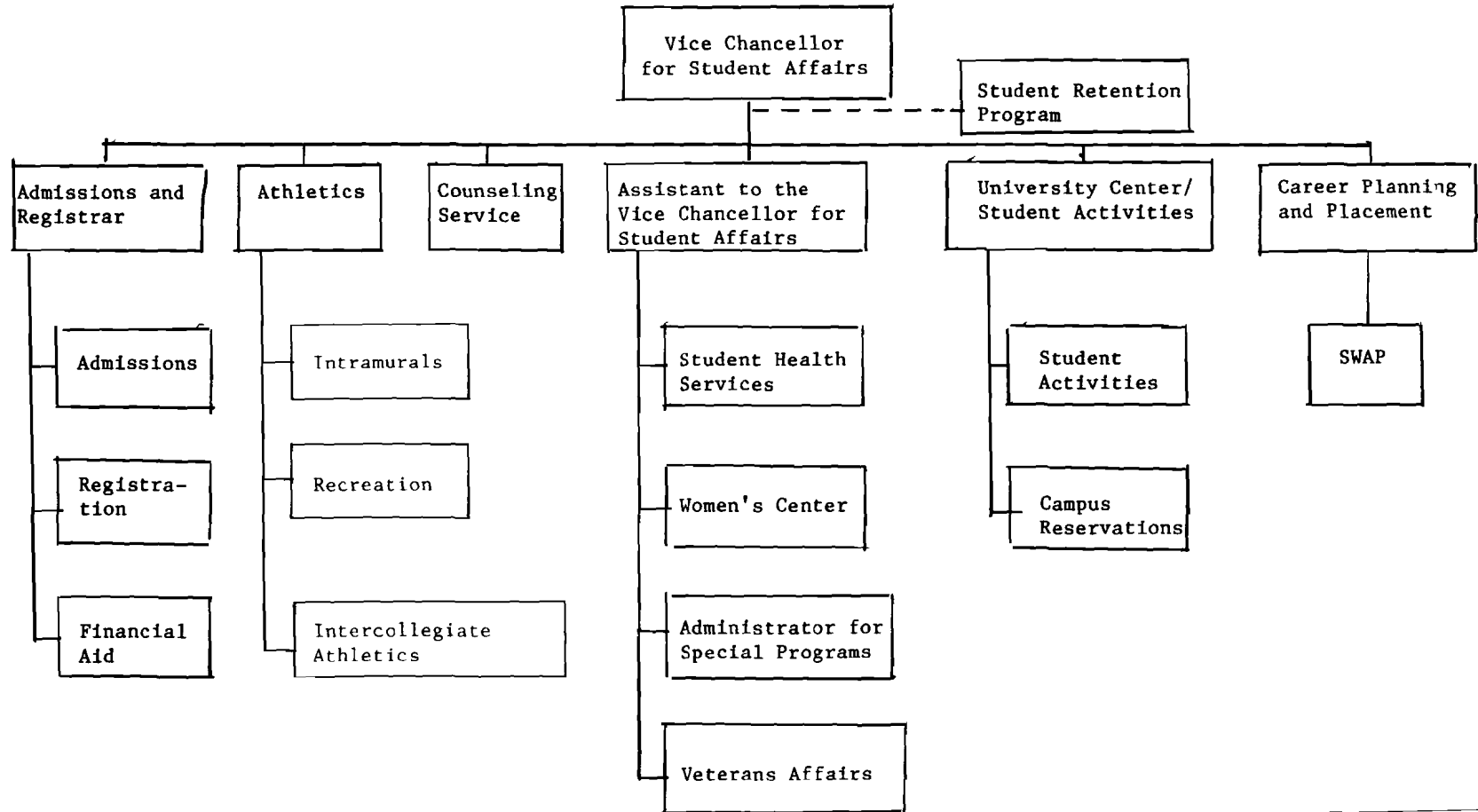
3. The Table of Organization in Figure 11 describes how units relate to each other and report to the vice chancellor.

4. The financial resources of the division are presented in Table 29.

TABLE 29

DIVISION OF STUDENT AFFAIRS
THREE-YEAR BUDGET

Category	85-86	86-87*	87-88
S & W**	$ 990,292	$1,681,447	$1,935,598
E & E	144,900	925,523	629,726
Auxiliary	1,193,629	1,264,546	1,523,483
Total University Resources	$2,328,821	$3,871,516	$4,088,807
External Funds	32,395	66,086	43,189
Other***	50,631	54,578	17,040
GRAND TOTAL	$2,411,847	$3,992,180	$4,149,036

*This was the first year the Admissions and Registrar operation was included in the Student Affairs Division.

**Includes staff benefits.

***This includes General Operating Revenue and Plant Funds.

5. Comparative Student Demographics

	1978	1987	Change
Headcount	10,888	11,876	+988
FTE	7,554	7,514	-40
Enrollment After 5:30 p.m.	3,791	3,918	+127
Average ACT	20	20	
Average Age of Students	25 yrs	27 yrs	+2

Enrollment by Class:

	1978	1987	Change
Freshmen	2,960	1,995	-965
Sophomores	1,801	1,726	-75
Juniors	2,138	2,422	+284
Seniors	2,388	3,674	+286

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Graduate:
  MA                                    1,502      1,694      +192
  Ph.D. or Ed.D.                           99        218      +119
  Professional                              0        141      +141

Average HSR                               82%        78%       -4%
Sex:
  Male                                    55%        44%      -11%
  Female                                  45%        56%      +11%
Race:
  White                                   86%        87%       +1%
  Black                                   12%         9%       -3%
  Other                                    2%         4%       +2%
Full-Time                                 55%        45%      -10%
Part-Time                                 45%        55%      +10%

Percent of Total Enrollment by Class:

  Freshmen                                27%        17%      -10%
  Sophomores                              16%        15%       -1%
  Juniors                                 20%        20%       -0-
  Seniors                                 22%        31%       +9%
  MA                                      14%        14%       -0-
  Ph.D. or Ed.D.                           1%         2%       +1%
  Professional                             0%         1%       +1%
                                         ----       ----
                                         100%       100%
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6. Contributions Toward Institutional Goals.

A. Planning and Management in Student Affairs

Since 1982-83, the Division of Student Affairs has utilized
Management by Objectives (MBO) as its system to plan, organize,
monitor, and evaluate overall program and personnel efforts.
All MBO systems start with the goals of the institution. The
goals of the University of Missouri-St. Louis are stated in the
UM-St. Louis Five-Year Plan, Vision for the 21st Century.

After reviewing the Five-Year Plan, Student Affairs staff
members adopted several Five-Year Plan goals as specific
Student Affairs goals. These goals are: Increasing student
recruitment and retention, increasing fund-raising, and en-
hancing community support and affiliation. Also for 1987-88,
Student Affairs elected to continue two previous goals: Manag-
ing resources efficiently and maintaining a reward system for
Student Affairs staff.

In order to translate goals into action, Student Affairs
Directors, in consultation with their staff, write measurable
objectives each year designed to support the Division of
Student Affairs goals. Every quarter the Vice Chancellor meets
with Directors individually to discuss progress toward achieve-
ment of the objectives as well as review of the status of their

departmental budgets. At the end of the year, the Directors are evaluated on the degree of achievement of their objectives.

B. Institutional Goals: Increasing Student Recruitment and Retention

During 1986, the Chancellor assigned the responsibility for increasing student recruitment and retention to the Vice Chancellor for Student Affairs and transferred the offices of Admissions, Financial Aid, and Registration from Academic Affairs to Student Affairs.

Prior to 1986, the Admissions Office had steadily heightened recruitment efforts to area high schools, expanded its direct mail campaign, and increased the number of recruitment visits to business and industry. Data from a 1986 market survey indicated that UM-St. Louis needed additional exposure in the St. Louis community. As a result of this survey, a media campaign was developed in the Summer of 1986 based on the theme "A UM-St. Louis Degree, Something of Value." Advertisements were placed in a wide variety of local newspapers and aired on local radio stations. It was also decided that UM-St. Louis should increase its recruitment efforts in the black community. The Admission's Office sponsored booths at the Union-Sarah Fair, a street fair in the black community, and developed a black student recruitment brochure for use with high schools, community groups, and community colleges. In addition, advertisements were placed in black newspapers and aired over radio stations which appeal to predominantly black audiences.

Fall '86 enrollment increased by 3.8 percent from Fall '85, the first enrollment increase since Fall '81. Although black student enrollment increased by only 11 students, it was the first time black student enrollment had not declined since 1979.

The media recruitment campaign has continued, and enrollment has increased over the previous year each semester and term. Fall '87 enrollment increased by 3.3 percent over Fall '86, and black student enrollment increased by 83 students with the percentage of black students on campus increasing from 8.8 percent to 9.2 percent.

Although these results are encouraging, research on student recruitment and retention indicates that a successful long-term program requires campuswide commitment and effort. Authorities on student recruitment and retention point out that faculty, staff, and administrators need to understand the importance of their role in student recruitment and retention and be willing to work to increase enrollment. During 1986-87, the Vice Chancellor for Student Affairs, with the support of Academic Affairs, developed a campuswide student recruitment and retention program. The initial UM-St. Louis Student Recruitment

and Retention Program included seven task forces: Marketing, Ongoing Recruitment, Academic Advising, Support Services, Career Counseling, Involvement, and Faculty/Staff Awareness. More than 75 faculty, staff, and students were members of these task forces, and each task force developed a series of recommendations for improving student recruitment and retention at UM-St. Louis through changing policies, programs, and priorities. After the task forces completed their reports, they were dissolved, and a campuswide Student Recruitment and Retention operational group was formed for the purpose of implementing the task forces' recommendations. Members of the operational group include faculty, academic administrators, and Student Affairs staff. Priorities for this group include a review of academic advising procedures, implementation of the model early warning system, assistance with the Student Retention Program, and continuation of the campuswide faculty/staff student retention awareness campaign.

New programs resulting from student recruitment and retention efforts include adopting "Student Involvement" as the theme of the Fall '87 student organization/student service fair, completing a survey of 100 applicants who applied to UM-St. Louis but did not enroll, conducting a campuswide enrollment awareness contest, developing a computerized early warning system, and initiating two model student mentoring programs. In addition, Academic Affairs and Student Affairs are jointly sponsoring a two-year freshmen experimental program called the Student Retention Program. In this program, students with relatively low test scores and/or below-average high school ranks are provided additional academic advising and tutorial services. Each semester, the progress of students in the Student Retention Program will be compared to a randomly selected control group which will not receive the additional academic advising and tutoring.

Although it is too early to evaluate the overall Student Recruitment and Retention Program, it is noteworthy that 794 more students were enrolled in Fall '87 than were enrolled in Fall '85. Generally, former UM-St. Louis students returning at the Senior and Graduate levels account for the increase in enrollment.

C.   Fund Raising and Community Involvement

There are several successful fund-raising efforts under way in Student Affairs. During 1987-88, the Intercollegiate Athletics program will raise more than $160,000 from ticket sales, Red and Gold Club memberships, concession sales, and special fund-raising events. An increase of more than 13 percent from 1986-87 is anticipated. Proceeds from the UM-St. Louis Student Leadership Development Fund Drive are earmarked for scholarships to the annual Student Affairs Fall Student Leadership Retreat and resources for the Leadership Training and Development Program.   In 1987-88, Career Planning and Placement

received grants from College Work Study funds and the Monsanto Corporation to operate its Cooperative Education program.

Student Affairs contributions to the goal of increased involvement in the community occur in two areas: the Bridge Program and on-campus community building events.

First, Student Affairs staff actively participate in the Bridge Program--a cooperative effort between UM-St. Louis and two St. Louis City School District high schools. As part of the Bridge Program, Student Affairs staff have facilitated high school students' visits to campus to attend concerts, hear a lecture on an art exhibit, tour the campus, observe coaching of intercollegiate teams, and participate in a newspaper seminar series led by staff from the St. Louis Post-Dispatch. A member of the Counseling Service staff developed a college/high school student mentoring program in a St. Louis City School. During the 1986-87 academic year, more than 600 Bridge Program high school students had contact with UM-St. Louis faculty, staff, or students when the high school students attended an event on campus or faculty and staff members sponsored a program at their high school.

Second, Student Affairs staff have worked toward building community on campus. The Fall '87 student service/student organization fair was expanded to include a number of campus units, (e.g., Evening College and the Academic Advising Task Force). In the spring, the University Center/ Student Activities Office sponsors Mirthday, a time for games, contests, concerts, and general springtime revelry. The event has attracted the attention of area universities and local media.

Another successful community building event is the Holiday Fest, which is held in early December. Many University offices and departments make decorations for the tree, donate food baskets and money to a local charitable organization, and attend the annual Holiday Fest reception hosted by student leaders. University student, faculty, and staff participation in this event has increased by 65 percent over three years. The University Center/Student Activties Office plans and sponsors this event.

7. Brief Account of Self-Study Process - Methodology. During the spring of 1987, the Student Affairs directors developed the outline for Student Affairs unit reports and received a copy of the 1978 North Central Accreditation Student Affairs Report. All Directors were asked to conduct a self-assessment that included input from staff members and to utilize, when available, published national standards (e.g., Council for Standards in Student Services/Student Development). Also, the Directors were encouraged to respond to recommendations provided from the Student Affairs Non-Academic Program Review Report, completed in 1984.

National standards provide data from which offices and departments can compare their programs and services with similar student affairs offices and departments. Data from the 1978 NCA Report enables Student Affairs offices and departments to compare past with present programs and services. The Non-Academic Program Review provided information on how well the department or office was achieving its intended purposes from the perspective of the faculty and administration. The separate Student Affairs Office and departmental NCA unit reports were reviewed by the Assistant to and the Vice Chancellor for Student Affairs and some were returned for revisions.

Based on the unit reports (i.e., offices and departments), the materials supplied by the campus NCA Coordinator, and discussions of the campus NCA Executive Committee, the Vice Chancellor for Student Affairs developed the initial draft for the Division of Student Affairs. The initial draft was distributed to the Student Affairs staff and the Senate Student Affairs Committee (the major campus Student Affairs faculty/student governance committee). Both the staff and the Senate Student Affairs Committee members were asked to review the draft, make suggestions, and state whether the report reflected the mission, goals, programs, and services of Student Affairs as they understood them.

8. Findings and Their Implications. The 1978 NCA Report, Student Services Section; the UM-St. Louis 1978 vs. 1987 Comparative Student Demographic Report; and data generated from the 1987-88 NCA Student Affairs self-assessment section were utilized to report on the findings and their implications.

The 1978 NCA Report stated that Student Services were scattered across campus under several administrative offices and that the administration should give thought to facilitating greater communication, exchange of ideas, and cooperative planning among the various student services segments. This recommendation has been addressed in several ways. Between 1978 and 1986, the offices of Counseling Services, Women's Center, Student Work Assignment Program, Athletics, University Center, Admissions, Financial Aid, and Registration were moved from other administrative divisions to Student Affairs. In order to improve communication and planning, the Division of Student Affairs holds regular Directors and staff meetings. In order to better coordinate Student Affairs programs and services with other campus activities, Student Affairs administrators are active members of other division and campus planning groups. For example, the Vice Chancellor for Student Affairs reports to the Chancellor and serves on the Chancellor's Cabinet, the Administrative Staff, and the Campus Fiscal Committee.

In addition, he is a member of the Academic Council, a group that meets monthly to advise the Vice Chancellor for Academic Affairs. The Director of Admissions and Registrar is also a member of the Academic Council and serves as an Academic Officer. The Academic Officers, primary coordinating body in the Division of Academic Affairs, meets weekly. In addition, a number of Student Affairs

staff serve on campuswide planning, coordinating, and policy recommendatory bodies.

The 1978 NCA Report also stated that student leaders desired more contact with the Dean of Student Services, as well as more input into policymaking decisions. In order to increase contact and communications with student leaders, the Vice Chancellor for Student Affairs (formerly Dean of Student Services) attends UM-St. Louis Student Assembly meetings (formerly the Central Council), meets regularly with the chair and other student members of the Senate Student Affairs Committee, and attends many student organization meetings and functions. In addition, he is available on campus days and evenings to meet with student leaders, as well as to assist students who may be having financial aid, registration, or other types of problems.

In recent years, student leaders have had an impact on campus policy issues. In the University Senate, student leaders were responsible for the development of a long-term plan to upgrade the parking lots. UM-St. Louis student leaders initiated debate, dialogue, and demonstrations that resulted in the divestiture of University of Missouri funds from corporations doing business in South Africa. Annually, the UM-St. Louis Student Assembly, Student Activities Budget Committee, Student Service Fee Committee, and Senate Student Affairs Committee are consulted regarding the UM-St. Louis Student Facility and Activity Fee recommendations that are forwarded to the Board of Curators. During the past several years, student senators have been more aggressive in pursuing the role of chairperson of Senate Committees. As a result, students have chaired the Committee on Committees, Student Publications Committee, and Physical Facilities Committee. Previously students had served only as chair of the Senate Student Affairs Committee.

Lastly, the 1978 NCA Report recommended that UM and UM-St. Louis administration consider building student residence halls on campus. This matter has been given a great deal of thought, consideration, and study by UM and UM-St. Louis administrators. Unfortunately, the high cost of building and financing student housing today makes this venture financially unfeasible. Unless conditions or circumstances change markedly, it is unlikely there will be on-campus student housing at UM-St. Louis in the next decade.

The UM-St. Louis Comparative Student Demographic Report illustrated similarities and differences between the student body of 1978-79 and 1987-88. Student scores on the American College Test (ACT) remained the same, while high school rank dropped slightly. The percentage of full-time students decreased from 55 percent to 45 percent. Women students now outnumber men (11 percent) by the same percentage that men outnumbered women a decade ago. Similar to a national trend, black student enrollment decreased by 3 percent. Since 1978-79 the average age of the student population increased by two years, from 25 to 27. In the same time, the number of freshman students dropped markedly, while the numbers of seniors and graduate students increased significantly.

In response to these changes, Student Affairs staff needa to con-
tinue and strengthen its effort to recruit and retain black students.
Increasing black student enrollment is a priority of the UM and
UM-St. Louis long-range plans. There are, however, several promising
developments in this regard. As noted earlier, black student enroll-
ment increased significantly in the past year. This increase can be
attributed in part to the successful Bridge Program. Also, a recent-
ly appointed Consultant to the Chancellor for Minority Affairs has
initiated several excellent multi-cultural programs and has been a
valuable resource as consultant to the campus on minority issues. In
addition, local corporations are beginning to sponsor substantial
minority scholarship programs. The role of the Student Affairs staff
will be to further facilitate and support these initiatives while
creatively developing new program and service efforts.

The decline in freshman enrollment can be attributed in part to the
decline of college-age youth in the St. Louis area. In spite of this
demographic trend, however, UM-St. Louis sophomore and junior class
enrollment has remained constant. To determine if UM-St. Louis is
attracting a smaller share of the college-bound market than it was
ten years ago, a study needs to be undertaken. If this is the case,
then a second study should solicit the reasons for this trend.

The students in the large senior class at UM-St. Louis recently
graduated. In order to maintain or increase enrollment, the Student
Recruitment and Retention Program must continue to recruit and
retain more students through graduation. UM-St. Louis graduates
between 26 percent and 29 percent of its freshman class in the
course of seven years. Although this is comparable to other urban
universities, there is plenty of room for improvement in the gradu-
ation rate. Improved student recruitment and retention will result
in increased graduation rates which, in turn, will contribute to the
economic development of St. Louis--a stated goal of the state,
University, and campus.

Conclusion. In 1978, the NCA team stated that they were impressed by
the competence, commitment, and innovative views of many student services
members. We believe these characteristics are unchanged. Data from the
1987 NCA Self-Assessment process seem to indicate that the Division of
Student Affairs programs and services contribute significantly to the
mission, priorities, and goals of the University of Missouri-St. Louis.
It seems clear that Student Affairs staff are significant partners, along
with others in the campus community, in the development of students at
UM-St. Louis.

C. PATH TO SUCCESS

The University of Missouri-St. Louis is developing a Path to Success
program designed to enable students to succeed in college and, in turn,
point them toward success in later life. Path to Success is an ensemble
of services tailored to meet the needs of students. These services are
blended through faculty, staff, and student organizational systems. The
vital service components of the Path to Success program are academic

advising, tutoring, counseling, mentoring, educational support services, student aid, and assessment of learning outcomes.

Path to Success began in Fall 1988 as a pilot project for 100 new freshman students, administered by the Student Retention Program. Students will receive extensive academic advising, counseling, and mentoring. Experienced faculty members will serve as academic advisers and will meet with individual students throughout their freshman year, helping them plan their educational program to graduation. Also, these students will meet with psychologists from the Counceling Service to assess their vocational interests and aptitudes. Academic areas that may need strengthening (e.g., writing, reading, and mathematics) will be assessed by academic advisers and staff from the Center for Academic Development. CAD will work directly with the students to upgrade their skills, when needed.

Path to Success students will also be encouraged to participate in workshops provided by the Counseling Service and Career Planning and Placement Office on time management, study skill techniques, managing test anxiety, and planning for a career. It is important for new students to make friends and feel comfortable in their new academic environment. In order to facilitate this, pilot project students will be assigned to many of the same general education classes (e.g., English, mathematics, and sciences). This will enable them to make friends quickly and provide them opportunities to form study and exam preparation groups. All Path to Success students will be assigned a volunteer faculty or staff mentor who will be encouraged to meet with student proteges several times a semester. In addition, pilot project students will be encouraged to attend campus and athletic events, join student organizations, and accept campus life. The mentoring program and the involvement in campus life will be designed to build close bonds between the students and UM-St. Louis.

After the first semester and first year, pilot project students will be compared with a comparable group of students who have not been involved in the Path to Success program. Statistical comparisons will be made on grade point average, student retention rate, career goals, and satisfaction with college. The Path to Success Pilot Project is designed only for the freshman year.

UM-St. Louis retention data indicate that this is the critical year; after the freshman year a number of students drop out or transfer to another college or university. Thus, the pilot project has been designed to help freshman students make the transition from high school to the University smoothly, and should result in an increase in the freshman student retention rate for these students. If the pilot project proves successful, other Path to Success programs will be developed for transfer and returning students, and for upperclass students.

D. DIVISION OF UNIVERSITY RELATIONS

1. Mission and Goals

    (a) Mission. The mission of the division expressed by Chancellor

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Barnett in her 1986 and 1987 State of the University Addresses, is to increase community support and involvement for the campus and to increase private financial support. The mission and goals of the division also directly reflect the University of Missouri Curators' Long-Range Plan for the institution. Specifically, the UM Handbook of Planning and Budgeting of January 1986 states:

> Priority will be given to programs intended to reduce costs or otherwise increase net resources to the University. Included in this category are investments which will reduce costs in the provision of programs or support services, and investments that increase net revenues through gifts, grants, contracts, and other sources.

The goal of the Division is to dramatically increase the support for and interest in UM-St. Louis with relevant publics in the region and state. This entails two primary components: First, substantially expanding private giving; and second, significantly enhancing community and citizen appreciation of our financial needs, our strengths, and of our benefits to the region and state which lead to increased public and civic support and to increased student enrollment.

(b) Objectives. The University Relations Division has three prime objectives. They are:

1. Development. To increase annual private contributions approximately 250 percent over five years, from $1.9 million in receipts in the fiscal year 1987 to $5 million in 1992 and to lay the groundwork for a sustained, broadened donor base and regularly increasing support in future years.

2. Alumni and Constituent Relations. The goals are to greatly expand alumni support and involvement in the University, particularly through academic unit chapters; and to establish a comprehensive program for constituent relations.

3. Communications and Special Events. To greatly increase community awareness, interest, and involvement in the University. This goal will be reached by

   (a) An integrated, comprehensive communications strategy based on market research, coordinating news services, publications, and public relations activities.
   (b) More effective and timely assistance to campus departments and administration in presenting an enhanced image to external constituencies.
   (c) Expanded print and electronic media coverage in local, state, and national markets.
   (d) An expanded series of special events, lectures, and performing arts programs and an extraordinary series of 25th Anniversary events.

2. Brief Program Description. We pursue a broad range of activities and programs aimed at achieving the goals and objectives stated above.

(a) In Alumni and Constituent Relations, we offer a wide range of programming to promote positive relations between the alumni and the University, while providing services that are beneficial to alumni. The alumni involvement in University life and their contributions to it are rapidly increasing. Alumni chapters are organized at the college/school or departmental level within the University, and we also organize events at major corporations where graduates are employed. The alumni activities are organized into several components:

1. Alumni Association. The Alumni Association is governed by a Board of Directors composed of alumni and elected by them. The Association has many chapters which are expanding annually and increase the number of alumni involved in concrete support activities. The most significant unit established this past year was a Minority Relations Alumni Committee designed to plan yearly activities and programs of interest to both minority alumni and students.

2. Alumni Relations and Communications. The Alumni Association surveys alumni classes periodically. Departments and colleges/schools hold receptions for alumni, and the alumni receive the following information on a regular basis:
    - In Touch, a newsletter from the Chancellor sent approximately bimonthly during the academic year.
    - Alumni Bulletin, a twice a year newsletter which highlights alumni achievements.
    - UM-St. Louis Magazine, a sophisticated 16-page magazine aimed at alumni and other key constituencies.
    - Alumni Directory, a comprehensive listing of all 31,000 alumni, produced this year for the first time.

3. The Alumni Center continues to offer a specialized service for meetings and parties to the University community. Managed by Alumni Relations department staff, the Center has been favorably received by its customers and is widely used by alumni, faculty, staff, and community groups.

4. Programs and Services. Many programs offered to alumni are structured by the college/school or department from which they graduated. Thus, we offer Accountants' Roundtables and Graduate Business Forums which are informative and educational as well as social. The Alumni Office offers a variety of institutional services including: All of the staff work for alumni boards and committees, organizing alumni chapters, planning, communicating with members, maintaining accurate membership records,

providing leadership training for alumni volunteers, and establishing scholarship programs. The Alumni Office also works closely with the Office of Public Affairs to mobilize alumni as advocates for the University in the public arena, particularly with state legislators.

(b) In the Development unit the goal is to dramatically increase support for UM-St. Louis through expanded private giving from alumni, other individuals, corporations, foundations, and organizations. Its activities are organized around five broad objectives:

1. An annual giving campaign, focused primarily on our alumni.
2. Local corporate and foundation giving.
3. Development of volunteer leadership and support groups for the University.
4. Initiating national foundation and corporate support.
5. Establishing a planned giving program.

The annual giving campaign involves both phone and mail solicitation. It is partly organized by college/school and department to enable donors to designate gifts to such units. Local corporate and foundation solicitations have focused recently on major local corporations and have achieved remarkable success. The fiscal 1987 development results doubled those of the prior fiscal year. Approximately $1.9 million dollars in gifts were received.

The development staff also works with campus academic units on fund-raising events, including a Golf Tournament for the Athletic Department and the Shadow Ball, a highly successful event for the School of Optometry. Additionally, the department maintains fund-raising and alumni records in a computerized system. All campus gift-processing and record-keeping is handled by this office. Finally, the development office works closely with other units in University Relations, particularly the Vice Chancellor's office, to produce development publications. These are campus institutional publications such as the Annual Report, Chancellor's Report to the Community, and related pieces.

(c) Communications. The Communications office provides a wide range of news services, public relations, and publication/graphic design services. It produces a high quality and volume of regular news services, including news releases, public service announcements, calendars, media advisories, and story proposals to editors and writers. Additionally, it provides faculty experts to the area media and makes timely responses to media inquiries. One of its vehicles for linking faculty to the media is the faculty media directory, an inventory of faculty expertise for journalists' use.

In our public relations activities we help prepare faculty and administrators for media interviews by holding training sessions. We also vigorously promote faculty experts to the media by frequent attempts to match them with current events and issues. We also implement a community relations plan involving key institutional spokespersons (e.g., the Chancellor and selected Vice Chancellors) speaking at major civic events and representing the institution with major community organizations. Additionally, the department handles the advertising and promotion for student recruitment in conjunction with the Admissions Office, and for our Premiere Performances Concert Series.

The office also designs and produces several internal and external publications for the University. These include: The Campus Reporter, a weekly internal newsletter of campus news. In Touch, a newsletter from the Chancellor which is published approximately bimonthly during the academic year. Its audience is faculty, staff, key alumni, student leaders, legislators and community leaders. An Annual Report and UM-St. Louis Magazine, a magazine for both external and internal audiences, cover faculty, student, and alumni achievements.

Finally, the unit provides extensive service to the academic departments and administrative units on campus. Two primary types of service are photography and graphic design. Our publication/graphic design office handles more than 700 projects annually, producing everything from the University's academic bulletin to departmental brochures announcing programs, conferences, and other events.

(d) Special Events and Cultural Affairs. The Special Events unit's purpose is to plan, coordinate, and oversee major campus events, particularly those hosted by the Chancellor. The goal of the unit is to increase positive public awareness toward UM-St. Louis as well as self-esteem within the campus community. The unit manages numerous major events, including all commencements, the Chancellor's State of the University Address, the Chancellor's Annual Report to the Community, and other special events. The latter include major receptions, ceremonies and building dedications, and media events announcing major gifts or legislative support.

The unit also gives assistance to other campus departments and organizations in planning special events. Examples are the University Senate banquet, University Singers' Alumni receptions, School of Optometry Shadow Ball, Cultural Affairs Premiere Performances Concert Series, Honors luncheons, etc. This unit plans and arranges events and coordinates closely with the division's Communications unit for publicity and media relations.

The Cultural Affairs unit, with University Relations, also

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helps to expand awareness and interest in our institution. Its primary activity is the Premiere Performances Concert Series. This year it consists of a series of 19 concerts held in three major locations in the metropolitan area. These concerts often showcase artists who are new to the United States or to midwestern audiences. Such artists are highly accomplished but often not well known.

3.   Organization and Function. The statement of mission and objectives in Section 1 reflects a new historical stage at UM-St. Louis. The leadership of Chancellor Barnett and her administration calls the institution to significantly strengthen its partnership with the metropolitan region. In the process, we plan to increase charitable support and community involvement. To accomplish these dramatically increased goals and objectives, the University Relations Division is being reorganized, and the budget for staff and operating expenses is being enhanced.

The Division's prior organization and management were not suited to the above goals. The Division was fragmented into several units (development, development systems, news services, public relations, publications/graphic services, cultural affairs, special events, and alumni relations). The Managers of each unit reported directly to the Vice Chancellor, with little opportunity for team planning. The effort expanded by the various units lacked overall coordination and was not harnessed toward the primary development and communications goals. In contrast, the new table of organization and new management system reflects steps toward remedying that situation. They give priority to those activities aimed at raising private funds for the campus and at communicating effectively with Missouri citizens, especially key constituencies which influence public decisions about campus funding which influence student enrollment.

The new division plan concentrates staff reorganization and budget enhancements in the areas of development and communications.

1.   The development staff is being augmented, with the understanding that this investment will yield far greater results in private giving.
2.   The department/alumni records and development staff are merged under the direction of a new senior development staff position (Director, Annual Fund).
3.   The communications unit has just been established under a Director of Communications, merging the former news services, public relations, and publications/graphic design units. The University communications unit has responsibility for publications, creative services, market research, news services, and media relations.
4.   Within that unit, the publications/graphic design operation is being reorganized in order to better serve the constituent units (for example, Chancellor's office, Vice Chancellor for University Relations office, and academic departments) in their effort to present a clear, enhanced

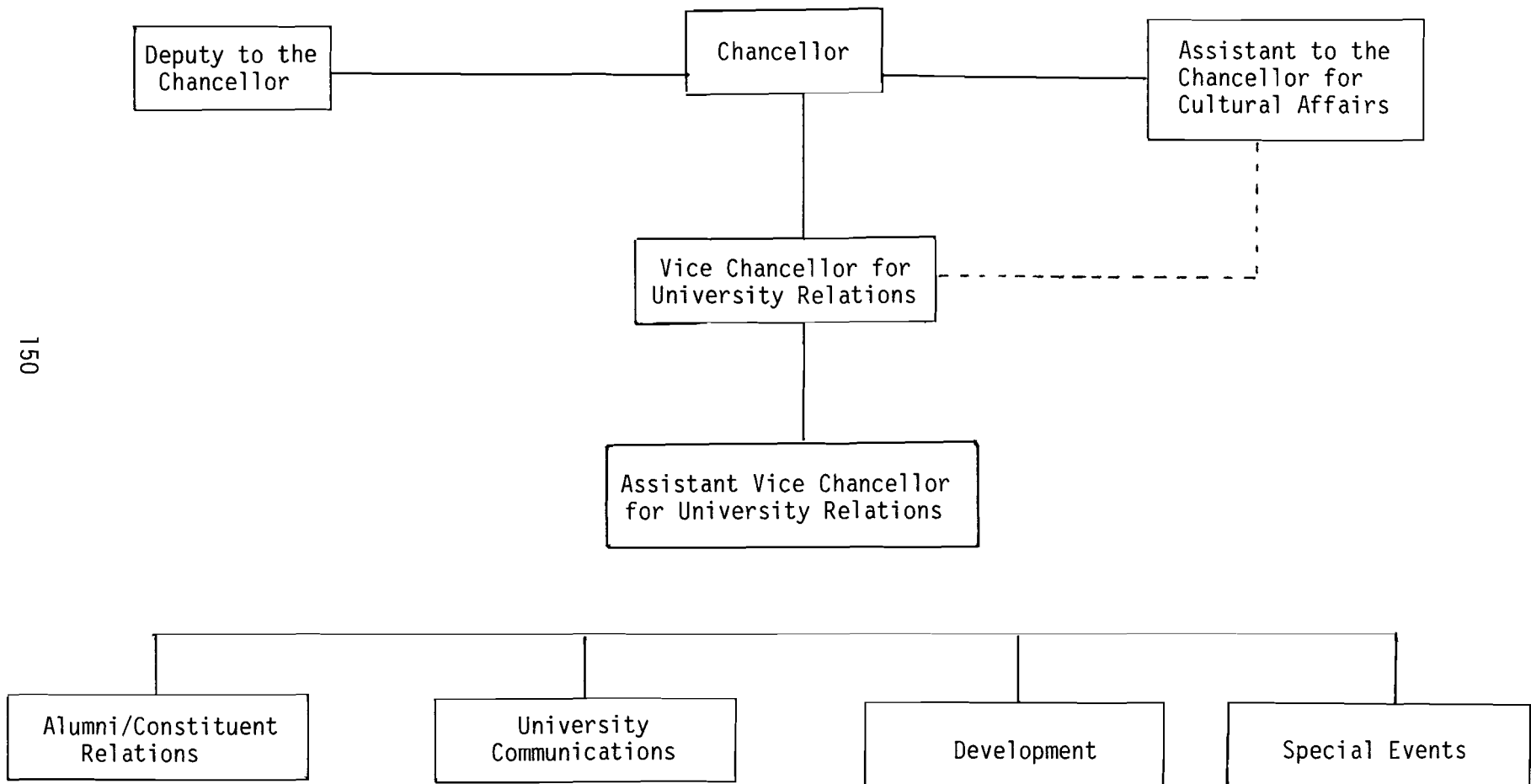# FIGURE 12

UNIVERSITY RELATIONS ORGANIZATIONAL CHART

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│ Deputy to the│          │  Chancellor  │          │ Assistant to the │
│  Chancellor  ├──────────┤              ├──────────┤  Chancellor for  │
│              │          │              │          │ Cultural Affairs │
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                          │ Vice Chancellor for│
                          │ University Relations├ ─ ─ ─ ─ ─ ─ ─ ─ ┘
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                     ┌───────────┴────────────┐
                     │ Assistant Vice Chancellor│
                     │  for University Relations│
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| Alumni/Constituent Relations | University Communications | Development | Special Events |

image to external constituencies. Key functions such as technical assistance to constituent departments, complete copy editing, and graphic services are being staffed in a manner which better integrates these services with the overall University communications plan of action.

5. The alumni department is being expanded to encompass alumni and constituent relations. It will enable us to draw on the strength of the alumni unit and apply its strategies and leadership to building a variety of constituent and support groups for the University which are representative of the outside community.

Finally, the greatly expanded expectations and objectives placed upon the Division require more management personnel. Recently, we have added an Assistant Vice Chancellor position responsible for supervising the daily operation of the Division's units under the guidance of the Vice Chancellor. The Vice Chancellor for University Relations is the chief of staff directing the overall division, setting priorities, planning and budgeting. The Vice Chancellor serves as a primary external spokesperson for the campus, as well as providing leadership in national fund-raising (a new emphasis) and long-range institutional planning.

Coordination and team planning for the entire Division is accomplished at two levels. First, the Assistant Vice Chancellor holds weekly management meetings with the unit Managers and Directors in order to share information and coordinate activities. Second, the Vice Chancellor holds monthly cabinet meetings with the Assistant Vice Chancellor and Directors of the three major functional units (development, alumni/constituent relations, and communications) to do broader planning, priority setting, and cooperative programming.

A final word about the accompanying Table of Organization, Figure 12, is appropriate. The current division of University Relations includes the units, alumni/constituent relations, cultural affairs, development, communications, and special events. The cultural affairs unit, while a part of the organization and budget of the division, is directed by an Assistant to the Chancellor for Cultural Affairs. In this capacity she reports directly to the Chancellor while coordinating her activities with the Division Vice Chancellor and support staff. This arrangement allows for coordinated planning of Cultural Affairs activities with the other external relations functions of the University, particularly in publicity and audience development.

5. Resources

UNIVERSITY RELATIONS THREE-YEAR BUDGET

Category	1985-86	1986-87	1987-88
S & W	326,535	372,174	590,612
E & E	203,840	179,543	231,871
Total University Resources	530,375	551,717	822,483
External Funds	0	0	0
Other	0	15,000	25,350
Grand Total	530,375	566,717	847,833

6. Contribution Toward Institutional Goals. The contribution of the University Relations division to institutional goals is direct and dramatic. The past year has been highly successful for securing private support for our campus, increasing community awareness, and involvement of alumni. In Section 2 we described much of that contribution. In Development activities during the immediately past fiscal year (1986-87), we doubled our receipt of private contributions. We received a total of $1.9 million dollars in gifts, which is the largest amount ever secured by this campus in a year. Although this is a modest base, it was a breakthrough in St. Louis corporate support for the University. A successful major gift campaign in 1986-87 resulted in pledges totaling $3 million from local corporations. Before this campaign, the single largest gift received by UM-St. Louis was $30,000.

The development effort has also contributed to institutional goals through special event fund raising such as the highly successful School of Optometry Shadow Ball. Additionally, individual major gifts set records with the receipt of the largest single gift in our campus history, a pledge of $100,000 from a donor.

The increased publicity and community awareness about our campus has contributed to another primary institutional goal, namely, increased community support for and involvement in the campus. Our public relations and news publicity for the University have been greatly enhanced. Coverage is more extensive in the most important metropolitan media, including the Post Dispatch. Numerous major articles have appeared recently about the Chancellor, our Five-Year plan, major gifts, and the Partnerships for Progress initiative. We have also had extensive coverage in suburban journals and other print media, as well as television. Major special events, such as the Chancellor's Report to the Community at which UM-St. Louis hosted more than 850 community leaders, and new publications, including a general booklet on the campus which received a CASE award, enhanced

our image with external constituencies. Community surveys documented that public awareness of the campus, its role as a catalyst for regional economic development, and the visibility of our chancellor as institutional leader, have all greatly increased in the recent past.

Alumni involvement in the University has also greatly increased. Several alumni organizations have been established or expanded at the departmental or college/school level. Membership and participation in the alumni organization have increased substantially, as have dues-paying memberships. New projects such as the establishment of a minority relations committee to promote the participation of minority alumni have increased the support and commitment to our campus from this key constituency. Alumni have been particularly effective in advocating for the campus with state elected officials.

Similarly, establishment of new support groups, such as the Friends of UM-St. Louis, and the heightened role of the Chancellor's Council, an advisory body of community leaders, have assisted our advocacy in the state political process. These ventures helped set the tone for increased campus pride and increased state budget support for this institution.

7.   A Methodology of our Self Study Process. The self study in our division involved managers of the various units drafting self-study reports based on discussions with their respective staff. These reports were reviewed with the Vice Chancellor and revised. They are available in the campus exhibit of Unit Self Study Reports. The division is utilizing these reports to do an internal management assessment of the division; and to update our divisional plan within the campus five-year planning process. We have modified some of our goals and objectives under the Five-Year Plan as a result of our self-study.

8.   Findings and their Implications. The most important finding from the self-study is the gap between the highly ambitious goals and objectives that have been set by this division on the one hand, and the limited staff and financial resources to accomplish these goals on the other. In virtually every unit it is clear that additional staff will be needed to accomplish our goals. The Chancellor recognizes the importance of this Division to the overall development and marketing of the institution and is continuing to provide much needed additional resources. She has increased the funding for the division almost 40 percent in the current - as compared to the prior - fiscal year. She has authorized further staff additions in the critical areas of development and communications.

Office equipment, computer systems, publications production equipment, staff additions--all these resources must be augmented for us to achieve the ambitious goals we have set. The measurable objectives, such as our projected development goal of $2.4 million for the 1988 fiscal year, seem modest in comparison to most universities. But they are major steps forward for our campus because of

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the meager base from which we started the new development and communications campaigns.

In conclusion, it is clear that the recent emphasis on the University Relations Division's functions has already reaped benefits for the institution. Private gifts more than doubled last year and are projected to increase further this year. Community awareness and interest in the institution have significantly increased. Alumni involvement, press coverage, and state budget support have all increased. Overall, the campus community has taken greater pride in its educational quality, while the surrounding region has begun to recognize more clearly the beneficial role which the institution plays in the economic development and quality of life of the metropolitan area.

E. AFFIRMATIVE ACTION

1. Mission Statement. It is the mission of the Affirmative Action Office to assist the University of Missouri-St. Louis offering equal education and employment opportunities to faculty, staff, and students. The University intends to recruit, hire, and promote faculty and staff without regard to race, color, religion, sex, national origin, age, handicap, or veteran status. The University will actively recruit students from protected groups and will provide opportunities for their growth and development.

    The Affirmative Action Office was instituted in 1973 and continues to be responsible for the reporting and monitoring of the campus' compliance with the applicable laws and regulations. The University periodically analyzes its personnel actions to ensure compliance with this policy. The Affirmative Action Office and the newly created Office of Minority Affairs are cooperating to attempt to cultivate an atmosphere which will ensure opportunity accessibility for each minority student, faculty, and staff member through program coordination, cooperation, and advocacy.

2. Resources. The Affirmative Action Office is staffed by a Director, three support staff, and occasionally work-study students. The office reports to the Vice Chancellor for Academic Affairs. The total budget for the Affirmative Action office is $81,774. Of this, $72,584 is allocated for salaries, with $8,190 for E & E.

3. Operations. Major duties of the Director include handling faculty and administrative staff grievances. The Executive Staff Assistant is responsible for collating the numbers gathered by the clerk and updating the Affirmative Action Plan for the campus. Sexual harassment complaints are also handled in the Affirmative Action Office.

    Formal "awareness" programs for the university community in the areas of racial and handicap discrimination have been provided, with participants including high level administrators and middle management personnel. New issues continue to surface. The University

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community needs to be made aware of sexual harassment and its implications for students, faculty, and staff. The office plans to present workshops on this topic, as well as on age discrimination—an issue that is emerging as a result of recent federal enactments.

The visibility of the Affirmative Action Office is important because people with problems often seek out the Director for discussion of alternative solutions. Much interaction goes on daily between both the Chancellor's Office and the Vice Chancellor for Academic Affairs' Office. The appointment of a Special Assistant to the Chancellor for Minority Affairs augments these efforts.

The Office documents the accomplishment of its stated purposes in annual updates of the Affirmative Action Plan. The plan includes a narrative section and supporting appendices which are updated annually with regard to changing statistics or as needed with regard to guidelines.

F. CONSULTANT TO THE CHANCELLOR FOR MINORITY AFFAIRS

The University of Missouri-St. Louis has made a concerted effort to comply with the Curators' mandate to improve minority status on the campus. In 1987, Chancellor Barnett appointed (for one year) a consultant to the Chancellor for Minority Affairs. The charge has been to provide advice and assistance to develop a wholesome learning environment so that racial minorities can achieve their academic objectives and enhance their cultural and recreational experiences. Examples of some programmatic efforts include the monthly meeting of equal opportunity personnel and minority student organization representatives to share information and coordinate activities; informal resolution of complaints that alleged various forms of discrimination because of race, sex, etc.; formal campuswide events in recognition of racial/ethnic holidays and observances; developed approaches to increase the number of minority (particularly African-American) students, faculty, and staff in absolute number and the number in supervisory and managerial roles; and assisted minority students to secure financial aid.

The Office of the Consultant to the Chancellor and the Office of Affirmative Action are in liaison on matters of joint interest.

G. THE LIBRARIES

The University of Missouri-St. Louis Library was established in 1963 to support the educational objectives of the campus and to meet the informational and research needs of the campus community. The Libraries' collections are based in four locations: Thomas Jefferson Library houses the bulk of the collections in the Sciences, Social Sciences, and Humanities; the Education Library houses materials related to education. The Health Sciences Library houses volumes relating to Nursing and Optometry. In addition, a Library annex is used for overflow materials.

The Director of Libraries reports to the Vice Chancellor for Academic

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FIGURE 13

THOMAS JEFFERSON LIBRARY ORGANIZATIONAL CHART

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                        ┌──────────────────────┐
                        │ Director of Libraries │
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     ┌──────────────────────┐      │
     │ Administrative       │──────┤
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│Services ││Development││Sciences ││Services ││Service   ││Library   │
│         ││          ││Library  ││         ││          ││          │
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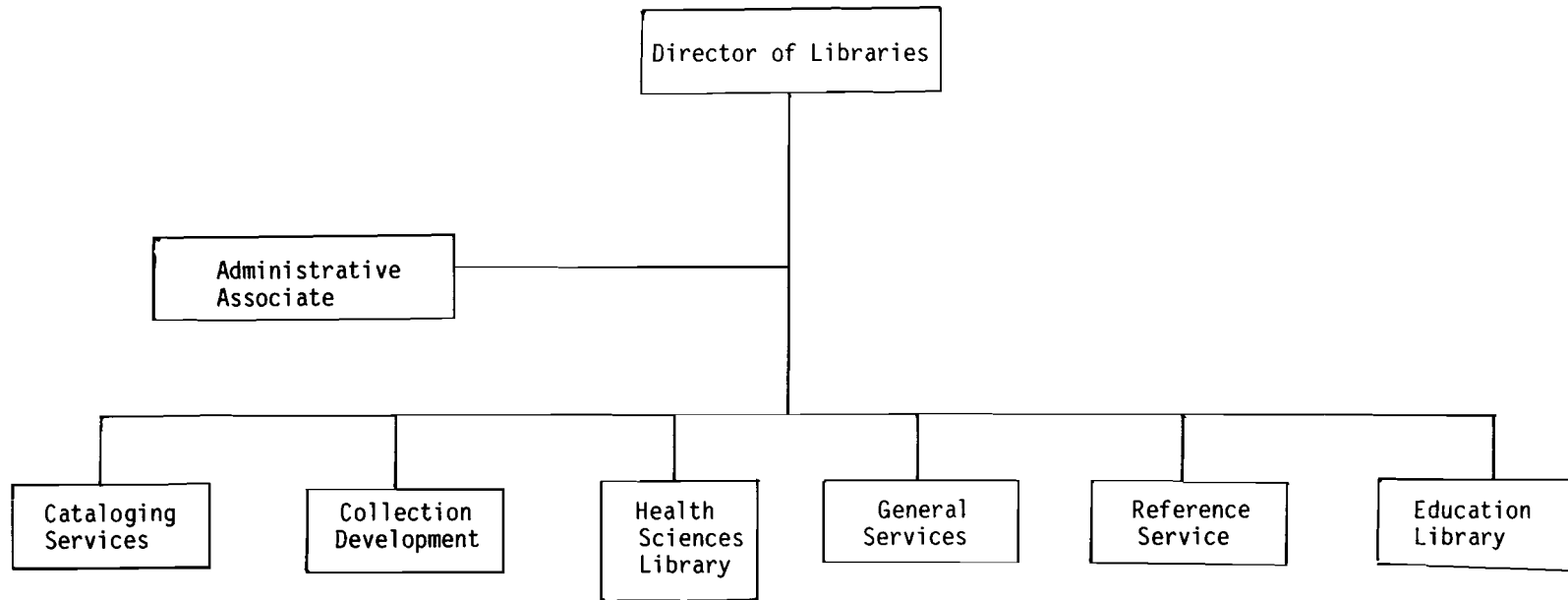
Affairs and participates in meetings of the Academic Officers Committee. By that participation, the Director of Libraries relates administration of the Libraries with that of campus schools and colleges and is formally part of the campus planning and budgeting process. Faculty and student input are received formally through the University Senate Libraries Committee, which usually meets several times each semester. See Figure 13.

Library staffing has grown slowly during the last ten years, in the presence of comparatively rapid growth of collections, increased emphasis on graduate programs, significant expansion of curriculum, and the addition of a new branch library. With the addition of ten staff positions the libraries would achieve a "B" rating, according to average staffing levels of CBHE peer institutions. In 1986-87 the staff included 12 librarians, six administrative/professional staff, and 30 FTE support staff. By policy, librarians must have a master's degree from an ALA-accredited institution. In addition, three librarians hold a subject master's degree,

The UM-St. Louis collections - totaling 502,834 monographic and bound journal volumes, 1,038,000 U.S. Government Documents, and 702,567 microforms - have been tailored to meet the instructional programs of the University. In the past few years, more effort has been devoted to developing graduate-level research collections and to coordinating collection development activity with the research collections available in the St. Louis area and at the other libraries of the University of Missouri system.

Collection development concentrates on acquisition of current monographic imprints in English. The Library uses three major approval plans, two for English-language materials, one for foreign-language titles.

The Libraries and the faculty cooperate very closely in collection development. All faculty are encouraged to review approval books, to select needed materials from approval forms sent by book vendors, and to recommend titles for purchase. The collection has a few noteworthy areas of strength: Special Collection houses a Utopia collection of international reputation; the Education Library has a strong collection of elementary and secondary school curriculum materials; and the Thomas Jefferson Library houses one of the most comprehensive U.S. Government Documents collections in the state for items published during the last 20 years. With some exceptions, the basic undergraduate collections are currently adequate. We look forward to strengthening collections for graduate programs.

As with all libraries, the major continuing problem in all collections is the lack of journal holdings which are critical to adequately support campus programs. Present journal subscriptions number about 3,100, while ALA/ACRL standards propose a minimum of more than double this number for institutions with limited emphasis on doctoral programs. This situation results from a combination of static funding during years of inflation and increased costs of serials, a result of increases in subscription prices and the drop in the value of the dollar. Since 1978, the UM-St.

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Louis Libraries have canceled some serials subscriptions, but the increased cost for those remaining titles has grown from $256,221 to $532,000 in 1986-87, a net percentage increase of 107.6 percent.

The UM-St. Louis Libraries provide all services standard to an academic research institution with graduate degree programs. Many subject-specific reference materials are available, as are many specialized services. In Thomas Jefferson Library the Reference Division provides desk and telephone assistance 76.5 hours per week and is responsible for a varied library instruction program that ranges from a freshman Library Skills Workbook to specialized subject orientations and tours and production of annotated bibliographies and guides. A special Term Paper Assistance Program provides help to individual students when additional guidance is needed. The online search service provides access to more than 250 data bases. In FY 1985-86 the Interlibrary Loan Office processed 10,779 requests, an increase of almost 200 percent from the 1976-77 level. In addition to Interlibrary Loan service, access to other collections by our patrons is expanded by both local and statewide cooperative agreements for walk-in borrowing privileges.

A highly positive step - progress in the use of advanced technology - has significantly improved both bibliographic control of the collection and user services. LUMIN (Libraries of the University of Missouri Information Network), a systemwide online public access catalog, was introduced to UM-St. Louis patrons in 1985. Its circulation module is now being tested and will be available in mid-1988. Retrospective conversion was completed in 1985, and the collection has been bar coded.

Present physical facilities housing the collections at Thomas Jefferson Library will improve through a library building addition scheduled to be operational by spring 1990. The new construction will yield slightly more than 33,240 assignable square feet, an increase of 44 percent. The Education Library, established in 1976-77, is located in a modern facility providing ample space and seating for collections and users, with space available for another seven to ten years of growth. The Health Sciences Library currently houses 8,000 items and provides services in a 4,200 square feet area.

The Libraries have made considerable progress during the last ten years. The online public catalog provides immediate access to more than 95 percent of the collection (excluding Government Documents) and to the collections of the other UM campuses. One-time money in FY 1985-86 allowed the Libraries to fill some gaps in retrospective holdings. Current monographic collections have continued to grow. Interlibrary loan transactions have increased dramatically, up 35 percent in the last year. Circulation is up markedly, and reference services have expanded to fill the increasingly complex needs of a growing campus. The administration and faculty continue to be supportive. With increased support in the form of construction ready to begin, the Libraries will continue to serve the expanding information needs of the campus.

H. STUDENT GOVERNMENT

The Constitution of the University of Missouri-St. Louis Student Association states that the Student Assembly, the elected and appointed representatives from the student body, is the student legislative body whose purposes are to provide participation in the governance of the University, as well as to promote student welfare and the general welfare of the academic community. The Student Assembly strives to achieve these purposes through the identification, definition, study, action, and recommendations regarding issues and problems that affect students.

The Student Assembly has been successful through its use of its Student Court, committees, task forces, and its representatives on the University Senate. The Student Court handles all student parking ticket appeals and resolves election complaints and disputes between students and student organizations. The permanent Student Assembly Committees (e.g., Administrative, Grievance, Communications, Social, Legislative Affairs [lobbying] and Minority Affairs) address issues and concerns related to their responsibility, while task forces are established to focus study and energy on a particular problem or concern. Examples include the Legislative Affairs Committee's activity in statewide student lobbying efforts, and a financial aid task force established to study and make recommendations regarding student problems and the administration of the financial aid program.

Many student issues and problems are referred by the Student Assembly to the University Senate. Twenty-five students are voting members of the Senate, and the President of the Student Association serves as a member ex officio. In 1987, Student Assembly members and Student Senators worked together to develop a long-range financial plan to resurface the student parking lots. The proposal passed the Senate, and several student parking lots were resurfaced during summer 1987.

Student Assembly leaders are often consulted by University administrators regarding campus issues, and Student Assembly members are recruited to serve on University Chancellor committees, ad hoc committees, task forces, and campus councils.

The Student Assembly uses many avenues for its members to participate in University governance. In turn, student leaders make a valuable contribution to campus life.

I. FINANCIAL AID

The Financial Aid Office, an office within the Department of Admissions and Registrar, annually administers approximately $5.2 million of federal, state, University of Missouri, campus, and private funds. Its duties include educating members of the community, prospective students and their families, and students and their parents on how to apply for financial aid. Financial Aid staff participate in many high school financial aid night programs, and on-campus financial aid workshops, visit community churches and agencies, and participate in special events on and off campus. Also, student financial aid brochures are distributed to all

students who apply for aid, as well as at special events and programs off campus.

The UM-St. Louis Financial Aid Office is part of the University of Missouri student financial aid four-campus computer network. The Student Aid Management (SAM) software system is used to process student applications more quickly and provide comprehensive financial aid reports for federal, state, University, and campus needs.

Since the University of Missouri-St. Louis is only 25 years old, its income and private fund-raising efforts have been directed at paying salaries, building facilities, and purchasing equipment. As a result, funding for scholarships and fellowships is still growing. A recent analysis of General Operating funds indicates that the University of Missouri-St. Louis should provide more money for scholarships and fellowships. In response to this problem, UM-St. Louis has designated scholarships and fellowships as its number-one fund-raising priority in the years ahead in Partnerships for Progress. Already, the campus has received significant contributions for scholarships from the Monsanto Fund, from a cooperative program between Anheuser-Busch and the Urban League, and from the Interco Corporation. A nationwide fund-raising effort has begun under the direction of the University Relations Division.

J. OFFICE OF COMPUTING AND TELECOMMUNICATIONS

1. Mission Statement. The mission of the Office of Computing and Telecommunications (OCT) of the University of Missouri-St. Louis is to:

    > Provide high-quality computing services, computing facilities, and support services to the entire University community which advance the instruction, research, and public service missions of the University in a cost-effective manner.

2. Program Description and Functions. The Office of Computing and Telecommunications provides a wide range of services to both academic and administrative units for instruction, research, public service, and administrative activities. Computing services are provided by campus-based and remote facilities. Public campus-based computing facilities comprise 74 microcomputers, 79 terminals, four minicomputers and two mainframe computers. Off-campus access to the minicomputers and mainframe computers is provided via 31 dialup lines. Remote access to the University of Missouri Computer Network and BITNET is also provided by OCT. On-campus data communications facilities are provided by point-to-point data lines, an Ethernet network and a campuswide token ring network.

    Support services include the following areas and services:

    > Administrative Computing- Consulting and programming for administrative applications; mailing list processing; production control; CICS authorization and JCL short course.

Debugging- Error identification and correction, primarily for students; software checkout and software distribution.

Microcomputer Support- Configuration, ordering and installation of microcomputer hardware and software; microcomputer maintenance; consulting and programming for microcomputer-based applications and seven short courses per semester.

Office Systems- Installation of and training on the campuswide IBM 5520 administrative system network; training for IBM 5520, DisplayWrite and PROFS, and system administration of the IBM 5520s.

Operations- Operation of campus mainframes and associated communications facilities; output distribution; tape library transactions and resolution of data communication problems.

Optical Scanning- Test scoring; data collection; custom forms design and ordering; test question analysis and reporting of data.

Statistical Programming- Consulting and programming for statistical applications; statistical analysis; reporting of survey data and the SAS short course.

Systems Programming- Installation and maintenance of operating system and vendor-supplied programs for local systems and data communications software.

Urban Information Center- Maintaining a large collection of public data, primarily demographic, covering the entire reporting from these files and geocoding.

2. Resources. Financial resources for 1987-88 are displayed below.

Source	Use	Amount
State	S&W	$533,188
	E&E	143,713
	Computing E&E	910,415
	Campus Recharge	100,000
External		$280,000
Total:		1,967,316

Human resources consist of 37.25 staff FTE. Of this total, 25.75 FTE (26 headcount) are full-time, and 11.50 FTE (23 headcount) are part-time.

3. Contribution toward Institutional Goals. OCT annually contributes to instructional goals by: Teaching short courses serving approximately 260 students, which allow them to be more productive, earlier; providing more than 3,360 hours of consulting to students, and supplying in excess of 48,000 hours of computing services to an estimated 3,400 individuals.

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Contributions to the research mission include: Providing more than 34,000 hours of computer services for research applications on local systems; supplying more than $75,000 for research projects run on the Central Computing Facility; rendering in excess of 2,100 hours of personnel services for research users and maintaining 200 tapes containing more than 540 individual files.

Public service functions include providing tours to various groups (approximately ten tours totalling 200 individuals); presenting papers at professional meetings; organizing professional meetings and giving talks to local organizations.

4. The Self-Study Process. This self-study drew heavily upon information generated during the 1986 self-study for the Chancellor's Committee on Review (CCR). The CCR self-study included data from OCT staff, faculty, campus staff, and comparisons with peer institutions. Financial, staffing, and utilization statistics were updated.

6. Findings. The self-study indicates that OCT is doing a reasonable job in meeting the majority of the campus' computing requirements. Areas requiring improvement are: Access to supercomputers; increased distribution and diversity of workstations; assessment of the Newsletter's effectiveness; distribution of print facilities and response time to complete requests. Each of these concerns is being addressed. OCT has applied to become an academic affiliate of the National Center for Supercomputer Applications. Additional workstations and print facilities have been requested in the five-year budget plan. Extra personnel have also been requested to improve response time to customer requests. Arrangements are being made to evaluate the newsletter.

K. OFFICE OF RESEARCH ADMINISTRATION

1. Mission Statement. The University of Missouri Mission Statement declares that the University "will continue to fulfill its responsibilities in teaching, research, and extension as part of the national/international academic and scientific community" and that "the University has a major and expanding commitment to research, scholarly work, and creative activity...."

The establishment of the Office of Research Administration at the University of Missouri-St. Louis in 1966 was a demonstration of the University's commitment to supporting research and a recognition by the University of its need to expand external funding. In 1985, the University of Missouri Curators placed a new emphasis on external funding and mandated that the University should double its sponsored research funding by 1990, which equals an annual increase of 15 percent. UM-St. Louis has further emphasized this by raising the position of Director of the Office to an Associate Vice Chancellor position, and by assigning cost funds to increase the capacity of the Office to promote research and pursuit of research funding.

The Office of Research Administration has special responsibilities

for meeting federal guidelines for the safety and welfare of human and animal subjects, and for the safety of individuals who work with or around radiation and genetically altered materials. It also has oversight on matters regarding patents and research ethics. In these matters, it often coordinates its work with that of other system campuses and with advisory bodies from the faculty and the community.

2. Brief Program Description. The Office of Research Administration has pursued three main goals: (1) the promotion of successful searches for external funding and the administration of these grants once received according to the highest regulatory standards; (2) the internal development of research strengths in the faculty; and (3) the dissemination of research results to the citizens of Missouri, who are our ultimate constituency.

4. Resources (1987-1988)
   (a) Budget

ORA Salaries and Wages (S&W)	$155,022
ORA Expense and Expenditures (E&E)	10,580

   In addition, the Office of Research Administration administers special accounts for internal grant funding and services.

Research Projects		$18,637
Summer Research Fellowships		50,164
Grants Incentive Fund		34,348
Improved Research Quality Fund		34,347
Radiation Safety		16,317
Animal Welfare	S&W	53,543
	E&E	7,867

   For FY 1987-88 only, the Office of Research Administration has received a one-time allotment of cost dollars ($40,000) to support the faculty in grant search and proposal development. Also, the Radiation Safety Account has received a rate allotment ($6,000) to correct deficiencies found in a routine audit.

   (b) Personnel

Director	1.0 FTE
Administrative Assistant	1.0 FTE
Grants & Contracts Officer	1.0 FTE
Grants & Contracts Assistant	1.0 FTE
Assistant Grants & Contracts Manager	1.0 FTE
Grants Information Specialist	.50 FTE
Research Associate - Writing	.25 FTE
Research Associate - Budgeting	.10 FTE
and Proposal Development	.50 FTE

4. Contributions toward Institutional Goals. The Office contributes through its quality service given to the faculty who seek external funding. The Office provides proposal development mentoring and financial support to faculty who are capable and motivated but inexperienced in seeking external funding. The staff have a strong commitment to institutional safety and the welfare of human and animal subjects, and the people who work with potentially trouble-some substances.

CHAPTER FIVE

REALIZING INSTITUTIONAL GOALS THROUGH COMMUNITY SERVICE

The campus fulfills its mission, in part, through a series of agencies
which the community uses. Eight of the ten units we describe are attached
to a campus instructional or administrative unit. Each helps the campus
meet its goals by making its services available to local residents.
Faculty and other specialists work part-time in these units. In the case
of two off-campus units the St. Louis Technology Center and the Univer-
sity of Missouri Research Park the campus has been a sponsor.

A. UNIVERSITY CHILD DEVELOPMENT CENTER

1. Purpose and Program Description. The University Child Development
    Center (UCDC) is a campus-based child care center serving the UM-St.
    Louis and surrounding communities. The purposes of the Center are to
    provide:

        (a) High-quality children's and parent programs.
        (b) Staff development and teacher training.
        (c) A site for child study and research.

    The present mission of the UCDC has emerged over a three-year per-
    iod as the focus of the program broadened to be more consistent
    with the mission of a postsecondary educational institution. A
    greater coordination between the Center and the Early Childhood
    Education faculty has facilitated the use of the Center for service
    and also for teaching and research. The current mission is more
    responsive to student and faculty needs.

2. Organization. The administrative structure of the Center consists
    of the Supervisor, the Director (Early Childhood Education faculty
    member), and the Associate Dean of the School of Education.

3. Resources.

    (a) Financial resources contributing to the Center's functioning
         are as follows:

Sources	Percentage
Child Care Fees	95%
Student Activities Fees	2%
Federal USDA Funds	1%
Old Newsboys Grant	1%
Public Donations	1%
UM-St. Louis	in-kind (space, utilities, custodial, insurance)

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(b) Human resources. The Center Supervisor is a doctoral candidate in Early Childhood Education. There are currently seven support staff members (teachers) at the Center with degrees ranging from the Associate degree level to candidates for bachelor degrees. The academic credentials of the 12 part-time staff range from high school diplomas to master's degrees in education. Students who use the Center for practicums and observation come from the Departments of Elementary and Early Childhood Education, Behavioral Studies, Psychology, Physical Education, and Social Work.

4. Contribution Toward Institutional Goals. The Center is committed to a three-pronged focus of service, teaching, and research/child study, consistent with the goals of the UM-St. Louis. As a site for teacher training and child study there are numerous learning opportunities for students at the Center. The main way in which students use the Center is through practicum experiences and child observation. Early Childhood, Special Education, Physical Education, and Psychology students carry out activities with children, administer assessment instruments, and conduct structured observations. During the 1986-87 academic year students clocked more than 1,500 hours at the Center. Student involvement has resulted in enthusiasm and an exchange of fresh ideas, a greater awareness of the Center on campus, and a broader base of support of the Center.

The coordination of the Center and the Early Childhood academic unit has facilitated an increase in the number of services to the local and professional community. These include quality child care for community families (one-third of total families served), parenting seminars open to the public, model site for quality child care, answering questions about characteristics of quality care, public access to annual children's and parent's book fair, workshops and presentations at local, state, regional, and national conferences, and representation on the St. Louis Association for the Education of Young Children and Missouri Association for the Education of Young Children Governing Boards by the Center Director.

5. Self-Study Process. The self-study process required that the Center Director and Supervisor review the Center's mission and operations in relation to that mission. Attention was directed to the past three to five years, the changing mission and activities over that time period. The Center Director and Supervisor addressed the sections of the self-study independently and then collaborated on the final report. Previous Annual Reports and records were consulted.

6. Findings and Their Implications. The self-study process has helped to identify areas of strength and weakness in relation to the Center's functioning. The Center has identified human, financial, and physical resources. Enhancement of human resources will involve developing graduate assistantships. Enhancement of physical resources will involve classroom renovation, equipment purchase, and a feasibility study for a North Campus site. Enhancement of

financial resources would involve broadening the base of external and internal funding. Enhancement in these areas will help the unit to pursue its mission of service, training, and research/child study more effectively. Most of these activities proposed for the future are long-range. They are, however, important considerations for the accomplishment of the purposes of this growing unit, and we are confident they will emerge from our plans and efforts.

B. COMMUNITY PSYCHOLOGICAL SERVICE

1. Goals, Purposes, and Brief Program Description. The Community Psychological Service (CPS), in operation since 1977, is a not-for-profit outpatient psychological clinic housed within the Psychology Department and is a vital part of the Doctoral Training Program in Clinical Psychology. The Service has a dual mission of providing practicum training to doctoral students and psychological services to the community.

2. Organization. As a training center, CPS serves as a fundamental integration point within the clinical training program. It accomplishes this by serving as an arena in which academic, clinical, and research training are integrated in a supervised experiential model.

    As a service agency, CPS helps fill pressing needs in the community for affordable psychological services. A full range of psychological services are offered, including individual, marital, family, and group psychotherapy, and psychological evaluation. Individual fees are determined on the basis of sliding scale schedule.

    CPS is staffed by students in the clinical psychology doctoral program, who provide the majority of the services to clients, and by faculty supervisors, who are members of the psychology department. The Director, a psychology faculty member, is assisted by a full-time secretary who serves as receptionist for the clinic. Training and supervising occur primarily on "vertical teams." Each team has a case load and meets weekly to discuss ongoing therapy sessions, psychological assessments, and general therapy issues.

3. Resources. The Service is self-supporting, and income is generated through client fees and through service contracts with state and county agencies. The annual budget is approximately $35,000, ($28,000-$30,000 for salaries and $5,000-$7,000 for supplies and equipment, telephone service, professional liability insurance, etc.) Nonfaculty staff paid from CPS funds are the secretary (100 percent FTE) and a few advanced students (10 percent - 25 percent FTE), who direct service to clients and supervision for "overload" cases seen by other students. Faculty may be reimbursed for services to clients under a "faculty practice plan" approved by the Board of Curators.

4. Contribution toward institutional goals. The Service is an integral part of the doctoral training program in clinical psychology.

It has been a key factor in obtaining and maintaining accreditation for the doctoral program from the American Psychological Association. In addition to fulfilling a vital training function, the Community Psychological Service helps fill pressing needs in the community for affordable psychological services. Thus, the Service makes important contributions to the University and to the St. Louis metropolitan area.

C. DISPUTE RESOLUTION PROGRAM

1. Mission and Goals. The Mission of the Dispute Resolution Program at UM-St. Louis encompasses four goals. First, the Program provides the St. Louis community with a forum for the cooperative resolution of conflict. Second, it provides the community with a resource for conflict management training. Third, the Program presents research opportunities for faculty and research fellows interested in conflict, conflict intervention, and related topics. And finally, by offering internships, the Program creates a unique learning experience for University students.

    The Dispute Resolution Program offers mediation services to community residents involved in housing and neighborhood disputes, business and consumer-related disagreements, and intraorganizational conflict. In addition to direct services, the Program offers community education through workshops and in-service training in negotiation, collaborative problem-solving, and conflict resolution skills.

2. Resources. The Dispute Resolution Program employs a Coordinator (.75 FTE) who is responsible for administration of the Program, provision of in-service training, and coordination of the Summer Institute in Conflict Intervention and other educational offerings. Community professionals and student interns serve as volunteer mediators for the Program's direct service component.

    The Dispute Resolution Program currently receives funding from Arts and Sciences-Extension. The Program generates some fees for services to offset expenses. The budget consists of $18,000 for salaries and benefits, and $2,400 for E&E.

3. Contribution to the campus mission. The activities of the Dispute Resolution Program complement the mission of UM-St. Louis as an urban land-grant university through service to the community, research, and teaching. By using cooperative ways to resolve conflict, members of a community learn to work together to find mutually beneficial solutions to common problems. Closer analysis of techniques and conditions fostering a cooperative effort to resolve conflict provides important information to researchers who can then develop theory to advance more effective practical applications. Students, through their participation in the Program's activities, increase their cultural and civic awareness, develop skills in human relations, and gain insight into career possibilities.

D. RADIO STATION KWMU

According to "Toward Excellence: The Next Decade of the University of Missouri" as revised in December of 1986, "As a land-grant institution with an extension mission, the University is responsible for extending knowledge to the people in order to improve the quality of life for Missouri." KWMU plays an important role in this aspect of the University's mission by providing the public with programming that is responsive to the educational, cultural, informational, and entertainment needs of the community. By training students for broadcast careers, KWMU augments the educational and training functions of the University as these reflect the interest of the listening audience. KWMU accomplishes this through a blend of news and information, classical music, jazz, and specialized programs rarely heard on commercial radio stations.

KWMU has a staff of 18 full-time and 19 part-time individuals. The General Manager reports to the Dean of Arts and Sciences. Reporting to the Manager are an Administrative Aide, News Director, Operations Manager, Production Manager, Classical Music Director, Jazz Director, Development Director, Promotion Director, Chief Engineer, secretaries, editorial assistants, student assistants, announcers, and the KWMU student staff.

The current operating budget for KWMU is $1,127,784. Of that, 24 percent comes from the Corporation for Public Broadcasting, 20 percent from local corporate underwriting and miscellaneous sources of income, 32 percent from listeners, and 24 percent from the University (plus indirect support). The University E & E contribution is $51,510 and S & W is $194,610. Because costs increase, KWMU depends upon expanded and diversified sources of outside funding. One long-range goal is to increase the listening audience and community financial support. In view of the loyalty of listeners, KWMU expects to grow and prosper.

E. ELDERCARE CENTER

1.   Program Description. The Eldercare Center is an adult day health care facility sponsored by the University of Missouri-St. Louis in cooperation with Mid-East Area Agency on Aging and the Sisters of Divine Providence. The Center serves frail elderly, age 60 or older, who are in need of health care supervision, socialization, and/or rehabilitation during the daytime.

2.   Objectives. The objectives of the Eldercare Center are to:
- Enhance the quality of life for each client.
- Encourage the highest possible level of functioning for each client.
- Prevent premature institutionalization.
- Provide support and relief to primary caregivers.
- Provide educational experiences for persons preparing to serve older adults.

3. Administration and Staffing. The Eldercare Center is administered through the Division of Continuing Education-Extension. The Director of the Center reports to the Associate Vice Chancellor for Academic Affairs and Dean of Continuing Education-Extension.

   The Director and all staff except the secretary are part-time employees. There are two registered nurses on the staff, a social worker, a physical therapist, two activity coordinators, three program aides, and a secretary.

4. Resources. During the 1986-87 fiscal year,the total revenue of the Eldercare Center was $120,911. This income came from participant fees (30 percent), a contract for service with M.E.A.A.A. (29 percent), Medicaid (21 percent), the University (13 percent), and donations (7 percent). Expenses during that same period were $98,532.

5. Contributions toward Institutional Goals. The Eldercare Center serves as a teaching and research site for students in Nursing, Optometry, Gerontology, Social Work, and Education. It is an integral part of the health care network in North St. Louis County and provides a vital community service.

F. OPTOMETRY CLINIC

1. Mission statement. The mission of the clinics is given within the mission statement for the School of Optometry. The clinics play a role in the clinical education of the students in the provision of eyecare to the public, and in clinical research. They provide a clinical teaching setting for third- and fourth-year students in which they see both general and specialty (contact lenses, binocular vision, low vision, etc.) patients.

2. Description. The South Campus Clinic occupies about 7,000 sq. feet on the first floor of Marillac Hall. Our second clinic, the Optometric Center, is located inside the city limits at 3940 Lindell. The former has 16 examination rooms and areas for contact lenses, binocular vision, low vision, specialized visual analysis, and research; the latter has four examination rooms and low vision services. More than 9,000 patients were seen in these two clinics in the past year.

3. Resources. The clinics' budgets for 1987-1988 are outlined below:

South Campus		Optometric Center	
S & W	$67,479	S & W	$54,828
Benefits	12,754	Benefits	10,307
E & E	107,179	E & E	65,000
Total	$187,412	Total	$130,135

   These budgets are sufficient to cover staff, supplies, and some equipment. The faculty salaries are covered by the School's instructional budget, and additional pieces of equipment (especially
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expensive items) are purchased from the Schools' special equipment account.

The South Campus support staff consists of four full-time members: an administrative assistant, a clerk-typist, a secretary, and a senior receptionist. The Optometric Center staff consists of an administrative assistant, a receptionist, and a half-time clerk-typist.

Contribution towards goals: The clinics contribute to the educational and public service aspects of the institutional goals.

Implications: The major problem of the clinic is increasing the patient census to a suitable level. The benefits of this are: 1) better educational experiences for our students and 2) an increase in clinic income.

G. CENTER FOR ECONOMIC EDUCATION

1. Mission. The mission of the Center for Economic Education at UM-St. Louis is to improve the quality and quantity of economic instruction at the precollege level. The Center also provides important teaching, curriculum, and research resources for the community. The most efficient way to meet our goals in area schools is to provide teacher training. The Center offers pre-service and in-service credit courses, conferences on topics relevant to classroom instruction, workshops, and curriculum development and evaluation. To further improve economic literacy in the community, the Center provides general subscription courses on such topics as investing for financial security and financial planning for women.

2. Resources. The Center receives funding from Arts and Sciences-Extension in addition to a grant from the Missouri Council on Economic Education. The Center generates some income from credit and noncredit program fees to offset the expenses to Arts and Sciences-Extension. The Center's budget includes $36,742.83 for salaries and wages, $7,017.88 for staff benefits, and $6500.00 for E & E. The Center receives a $46,000 grant from the Missouri Council on Economic Education.

    The Center employs a Director who is responsible for administration of the Center, as well as teaching for the Department of Economics. The Assistant Director teaches courses for the Center and plans and directs conferences and general subscription courses. The School Services Coordinator provides workshops for schools on request and serves as liaison between the Center and area DEEP (Developmental Economic Education Program) districts. In addition, all Center personnel are involved in the development of curriculum for economic education. The staff includes a full-time senior secretary.

3. Contribution. Center programs contribute toward University goals by improving education and instruction in the public school system through in-service opportunities for teachers and pre-service

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courses for education majors. The Developmental Economic Education Program is designed specifically to provide school districts with resources that further the economic literacy of their students. The staff of the Center works in cooperation with the Missouri Department of Elementary and Secondary Education upon request. Center general subscription courses enhance lifelong learning experiences for the community. The University currently provides support for both the Assistant Director and the School Services Coordinator. Continuation of this support will further the effort to attain the University's long-range goals.

H. ST. LOUIS TECHNOLOGY CENTER AND MISSOURI RESEARCH PARK

St. Louis Technology Center.   The St. Louis area has lost its smokestack industries, and the local automotive industry has lost thousands of jobs. However, the area is growing in sophistication of research and care in health. The major component is the Washington University Medical School, with the St. Louis University Medical School also involved. At the same time, the metropolitan area looks to development of new industries providing jobs in high technology fields. The St. Louis Technology Center is sponsored by the University of Missouri, and President Magrath and a representative of the St. Louis campus serve on the Board of Directors. At the moment, there is no scientific link between campus scientific projects and Center entrepreneurs; however, a student in the MBA program is employed by the Center, and we expect that the relationship will expand.

Missouri Research Park. In 1984 the University of Missouri joined with the Regional Commerce and Growth Association (RCGA) of St. Louis to explore the potentials and feasibility of establishing a university-industry site at which economic development in high technology might flourish. Originally conceived in a committee of RCGA, the idea was taken to the state government in Jefferson City and to the President of the University of Missouri, C. Peter Magrath. In 1986 the state provided start-up funds to begin development on the University's 743-acre tract at Weldon Spring. The site is about 30 miles west of the St. Louis campus at a point where two major commuter highways, Highway 94 in St. Charles County and Interstate 64 in St. Louis County, intersect just west of the Missouri river. Development of the site is in the hands of an RCGA vice president, working for President Magrath and a development company, Trammell-Crow, Inc.

At the time of writing, development is at the stage of constructing an infrastructure for the research park, and a road onto the site has been built. Beyond that stage lies the hope of attracting nonpolluting industries with goals compatible with University projects in the sciences, or otherwise compatible with University goals.

Two campus units currently in the development stage will contribute to development of the Missouri Research Park. Described earlier in this chapter, the Center for Corneal and Contact Lens Research and the Center for Molecular Electronics will provide our first programmatic liaison with the research park.

CHAPTER SIX

ASSESSING INSTITUTIONAL OUTCOMES

A major theme of higher education in recent years has been the assessment of outcomes. The University has been responsive to this theme and has taken formal action to assess the outcomes of attending college. In 1986 the Board of Curators set forth the requirement that campuses develop and submit programs to assess student outcomes. The campus did so, and the Board approved the campus plan in 1987. A Chancellor's committee addressing assessment of achievement and quality is led by the Chairperson of the psychology department.

Campus Plans. At the Chancellor's level the Office of Budget, Planning, and Institutional Research manages the assessment program, which consists of several activities. The broadest is the set of departmental and School assessments of student achievement currently under development. The techniques include using objective response tests, existing professional licensing tests which are standardized, and capstone courses with major papers to be evaluated. Another component is administration of the ACT COMP Test to Freshmen and to Seniors. Covering three process and three content areas, this test battery will allow the campus to evaluate changes in students, with appropriate statistical covariation. At the time of writing, several hundred students have been tested, but results will not be available for some time.

TABLE 30

AVERAGE OF ACT TEST SCORES OF FRESHMEN, FALL 1986

	National		UM-St. Louis	
	Women	Men	Women	Men
English	18.9	17.9	19.8	19.3
Mathematics	16.0	18.8	17.6	20.8
Social Studies	16.9	18.6	17.9	20.2
Natural Sciences	20.2	22.7	21.0	23.8
COMPOSITE	18.1	19.6	19.2	21.2

The above table shows that the average ACT scores for both male and female UM-St. Louis students are above the National mean for subject areas as well as for the Composite score. Of course, there are entering

students whose skills and maturity at their stage of development are incomplete. It is in order to help them that the campus is planning the Path to Success enterprise described earlier. The test scores summarized above, when reduced to the perspective of individual students, will allow the campus to plan effective strategies. The anticipated outcome is more finely tuned assistance to provide a campus experience of high quality and achievement for our students.

In terms of assessment of outcomes to date, we report results from four of the seven projects listed in Table 31. We present them in sequence, beginning with the evaluation of the program to provide development of academic skills in the Center for Academic Development. After that evaluation of a program for Freshmen, we report our evaluation of the Junior year requirement of a second course in English composition designed to improve writing skills. This activity is the outcome of steps taken several years ago in pursuit of quality. At that time the faculty moved to require a Junior year course in composition. Budgetary considerations finally permitted establishment of the course in 1983, and the first assessment of the Junior writing course was completed in 1987-88. A third form of assessment is the 1986 assessment of perceptions of gain and growth by four groups of individuals. They were Freshmen, graduating Seniors, five-year alumni, and ten-year alumni. All were tested by use of Pace's (1983) College Student Experiences questionnaire, a nationally standardized assessment scale. Continuation of alumni assessments is a component of the campus plan for the future. A fourth element is a report on how graduates fare in the job market.

1. Center for Academic Development. In 1988 the Center for Academic Development undertook a survey of students' ratings of the eight Center programs, of staff knowledge and competence, staff interest in helping people, whether students would recommend the eight services to a friend, personal gain, and interest in remaining enrolled on campus. One hundred and ninety-six students provided ratings using a five-point scale (52 percent response rate). The following Table 31 summarizes the mean ratings. It can be seen that students value highly the services provided by the Center for Academic Development. All staff received better than a mean of 3.0. The highest evaluations were given to Special Services (4.71), Supplemental Instruction (4.09), the Writing Lab (3.96), the Math Lab (3.91), and Math 02 (3.90). Staff knowledge was rated even higher with means ranging from 4.76 to 3.77. Staff interest in helping students was high also (4.76 to 3.79). Students agreed that they would recommend the services to a friend. The estimated academic gain from CAD received a mean rating of 4.08. The estimated personal gain was a mean of 3.89. The Center appears to have an influence on retention because respondents gave a mean rating of 3.64 to our influence on them remaining enrolled.

    The Center measures quality of student achievement in terms of the number of students who successfully complete the non-credit courses. Each instructional unit maintains records and final grade sheets in order to report on student achievement in their annual reports. In 1986-87, Math 02 grades of A, B, or C increased to 68 percent compared to 65 percent in 1985-86 and 48 percent in 1984-85. In 1980

TABLE 31

CENTER FOR ACADEMIC DEVELOPMENT

MEAN RATINGS* OF SERVICES

(N = 196)

	Recommend to a Friend	Staff Helpful	Staff Knowledge	Rating the Staff
Writing Lab.	4.14 σ = 1.08	4.07 σ = 1.19	4.17 σ = .99	3.96 σ = .89
Reading Lab.	3.98 σ = 1.22	4.12 σ = 1.15	4.09 σ = .87	3.76 σ = 1.02
Math. Lab.	4.23 σ = 1.12	4.06 σ = .99	4.05 σ = .99	3.91 σ = 1.0
English 09	3.79 σ = 1.19	3.79 σ = 1.05	3.77 σ = 1.44	3.55 σ = 1.33
Math. 02	3.85 σ = 1.11	4.10 σ = .98	4.26 σ = .86	3.90 σ = 1.07
Educ. 082	3.68 σ = 1.28	3.89 σ = 1.21	4.26 σ = .77	3.80 σ = 1.12
Supplementary Instruction	4.42 σ = .76	4.19 σ = 1.00	4.25 σ = .76	4.09 σ = .90
Special Services	4.74 σ = .05	4.76 σ = .43	4.76 σ = .42	4.71 σ = .52

Estimated Personal Gain   3.89   σ = .98

Estimated Academic Gain   4.08   σ = .96

Interest in Remaining in School   3.64   σ = 1.15

*5 = high, 1 = low rating

approximately 60 percent of English 09 students earned an A. B. or C, but by 1986-87 that percent had increased to between 80 and 95 percent. One semester, the success rate was 100 percent.

These measurements indicate clearly that the Center helps students develop the skills necessary to succeed at the University. Follow-up studies of Math and English success in higher level courses indicate that students are also successful in regular course work. For example, a 1981 study examined Fall 1979 students who performed successfully in English 09 and Math 02 courses. Students maintained significantly higher cumulative grade point averages after three semesters than those who avoided the courses or did poorly in them. The successful remedial course students were more than twice as likely to remain enrolled over the three semester period than those who avoided or did poorly in the courses. A 1982 study revealed that students who enrolled in English 09 directly had lower class ranks, standardized test scores, and placement test scores than those admitted directly into English 10. However, the difference between those going directly into English 10 was not significantly different in terms of passing English 10; overall pass rates in English 10 were 68 percent for English 09 completers and 72 percent for those entering English 10 directly.

A 1981 study indicated that the Center had performed even better in terms of Math 02. That study examined a random sample of students taking Math 30 in the fall and winter of 1980-81. Even though they had taken Math 02 and had lower high school rank percentiles, Missouri Standard scores, and Math Placement Test scores, 58 percent of the Math 02 completers passed Math 30 with a C or better, while 50 percnet of the group entering Math 30 directly completed it with a C or better. Based on these and current evaluations, the CAD remedial courses appear to be successful in preparing students who need them for regular course work.

A further measure of student achievement is student retention. A 1984 study of fall 1981 first-time freshmen retention through Fall 1983 found that almost half of the students retained had used CAD courses or other services. Black students retained used CAD services at a higher rate than white students.

The Center's Special Services unit is particularly concerned with retention. The unit defines satisfactory student achievement as achieving a cumulative GPA greater than 2.0. In 1986-87, 80 percent of the Special Services participants had a cumulative GPA greater than 2.0. In addition, a 1978 study of Special Services students showed that the group had a comparable retention rate for all freshman (despite considerably inferior predictors) for the first two years, and a higher retention rate than a control group similar in predictor characteristics. Minority Special Services students who received CAD fee waivers showed a significantly higher retention rate than black freshman as a whole and a higher retention rate than the overall 1981 freshman group at the end of four years. A 1985

TABLE 32

CAMPUS PROJECTS FOR ASSESSMENT, 1987-88

Project	Substance	Subjects	Agent
Review of the Center for Academic Development	Includes assessment of the effectiveness (grades, persistence, etc.) of the Center	Faculty, Students	Chancellor's Committee on Review
Assessment of Junior year English composition course	Essays	Juniors	Academic Affairs
Departmental examination	Knowledge of the subject	Seniors	Departments
Campus assessment of achievement	ETS Academic Profile ACT Comp Test	Freshmen, Juniors, Seniors	Institutional Research Office
Perceptions of Added Value	R. Pace Questionnaire	Seniors, Class of 1986	Institutional Research Office
Value-Added Project	Three-year development of outcomes (1988 - "focussed group interviews")	Faculty	Academic Affairs
Placement Office	Annual report on success of Seniors in finding jobs	Seniors	Placement Office

report showed even more success with retention. From entry in Fall 1982 through the Winter term of 1985, the retention rate for the Special Services group was 48 percent. Over a similar six-semester span, the Fall 1979 all first-time freshmen cohort had a retention rate of just under 41 percent, which was slightly less than the Special Services group. The difference is more pronounced when the groups' minority status is taken into account. The fall 1979 first-time black student cohort had a retention rate over six semesters of less than 24 percent, while Fall 1982 black Special Services cohort over six semesters had a retention rate of 48 percent, twice that of the 1979 black entering cohort.

Another CAD effort toward retention is the Supplemental Instruction program. This program places tutors in large lecture classes where the D, F and W rate has been 30 percent or greater. The S.I. Leaders tutor and run review and study sessions for the selected classes. Three CAD studies suggest that this program has been successful in reducing the D, F, and W rates in the chosen courses, and, therefore, in retaining students.

Overall, the Center appears to be helping students to achieve, whether this achievement is measured through course grades in non-credit courses, achievement in required credit courses following enrollment in non-credit courses, or retention.

2. Assessment of Writing Skills. The University of Missouri-St. Louis has a strong commitment to the development of writing skills in its students. As a means to that end, the University requires all its students to take at least two writing courses - Freshman Composition (English 10) and Advanced Expository Writing (English 210). English 10 is usually taken in the first year, and English 210 in the junior year. A grade of C or better must be obtained in each of these courses in order to graduate.

As part of the comprehensive assessment plan of the campus, writing skills are assessed each year using samples of students from the two required writing courses. In the Winter 1987 semester the first effort along these lines was initiated. Samples of students from the two required writing courses were used. This assessment included evaluation of students' writing skills independent of course grades, estimation of the degree of improvement in writing skills in college, and evaluation of how successful the required writing courses are in developing writing skills.

(a) Method. All students taking English 10 and 210 wrote an essay as part of their final examination for the respective course. The topic and instructions for the exam were as follows:

Some believe with Henry Steele Commager that the "creative instinct is dead in the 20th century American," that no truly "great works" are being produced, that no real poets, prophets, dreamers live in our midst.

Others disagree, citing achievements in art, literature,

music, science, and technology. Still others think the creative instinct thrives in the average American and is demonstrated not in "great works" but in the way he or she lives out everyday life.

There are other views as well. What is your opinion of the "creative instinct" today?

What have you observed, experienced, read, learned, or thought that supports your opinion?

Respond by writing a well-developed essay.

Students were allowed two hours to complete the task. Approximately 25 percent of the essays in each section of each course were randomly selected for the assessment activity.

A team of expert raters was especially trained to score the essays. The general approach was to select a few essays as "marker" essays, with each representing a point along a six-point rating scale. The scale ranged from 1 (failing college writing) through 6 - the highest score. At various times during this process, the reliability of the ratings was checked.

(b) Results. A total of 196 students was used in the assessment, with about half from each course; males comprised about 40 percent of the total sample. Most of the students (82 percent) from English 210 planned to complete their work for their degree at UM-St. Louis, while about half of the English 10 students planned to stay to complete the degree. Twenty-five percent of the English 10 students and 75 percent of the English 210 students had taken at least one course at another college or university. The groups were similar in terms of aptitude scores (ACT), grades in English writing courses, and overall GPAs.

For both groups, scores ranged from 1 through 6 on the rating scale, with the English 10 group having a mean of 3.14 (S.D. = .92) and the English 210 group a mean of 3.79 (S.D. = 1.1). An F test of the above means was statistically significant beyond the .001 level (F = 29.97, df = 1,194). An additional analysis, statistically holding college aptitude (ACT scores where available) constant, also indicated a significant difference between the groups.

The English 210 group averaged close to 4 rating on the 6-point scale, while the English 10 group averaged close to the 3 on the scale. These statistically significant differences indicate that writing ability, as measured by the essay style test, is greater among those who completed English 210 than those who completed only English 10. In other words, the Advanced Expository Writing course seems to improve writing performance. Secondly, both groups were performing significantly above rank 2 (the minimal competence point on the scale), indicating that

both courses are accomplishing their purposes.

Future efforts in writing assessment will expand upon the initial procedures. Use of alternative writing tasks and more detailed analyses of writing strengths and weaknesses will be considered. Further, future assessments may employ a longitudinal (same people measured at different times) rather than a cross-sectional (different people measured at the same time) design employed in this design.

3. Perceptions of Personal Gain. In 1987 the campus administered Pace's 1983 questionnaire to 900 individuals with various degrees of exposure to campus curricula.* They were, in roughly equal numbers, Freshmen, graduating Seniors, five-year alumni and ten-year alumni. The results, beginning with the graduating Seniors, show a picture of gain in the 21 areas of growth which Pace's instrument addresses. They are,

Vocational training	Physical fitness
Career information	Understanding technical hazards
Writing well	Putting ideas together
Developing values	General education
Team player	Appreciation of literature
Understanding technical	Awareness of cultures
developments	Understanding people
Thinking quantitatively	Understanding science
Background for speciality	Thinking analytically
Appreciation of fine arts	Autonomous learning
Familiarity with computers	Self-understanding

Sixteen of the 21 topics listed above are topics mentioned in instructional goals presented earlier in section I.A.); there, the goals for education of undergraduates are presented. We have used a formal instrument to assess the degree of value added to the lives of students and former students. Evaluations of gain are defined by Pace as follows: 4 = much gain, 3 = quite a bit (of gain), 2 = some gain, 1 = very little. All ratings are positive, and the theoretical midpoint of rated gain is 2.5, which is between "some" and "quite a bit."

In Figure 14 we present the mean ratings of four groups of respondents in five schools and colleges averaged for all 21 Pace CSE items; the mean presented is a 22nd overall, value which is the mean of means from the other 21 Pace criteria. The left column of Figure 14 shows the mean overall rating from the Class of 1989; Freshmen provide baseline data. The Class of 1986 was a series of Seniors a few weeks before Commencement, the Class of 1981 graduated five years before, and the Class of 1976 graduated ten years before.

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*Abstracted from "Perceptions of Personal Gain and Added Life-Value from Higher Education at the University of Missouri-St. Louis," 1986-87.

FIGURE 14

MEANS OF ESTIMATED OVERALL GAINS FROM THE COLLEGE EXPERIENCE

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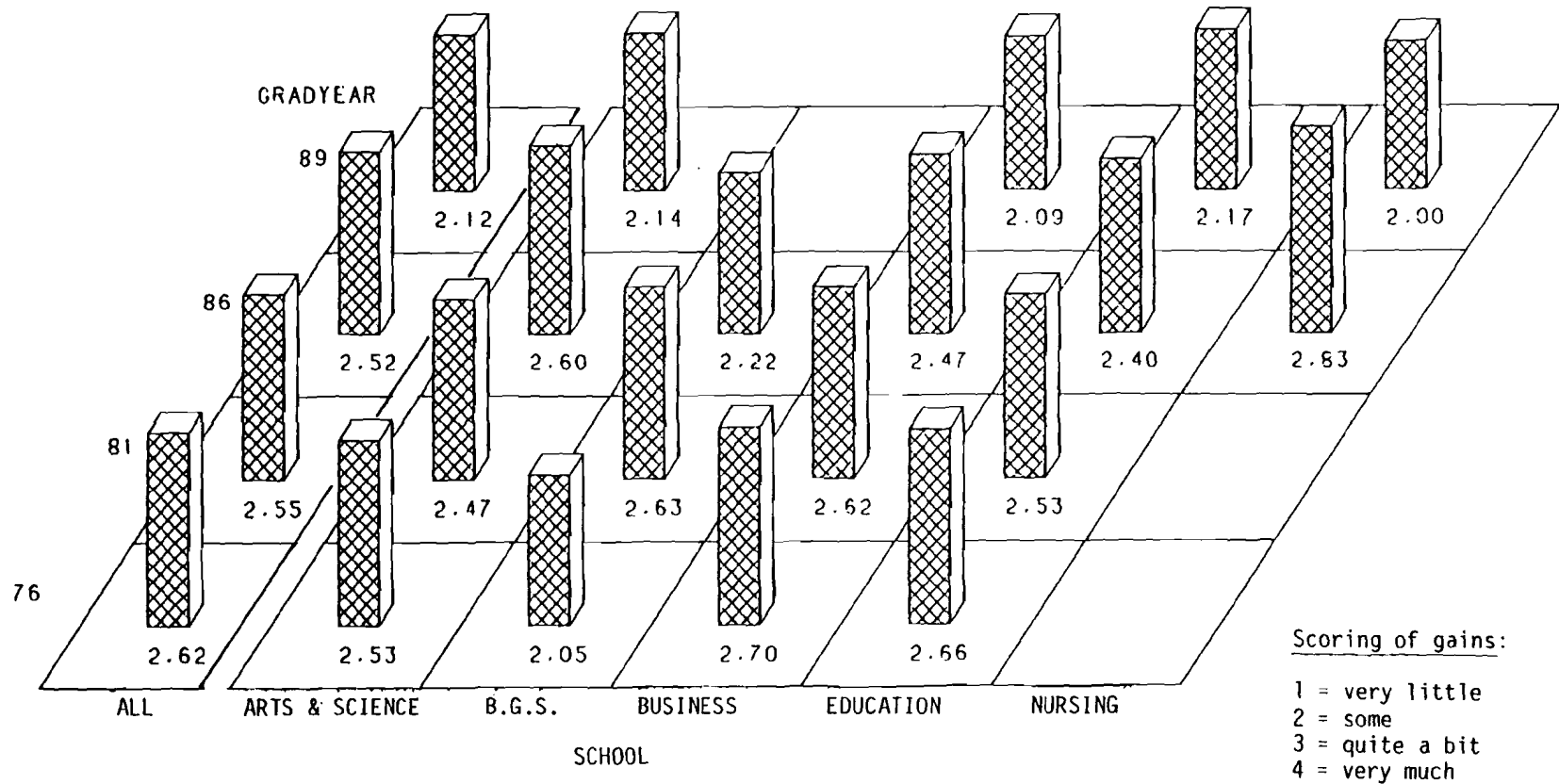
For graduating Seniors ('86) and alumni ('81 and '76) the mean overall ratings are 2.52, 2.55 and 2.62. Among the Seniors the highest mean rating came from the School of Nursing, M=2.83, and the lowest came from the Bachelor of General Studies graduates (M=2.22); even they, however, were between "some" and "quite a bit" of gain. Among the five-year alumni mean overall ratings ranged from 2.47 (Arts and Sciences) to 2.63 (Bachelor of General Studies). Among ten-year alumni, the mean overall ratings ranged from 2.05 from the General Studies graduates of the Evening College to 2.70 from the Business graduates. We summarize these results as indicating that graduating Seniors and two sets of alumni rated positively their experience on campus.

In the context of the 1986 study, we also gathered and analyzed impromptu written comments about the campus and its impact on graduates (see Table 33). They were positive rather than negative in the proportion of three to one. The people who provided the ratings and informal comments had experience as early as 1972 (the Class of 1976) and as recently as 1986 for graduating Seniors. This span of 14 years of experience on campus supports our conclusion that the University of Missouri-St. Louis is reaching its goals and providing an experience of quality for students.

4. Campus Productivity. Still another traditional way to look at outcomes of the college experience is to ask how graduates fare in the job market. In 1987 the Career Planning and Placement Office reported the experiences of 313 respondents.** Their placement rate was 80 percent; only four percent were still looking for jobs, and the rest were in school and otherwise not seeking jobs. All would-be secondary teachers found jobs; computer science graduates had a placement rate of 86 percent. In Accounting the rate of success was 97 percent, and the average beginning salary was $23,282. Job satisfaction ranged from 100 percent in Nursing to 78 percent for Arts graduates.

So far, we have described results of our attempts to deal with assessment in the contemporary idiom of empirical data assessed against specific goals and objectives. The trend to empiricism is new, and measuring instruments are only just beginning to appear. Accordingly, we add some comments in a less quantitative mode, continuing the traditional view, if only temporarily, that one may infer or deduce outcomes to a degree from input and process variables.

The students we admit as undergraduates are well described in studies reported by the Vice Chancellor for Student Affairs. They have the following characteristics.

**Abstracted from "Survey of 1985 Bachelor's Degree Recipients," 1987.

TABLE 33

RATINGS OF SATISFACTION IN ALUMNI UNSTRUCTURED COMMENTS

Rating*	All Alumni			1981 Alumni			1976 Alumni		
	f	%*	%**	f	%*	%**	f	%*	%**
0	20	12.1		7	8.5		13	16.0	
1	8	4.9	5.6	7	8.5	9.3	1	1.2	1.5
2	29	17.9	20.2	16	19.5	21.3	13	16.0	19.1
3	96	5.9	67.1	46	56.1	61.3	50	61.7	73.5
4	10	6.1	6.9	6	7.3	8	4	4.9	5.8
	163		82			81			

*0 = unscoreable
 1 = very negative
     2 = negative
     3 = positive
 4 = very positive

** = omits zero responses

1. Mean ACT score of 20 for Freshmen.
2. Female = 56 percent.
3. White = 87 percent.
4. Mean age of 27 years, all students.
5. Freshmen 17 percent of total.

We apply curricula leading to Baccalaureate degrees and the students who enter as Freshmen take four or five years to finish their studies; others enter by transferring-in, and so graduate more quickly. The courses of study are taught by a faculty of maturity and strength. Unlike other campuses of the University, we generally do not rely on pre-doctoral students to teach; our undergraduates are usually taught by ranked faculty. We have a library of 502,834 volumes, and it is suitable for the fields in which we offer instruction. All our programs open to accreditation are fully recognized, and we scrutinize our academic programs every five years. On the basis of these admittedly general observations, we deduce that the outcomes of undergraduate instruction are good. Alumni surveyed in 1986 join us in this view, and undergraduates' views of instructors are regularly sought as departments seek to improve the undergraduate experience.

Not all our students are undergraduates, and graduate students are almost all part-time on our commuter campus. They have jobs and seek to upgrade their qualifications rather than to enter the post-collegiate world successfully.

In the preceding passages we have addressed in four studies at different points in the academic progression the question of how well we are educating students. We have arrived at the conclusion that we are doing an effective job of providing a quality education on campus and of preparing students for the post-collegiate world. We are conscious that the process of assessing student outcomes is evolving into appraisal - emphasizing content outcomes. However, higher education is still in transition when student achievement is evaluated. We are moving deliberately into systematic assessment of outcomes, and our early stages appear promising. Our campus committee developed a plan which was approved by the Board of Curators in 1987. Currently, we are establishing a longitudinal design to assess the value added by the college experience to the lives of young people.

CHAPTER SEVEN

THE FUTURE OF THE UNIVERSITY

Recruiting members of the faculty and staff, planning and building a 180-acre campus, and beginning the development of a niche in the community are all clear accomplishments of the first 25 years of the University of Missouri-St. Louis' history. Now, the campus stands poised for its next stage of development. The goal for the next few years is to lay the groundwork for the University of Missouri-St. Louis to become an institution of greater stature. Our goal is for UM-St. Louis to be a model of the very best in urban, public research universities. In a recent address to the campus, Chancellor Marguerite R. Barnett described the goal as "within our reach." The St. Louis community has both the concentration of wealth and the political power to help make that goal a reality.

With almost 30,000 alumni, 25,000 of whom still live and work in the St. Louis metropolitan area, there is a clear case for arguing the positive impact of the University of Missouri-St. Louis on the productive capability of the community. A new program, Partnerships for Progress, undertakes a focused approach to working with the St. Louis metropolitan area and with the state of Missouri. Partnerships for Progress is a five-year programmatic initiative designed to prepare the St. Louis region, specifically, and Missouri, generally, for the economic challenges and opportunities of the 21st century.

Partnerships for Progress is the campus vehicle for achieving six priorities: Increased community support, increased fund-raising, improved student retention, more effective and targeted student recruitment, improved undergraduate instruction, and enhanced programmatic development. Thanks to our state lawmakers, we are currently implementing Partnerships for Progress as a targeted investment. In addition, we have raised private funds for expansion of the Thomas Jefferson Library. Like the legislative appropriation, this fund-raising effort underscored community support. Additional fund-raising activities are planned for the future. Other evidence of enhanced community support comes from the patterns of alumni involvement in the campus. Overall alumni participation increased substantially in 1986-87, and dues memberships increased 250 percent that year. Cooperation with other cultural institutions is developing between the University and several major St. Louis cultural institutions including the Mercantile Library, the Saint Louis Symphony, the Missouri Botanical Garden, and the St. Louis Art Museum.

The third and fourth priorities are student recruitment and student retention. In 1987, enrollment had increased by seven percent since 1985, and total minority enrollment rose to just under 13 percent in Fall 1987. The campus is working to implement recommendations from a year-long recruitment and retention program organized in 1986-87 for the entire campus. Committees of more than 60 faculty, staff, and students studied both recruitment and retention and recommended a variety of changes. In anticipation of the recommendations involving retention, the Vice Chancellors for Academic and Student Affairs have begun a retention program to refine procedures for retaining greater numbers of students. In

addition to special faculty advisers, students in the pilot program will receive guidance to campus resources, and some entering students will be selected for a special summer program designed to give them an early and effective start in their University education. Assuming the pilot program is successful, the campus plans to implement retention procedures with the general student body.

The fifth priority-programmatic development-depends on public awareness and support. The campus set forth the programmative priorities in the University Five-Year Plan, Toward Excellence, and in Partnerships for Progress. Areas that will be developed include elementary and secondary mathematics and science education; the Bridge Program for high school students; the doctorate in Education; in-service for teachers; visual screening in public schools; pre-engineering; undergraduate programs in Computer Science, Mathematics, Business Administration, and Writing; Administration of Justice; Biology; Physics; the School of Optometry; History; Curators' Professorships; internationalizing the curriculum; the Executive MBA program; Eminence in Chemistry; the Evening College weekend college program; the Center for Science and Technology; and the James T. Bush Sr. Center for Law, Social Change, and Conflict Resolution.

The last priority, undergraduate instructional improvement, relates to programmatic development in that a number of the enterprises scheduled for program development are for undergraduates. In particular, this priority includes the expansion of the Pierre Laclede Honors Program into an Honors College and of the Bridge Program as a model University out-reach effort.

All six priorities are related to enhancement of the campus. This enhancement is a real possibility because of the faculty and institutional quality that currently exists, and will only improve with the endeavors we are making to recruit the best research scholars in the nation.

We are optimistic about our future because of our location in St. Louis. Civic, political, and business leaders now perceive us as their hometown university which will produce much of the economic, cultural, and political leadership for the region. Our health is crucial to the vitality of the region, and, similarly, the region's continued renaissance is a matter of great importance to UM-St. Louis. Finally, we believe we have an opportunity to become a much better institution because Missouri has untapped potential. We do not live in a state which is already using every available dollar to support public services in general and higher education in specific.

As we seek to achieve increased stature, we anticipate several initiatives. We seek to raise our base budget and targeted funds. We hope to increase support for the new Centers for Corneal and Contact Lens Research and Molecular Electronics. We have planned new construction and renovation. The annual revision of our Five-Year Plan for continuous programmatic development and operating expenses will include specific, detailed budgeting requests for capital expenditures and for equipment and expense costs. All of these efforts reflect our need for facilities and equipment and programmatic development appropriate to our growth in size and stature.

CHAPTER EIGHT

REQUEST FOR RE-ACCREDITATION

In the preceding materials we have described our process of self-scrutiny in the years 1987-88, and the recommendations for changes and improvements which have flowed from that understanding. In the following passage we present the Association's criteria for accreditation and provide a commentary indicating how we meet each expectation.

Mission and authorization

1.a. The institution has formally adopted and made public its statement of mission.

In 1986, the Board of Curators adopted the Mission Statement presented in Chapter I of this report.

1.b. The statement of mission is appropriate to an institution of higher education.

The Mission Statement is broad in its range of topics which connect the campus to the region and to the St. Louis metropolitan area.

1.c. The institution confers certificates, diplomas or degrees.

The campus is authorized by the Board of Curators to offer degrees and certificates at undergraduate and graduate levels.

1.d. The institution has legal authority to confer its certificates, diplomas and degrees.

The authority of the institution is specifically assigned in the Constitution of the state of Missouri.

1.e. The institution meets all legal requirements to operate wherever it conducts activities.

The institution conducts activities in the state of Missouri.

2.a. The educational programs are compatible with the institution's mission.

Our programs are specifically justified by the Mission Statement which authorizes the campus to engage in particular programs. All program reviews are reported to the Office of the Vice President for Academic Affairs for the University of Missouri system.

2.b. The principal educational programs are based on recognized fields of study at the postsecondary level.

Our principal programs are in units with conventional titles and operations.

2.c. At least one of the undergraduate programs is two or more academic years in length (or the equivalent). If no undergraduate programs are offered, at least one of the graduate programs is one or more academic years in length (or the equivalent).

We offer no two-year programs; all programs at the undergraduate level are four-year programs. Master's degree courses of study require from 30 to 50 hours of credit.

2.d. General education at the postsecondary levels is an essential element of undergraduate degree programs and a prerequisite to graduate degree programs.

The campus has maintained a strong interest in general education for undergraduates, and campuswide requirements have been in place for all undergraduates since the campus opened in 1963.

Admission to graduate and professional curricula requires presentation of a bachelor's degree or substantial equivalent.

2.e. General education and/or a program of related instruction at the postsecondary level is an essential element of undergraduate certificate and diploma programs two or more academic years in length.

The campus requires two years of general education for all undergraduates. Undergraduate certificates are awarded only on the contingency of pursuing successfully all graduation requirements.

2.f. The certificate, diploma or degree awarded upon successful completion of an educational program is appropriate to the demonstrated attainment of the graduate.

All degrees and certificates are recommended by the appropriate faculty after consideration of eligibility requirements.

Institutional Organization.

3.a. There is a governing board, legally responsible for the institution, which establishes and regularly reviews basic policies that govern the institution and protect its integrity.

The Board of Curators is a constitutionally established body, which meets monthly during the academic year. It adopts budgets and approves curricula for all campuses of the University.

3.b. The governing board includes individuals who represent the public interest. (Note: In rare situations the Commission may approve alternative means by which the interest of the public are appropriately represented when unusual circumstances prohibit public representatives on the board.)

Curators of the University of Missouri are appointed from the citizenry by the Governor.

3.c. An executive officer is designated by the governing board to administer the institution.

The Board of Curators designated C. Peter Magrath Ph.D. as President in 1985. Marguerite R. Barnett, Ph.D., became Chancellor of the St. Louis campus in 1986.

3.d. A faculty comprising persons qualified by education and experience is significantly involved in the development and review of the educational programs.

All programs are examined in a five-year cycle by faculty serving on the Chancellor's Committee on Review. The Committee also reviews all nonacademic operations in the same cycle. Members are appointed annually from the faculty and staff by the chancellor. An Associate Vice Chancellor is permanent chair of the committee. Proposals for new programs originate in departments and are evaluated by faculty committees within the governance system.

3.e. Admissions policies are consistent with the institution's mission and appropriate to the educational programs.

Admission policies at the undergraduate level are set by the Curators, and the admission policies on all four campuses are monitored by President Peter Magrath's staff. At the Graduate level policies are set by the Graduate Faculty and are intended to ensure quality of instruction in classrooms. Departments are free to establish requirements above the minimum.

3.f. Admissions practices conform to the admissions policies.

At the undergraduate level the Registrar is assisted in matters concerning admissions by a standing committee of the faculty elected by the campus Senate. That body monitors the relationship between practices and policies. At the graduate level, the Dean of the Graduate School monitors all recommendations for admission in light of the policies.

Financial Resources

4.a. *The institution has financial resource sufficient to support its activities.*

The campus operating budget for FY88 is $55 million. Over the past three years the campus has reallocated $2.7 million in order to support activities. Since the beginning of the 1986-87 fiscal year the campus budget has been augmented by gift pledges and receipts in excess of $5 million from the private sector. Over $2 million in state recurring funds have also been added to the budget; the first new money for general programmatic development since 1974.

4.b. *The institution has its financial statements externally audited annually by a certified public accountant.*

The institution is audited annually by Coopers and Lybrand.

Public Disclosure

5.a. *The institution publishes in its catalog or other appropriate places accurate information that fairly describes*
    i.   its educational programs,

    ii. its policies and procedures directly affecting students,

    iii. its changes and its refund policies,

    iv. the academic credentials of its faculty members and administrators.

The catalogs have been made available to the NCA visiting committee.

5.b. *The institution makes available upon request accurate information that fairly describes its financial resources.*

The campus has supplied financial information on forms prescribed by the North Central Association. Each year, the University of Missouri conducts open budget hearings at which full disclosure of current and projected income and expenditures is made.

Evaluative Criteria:

The institution:

1.   *It has clear and publicly stated purposes, consistent with its mission and appropriate to a post secondary educational institution.*

This evaluative criterion is addressed in the Mission Statement for

the campus approved by the Board of Curators in 1986. With regard
to purposes we draw on the Curators' Mission Statement for the
campus; there, we read of the land-grant tradition of the entire
University of Missouri and the mandate to pursue excellence in a
number of fields of scholarship. A major purpose set forth in the
Mission Statement is to provide high quality, accessible program-
ming in the liberal arts and professions and at undergraduate and
graduate levels to residents of the metropolitan area. We accomplish
our purposes in the spirit of affirmative action and equal oppor-
tunities. The curricula which constitute the academic programs are
all conventional, and the campus experience of students is augmented
by extensive support services. Looking to the future, we have
devised Path to Success, a pilot project designed to increase
student retention.

2. *It has effectively organized adequate human, financial and physical
   resources into educational and other programs to accomplish its
   purposes.*

   Administration of the campus is organized into four divisions in
   order to address the components of campus life. The divisions,
   headed by Vice Chancellors, are Academic Affairs, Student Affairs,
   Administrative Services, and University Relations. The operations of
   these units, including the non-academic operations, are reviewed
   at five-year intervals. Cycles of review are successive, so that
   several components of campus life are under review each year. There
   is a one-year follow-up in each instance in order to monitor the
   effectiveness of changes introduced in the preceding year. The sum
   of these operations is a continuous process of management and
   assessment of that process. For each program and nonacademic unit,
   appraisal of objectives and accomplishments is an annual event. The
   five-year evaluations introduce an external perspective into each
   division in a process now fully institutionalized after 14 years.
   The combination of annual and five-year appraisals of all units
   allows the campus to assess fully the degree of effectiveness
   evident in units' operations, and to introduce changes.

3. *It is accomplishing its purposes.*

   Chapter VI reports four sets of data on the effectiveness of pro-
   grams at four stages of the college years. Our data are structured
   as a developmental process at four stages of students' progress.

   First, we provide data at the stage of entrance to college noting
   that our entering students are a little above the national average
   on a test of college aptitude - ACT. We also provide data showing
   that our developmental program is perceived by students as helpful
   as they make the transition to a demanding academic program. A set
   of specialized student services, especially the new Path to Success,
   are devised to lead Freshmen into a series of rewarding and success-
   inducing experiences as they enter higher education.

Second, at the Junior level we have demonstrated that our advanced English composition course raises the level of written communication. Third, in the practical area of earning a living, the Placement Office's annual salary survey has shown that the placement process for our students is satisfactory. Fourth, we have asked alumni over ten years to assess the value added to their lives by their experience at the University of Missouri-St. Louis. Their ratings are uniformly high and positive, indicating that the campus is accomplishing its purposes.

4. *It can continue to accomplish its purposes.*

The campus plan, Partnerships for Progress, provides a description of improvements we expect to introduce over the next five years. The components of the plan are updated annually, and the plan as a whole fulfills the Board of Curators' Long-Range Plan, Toward Excellence. At a modest pace consistent with resources, we add new programs and services. In addition, the Bridge Program will increase minority enrollment by enhancing students' self-confidence and sense of personal comfort on our commuter campus. The Path to Success is an initiative aimed at retention which will help new students succeed in college. It will capitalize on the Bridge Program now offered in urban high schools and allow students to grow in self-confidence and in their sense of personal comfort on our commuter campus. The future for the campus is expressed in Partnerships for Progress, a plan whose identifiable program elements convey our sense of campus purposes.

On the basis of the preceding materials we respectfully request that the North Central Association accredit the University of Missouri-St. Louis for a period of ten years, 1988-1998.

Part II. Basic Institutional Data Forms

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 N. Dearborn, Chicago IL 60601   312/263-0456; 800/621-7440

Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT

Opening Fall Enrollment for Current Academic Year and Previous Two Years
(Report for this campus only)

Name and location of institution: __University of Missouri-St. Louis__

		Current Year	One Year Prior	Two Years Prior
UNDERGRADUATE		19 _87_ - _88_	19 _86_ - _87_	19 _85_ - _86_
Freshman	Bachelor's oriented (Definition I-A & B)	1994	2114	2157
	Occupationally oriented (Definition I-C)	-	-	-
	Undeclared (Definition I-D. Jr. or Community Colleges only)	-	-	-
Sophomore	Bachelor's oriented (Definition I-A & B)	1727	1697	1789
	Occupationally oriented (Definition I-C)	-	-	-
	Undeclared (Definition I-D. Jr. or Community Colleges only)	-	-	-
Junior		2422	2423	2392
Senior		3674	3354	3003
TOTAL UNDERGRADUATE		9817	9588	9341
GRADUATE				
Master's		1694	1580	1441
Specialist		-	-	-
Doctoral		213	193	168
TOTAL GRADUATE		1907	1773	1609
PROFESSIONAL (by degree)				
Optometry		152	141	132
TOTAL PROFESSIONAL		152	141	132
UNCLASSIFIED		-	-	-
TOTAL ALL LEVELS		11876	11502	11082

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North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 N. Dearborn, Chicago IL 60601   312/263-0456; 800/621-7440

Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT

Opening Fall Enrollment for Current Academic Year and Previous Two Years
(Report for this campus and its extension operations only)

Name and location of institution: ___University of Missouri-St. Louis___

		Current Year 19 _87_ - _88_		One Year Prior 19 _86_ - _87_		Two Years Prior 19 _85_ - _86_	
UNDERGRADUATE		Resident	Extension	Resident	Extension	Resident	Extension
Freshman	Bachelor's oriented (Definition I, A & B)	1994	73	2114	54	2157	50
	Occupationally oriented (Definition I, C)	-	-	-	-	-	-
	Undeclared (Definition 1-D. Jr. or Community Colleges only)	-	-	-	-	-	-
Sophomore	Bachelor's oriented (Definition I, A & B)	1727	105	1697	95	1789	94
	Occupationally oriented (Definition I, C)	-	-	-	-	-	-
	Undeclared (Definition 1-D. Jr. or Community Colleges only)	-	-	-	-	-	-
Junior		2422	92	2423	81	2392	70
Senior		3674	64	3354	42	3003	40
TOTAL UNDERGRADUATE		9817	334	9588	272	9341	254
GRADUATE							
Master's		1694	135	1580	133	1441	107
Specialist		-	-	-	-	-	-
Doctoral		213	4	193	0	168	1
TOTAL GRADUATE		1907	139	1773	133	1609	108
PROFESSIONAL (by degree)							
Optometry		152	-	141	-	132	-
TOTAL PROFESSIONAL		152	-	141	-	132	-
UNCLASSIFIED		-	813	-	421	-	-
TOTAL ALL LEVELS		11876	1286	11502	826	11082	362

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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall Enrollment for Current Year and Previous Two Years
(As defined by the institution • Report for this campus only)

Name and location of institution: _____ University of Missouri-St. Louis _____

Undergraduate   Total Credit Hours ÷ 15
Graduate   Total Credit Hours ÷ 12
FORMULA USED BY INSTITUTION TO COMPUTE FTE: __ Professional ____ 1 head count = 1 F.T.E. _____

	Current Year 19 _87_ - _88_	One Year Prior 19 _86_ - _87_	Two Years Prior 19 _85_ - _86_
UNDERGRADUATE (See definitions I.A thru D)			
GRADUATE (See definition II)	6555	6440	6347
PROFESSIONAL (See definition III)	807	734	666
TOTAL	7514	7315	7145

Basic Institutional Data Form A

PART 4 - SUMMER SESSIONS ENROLLMENT

Most Recent Sessions and Previous Two Years
(Report for this campus only)

	Current Year 19 _87_ - _88_	One Year Prior 19 _86_ - _87_	Two Years Prior 19 _85_ - _86_
TOTAL UNDERGRADUATE	4188	3920	3716
TOTAL GRADUATE	1218	1090	1047
TOTAL PROFESSIONAL	29	28	27
TOTAL	5435	5038	4790

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years
(Report for this campus only)

Name and location of institution: __University of Missouri-St. Louis__

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

	Current Year	One Year Prior	Two Years Prior
FRESHMAN	19 _87_ - _88_	19 _86_ - _87_	19 _85_ - _86_
Number of applicants with complete credentials for admission to the freshman class	2214	2087	2199
Number of applicants accepted	1612	1627	1697
Number of freshmen applicants actually enrolled	984	993	1041
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	3250	3026	2992
Number of advanced-standing undergraduate applicants accepted	2542	2378	2354
Number of advanced-standing undergraduate applicants actually enrolled	1650	1622	1514
MASTER'S			
Number of applicants with complete credentials for admission to master's program	802	853	644
Number of applicants accepted for master's program	622	698	468
Number of applicants actually enrolled in master's program	368	377	297
SPECIALIST			
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			

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Basic Institutional Data Form B - Part 1 Continued

Name and location of institution: University of Missouri-St. Louis

DOCTORAL	Current Year 19 _87_ - _88_	One Year Prior 19 _86_ - _87_	Two Years Prior 19 _85_ - _86_
Number of applicants with complete credentials for admission to doctoral programs	221	201	182
Number of applicants accepted for doctoral programs	58	46	39
Number of applicants actually enrolled in doctoral programs	31	22	17

PROFESSIONAL	Report by degrees	Current Year 19 _87_ - _88_	One Year Prior 19 _86_ - _87_	Two Years Prior 19 _85_ - _86_
Number of applicants with complete credentials for admission to professional programs	Optometry	219	153	143
Number of applicants accepted for professional programs	Optometry	40	44	42
Number of applicants actually enrolled in professional programs	Optometry	40	41	40

Basic Institutional Data Form B

PART 2 - ABILITY MEASURES OF FRESHMEN

(Report as applicable for this campus only)

Name and location of institution: __University of Missouri-St. Louis__

A. Class ranking of entering freshmen	
Percent in top 10% of high school class	15
Percent in top 25% of high school class	39
Percent in top 50% of high school class	76
Percent in top 75% of high school class	93

C. Mean ACT scores for entering freshmen	
Composite	20
Mathematics	n/a
English	n/a
Natural Sciences	n/a
Social Studies	n/a

B. SAT scores for entering freshmen	Combined	
Class average SAT score	937	
Percent scoring above 1000	40	
Percent scoring above 1200	8	
Percent scoring above 1400	1	

D. Other tests used for admission or placement	
Test name	SCAT (X)
Mean or composite	7/
Range	23-93

Basic Institutional Data Form B

PART 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report as applicable for this campus only • Current year only)

A. Graduate Record Examination   Range

(for total Graduate School excluding professional schools)   [   ] High   [   ] Low

B. Miller Analogies Test   Range

(for total Graduate School excluding professional schools)   [   ] High   [   ] Low

C. On a separate sheet, indicate other test data used for admission to professional programs.

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Basic Institutional Data Form B

PART 4 - UNDERGRADUATE STUDENT FINANCIAL AID

(Report for this campus only and current year only)

Name and location of institution: University of Missouri-St. Louis

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	1,320,890	945
	Loans	57,086	113
	Employment	163,038	186
STATE	Grants and Scholarships	102,978	94
	Loans	4,000	4
INSTITUTIONAL	Grants and Scholarships	519,782	879
	Loans	0	0
	Employment	328,793	600
FROM OTHER SOURCES	Grants and Scholarships	149,870	96
	Loans	1,483,757	720
Unduplicated number of graduate students aided			3074
Number of students receiving institutional athletic assistance			81
Percentage of institutional aid for athletic assistance			15%

PART 5 - GRADUATE STUDENT FINANCIAL AID

(Report for this campus only and current year only • Do not include professional students)

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Fellowships	0	0
	Loans	44,350	49
	Employment	6,700	7
STATE	Grants and Fellowships	0	0
	Loans	0	0
INSTITUTIONAL	Grants, Fellowships, Asst.	640,893	300
	Loans	0	0
	Employment	140,911	140
FROM OTHER SOURCES	Grants, Fellowships, Asst.	0	0
	Loans	421,367	103
Unduplicated number of graduate students aided			408

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Basic Institutional Data Form C

PART 1 - INSTRUCTIONAL STAFF AND FACULTY / NUMBER AND DEGREES EARNED

(Report for this campus only)

Name and location of institution: ___University of Missouri-St. Louis___

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research.** Exclude all nonprofessional personnel and those professional personnel whose primary function is **not** resident instruction, departmental research or organized research.

	NUMBER FULL-TIME	NUMBER PART-TIME	FULL-TIME FACULTY & STAFF HIGHEST DEGREE EARNED					
			Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor	90	12						90
Assoc. Professor	120	24	1			4		115
Asst. Professor	97	54				11		86
Instructor	7	1				6		1
Teaching Assts. & other teaching pers	1	73			1			
Research staff & Research Assts.	20			2	9	5		4
Undesignated rank	65	123			4	50	2	9
Number of instructional staff added for current academic year	24					10		14
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	27			2	1	6		18

PART 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor	50,700	68,058	29,261
Assoc. Professor	33,900	57,494	18,162
Asst. Professor	30,300	50,414	17,173
Instructor	29,900	37,100	23,880
Teaching Assts. and other teaching pers.			
Research staff and Research Assts.			
Undesignated rank	23,000	32,200	14,000

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Basic Institutional Data Form D

FINANCIAL INFORMATION

(Report for this campus only)

Name and location of institution: __University of Missouri-St. Louis__

The purpose of this form is to obtain an accurate picture of the institution's fiscal status. The form requests Balance Sheet data, including Assets, Liabilities and Fund Balances, and Current Funds Revenues, Expenditures, and Other Changes for three years. It asks for information on Institutional Indebtedness and for a Summary of Major Cash Flows (Non-recurring Cash Outflows, Recurring Cash Outflows, and Non-recurring Cash Inflows) for the last complete fiscal year and the current fiscal year, along with those projected for the next fiscal year.

The institution's audit materials lend themselves readily to the completion of this report.

Fill in each item in the report form, using zero where there is nothing to report. Please give totals for checking purposes. Enter figures to the nearest dollar.

An institution maintaining separate corporations for the management of service enterprises (dormitories, bookstores, athletics, etc.) *or for other purposes* should include the operations of such corporations in this report.

Please provide the following information:

1. **The institution's fiscal year is** ___June 30___

2. **Indicate here** ☐ **if the fiscal year has been changed during the three year reporting period**

3. **Income is reported on** ☐ **cash basis or** ☒ **accrual basis**

4. **Expenditures are reported on** ☐ **cash basis or** ☒ **accrual basis**

   Cash basis: Items are reported as income and as expenditures only when cash is received or made available to the institution and when it is paid out.

   Accrual basis: Income is taken into the accounts as it becomes due the institution or when a bill is rendered; expenditures are taken into the accounts when obligations are incurred.)

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Basic Institutional Data Form D

PART 1 - BALANCE SHEET DATA

Last Completed Fiscal Year and Previous Two Years

Name and location of institution: __University of Missouri-St. Louis__

ASSETS		Last Completed FY	First FY Prior	Second FY Prior
CURRENT FUNDS		19 86 - 87	19 85 - 86	19 84 - 85
Unrestricted	Cash	5,261,535.36	4,422,511.24	2,623,311.56
	Investments			
	Accounts receivable gross	1,063,656.04	675,721.54	620,039.96
	Less allowance for bad debts			
	Inventories & Prepaids	980,056.01	720,619.19	779,025.68
	Prepaid expenses and deferred charges			
	Other (identify)			
	Due from	1,852,841.08	1,951,074.22	2,996,630.59
	Total unrestricted			
Restricted	Cash			
	Investments			
	Other (identify)			
	Due from			
	Total restricted			
TOTAL CURRENT FUNDS		9,158,088.49	7,769,926.91	7,019,007.79
ENDOWMENT AND SIMILAR FUNDS				
	Cash	8,161.70	4,188.88	1,539.32
	Investments	139,860.51	113,019.08	96,317.37
	Other (identify)			
	Due from			
TOTAL ENDOWMENT AND SIMILAR FUNDS		148,022.21	117,207.96	97,856.69
PLANT FUND				
Unexpended	Cash	878,621.82	1,229,553.61	1,157,113.46
	Investments			
	Other (identify) Approp. Receivable	20,365,255.15	19,510,770.20	83,845.77
	Total unexpended	21,243,876.97	20,740,323.81	1,240,959.23
Investment in plant	Land	1,349,473.44	1,349,473.44	1,337,473.44
	Land improvements			
	Buildings	44,056,036.19	43,961,951.11	43,950,667.84
	Equipment	8,132,915.55	7,901,019.20	6,720,184.99
	Library books	9,961,161.39	9,349,331.06	8,588,870.50
	Other (identify) Construct in progress	1,520,254.84	525,902.40	249,069.45
	Total investment in plant	65,019,841.41	63,087,677.20	60,846,266.22
	Due from			
Other plant funds (identify) R&R & Debt Retire.		3,171,108.20	3,365,790.06	2,981,521.91
TOTAL PLANT FUNDS		89,434,826.58	87,193,791.08	65,068,747.36
OTHER ASSETS (identify) Agency & Loan		2,274,140.20	2,328,043.60	2,291,348.86
TOTAL OTHER ASSETS				
TOTAL ASSETS		101,015,077.48	97,408,969.55	74,476,960.70

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Basic Institutional Data Form D

PART 1 - BALANCE SHEET DATA (cont.)

Name and location of institution: University of Missouri-St. Louis

LIABILITIES		Last Completed FY	First FY Prior	Second FY Prior
CURRENT FUNDS		19 86 - 87	19 85 - 86	19 84 - 85
Unrestricted	Accounts payable	232,481.62	506,591.46	270,746.77
	Accrued liabilities	2,029,681.58	1,923,293.92	1,732,348.18
	Students' deposits	2,046,973.10	1,517,831.89	1,336,986.24
	Deferred credits			
	Other liabilities (identified)			
	Due to			
	Fund balance	4,111,380.78	3,150,655.49	3,132,722.02
	Total unrestricted			
Restricted	Accounts payable			
	Other (identify)			
	Due to			
	Fund balance	737,571.41	671,554.15	546,204.58
	Total restricted			
TOTAL CURRENT FUNDS		9,158,088.49	7,769,926.91	7,019,007.79
ENDOWMENT AND SIMILAR FUNDS				
	Restricted	135,519.39	109,100.06	91,033.59
	Quasi-endowment	12,502.82	8,107.90	6,823.10
	Due to			
	Fund balance			
TOTAL ENDOWMENT AND SIMILAR FUNDS		148,022.21	117,207.96	97,856.69
PLANT FUND				
Unexpended	Accounts payable	14,770.11	260,948.30	12,707.88
	Notes payable			
	Bonds payable			
	Other liabilities (identify)			
	Due to			
	Fund balance	21,229,106.86	20,479,375.51	1,228,251.35
	Total unexpended	21,243,876.97	20,740,323.81	1,240,959.23
Investment in plant	Notes payable			
	Bonds payable	1,347,000.00	1,532,000.00	1,702,000.00
	Mortgages payable			
	Other liabilities (identify) Net Inv Plant	63,672,841.41	61,555,677.21	59,144,266.22
	Due to			
Other plant fund liabilities (identify) R&R & Debt Retire		3,171,108.20	3,365,790.06	2,981,521.91
TOTAL INVESTMENT IN PLANT FUND				
OTHER LIABILITIES (identify)		2,274,140.20	2,328,043.60	2,291,348.86
TOTAL OTHER LIABILITIES				
TOTAL LIABILITES		5,705,666.69	6,056,344.87	5,359,680.48
FUND BALANCE		95,308,410.79	91,352,624.68	69,117,280.22

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Basic Institutional Data Form D

PART 2 - CURRENT FUNDS REVENUES, EXPENDITURES, AND OTHER CHANGES

Last Completed Fiscal Year and Previous Two Years

Name and location of institution: __University of Missouri-St. Louis__

-	Last Completed FY 19 _86_ - _87_	First FY Prior 19 _85_ - _86_	Second FY Prior 19 _84_ - _85_
REVENUES			
Tuition and fees	15,829,747.34	15,200,729.15	14,050,354.23
Federal appropriations			
State appropriations	26,514,653.38	26,708,712.81	23,363,301.88
Local appropriations			
Grants and contracts	4,183,386.99	4,299,451.26	3,560,928.56
Endowment income	46,046.45	59,309.73	58,052.20
Auxiliary enterprises	3,860,076.96	2,824,408.74	3,303,402.55
Other (identify) Inv. Inc, Ind Cost Recovery and Other	1,423,121.68	1,514,875.62	1,337,176.88
EXPENDITURE AND MANDATORY TRANSFERS			
Educational and General — Instruction	22,844,910.57	22,021,139.69	19,710,216.21
Research	1,221,234.68	1,320,137.12	1,049,629.03
Public services	2,026,417.55	1,830,831.90	1,512,157.27
Academic support	6,579,571.91	6,900,993.70	5,143,684.57
Student services	2,897,091.77	3,155,446.54	2,909,041.88
Institutional support	4,253,104.34	3,983,843.04	4,170,399.65
Operation and maintenance of plant	4,541,966.49	4,247,204.43	3,777,160.61
Scholarships and fellowships	1,937,461.78	2,108,516.65	1,992,116.62
Other (identify)			
Mandatory transfers for:	889.70	1,388.03	3,060.55
Principal and interest			
Renewal and replacements			
Loan fund matching grants			
Other (identify)	(7,559.31)	661,755.03	523,512.33
Total Educational and General	46,295,089.48	46,231,256.13	40,790,978.72
Auxiliary Enterprises — Expenditures	4,293,017.23	3,886,962.07	4,194,520.73
Mandatory transfers for:	118,071.68	101,828.95	104,598.55
Other	191,559.82	370,894.72	113,756.29
Renewals and replacements			
Total Auxiliary Enterprises	4,602,648.73	4,359,685.74	4,412,875.57
TOTAL EXPENDITURE & MANDATORY TRANSFERS	50,897,738.21	50,590,941.87	45,203,854.29
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify) Excess of Restricted Receipts Over Transfers to Revenue	67,356.96	126,737.60	270,494.95
EXCESS (deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)	1,026,742.55	143,283.04	739,856.96

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Basic Institutional Data Form D

PART 3 - INSTITUTIONAL INDEBTEDNESS

Name and location of institution: University of Missouri-St. Louis

Amount of indebtedness at the end of each of the last three fiscal years. Exclude annuity contracts for which the institution maintains an adequate reserve. Exclude short-term debt incurred in anticipation of accrued income which permits liquidation of the debt within the subsequent financial year. (Indicate indebtedness which is self-liquidating.)

TOTAL AMOUNT OF DEBT TO OUTSIDE PARTIES	Last Completed FY 19 86 - 87	First FY Prior 19 85 - 86	Second FY Prior 19 84 - 85
For Capital Outlay	1,347,000.00	1,532,000.00	1,702,000.00
For Operations	0	0	0

Basic Institutional Data Form D

PART 4 - SUMMARY OF MAJOR CASH FLOWS

	Last Completed Fiscal Year	Current Fiscal Year	Planned Next Fiscal Year
NON-RECURRING CASH OUTFLOWS			
Plant and equipment expenditures	1,277,823.00	10,724,576.00	13,304,531.00
Renovations (other than current maintenance)	915,686.00	2,230,049.00	850,000.00
Prepayment of debt (exclusive of regular current payments)	0	0	0
Prepayment penalties and interest related to the above	0	0	0
Other (such as payments for early termination of contracts, lay suits, etc.)	0	0	0
RECURRING CASH OUTFLOWS			
Leases	0	0	0
NON-RECURRING CASH INFLOWS (e.g., major bequests, capital fund drives, collections) (Identify) Library addition gifts	201,903.00	251,903.00	250,000.00

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Basic Institutional Data Form E

PART 1 - LIBRARY / LEARNING RESOURCE CENTER

SELECTED ELEMENTS OF THE COLLECTION AND TRANSACTIONS
Report for current year and previous two years and for this campus only

Name and location of institution: University of Missouri-St. Louis

	Current Year 19 86 - 87	One Year Prior 19 85 - 86	Two Years Prior 19 84 - 85
Number of book titles	502,384 vol.	480,877 vol.	458,000 vol.
Number of physical units of microforms, especially microfiche and microfilm. Estimate, if necessary.	1,551,823	1,494,170	1,342,289
Number of titles of catalogued non-print media (i.e., films, film-loops, filmstrips, slides, video-tapes, and disc and tape recordings. Estimate, if necessary.)	568	526	Not available
Number of periodical titles	ca. 3,100	ca. 3,100	ca. 3,150
Number of newspapers	40	39	39
Number of other (non-periodical) serial titles	ca. 690	ca. 690	ca. 700
Student use of book collection—number of books in circulation annually among students divided by the number of students enrolled. (FTE) 1. Charged circulation only 2. Includes reshelving statistics	1. 24.20 2. 91.60	1. 23.90 2. 75.60	1. 22.00 2. 86.43
Student use of reserved books—number of reserved books in circulation annually among students divided by number of students enrolled. (FTE)	7.75	7.11	6.32
Student use of non-print materials—number of non-print media units (filmstrips, tapes, etc.) used annually (in the library/center or outside if checked out) by students divided by number of students enrolled. (FTE) Estimate, if necessary.	Not available	Not available	Not available
Faculty use of book collection—number of books in circulation annually among faculty divided by the number of faculty. (FTE)	57.18	52.60	54.30

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Basic Institutional Data Form E

PART 2 - LIBRARY / LEARNING RESOURCE CENTER

EXPENDITURES

Report from current budget and actual expenditures for previous two years and for this campus only

Name and location of institution: University of Missouri-St. Louis

OPERATING EXPENDITURES	CURRENT 19 86 - 87	ACTUAL 19 85 - 86	19 84 - 85
1. Total salaries, before deductions, of regular center staff	914,319	864,379	805,237
2. Salary equivalents of contributed-service staff	-	-	-
3. Total wages paid to students and other hourly assistants	104,324	115,355	118,948
4. Expenditures for purchase of books and other printed library materials	785,077	773,385	741,338
5. Expenditures for non-print media	1,800	5,800	-
6. Expenditures for binding and rebinding	40,000	30,000	28,500
7. Expenditures for on-site production of materials	-	-	-
8. Other operating expenditures (including replacement of equipment and furnishings but excluding all capital outlay)	82,655	79,476	76,714
TOTAL (Sum of lines 1 thru 7)	1,928,175	1,868,395	1,770,737
ESTIMATED COST OF ITEMS WHICH, THOUGH NOT CHARGED TO LIBRARY/ CENTER ACCOUNTS, CONSTITUTE LIBRARY/ CENTER MATERIALS AND SERVICES			
Binding	-	-	-
Automation Services	44,351	40,000	37,000
Other (specify) LUMIN	3,998	2,689	1,712
STUDENT AND OTHER HOURLY ASSISTANCE			
Annual total number of hours of student assistance	28,211	27,024	25,941
Annual total number of hours of other hourly assistance	9,802	7,319	4,784

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Basic Institutional Data Form F

CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

Current Academic Year and Previous Two Years
(Report for this campus only)

Name and location of institution: __University of Missouri-St. Louis__

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past two years, and number preparing to graduate this year. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be copied if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM (list current year first)		
		19___ - ___	19___ - ___	19___ - ___
Ex., Bachelor of Arts	History	35	31	37
	SEE ATTACHMENTS			

University of Missouri-St. Louis
Degrees Awarded
July 1, 1977 through June 30, 1987

DEGREES AWARDED BY DEGREE PROGRAM

SCHOOL/COLLEGE Degree Program	DEGREE	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87
ARTS & SCIENCES											
Administration of Justice	BSAJ	83	67	65	76	61	50	50	48	34	49
Anthropology	BA	3	3	5	12	4	7	9	1	3	1
Art History	BA	5	6	5	7	4	3	5	2	7	7
Biology	BA	48	37	40	32	29	34	23	24	27	18
	MS	9	5	10	9	9	6	4	9	9	9
Chemistry	BA,BS	39	19	19	23	27	21	21	20	21	19
	MS	2	5	4	3	13	4	5	4	6	11
	PHD	3	1	3	2	3	0	4	2	2	2
Economics	BA,BS	20	21	13	19	18	23	18	13	11	19
	MA	3	7	2	7	4	4	7	4	2	1
English	BA,BS	50	38	39	35	30	27	34	37	32	26
	MA	13	11	5	8	3	10	3	9	3	4
History	BA	14	32	25	16	17	12	21	15	14	20
	MA	6	1	5	4	8	3	6	4	5	2
Applied Mathematics	BS	0	4	10	23	10	12	13	15	9	3
Computer Science	BS	-	-	-	-	0	9	22	21	22	35
Mathematics	BA	11	5	3	4	4	2	1	7	5	9
	MA	3	2	2	1	0	1	2	1	0	3
French	BA	3	4	5	6	4	8	2	2	2	3
German	BA	4	0	1	3	2	2	5	3	2	0
Spanish	BA	5	5	4	7	5	2	4	5	3	4
Music	BA,BM	11	9	2	1	3	4	6	9	4	4
Music Education	BM	8	3	19	15	7	9	6	4	5	6
Philosophy	BA	6	7	9	3	5	4	3	6	2	1
Physics	BA,BS	12	11	3	9	1	6	5	8	7	6
	MS	1	1	6	3	2	2	3	1	3	1
Political Science	BA	48	55	36	30	41	28	24	20	27	19
	MA	6	8	16	3	10	6	3	4	2	7
Public Administration	BSPA	-	-	-	-	1	3	4	9	9	5

University of Missouri-St. Louis
Degrees Awarded
July 1, 1977 through June 30, 1987

DEGREES AWARDED BY DEGREE PROGRAM

SCHOOL/COLLEGE Degree Program	DEGREE	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87
Psychology	BA	68	61	53	38	47	53	53	56	39	55
	MA	0	6	20	8	8	21	18	15	26	19
	PHD	0	4	3	5	2	5	6	8	8	6
Social Work	BSW	41	48	37	33	35	29	39	28	35	37
Sociology	BA,BS	17	14	12	5	9	5	5	0	7	8
	MA	0	2	5	4	2	3	0	2	0	2
Speech Communication	BA	21	19	28	43	57	51	41	72	49	48
TOTAL-All Programs	BACH++	517	468	433	440	421	404	414	425	376	402
	MA,MS	43	48	75	50	59	60	51	53	56	59
	PHD	3	5	6	7	5	5	10	10	10	8
TOTAL - Arts & Sciences	ALL	563	521	514	497	485	469	475	488	442	469
BUSINESS ADMINISTRATION											
Accounting	MAcc	-	-	-	-	1	0	1	1	·2	2
Business Administration	BSBA	616	558	592	585	603	615	572	570	623	624
	MBA	46	76	73	73	70	93	61	80	77	69
MIS	MS	-	-	-	-	3	3	5	8	15	9
TOTAL-All Programs	BSBA	616	558	592	585	603	615	572	570	623	624
	MAcc,MBA, MS	46	76	73	73	74	96	67	89	94	80
TOTAL - Business Adminsitration	ALL	662	634	665	658	677	711	639	659	717	704
EDUCATION											
Education	EDD	0	3	1	3	2	4	4	2	5	5
Secondary Education	BSED	46	36	22	25	30	20	20	22	24	23
	MED	41	45	42	48	44	27	25	35	46	51
Educational Adminstration	MED	39	42	23	39	24	24	22	34	18	32
Special Education	BSED	60	60	50	48	59	47	25	27	33	24
	MED	-	-	-	32	46	34	38	32	23	25
Counseling	MED	55	67	73	66	58	54	50	62	43	59
Early Childhood Education	BSED	9	8	8	7	2	13	7	16	20	18
Elementary Education	BSED	134	105	97	76	79	56	44	58	73	73
	MED	96	85	85	45	43	43	35	46	27	39

University of Missouri-St. Louis
Degrees Awarded
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DEGREES AWARDED BY DEGREE PROGRAM

SCHOOL/COLLEGE Degree Program	DEGREE	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87
Elementary Education	BSED	-	-	-	8	-	-	-	-	-	-
Secondary Education	BSED	-	-	-	12	-	-	-	-	-	-
Physical Education *	BSED	-	-	-	-	23	14	16	8	13	5
TOTAL-All Programs	BSED	249	209	177	176	193	150	112	131	163	143
	MED	231	239	223	230	215	182	170	209	157	206
	EDD	0	3	1	3	2	4	4	2	5	5
TOTAL - Education	ALL	480	451	401	409	410	336	286	342	325	354
NURSING											
Nursing	BSN	-	-	-	0	0	9	19	22	37	49
OPTOMETRY											
Optometry	OD	-	-	-	0	0	0	31	25	30	28
GRADUATE											
Public Policy Adm.	MPPA	0	6	4	6	8	6	1	5	4	7
EVENING											
General Studies	BGS	30	24	36	35	64	62	43	54	61	51
GRAND TOTAL											
ALL DEPTS-All Programs	BACH	1,412	1,259	1,238	1,236	1,281	1,240	1,160	1,202	1,260	1,269
FIRST PROF		-	-	-	0	0	0	31	25	30	28
	MAST	320	369	375	359	356	344	289	356	311	352
	DOCT	3	8	7	10	7	9	14	12	15	13
TOTAL-Campus	ALL	1,735	1,636	1,620	1,605	1,644	1,593	1,494	1,595	1,616	1,662

* In 1981, Elementary and Secondary Education degree programs with Physical Education emphasis areas were renamed Physical Education degree programs with emphasis areas in Elementary and Secondary Education.

SOURCE: Office of Admissions

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 N. Dearborn, Chicago IL 60601   312/263-0456; 800/621-7440

Basic Institutional Data Form G

PART 2 - CREDIT-BEARING COURSES OFFERED OFF-CAMPUS WITHIN THE UNITED STATES

Name and location of institution: ___University of Missouri-St. Louis___

Please report on all credit bearing courses offered off-campus that do not lead to degrees that can be completed without the student attending your campus. (Note: Study abroad programs should be listed on Data Form G, Part 3.) The report from may be copied of additional space is needed.

- **Location of offering.** Identify the location (name, city and state). If it is an external degree program, indicate "non-residential." Enter M for a location on a military base, H for a hospital, and P for a prison.
- **Full-time administrator.** Enter X if the location has a full-time administrator. (A full-time administrator is someone assigned to the site with principally non-clerical and non-teaching duties.)
- **Number of credit-bearing courses.** List the number of credit-bearing courses offered at the site.
- **Course credit.** Indicate (X) for undergraduate or graduate credit.
- **Number of students.** Report headcount (not FTE) number of students attending courses at the location.
- **Number of faculty.** Report headcount (full-time and part-time) of persons teaching in off-campus locations.

LOCATION OF OFFERING		FULL-TIME ADMINIS-TRATOR	NO. OF CREDIT BEARING COURSES	COURSE CREDIT		NO. OF STUDENTS ATTENDING	NO. OF FACULTY
NAME, CITY, STATE	M-military H-hospital P-prison			Under-graduate	Graduate		
Advanced Credit Courses were taught in the following St. Louis area high schools:						*Courses by high school teachers with University approval.	*
Parkway Central			5	X		184	
Parkway South			11	X		211	
Clayton			2	X		26	
Beaumont			3	X		86	
Incarnate Word Academy			1	X		1	
Parkway West			1	X		61	
Webster Groves			1	X		20	
Vashon			2	X		43	
Normandy			1	X		22	

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North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 N. Dearborn, Chicago IL 60601   312/263-0456; 800/621-7440

Basic Institutional Data Form G

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LOCATION OF OFFERING		FULL-TIME ADMINIS-TRATOR	NO. OF CREDIT BEARING COURSES	COURSE CREDIT		NO. OF STUDENTS ATTENDING	NO. OF FACULTY
NAME, CITY, STATE	M-military H-hospital P-prison			Under-graduate	Graduate		
Lindbergh High School			34		X	725	21
Lindbergh High School			3	X		31	2
Special School District			7		X	131	5
Pattonville Hts. Middle School			1		X	20	1
Ft. Zumwalt Junior High O'Fallon, MO			3		X	51	3
Missouri Botanical Garden			2		X	51	2
Mineral Area College Flat River, MO			1		X	17	1
St. Louis University			2		X	48	1
Barnes Hosp. Schl of Nursing	H		12	X		379	11
St. Joseph Health Center	H		1	X		15	1
DePaul Health Center	H		2	X		32	2
Jewish Hosp. Schl of Nursing	H		10	X		218	9
St. John's Mercy Medical Ctr	H		1	X		29	1
Ritenour School District			1		X	3	1
Little Creek Wildlife Area			1		X	9	1
Fontbonne College			1		X	1	1
Holiday Inn-Clayton			1		X	3	1
Busch Wildlife Area St. Charles, MO			1		X	9	1

*All locations are in St. Louis, MO unless
otherwise indicated

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159 N. Dearborn. Chicago IL 60601   312/263-0456; 800/621-7440

Basic Institutional Data Form G

PART 2 - CREDIT-BEARING COURSES OFFERED OFF-CAMPUS WITHIN THE UNITED STATES

Name and location of institution: __University of Missouri-St. Louis__

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- **Number of faculty.** Report headcount (full-time and part-time) of persons teaching in off-campus locations.

LOCATION OF OFFERING		FULL-TIME ADMINIS-TRATOR	NO. OF CREDIT BEARING COURSES	COURSE CREDIT		NO. OF STUDENTS ATTENDING	NO. OF FACULTY
NAME, CITY, STATE	M-military H-hospital P-prison			Under-graduate	Graduate		
Camp MO-VAL Union, MO			5		X	62	1
Rockwoods Reservation Glencoe, MO			1		X	15	1
St. Louis Art Museum			1	X		2	2
Webster Groves Teacher Ctr			2		X	25	3
Lutheran Medical Center	H		5	X		58	5
MO East Correctional Center Pacific, MO	P		6	X		178	5
Bridgeton Archaeological Site			1	X	X	22	1
CASA/St. Louis Conservatory			4	X		48	2

Basic Institutional Data Form H

INTERCOLLEGIATE ATHLETICS

Name and location of institution: University of Missouri-St. Louis

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions, b) student athletes identified as members of a particular team, and c) professional staff.

> **Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership:**

NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES		NUMBER OF STAFF (Use FTE)		OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	19 85-86	1986-87	1987-88
Baseball	29	-	19	-	921	-	6	-	1	-	17,174	18,651	21,051
Men's Basketball	12	-	12	-	4530	-	1	-	2.3	-	105,782	116,703	117,479
Men's Soccer	19	-	10	-	1300	-	4	-	.5*	-	35,749	38,404	39,238
Golf	8	-	5	-	488	-	1	-	.1*	-	5,212	5,950	6,600
Men's Tennis	8	-	6	-	200	-	0	-	.1*	-	4,753	4,823	5,423
Swimming	13	5	5	-	500	-	0	0	-	.2*	6,062	6,262	7,462
Volleyball	-	12	-	11	-	1000	-	1	-	.4*	16,394	16,345	19,465
Softball	-	14	-	8	-	756	-	0	-	.2*	13,463	16,855	17,845
Women's Basketball	-	12	-	9	-	2300	-	0	1	-	36,974	37,439	40,166
Women's Soccer	-	17	-	13	-	886	-	3	-	.3*	23,380	26,836	27,108
Women's Tennis	-	8	-	4	-	300	-	1	-	.1*	4,836	3,280	4,554

*All part-time coaches

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List of Appendices

1. The Board of Curators and General Officers of the University of Missouri
2. The Chancellor's Council
3. Campus Operations Committee
4. Self-Study Calendar
5. List of Exhibits

APPENDIX 1

UNIVERSITY OF MISSOURI

BOARD OF CURATORS

Jeanne V. Epple, President
Columbia, Missouri

W. H. "Bert" Bates
Kansas City, Missouri

Sam B. Cook
Jefferson City, Missouri

Eva Louise Frazer
St. Louis, Missouri

Fred S. Kummer
St. Louis, Missouri

John P. Lichtenegger
Jackson, Missouri

Peter H. Raven
St. Louis, Missouri

James C. Sterling
Bolivar, Missouri

Edwin S. Turner
Chillicothe, Missouri

GENERAL OFFICERS

C. Peter Magrath
University of Missouri-Columbia

Marguerite R. Barnett
University of Missouri-St. Louis

Martin C. Jischke
University of Missouri-Rolla

Haskell Monroe
University of Missouri-Columbia

George A. Russell
University of Missouri-Kansas City

Jay Barton
University of Missouri-Columbia

James T. McGill
University of Missouri-Columbia

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APPENDIX 2

UNIVERSITY OF MISSOURI-ST. LOUIS CHANCELLOR'S COUNCIL

Ruth A. Bryant, Chair
Vice President
Federal Reserve Bank of St. Louis

J. A. Baer II
Retired CEO
Stix, Baer & Fuller

Ward E. Barnes
Retired Superintendent
Normandy School District

R. D. Barron
President, Missouri Division
Southwestern Bell Telephone Co.

Erwin Branhal
Retired Executive Vice President
McDonnell Douglas

Warren M. Brown
Retired Superintendent
Ferguson-Florissant School District

Benjamin F. Edwards
President
A. G. Edwards & Sons, Inc.

Kitty Ford
Community Volunteer

Frankie Freeman
Attorney at Law

Michael H. Freund
Vice President, Administration
Edison Brothers Stores, Inc.

Warren A. Goodenough
Vice President
General American Life

Walter F. Gray
Executive Vice President
Mercantile Bancorporation, Inc.

Dudley Grove
Community Volunteer

Robert Hermann
Chairman, President & CEO
Hermann Companies

Robert Hyland
Regional Vice President
CBS Radio Division

Douglas K. Jacobs
Regional Vice President
AT&T

Lee Liberman
Chairman
Laclede Gas Company

Stanley Pace
Chairman & CEO
General Dynamics Corporation

Jane Paine
Danforth Foundation

John Poelker
Retired Mayor
City of St. Louis

Michael Pulitzer
Vice Chairman
Pulitzer Publishing Company

Homer E. Sayad
Deloitte, Haskins, & Sells

Daniel Schlafly
Community Leader

Tom K. Smith, Jr.
Retired Vice President
Monsanto Corporation

Leon Strauss
President
Pantheon Corporation

Donald M. Suggs
Dentist

Stuart Symington, Jr.
Thomspon & Mitchell

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APPENDIX 3

CAMPUS PLANNING COMMITTEE

The following people served on the committee which drew up the campus plan for pursuit of accreditation. The committee did its work in Summer 1986. The plan was accepted by the Chancellor's Steering Committee and, subsequently, by the North Central Association.

Jerry Christensen, Dean
School of Optometry

Thomas E. Jordan, Chair
NCA Operations Committee

Renee Damron
Assistant to the Chancellor

Mimi LaMarca, Director
Admissions and Registration

Donald Driemeier, Dean
School of Business Administration

Shirley Martin, Dean
School of Nursing

Carol Ellerman, Manager
Development Systems

Wendell Smith, Dean
Continuing Education-Extension

William Franzen, Dean
School of Education

Dan Wallace, Associate Vice
Chancellor, Student Affairs

E. Terrence Jones, Dean
College of Arts and Sciences

Joy Whitener, Dean
Evening College

APPENDIX 4

Calendar of Events for the Self-Study

1. September 26, 1985   Chancellor appointed campus Coordinator

2. January 22, 1986   Steering Committee convened to begin
                              planning

3. June 6-11, 1986   Planning Committee designed campus
                              procedures

4. August 15, 1986   North Central Association approved
                              campus plan

5. September 23, 1986   North Central Association grants a
                              one-year delay

6. March 18, 1987   Executive Steering Committee activated

7. April 24, 1987   Unit self-study Coordinators activated

8. May 18, 1987   Progress Report #1 to campus community

9. November 25, 1987   Unit self-studies due

10. November 25, 1987   Consultant Dr. Howard Simmons, Middle
                              Atlantic States Association, visited

11. December 16, 1987   Supervisors' (Deans, etc.) reports due

12. January 18, 1988   Preliminary materials for campus report
                              due

13. January 25, 1988   Progress Report #2 to campus community

14. March 9, 1988   Chancellor's retreat on the campus
                              report.

15. April 1, 1988   Progress Report #3 to campus community

16. April 8, 1988   First draft of campus report distributed

17. April 12-22, 1988   Campus hearings

18. April 22, 1988   Written suggestions due

19. April 29, 1988   Steering Committee finalizes campus
                              report.

20. (June, 1988   Chancellor submits campus report to
                              North Central Association

21. (November, 1988   North Central Association team visits
                              campus

APPENDIX 5

LIST OF EXHIBITS

I.   Self-Studies: All Units

II. Research documents: Perceptions of Personal Gain and Added Life-
                                Value from Higher Education at the
                                University of Missouri-St. Louis

III. Planning documents: Toward Excellence: The Next Decade of the
                                University of Missouri
                            Partnerships for Progress
                            Path to Success
                            Vision for the Twenty-First Century: Five-
                                Year Plan, 1988-93

IV. Campus publications: Bulletin (2 documents)
                            Admissions Bulletin
                            Chancellor's Report to the Community, 1987
                            Chancellor's Report to the Community, 1988
                            Placement Bureau Report, 1988
                            UM-St. Louis Transfer Bulletins for Area
                                Colleges
                            UM-St. Louis Magazine
                            In Touch
                            Campus Reporter

V.   Other publications: Program Reviews (Evening College, 1986;
                                Administrative Services, 1986; Center for
                                Academic Development, 1988)
                            Credit Transfer: Guidelines for Student
                                Transfer and Articulation Among Missouri
                                Colleges and Universities, Jefferson City,
                                Mo. Coordinating Board for Higher Educa-
                                tion, 1988

Index by NCA Criteria for Accreditation

MISSION/AUTHORIZATION

1.a. The institution has formally adopted and made public its statement
     of mission.

1.b. The statement of mission is appropriate to an institution of higher
     education.

1.c. The institution confers certificates, diplomas or degrees.

1.d. The institution has legal authority to confer its certificates,
     diplomas and degrees.

1.e. The institution meets all legal requirements to operate wherever it
     conducts activities.

2.a. The educational programs are compatible with the institution's mission.

   Bridge Program, 14, 39, 140
   Eminence, 2, 4

2.b. The principal educational programs are based on recognized fields of study at the postsecondary level.

   Degrees, list of, 31-34

2.c. At least one of the undergraduate programs is two or more academic years in length (or the equivalent). If no undergraduate programs are offered, at least one of the graduate programs is one or more academic years in length (or the equivalent).

   Degrees, list of, 31-34

2.d. General education at the postsecondary levels is an essential element of undergraduate degree programs and a prerequisite to graduate degree programs.

   6, 42, 52

2.e. General education and/or a program of related instruction at the postsecondary level is an essential element of undergraduate certificate and diploma programs two or more academic years in length.

   Curriculum, 4, 6, 42

2.f. The certificate, diploma or degree awarded upon successful completion of an educational program is appropriate to the demonstrated attainment of the graduate.

   Educational policy, 9

GENERAL REQUIREMENTS

3.a. There is a governing board, legally responsible for the institution, which establishes and regularly reviews basic policies that govern the institution and protect its integrity.

   Curators, Board of, 4

3.b. The governing board includes individuals who represent the public interest.

   Chancellor's Council, 153
   Curators, Board of, 7, 22

FINANCIAL RESOURCES

4.a. The institution has financial resources sufficient to support its
     activities.

4.b. The institution has its financial statements externally audited
     annually by a certified public accountant.

PUBLIC DISCLOSURE

                            232

5.a. The institution publishes in its catalogue or other appropriate places accurate information that fairly describes

     i.   its educational programs
    ii.   its policies and procedures directly affecting students
   iii.   its changes and its refund policies
    iv.   the academic credentials of its faculty members and administration.

See current catalog.

5.b. The institution makes available upon request accurate information that fairly describes its financial resources.

See institutional data forms

EVALUATIVE CRITERIA

It has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution.

Mission Statement, 4-5

It has effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its purposes.

Organization, 10, 18-41, 42

It is accomplishing its purposes.

Assessment, 10, 13, 26-30, 65, 91, 173-184

It can continue to accomplish its purposes.

Future, 25, 185

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