MULTI-SITE VISIT FORM

(PLEASE TYPE ALL INFORMATION)

<table>
<thead>
<tr>
<th>Institution:</th>
<th>SOUTHEAST MISSOURI STATE UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site #1:</td>
<td>Kennett (established in 2000): 1230 First Street, Kennett, MO 63857</td>
</tr>
<tr>
<td>Site #2:</td>
<td>Malden (established in 1988): 700 North Douglas, Malden, MO 63863</td>
</tr>
<tr>
<td>Site #3:</td>
<td>Sikeston (established in 1998): 2401 North Main, Sikeston, MO 63801</td>
</tr>
</tbody>
</table>

(please include Site Name, Street, Town, State, Zip Code)

Date Reviewed: May 6, 2010
Reviewer: Marie A. Giacomelli, Vice President for External Affairs Robert Morris University Illinois

Instructions: In order to document effective administrative systems for managing multiple sites, please complete the following. For each item, check adequate or attention needed, and indicate in comments the Institution’s strengths and/or opportunities for improvement in controlling and delivering degree programs off campus.

INTRODUCTION
The three sites visited comprise 1,415 students. That enrollment represents approximately 88% of Southeast Missouri State University’s off-campus student headcount and about 13% of the institution-wide student enrollment. The visited sites range in size from 263 at Malden, 289 at Kennett, and 866 at Sikeston. Each visit included a tour of the facility and interviews with the Center Director, Academic Advisor, faculty, and students accompanied by discussions with the Director of Extended Learning and the Associate Provost of Extended Learning.

Instructional Oversight. What evidence confirms that the institution effectively oversees instruction at the site? Consider, in particular, consistency of curricular expectations and policies, timely availability of coursework needed for program and graduation requirements, faculty qualifications, performance of
instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer - check appropriate box:  XX☐ adequate ☐ attention needed

Comments:

- A Director of Extended Learning who routinely visits the sites and who reports to the Associate Provost of Extended Learning is responsible for managing and leading all academic programs and course schedules at locations apart from the main campus.
- Each location has an on-site Center Director who reports to the Director of Extended Learning and who is responsible for administering the day-to-day operations at the site.
- The Center Director’s responsibilities include identifying needs for instructional programming and collaborates with the Director of Extended Learning to arrange for delivery of instruction.
- Academic departments at the main campus are responsible for approving, hiring, assigning, and evaluating faculty who teach at the off-campus sites.
- Faculty who teach at the sites include full-time and adjunct members who teach exclusively at off-campus sites as well as faculty from the main campus departments. A master syllabus is used institution-wide for each course.
- Faculty at the off-campus sites report participation in on-campus department activities (orientation, department meetings, faculty development, curriculum matters, social functions). Oftentimes, faculty at the sites receive guidance from department chairs when needed regarding student issues.

2. Academic Services. What evidence confirms that institution delivers, supports, and manages necessary academic services at the site? Consider, in particular, the level of student access (in person, by computer, by phone etc.) to academic advising/placement, remedial/tutorial services, library materials/services, and attention to student concerns.

Judgment of reviewer - check appropriate box:  XX☐ adequate ☐ attention needed

Comments:

- An Academic Advisor at each site is the “point-of-contact” in person, by phone, or via e-mail for students regarding admissions, placement testing, financial aid, course planning and registration, career advisement, academic progress, and any concerns the students may have.
- Students at the off-campus sites have full access to and utilize the resources and services of the University’s Kent Library through its instructional website. The library web page, Help & Information for Distance Learners [http://library.semo.edu/get/distance/index.shtml](http://library.semo.edu/get/distance/index.shtml) was designed specifically for students taking courses at the regional sites or via the Web and is a helpful reference for them. Delivery of requested materials from the main library is timely.
- Classes are offered via ITV, face-to-face, and blended formats. Students appreciate that the instructors of courses originating from another location via ITV come to their site to teach/originate one or more sessions from their site during the semester.
- Faculty are available to students via phone, e-mail, or in person for tutoring and outside-of-class assistance. The sites also provide pre-college-level/developmental math and writing.

3. Adequacy of Assessment of Student Performance. What evidence confirms that the institution measures, documents and analyzes student academic performance sufficiently to maintain academic quality at
the site? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer - check appropriate box: XX-☐ adequate ☐ attention needed

Comments:
- In keeping with Southeast Missouri State University’s view of its external locations being extensions of the main campus, assessment protocols used on the main campus are also used at the degree sites. Each department’s assessment plan is applicable at the off-campus sites.
- Faculty confirmed that a culture of assessment for the purpose of improving student learning is generally embraced at the sites. The University’s practices of full-time faculty from the main campus teaching at the off-campus sites and the use of a master syllabus in each course with defined measurable objectives are important ingredients of the sites’ participation in the assessment process.
- Faculty effectiveness is measured through peer observation and through students’ completion of an evaluation form that includes a series of factors for rating the course and the instructor.

4. Student Services. What evidence confirms that the institution delivers, supports, and manages necessary student services at the site? Consider, in particular, the level of access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid, job placement services, and attention to student concerns.

Judgment of reviewer - check appropriate box: XX-☐ adequate ☐ attention needed

Comments:
- Students at the respective sites indicated satisfaction with their program, the available services, and Southeast Missouri State University overall. Furthermore, the respective sites’ operational longevity and growth are indirect evidence that the institutional support for student needs is appropriate.
- Students clearly value the personal attention provided them by their Academic Advisor, the Center Director and site-based support staff, as well as the faculty. A close-knit, “family” atmosphere with student success as its central theme is apparent.
- The orientation, Southeast at Your Service, offered via ITV at the sites each Fall appears to engender a sense of connection to the main campus among site-based students while providing information about University services accessible to them.
- Textbooks are supplied to the sites by courier service from the main campus bookstore.

5. Facilities. What evidence confirms that the facilities at the site meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (location, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer - check appropriate box: XX-☐ adequate ☐ attention needed

Comments:
- The facilities of the three visited sites each reflect the character of the community and market served. Although quite different in size and design/age, each is well-furnished and well-maintained; provides the necessities for student learning; is accessible and conveniently located; and students report feeling safe.
- ITV is the predominant course delivery mode used at the sites, thus each site has multiple accordingly-equipped rooms in addition to standard classrooms. One of the site director’s responsibilities is assuring technical support is available for the ITV and other technology resources at the site.

- Students have computer access in the classrooms as well as in an open computer lab/commons area when the classrooms are in use.

- Each of the sites has a strong local Advisory Committee committed to assuring the availability of higher education services for the area. The respective facilities reflect the committee’s fund- and friend-raising role: in Malden a local business donated a building to the University; in Kennett, the community and University collaborated on re-use of a vacant business as the instructional site; and in Sikeston, local efforts have resulted in tax-based support for expanding the facility.

6. Marketing and Recruiting Information. What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer - check appropriate box:  XX-□ adequate □ attention needed

Comments:

- The University website, www.semo.edu, contains a page for each of the locations. While some of the information is identical on the respective pages, other parts are specific to the location.

- A mass mailer for the regional campuses—Kennett, Malden, Sikeston—is specific about the programs available to students at each location.

- The University’s advertising budget for the regional sites allocates funds and tracks expenditures separately by location.

- One of the stated responsibilities of each Center Director is public relations/marketing. The same position is responsible for and evaluated on a number of operational aspects that relate to stakeholder satisfaction.

- Students interviewed at each of the sites were satisfied that the services they were receiving met their expectations. Likewise, the Academic Advisor and faculty concurred with the student opinion that the University upholds its stated commitments.
SUMMARY RECOMMENDATION

Check one and only one

**XX-□**  Overall, the pattern of this institution's operations at its extended sites appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.

□  Overall, the pattern of this institution's operations at its extended sites needs some attention, as detailed in the individual site visit comments, and the institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed.

□  The overall pattern of this institution's operations at its extended sites is inadequate and requires Commission attention. The institution should address the concerns summarized below and document be listed in the institution's Statement of Affiliation Status.

Date progress report should be due:  
N.A.

Specific concerns that progress report should address:  
N.A.
Streamlined Review Process Report Form
(MACRO Web Application Approval)

Please complete the these five questions ONLY if you are reviewing a Streamlined Approval Institution

Overall Hallmarks:

X-☐ Yes ☐ No The institution has been accredited for at least 10 consecutive years and is in good standing with the Commission with no record of any action during that period for sanction, show-cause, or monitoring of quality issues at existing sites or campuses.

X-☐ Yes ☐ No The institution has more than three approved off-campus sites offering 50% or more of an instructional program leading to a degree?

X-☐ Yes ☐ No The institution’s opening or closing of sites fits its mission?

X-☐ Yes ☐ No The institution is offering programs at sites that are an extension of existing programs or has prior Commission approval to offer new programs at the site?

X-☐ Yes ☐ No The institution has demonstrated appropriate academic controls; regular evaluation by the institution of its sites; a pattern of adequate faculty, facilities, resources, and academic/support systems; financial stability; and long-range planning for future expansion?