Application for Federal Education Assistance (ED 424)

. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

ORIGINAL

Applicant Information

1. Name and Address

Legal Name: Southwest Missouri State University

Address: 901 South National Avenue

Organizational Unit: Administrative Services/Information Technology

P031A 030252

Springfield (City) MO (State) Greene (County) 65804 - 0095 (ZIP Code + 4)

2. Applicant's D-U-N-S Number (b)(2) [redacted]

3. Applicant's T-I-N | 4 | 4 | - | 6 | 0 | 0 | 0 | 3 | 0 | 8 |

4. Catalog of Federal Domestic Assistance #: 84. 0 | 3 | 1 | A |

Title: **Strengthening Institutions Program**

5. Project Director: Gregory L. Burris, V.P. for Administrative Services

Address: 901 South National Avenue

Springfield (City) MO (State) 65804 - 0095 (Zip code + 4)

Tel. #: (417) 836 - 5233 Fax #: (417) 836 - 4550

E-Mail Address: glb805b@smsu.edu

6. Novice Applicant ___ Yes _X_ No

7. Is the applicant delinquent on any Federal debt? ___ Yes _X_ No
(If "Yes," attach an explanation.)

8. Type of Applicant *(Enter appropriate letter in the box.)* | G |

A - State	F - Independent School District
B - Local	G - Public College or University
C - Special District	H - Private, Non-profit College or University
D - Indian Tribe	I - Non-profit Organization
E - Individual	J - Private, Profit-Making Organization

K - Other (*Specify*): _____

Application Information

9. Type of Submission:

-PreApplication	*-Application*
___ Construction	___ Construction
___ Non-Construction	_X_ Non-Construction

10. Is application subject to review by Executive Order 12372 process?

_X_ Yes *(Date made available to the Executive Order 12372 process for review):* ___/___/_____

___ No *(If "No," check appropriate box below.)*

___ Program is not covered by E.O. 12372.

___ Program has not been selected by State for review.

11. Proposed Project Dates: 10 / 01 / 2003 **Start Date:** 09 / 30 / 2008 **End Date:**

12. Are any research activities involving human subjects planned at any time during the proposed project period?

___ Yes (Go to 12a.) _X_ No (Go to item 13.)

12a. Are **all** the research activities proposed designated to be exempt from the regulations?

___ Yes (Provide Exemption(s) #): _____

___ No (Provide Assurance #): _____

13. Descriptive Title of Applicant's Project:

Strengthening Southwest Missouri State University by migrating academic and administrative functions to a web-based, self-service model.

Estimated Funding

14a. Federal	$	1,813,817. 00
b. Applicant	$	(b)(4) [redacted]
c. State	$	0. 00
d. Local	$	0. 00
e. Other	$	0. 00
f. Program Income	$	0. 00
g. TOTAL	$	(b)(4) [redacted]

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (*Please type or print name clearly.*)

John H. Keiser, Ph.D.

b. Title: President

c. Tel. #: (417) 836-8500 Fax #: (417) 836-7669

d. E-Mail Address: president@smsu.edu

e. Signature of Authorized Representative

John H. Keiser Date: 03 / 03 / 2003

Continuation of ED 424 – (Page 2 of the application.)

1. **Total FALL 1999 FULL-TIME EQUIVALENT (FTE) students =** **13,748.**

   a. **Total market value of endowment fund at the end of 1999-2000.** **$29,949,234.**

   b. **Total expenditures for library material during 1999-2000.** **$ 1,897,174.**

Note: If contact person is different from person named in Item 4, please identify by providing name and phone number in this space.

Name: _____

Phone: _____
(area code) (number) (extension)

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. □□4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. □□1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. □794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. □□ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) □□ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. □□ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. □ 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. □□1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. □□276a to 276a-7), the Copeland Act (40 U.S.C. □276c and 18 U.S.C. □□874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. □□ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. □□1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. □□7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. □□1721 et seq.) related to protecting components or potential c omponents o f the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. □470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. □□469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. □□2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. □□4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits i n a ccordance w ith t he S ingle A udit A ct Amendments of 1996 and OMB Circular No. A-133, □Audits of States, Local Governments, and Non-Profit Organizations.□

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Frank Einhellig	Frank Einhellig Assoc. V.P. for Academic Affairs
APPLICANT ORGANIZATION	DATE SUBMITTED
Southwest Missouri State University	10/22/03

CERTIFICATION[illegible]GARDING LOBBYING; DEBARMENT, SUS[illegible]SION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide

notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address. city, county, state, zip code)

901 S. National Avenue

Springfield, MO 65804

Check [ ] if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Southwest Missouri State University	P031A030252
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Frank Einhellig, Associate Vice President for Academic Affairs	
SIGNATURE	DATE
Frank Einhellig	10/22/03

Approved by OMB
0348-0046

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	**2. Status of Federal Action:** a. bid/offer/application b. initial award c. post-award	**3. Report Type:** a. initial filing b. material change **For material change only:** Year _____ quarter _____ Date of last report_____
4. Name and Address of Reporting Entity: X Prime _____ Subawardee Tier_____, if Known: Southwest Missouri State University 901 S. National Avenue Springfield, MO 65804 **Congressional District, if known:** 7th	**5. If Reporting Entity in No. 4 is Subawardee,** Enter Name and Address of Prime: **Congressional District, if known:**	
6. Federal Department/Agency: U, S. Department of Education	**7. Federal Program Name/Description:** Strengthening Institutions Program CFDA Number, *if applicable*: 84.031A	
8. Federal Action Number, *if known:* 01	**9. Award Amount,** *if known:* $ $363,750	
10. a. Name and Address of Lobbying Registrant *(if individual, last name, first name, MI):*	**b. Individuals Performing Services** *(including address if different from No. 10a) (last name, first name, MI):*	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	**Signature:** Frank Einhellig **Print Name:** Frank Einhellig **Title:** Assoc. V.P. for Academic Affairs **Telephone No.:** 417-836-5335 **Date:** 10/22/03	
Federal Use Only	**Authorized for Local Reproduction** **Standard Form - LLL (Rev. 7-97)**	

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

    (b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

ABSTRACT

Southwest Missouri State University, Springfield, Missouri founded in 1905 in Southwest Missouri, is a 4-year public, selective admission, master's level teaching, and research institution. Fall 2001 headcount enrollment of18,880. Operating budget of $130.4 million in 2002-2003.

Phone: 417-836-8505, FAX: 417-836-4550.
Contact Person: Greg Burris, Vice President for Administrative Services
E-mail Address: glb805b@smsu.edu

Activity 1— $1,813,817 over five years. *Strengthening Southwest Missouri State University by Migrating Academic and Administration Functions to a Web-based, Self-Service Model.*

Sample of key measures:

- To reduce from 6,221 to 500 the number of "out-of-memory" errors received by users of the Course Management System by September 2007.
- To increase from one to two, the number of Assistive Technology Support Specialists available to provide assessment, training, and assistive technologies to students, faculty, and staff with disabilities.
- To increase from zero to 30% the number of students who register for courses via the web by September 2006.
- To increase from 14,000 to 40,000 the number of advising notes created for students by faculty by September 2007.
- To increase from zero to 50,000, the number of web pages converted to the web content management system.
- To increase from zero to 17, the number of new computer workstations available in the Computer Training Center Lab capable of hosting modern data query tools and assistive technologies.
- To increase from zero to 25, the number of training sessions delivered annually to teach faculty and staff to access administrative data via the new databases and query tools.

Proposed Project Expenditures: Expenditures are distributed by the components of the project, e.g., the Course Management System, Assistive Technologies, Web Content Management and Relational Database Management Systems, and Technical Training.

- Personnel (3 positions) for a total of $400,154 or 28% of overall budget. (Assistive Technology Support Specialist, Programmer/Analyst, and Web Programmer.)
- Equipment and Supplies $627,660 or 35% of overall budget.
- Travel $44,000 or 2% of overall budget Contractual $251,280 or 14% of overall budget.
- Other (e.g. software, conference fees, user licenses, etc.) $346,680 or 19% of budget.

Project Evaluation: Formative and summative evaluation by an outside consultant $32,000 or 2% of overall budget.

Value of University Personnel Assigned to Title III Project: $866,012.
Project Coordinator – 20% time; Activity Director – 40% time; System Administrator for Course Management System – 75% time; Assistive Technology Specialist – 100% time; Web Coordinator for Web Content Management System – 40% time; Technical Trainer – 40% time.) All these positions will be fully paid by the University. This also includes institutionalizing new positions and additional equipment and supplies. SMSU's total contribution to this project is $1,743,576.

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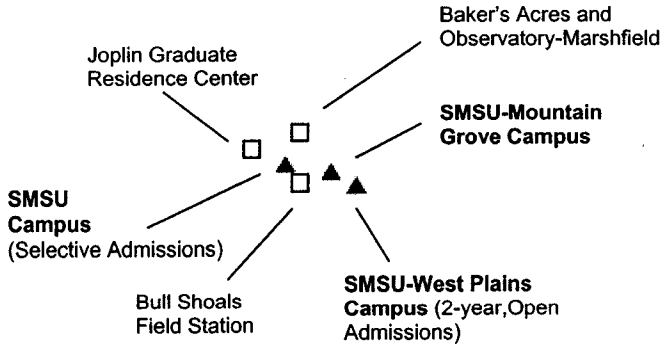
PART I OVERVIEW/NARRATIVE AND COMPREHENSIVE DEVELOPMENT PLAN
A. INSTITUTIONAL NARRATIVE

Founded in 1905, Southwest Missouri State University (SMSU) is recognized for its preparation of teachers for the public school systems in southwest Missouri. In the 1940's, the University expanded its instructional program to include the *liberal arts and sciences* and in 1972, further expansion of undergraduate programs resulted in an official name change to Southwest Missouri State University. Today, the institution is a multipurpose, three-campus university system providing instructional, research, and service programs.

SMSU campuses are structured to address the needs of the urban and rural populations they serve. **SMSU-Springfield**, the University's main campus, is located on 225 acres in a residential area in central Springfield. It is a selective admissions, *master's level teaching and research institution.* **Springfield** is the third largest population center in Missouri with a *metropolitan service region* of 250,000; it is the largest urban center in a rural region historically known as the Ozarks. The community is supported by an industrial manufacturing base and an expanding service industry in tourism and is a regional center for health and medical services for southwest Missouri, northwest Arkansas, southeast Kansas, and northeast Oklahoma. The Ozarks is a region that has a unique cultural heritage, significant agricultural economy, and rapidly expanding tourism and recreational industries. The map above illustrates the SMSU System. *Southwest Missouri State University is the largest and only multipurpose university in southwest Missouri.*

SMSU System



SMSU-West Plains is a separately accredited *two-year open admissions campus* located in south central Missouri. The **SMSU-Mountain Grove** campus (190 acres) supports the

Missouri State Fruit Experiment Station, the department of fruit science, and the Midwest Viticulture and Enology Center. The **SMSU Extended Campus** describes SMSU's commitment to provide *anytime, anyplace learning opportunities.* The distance learning strategy of the Extended Campus centers around three major delivery systems: interactive video (BearNet and its subnets; GrizzNet and VineNet), Internet-based instruction (SMSU Online), and telecourses.

1. Mission Statement

Southwest Missouri State University is a multi-campus metropolitan university system with a statewide mission in public affairs whose purpose is to develop educated persons while focusing on five themes: professional education, health, business and economic development, creative arts, and science and the environment.

The University's identity is distinguished by its *statewide mission in public affairs*, a campus-wide commitment to develop citizens of enhanced character who are more sensitive to the needs of community, able to contribute to society, and civil in their habits of thought, speech, and action. In all of its programs, the University uses the most effective methods of discovering and imparting knowledge, and the appropriate use of technology to support these activities.

While SMSU recognizes the interrelatedness of instruction, research, and public service, its first obligation is to student learning. The University subscribes to the following educational objectives: (1) to enable students to develop a capacity for scholarly inquiry and critical reasoning; (2) to ensure that all educational programs are under-girded by a quality general education core; (3) to instill in each student an understanding of scholarship and creativity in the arts, humanities, social sciences, and natural sciences; (4) to enable students to acquire an in-depth knowledge in at least one academic field of study; (5) to promote a learning environment that encourages students to mature to their full potential and (6) to engage in life-long learning.

Basic and applied research is essential to the mission of the University. Research and creative activity provide a motivation for learning while fostering a contemporary learning environment. These activities further complement teaching by providing depth, breadth, and application to the learning process. SMSU believes that its research efforts must (1) contribute to

the discovery, preservation, and dissemination of new knowledge; (2) foster application and integration for problem solving, and improvement of society; and (3) enable students to learn research methodology consistent with their chosen area of specialization.

2. Programs of Study

The responsibility for implementing the mission and five themes of SMSU- Springfield is that of the faculty, staff, and administrators in the six colleges – Arts and Letters, Business Administration, Education, Health and Human Services, Humanities and Public Affairs, and Natural and Applied Sciences – that house the academic departments; the University College (responsible for administering the honors program, academic advising, and general education); the Graduate College; Continuing Education; Library Services; the Writing Center; Institutional Research; and the Center for Assessment and Instructional Support.

The University offers 150 baccalaureate degrees in 82 disciplines and 42 master's degrees in 39 disciplines. Since 1995, the University has added 23 new graduate programs including the first, stand-alone doctorate – a professional doctorate in audiology. SMSU also provides pre-professional programs for students planning to enter fields such as chemistry, engineering, law, medicine, and theology. The Masters in Education in Instructional Media Technology was approved for 2000-2001. A total of 3,215 degrees were conferred in fiscal year 2002. Table 1 provides an alphabetical list of degree programs.

Table 1 – SMSU Springfield Programs of Study

Program Name	Degree	Program Name	Degree
Accounting	BS,Macc	Insurance & Risk Management	BS
Administrative Studies	MS	Instructional Media Technology	MSEd
Agricultural Business	BS	International Affairs & Administration	MIAA
Agriculture Education	BSEd	Journalism	BS
Agronomy	BS	Latin	BA,BSEd
Animal Science	BS	Management	BS
Anthropology	BA,BS	marketing	BS
Antiquities	BA	Mass Media	BA,BS
Art	BFA	Materials Science	MS
Art & Design	BA,BSEd	Mathematics	BA,BS,BSEd,MS
Biology	BA,BS,MS	Medical Technology	BSEd

Business Administration	MBA	Middle School Education	BSEd
Business Education	BSEd	Music	BA,BM,BSEd,MM
Cartographic Sciences	BS	Musical Theatre	BFA
Cell & Molecular Biology	BS,MS	Natural & Applied Science	MNAS
Chemistry	BS,MS	Nurse Anesthesia	MS
Child & Family Development	BS	Nursing	BSN,MSN
Clothing, Textiles, & Merchandising	BS	Philosophy	BA
Communication	BA,BS,MA	Physical Education	BSEd
Comm. Sciences & Disorders	BS,MS	Physical Therapy	MPT
Computer Information Systems	BS,MS	Physician Assistant Studies	MS
Computer Science	BS	Physics	BS
Crime & Society	BA,BS	Planning	BS
Dance	BFA	Plant Science	MS
Defense & Strategic Studies	MS	Political Science	BA,BS
Design	BFA	Professional Writing	BA,BS
Dietetics	BS	Psychology	BA,BS,MS
Early Childhood Education	BSEd	Public Administration	BA,BS,MPA
Economics	BA,BS	Public Health	MPH
Educational Administration	MSEd, EDS	Radiography	BS
Electronic Arts	BS	Reading	MSEd
Elementary Education	BSEd,MSEd	Recreation & Leisure Studies	BS
Engineering Physics	BS	Religious Studies	BA,MA
English	BA,BSEd,MA	Resource Planning	MS
Entertainment Management	BS	Respiratory Therapy	BS
Finance	BS	Secondary Education	MSEd
French	BA,BS,BSEd	Social Work	BSW,MSW
General Agriculture	BS	Sociology	BA,BS
General Business	BS	Spanish	BA,BS,BSEd
Geography	BA,BS	Special Education/Cross Categorical	BSEd
Geology	BS	Special Education	MSEd
German	BA,BS,BSEd	Speech & Theatre	BSEd
Gerontology	BS	Sports Medicine & Athletic Training	BS
Guidance & Counseling	MS	Theatre	BA,BFA,MA
Health Administration	MHA	Unified Science - Biology	BSEd
Health Promotion & Wellness Mgmt.	MS	Unified Science - Chemistry	BSEd
History	BA,BSEd,MA	Unified Science - Earth Science	BSEd
Horticulture	BS	Unified Science - Physics	BSEd
Hospitality & Restaurant Admin.	BS	Vocational Family & Consumer Scvs.	BSEd
Housing & Interior Design	BS	Wildlife Conservation & Management	BS
Industrial Management	BS	Writing	MA
Industrial Technology	BAS		

3. Governance

SMSU is under the general control and management of a Board of Governors that is charged with the responsibility and authority to adopt administrative policies and procedures relevant to the management of the University. The Governor of Missouri, by and with the advice

and consent of the Senate, appoints the seven voting members of the Board to a six-year term and a student member of the Board for a two-year term. The President is the chief executive officer of the University System and is responsible to the Board of Governors for the recommendation and administration of institutional policies and operation. The senior administrative officers of the University serve as an advisory body to the President and are responsible for specific operational divisions of the University. To facilitate decision making, and to promote a spirit of collegiality, SMSU promotes participatory governance, exemplified by the Faculty Senate; the Graduate Council; the Staff Senate; and the Student Government.

4. Accreditation

The North Central Association of Colleges and Secondary Schools, accredits the Springfield campus. The University is professionally accredited or approved by the following:

- Accreditation Commission for Programs in Hospitality Administration;
- Accreditation Review Commission on Education for the Physician Assistant;
- American Association Colleges and Schools of Business International;
- American Association of Family and Consumer Sciences;
- American Chemical Society;
- American Dietetics Association;
- American Speech, Language, and Hearing Association;
- Commission on Accreditation of Allied Health Education Programs;
- Commission on Accreditation of Physical Therapy Education;
- Computing Sciences Accreditation Board;
- Council on Accreditation of Nurse Anesthesia Educational Programs;
- Council on Social Work Education;
- Missouri Department of Elementary and Secondary Education;
- National Association of Industrial Technology;
- National Association of Schools of Music;
- National Association of Schools of Public Affairs and Administration;
- National Association of Schools of Theatre;
- National Council for Accreditation of Teacher Education;
- National Council on Education of the Deaf; and
- National League for Nursing Accrediting Commission.

5. Student Characteristics

The fall *2002 headcount enrollment* for SMSU is 18,880 students, an increase of 628 students from the prior year. Students are from all of Missouri's 114 counties, 48 states, and 90 foreign countries. Enrollment represents the following:

- 15,520 Undergraduate
- 3,360 Graduate students
- 10,820 Females
- 74% Students are under 25 years of age
- 26% Students are over 24 years of age
- 16,565 Students are White, Non-Hispanic
- 395 Students are Black, Non-Hispanic
- 215 Students are Hispanic
- 213 Students are Asian/Pacific Islander
- 175 Students are Native American
- 1,300 Other

7. Faculty Characteristics

The University's faculty is one of the institution's major strengths. The Springfield campus had 710 *full-time* instructional faculty in fall 2003 and 320 *per course faculty*. This teaching resource allows SMSU to offer a student/faculty ratio of 17:1. Of the total faculty, there are 445 (74%) are tenured and 265 women (51 %%) are tenured. (Source: SMSU Office of Institutional Research).

8. Regional Characteristics

SMSU faces a multitude of educational challenges in meeting the diverse needs of an urban center and the rural, somewhat isolated communities throughout the Ozarks. In today's economic climate, rural communities in Missouri, especially in the Ozarks region, are far worse off than the rest of the state and fair poorly when compared nationally. *The average per capita income ranges from $11,492 to $19,185* in the University's 24-county service area with *all* of the *24 counties below the state ($19,936) and national ($21,587) averages in 1999.* Likewise the percent of the population below the poverty level in 1999 ranged from 9.1% to 47.4% with *21* of the *24* counties worse than the state (11.7%) level. A third indicator of the poor economy in this area is the unemployment rate recorded in December 2002 which ranged from 3.3% to 12.8%

with *13* of the 24 counties exceeding the state level of 4.8% (Data obtained from Missouri State Census Center, the 2000 Census, and the U.S. Department of Labor).

B. Comprehensive Development Plan

1. Analysis of Institutional Strengths, Weaknesses, and Significant Problems and Description of Analysis Process

1.1 Academic Strengths

The primary purpose of Southwest Missouri State University is to develop educated persons. The Academic programs offered engage students in a blend of liberal, scientific, and professional learning. Part of the experience of an SMSU education includes service learning opportunities, equal access for all qualified students, undergraduate and graduate research opportunities, a safe environment, and an active campus life. These elements combine to provide an educational experience that focuses on career preparation, academic choice, community service, and lifelong learning. There are four libraries within the SMSU system. The hub of the system is the University's Meyer Library. A major construction and renovation project on this facility, launched in October 1999, was recently completed.

The SMSU faculty is comprised of experienced professionals dedicated to the students of the University. Out of 710 full-time faculty 76 percent hold doctorate degrees. In addition to pursuing academic excellence in their fields, the SMSU faculty is devoted to teaching, research, and service. Full-time faculty teaches 76% percent of all credit hours while graduate assistants teach only 5.6% of all credit hours. Per course faculty teaches 18.4% of all credit hours. The average teaching assignment for a faculty member is nine credit hours per semester with the expectation of continuing attention to professional development (Data from the SMSU Office of Institutional Research).

Sixteen undergraduate programs were added during the last five years. Nineteen new master's programs and a cooperative doctorate were added since 1995. The University's fall

graduate headcount enrollment has grown from 1,390 in 1989 to 3,360 in 2003. This growth, including two programs that are fully online, make SMSU the third largest public graduate institution in Missouri.

SMSU's statewide mission in public affairs is imbedded system-wide throughout the curriculum, in service learning, in research, in speaker's policy, and in student life. It has been cited as a model nationally and found a compelling focus after September 11. In October, 1999, the John Templeton Foundation named SMSU to its *Templeton Guide: Colleges that Encourage Character Development*, a designation received by 100 universities in the country. Additionally, SMSU is one of only four public institutions nationwide to be selected for both the Templeton Honor Roll and the Presidential Leadership section.

The Six-Year Strategic Plan commits SMSU to implement public affairs through the *General Education Program*, the *Citizenship and Service Learning Program*, and other programs. SMSU chartered the *Missouri Campus Compact,* headquartered on the Springfield campus, in December 2000. Campus Compact now has 30 other campuses as members and received a major grant from the Kaufman Foundation. *The Public Affairs Academy* for high school students, modeled after the University's successful Fine Arts Academy, has expanded into its third year.

1.1a Academic Weaknesses/Problems

In 2002, the Executive Enrollment Management Committee elected to work with a consultant to obtain information to help to ensure the success of our enrollment management effort. Noel-Levitz, nationally recognized as a leading enrollment management consulting firm, was selected based on its reputation and the strength of their proposal. The work with Noel-Levitz consisted of three components: (1) a marketing communications analysis, (2) an enrollment opportunities analysis, and (3) a satisfaction assessment (SA). The SA consisted of three surveys: the Student Satisfaction Survey (ASPS), a survey of about 900 undergraduates over 24 years of age and graduate students; and the Institutional Priorities Survey (IPS), a survey of about 850 faculty and staff. The surveys were conducted via the web and results of the SA

were used to identify strengths and weaknesses addressed in this portion of the narrative. The challenges identified in the SA are directly related to improving the University's effectiveness and efficiencies throughout the educational system. One problem that was identified through the Noel-Levitz surveys was the poor performance of and the need for better access to the Course Management System that provides online communication between faculty and students regarding the various aspects of course work.

PROBLEM 1 THE AMOUNT OF TIMELY FEEDBACK PROVIDED BY FACULTY TO STUDENTS ABOUT ACADEMIC PROGRESS IS TOO LOW.

Two years ago, the University purchased a **Course Management System** from Blackboard, Inc., one of the leading vendors of this type of software. The University's Course Management System (CMS) contains the following features; (1) course development and management tools; (2) communication and collaboration capabilities; (3) online assessment engine with integrated grade book; and (4) content sequencing and delivery. Such features simplify the administrative tasks of teaching and learning and encourage online communication between faculty and students. One of the most popular features is the use of an online grade book that enables students to see how they are progressing in a course (i.e. feedback regarding their academic progress) without having to contact the instructor. Instructors post course handouts and lecture notes without worrying about having enough copies for students. The ability to easily send email to the entire class or to post an announcement is also a much used feature.

According to Mike McManus, Academic Technology Associate for Academic Affairs, the University first used an entry level version that ran on one server in fall 2000. The semester began with 329 courses taught by 217 instructors and 3,176 students using the system. The following semester, there were 399 courses being taught by 271 instructors with 5,350 students using the system. The demand quickly exceeded the University's ability to provide services for

students and faculty, creating severe performance issues and requiring upgrades to the server to keep the system running.

The University then moved to a more scalable system that required two separate servers; one to act as a web server and the other to run the database. Online courses were then moved to yet another separate system until performance issues is resolved. As a stopgap measure, a more powerful server was installed; however, with increased use it has again bogged down the system. As of February 2003, the system serves 2,139 courses offered by 771 instructors; 19,055 students use the system. Since the system is operating well below the vendor's recommended hardware specifications (based on the number of users), instructors of large courses cannot use the assessment tools provided by the system.

Dr. Anson Elliott, head of the Agriculture Department, said, "It was difficult to get students enrolled in the system, and then, once enrolled, the system response time was just pathetic. It was so bad the students did not want to use the system. The downloading of materials from the system was just too slow. The system was virtually unusable."

The Course Management System is not integrated with any of the other administrative systems on campus. A daily process that combines automated and manual steps is used to generate user accounts and there is a great deal of confusion for students and faculty wanting to access the system. With the growing demand, it is critical that the University strengthen this academic service.

PROBLEM 2 BASED ON THE INCREASED DEMAND, THE UNIVERSITY'S ABILITY TO PROVIDE ASSISTIVE TECHNOLOGY SERVICES TO INDIVIDUALS WITH DISABILITIES IS TOO LOW.

Individuals with disabilities cannot be left behind in a technologically driven world. During the past three years, SMSU has successfully instituted a program for **assistive technology** that includes an Assistive Technology Learning Lab to evaluate special needs and provide instruction

on the use of specialized hardware and software. The current caseload served by Assistive Technology Services (ATS) has expanded from an average of 12 students in 1999, to over 80 students, plus 15 employees in 2002 – more than a six-fold increase in demand. Similarly, there is an increased demand for translating and producing alternative format instructional material, e.g. Braille and tactile imaging. For example, ATS produces in excess of 3,000 pages of Braille output per month and over 2,000 pages of e-text per month (i.e. digitizing books, handouts, etc.) This represents a major increase in demand for alternative material translation and production services in the past twelve months.

Another area of rapid growth and expansion is the increasing demand for in-class accommodations using assistive technologies. Demand was so great during the fall 2002 semester, assistive technology resources had to be "borrowed" from open computer labs. Assistive technologies "borrowed" in this manner are no longer available in the open labs. This represents a severe strain on physical resources as well as staff who must place, maintain, track, and retrieve this equipment. And this trend continues. According to the University's Director of Disability Services, the number of students with disabilities attending SMSU increased from 150 to 288 (92%) between 1998 and 2002.

Finally, Missouri has recently approved a state mandated "return to work" policy designed to help injured workers return to their jobs in a former or revised capacity. The Assistive Technology Specialist (AT Specialist) will play a pivotal role in this new program; performing return-to-work, job accommodation, and rehabilitation engineering evaluations and job accommodation plans. The AT specialist will also provide job accommodations for existing faculty and staff who have sustained disabilities.

Legislative, political, and social forces are creating an enormous challenge in the area of assistive technology and adaptive computer technology. A federal mandate (Section 508) requires the University to convert all of its web pages to an accessible format. Similarly, Missouri law now requires all state agencies and public colleges and universities to purchase and develop

information technology that conforms to state Information Technology Accessibility Standards. These standards encompass the areas of (1) web-based information and applications; (2) software applications and operating systems; (3) telecommunication products; (4) video and multimedia products; (5) desktop and portable computers; and (6) information documentation and support. To ensure its commitment to achieving accessibility standards and to reducing information technology barriers for individuals with disabilities, SMSU has developed a Web Access Plan to review all of SMSU's official web pages (over 100,000) for existing levels of accessibility and to modify the pages to meet accessibility standards.

PROBLEM 3 THE AMOUNT OF "RUN-AROUND" STUDENTS RECEIVE WHEN SEEKING INFORMATION IS TOO HIGH.

This problem scored high on student dissatisfaction and level of importance indices. Students' perception is that the University does not operate efficiently and provides poor customer service by giving them the "run around" when they request services. To solve this dilemma, SMSU is committed to systematically reengineering its administrative processes rather than simply automating the existing processes to provide improved efficiencies and customer service. However, modern technologies will be required to implement newly designed processes.

Another weakness is that the content of SMSU web pages is inconsistent and often out-dated. Out-dated content is more harmful than no content. Students seeking information and/or services on the SMSU web site are less likely to return in the future if they find out-dated, conflicting, or incorrect information. The University web site now contains more than 100,000 official web pages, and the content appears in a variety of styles and formats: navigation is cumbersome. University faculty and staff are knowledgeable about content for these sites; they are not, however, skilled in the technology for web site development and maintenance.

The Chief Information Officer conducts annual feedback sessions with each of the deans and vice presidents regarding the feasibility of the University's website. The major problem that emerges consistently is that there are insufficient resources to develop and maintain web site content. University students grew up with technology, are comfortable using it, and have high expectations. Data from the University's Center for Assessment and Instructional Support shows that 61.8% of high school students frequently communicate by email. Seventy percent frequently use the Internet for research or homework and 77.2% frequently use a personal computer. Whereas students were often said to "vote with their feet" when evaluating and selecting institutions, we can now say they "vote with their mouse and keyboard." In fact, studentPOLL, published a survey (available on the web at www.artsci.com/admin/pdf/ACF3038.pdf) that noted the following:

- the web was used by 37% of respondents to determine where to apply (ranked second);
- the web was mentioned by 15% of respondents as a source influencing application decisions (ranked second); and
- College web sites were rated by 31% of respondents as the information source most influential in choosing a college (ranked third).

In their report to SMSU, Noel Levitz also revealed that web sites are increasingly the most popular resource students use to gather information about colleges and universities. Fifty percent of students surveyed (chosen from SMSU's inquiry pool) said college web sites and search engines were used during their college search process. This data indicates that today's students expect the University's web site to be accurate and current; they expect information to be well organized and easily accessible; and they expect to "do business" with the University via the web. In other words, they want the University's administrative and academic functions to be web-based and available anytime, anywhere. It is critical that SMSU identify more efficient and effective methods of providing services to its students, faculty, and staff; it must migrate to a "self-service" delivery mechanism to meet this challenge.

1.2 Institutional Management Strengths

SMSU is a "collaborative community of learners" with substantial involvement from students, faculty, and staff and input from the University's various constituent groups (alumni, advisory boards, area residents, and state officials). SMSU believes that its collegial mission, long-range vision, and CDP of how to achieve the agreed-upon goals make its diverse campus community stronger. One of its greatest strengths is in its leadership and planning culture. Dr. John Keiser has served as president since 1993. It is through his vision that the Six-Year Strategic Plan (2000-2006) was developed and implemented. In addition, the University developed a Strategic Information Technology Plan that supports the Six-Year Plan. Each initiative proposed within this application was specifically included in the University's Strategic Information Technology Plan from the beginning. Funding, however, has not been available to initiate many of these initiatives.

Appropriate decision-making and oversight committee structures are already in place within the institution. The proposed Title III Committee will report directly to the University's Administrative Council – President, Chancellors, Vice Presidents, and Legal Counsel. The Information Technology Council (IT Council) also will be involved in an oversight capacity. The IT Council is the University's "strategic clearinghouse" to ensure information technology initiatives are appropriate, sustainable, and funded in the most appropriate manner.

The Process Improvement Committee leads Change@SMSU, its coordinated effort to examine, improve, and, when appropriate, eliminate or radically change the University's fundamental processes. This allows the University to more effectively meet the changing needs of its constituent groups, both internally and externally. In some cases, the changes mean a savings of resources or a reallocation of existing resources; in other cases, the improvements are accomplished with an additional expense. The intent is that process improvement be an integral part of the University's culture in the 21st century.

The University developed an aggressive time line and tracking system to pursue the goals and objectives in its current Six-Year Strategic Plan. The plan has over 60 performance measures that are reported annually, available on the web at www.smsu.edu/countdown. The Strategic Information Technology Plan supports the Six-Year Plan and includes specific performance measures, reported annually, available on the web at www.smsu.edu/oit/ITPlan

1.2a Institutional Management Weaknesses/Problems

Over the past 9 ½ years, the University has significantly changed itself through a number of key actions. The previous Title III (1995-2000) initiatives allowed the institution to establish a technology based infrastructure – a *technology foundation.* Previous Title III monies funded (1) the expansion of the University's data network, (2) the introduction of technologies into science classrooms, (3) faculty and staff technology training, (4) implementation of a university advancement computer system, and more. SMSU has successfully institutionalized change made possible through its previous Title III funding and is now poised to take the next step – to build upon and leverage this foundation to implement a more efficient and effective 21st century academic and administrative service model. For example, the faculty has been trained to use technologies, and to use them in the classroom. Now, however, their increased demand for services has overwhelmed the existing web-based course management system. (See Problem #1 on page 11).

PROBLEM 4 THE NUMBER OF STUDENTS, FACULTY, AND STAFF WHO ARE UNAWARE OF EXISTING WEB-BASED TOOLS/SERVICES IS TOO HIGH AND THEY MUST BE TRAINED EFFECTIVELY TO USE THESE TOOLS.

Every university faces the challenge of keeping pace with the ever-increasing changes in technology. Added to that challenge is the University's responsibility to ensure that students, faculty, and staff are adequately trained to use technology resources for academic and administrative activities. Six years ago, SMSU began to address this challenge by establishing a

campus center to promote technology training for faculty and staff. This Training Center implemented by the Computer Services department, experiences continuous increased demand for training on common commercial software and for systems developed "in-house" to promote student "self-service" and effective use of administrative resources. Some web-based resources have been provided to the University's students, faculty, and staff, evidence that these web-based resources and automated processes are essential to the way SMSU must do business in the future. However, an analysis of the Computer Services Help Desk logs indicates that not all of the University's students, faculty and staff are aware of these resources. Others are not prepared to use them, as they do not possess the basic computer skills necessary to navigate these systems.

The four primary problems identified during the CDP planning process are highly interrelated and interdependent. An example of the interrelatedness among these problems is shown by the following scenario. Let's say a student with a disability enrolls in an English course. The student uses the web to apply for admission, pay her fees, and register for classes. (Thus, the student must be trained to use the assistive technologies that enable her access to the web and the web-based administrative systems must be efficient to eliminate office-to-office "run around," and available on the web in a fashion that is accessible to the student with the disability.) The course professor plans to use the web-based course management system to provide supplemental materials to the student. (Thus, the professor must be trained to use the course management system, make pages accessible to individuals with disabilities, and have access to a reliable course management system that provides a timely and reasonable service.

How does this scenario play at SMSU today? The answer: very poorly. The student may not be able to access the web-based information due to insufficient assistive technologies and/or the assistive technology support staff to train her to use these devices. The student cannot register for her courses via the web. The professor may not know how to use the course management system and probably doesn't know how to make web pages accessible to students

with disabilities. If the professor elects to use the existing web-based course management system, the slow response times and frequent down times will likely frustrate the faculty and the student to the point where they will abandon the tool.

1.3 Fiscal Strengths

Although SMSU has been faced with severe budget cuts over the past few years, it has successfully balanced its budget. The University has a solid financial position and the fiscal strengths necessary to undertake a project of the magnitude of the proposed Title III activity. According to the University's FY 2002 audit report, the year was one of continued enrollment growth, substantial investment in computer technology, and an increase in annual giving.

SMSU is engaged in its first comprehensive fund-raising campaign meant to culminate in the Centennial Year, 2005. The results accomplished by the University's Six-Year Plan have received the most positive response by donors to date. SMSU recognizes that educational excellence in the 21st century will require private assistance for scholarships, fellowships, and endowed chairs – among other things. The University is increasing its effort for external funding for sponsored programs as well. During 2001-2002, SMSU received over $10,000,000 for sponsored programs from 234 contracts and grants awarded to faculty and staff, the highest annual total in the University's history. This funding supports specialized educational, research and service projects that would not otherwise exist.

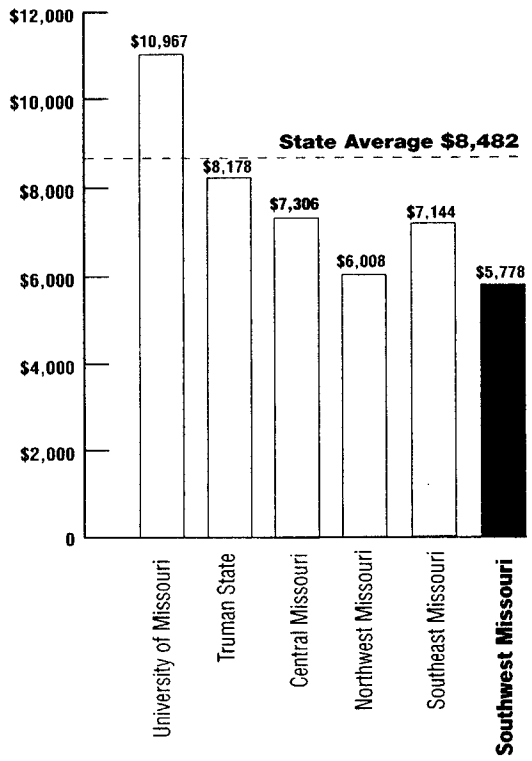
1.3a Fiscal Weaknesses/Problems

Two key problems contribute to Southwest Missouri State University's fiscal weakness. First, inequitable funding from Missouri. When the University was established, state policy dictated that higher education be affordable for any qualified student. Since then, "public higher education" in Missouri has become "public-supported higher education" with the total costs paid by students rising from next to nothing to nearly 43 percent. Missouri's budget for higher

education has declined steadily and Missouri ranks 40th among the states in terms of taxes for higher education per $1,000 of income.

The changing nature of SMSU (selective admission, student growth – 3rd highest graduate student enrollment in the state), causes concern about inequitable institutional funding. SMSU enrolls 16.1% of the students at Missouri's four-year public institutions and receives 11.0% of the state appropriation allocated to that sector. Funding lags behind enrollment by 31.2%. The average funding per student from state tax dollars is $8,482; SMSU's is $5,778. In the Six-Year Plan, the University identified an inequity of $12.5 million per year which, if appropriated, puts the University well below the statewide average. (Office of Institutional Research).

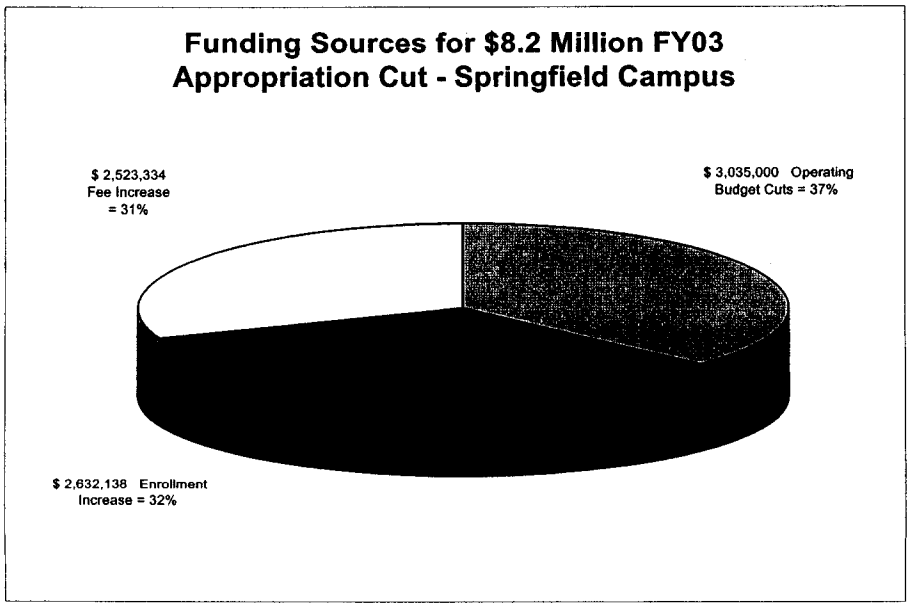
FY 2002 State Appropriations per Student Using Fall 2002 FTE Enrollment



Compounding the problem, the University's budget has been substantially cut by the state. Over the past decade, SMSU's operating budgets have experienced steady erosion.

Missouri's higher education budget cut in FY 03 was the second largest in the nation. State support of public higher education has declined as a percentage of the overall state budget from 8.3% in FY 1980 to 5.8% in FY 2003 and has declined from 77.9% of total E & G revenue in FY 1970 to 55.2% in FY 2003.

Compounding this phenomenon are mounting costs in essential expenditures such as health care and technology. In FY 2002, the University's required health care budget increased by $1 million. Technology-related expenditures increased 116% over the period from fiscal 1995-2001, an average of 23% per year. As operating budgets decreased over the last decade, processes were automated to enable the most accurate and efficient delivery of both information and services to our students, faculty, and staff. To meet our current economic challenge, it is essential that we use technology to achieve improved efficiencies. Also during FY 2002, Missouri withheld approximately $12.7 million of their appropriation. This unexpected loss of funding was overcome by a combination of strategies. Many vacant positions were frozen, operating budgets were reduced, faculty and staff salaries were withheld, and a previously unplanned student fee increase was implemented. The FY 2003 state appropriation recommendation includes a 10% cut in core funding – an annual loss of $8.2 million (see Chart below).



This action moves the University's funding back to approximately $500,000 less than our fiscal year 1999 state funding level. The University has been forced to take steps to manage the loss of $8.2 million and balance the Fiscal 2003 budget that include reducing operating budgets; forfeiting vacant positions; and implementing a higher than usual student fee increase. Significant enrollment increases will provide some relief, and exacerbate the University's fiscal problems. As budgets shrink, technological support will be essential to the way the University does business (SMSU Office of Institutional Research).

1.4 Description of Analysis Process

SMSU emphasizes a collegial planning process as reflected in the development of its strategic plans and this application. Information to develop the CDP was drawn from (1) the expectations of the current Six-Year Plan, (2) the Information Technology Strategic Plan, (3) the Noel-Levitz Report, and (4) the activities accomplished through our previous Title III grant.

SMSU's Six-Year Strategic Plan (2000-2006), *Countdown to the SMSU Centennial: a Long-Range Vision and Six-Year Plan,* resulted from a re-evaluation and revision of the previous Five-Year Plan. It covers a period of six years so that SMSU's planning cycle will be synchronized with that of Missouri's Coordinating Board for Higher Education. It is the culmination of nearly 18 months of campus discussions. The University Planning Advisory Committee (UPAC), whose membership includes the Administrative Council and representatives from the Faculty Senate, the Staff Senate, and the Student Government Association, led the planning. SMSU has identified over 60 performance measures for the Six-Year Plan and requires an annual report of the effectiveness of the implementation of the plan's goals.

The Strategic Information Technology Plan was developed under the University's Six-Year Plan with input from students, faculty, and staff. There are nine performance indicators attached to the IT plan. The University increasingly uses information technology to enhance (1) the quality of learning, teaching, and research; (2) the quality of the students' experience; and (3) administrative productivity, quality, and customer service.

As discussed previously on pages 15 and 16, the University contracted with Noel-Levitz, a nationally recognized and leading enrollment management consulting firm, to provide an external evaluation that would identify problem areas and offer possible solutions to solving them. The results of these surveys also were used to develop the CDP.

In the early 1990's, University staff members, including the proposed Title III Project Coordinator Greg Burris, visited the University of Delaware, a recognized leader and early adopter of the student "self-service" model, since implemented by many higher education institutions. They obtained information about the innovative student service model and how to lead a similar change initiative at SMSU. The result– the beginning of SMSU's own "self-service" model and subsequent application development methodology changes.

Discussions around the planning process for this Title III project began at the end of 2001 culminating in a series of meetings and data gathering from the University community in 2002 and 2003. In their deliberations, participants addressed such concerns as: (1) How well prepared is the Springfield Campus to address the vision contained in the Six-Year Plan? (2) What kind of help will be needed to address the initiatives contained in the Six-Year Plan? (3) Can the Title III initiative help to develop an educated person? (4) What has been accomplished through the development of the University's technology infrastructure and what needs to be done? (5) Where are the gaps since the implementation of the previous Title III grant project? (6) How must SMSU conduct business in the 21st century given its low state funding levels?

The documents reviewed by the Title III Committee set a direction and provided guidance for the development of the CDP. Drawing upon both the documents and input from various University entities, the Title III Committee synthesized results to guide further analysis by the University community. This resulted in the development of our updated goals and objectives, lists of strengths, weaknesses, and problems, and the plan for Title III support. There is institution-wide support for the focused initiative to improve effectiveness and efficiencies by migrating academic and administrative functions to a web-based, "self-service" model. The

existing committee structure and participative decision-making has produced a high level of "buy in" for the proposed Title III project. Those committees include the: Information Technology Council; Information Systems Advisory Committee; Instructional Technology Advisory Committee; Web Advisory Committee; Assistive Technology Sub-committee; Process Improvement Committee; Executive Enrollment Management Committee; Retention Committee; and Administrative Council.

Input into the process was made through planning meetings and email. In addition to the specific initiatives that exist in the University's Six-Year Plan and the Strategic Information Technology Plan, initiatives already in progress were reviewed including (1) installation of a new financial aid system and (2) web-based student advising and registration. The Title III Committee began the process of synthesizing information and finalizing priorities to develop the proposal for a new Title III project in December 2002.

2. Key Overall Goals for the Institution (Based on CDP)

As stated earlier, and in light of recent state-mandated core budget cuts, SMSU must migrate to new, more efficient methods of delivering its academic and administrative services. The following interrelated goals and objectives are achievable based on a comprehensive institutional analysis.

Goal 1* To develop improved mechanisms for faculty to provide timely feedback to students regarding their academic progress.

Goal 2* To provide assistive technologies and associated technical support services to students, faculty, and staff with disabilities to enable these individuals to use the new web-based academic and administrative tools and services.

Goal 3* To provide effective web-based administrative services to the University's current and prospective students, faculty, and staff to minimize serve "run-around."

Goal 4* To inform all constituencies about the new web-based tools and services and to train them to use them.

Goal 5 To replace the University's financial aid system with a modern system that improves the timeliness of feedback and allows students to track their progress via the web.

***An asterisk (*) indicates the goals the University will address through the proposed Title III activity.**

3. Measurable Objectives for the Institution (Based on CDP)

The results of the proposed Title III objectives will advance SMSU and demonstrate progress toward alleviating the weaknesses and problems identified in the CDP. Each goal and objective will be accomplished within the project's five-year time frame.

GOAL 1: TO DEVELOP IMPROVED MECHANISMS FOR FACULTY TO PROVIDE TIMELY FEEDBACK TO STUDENTS REGARDING THEIR ACADEMIC PROGRESS.

(*Addresses Problem 1: The amount of timely feedback provided to students regarding their academic progress is too low.)*

Objective 1.1 By September 2004 – to increase from 8 to 12, the number of processors hosting the Course Management System to enable "load balancing" and system stability.

Objective 1.2 By May 2006 – to increase from zero to 5, the number of computer-based interfaces – to allow data to be exchanged effectively between the University's student and course administrative systems.

Objective 1.3 By September, 2007 – to reduce from 6,221 to 500 the number of "out-of-memory" errors received by users of the Course Management System annually.

GOAL 2 TO PROVIDE ASSISTIVE TECHNOLOGIES AND ASSOCIATED TECHNICAL SUPPORT SERVICES TO STUDENTS, FACULTY, AND STAFF WITH DISABILITIES TO

ENABLE THESE INDIVIDUALS TO USE THE NEW WEB-BASED ACADEMIC AND ADMINISTRATIVE TOOLS AND SERVICES.

(*Addresses Problem 2: Based on increased demand, the University's ability to provide assistive technology services to individuals with disabilities is too low.*

Objective 2.1 By January 2005 – to increase from one to two, the number of Assistive Technology support Specialists.

Objective 2.2 By September 2005 – to increase from zero to 1, the number of service level agreements implemented to guide conversion of original media to alternate formats usable by individuals with disabilities.

Objective 2.3 By April 2008 – to increase from zero to 4, the number of new assistive technology workstations available for use in the Assistive Technology Lab.

GOAL 3 TO PROVIDE EFFECTIVE WEB-BASED ADMINISTRATIVE SERVICES TO THE UNIVERSITY'S CURRENT AND PROSPECTIVE STUDENTS, FACULTY, AND STAFF TO MINIMIZE SERVICE "RUN-AROUND." (*Addresses Problem 3: The amount of "run-around" students receive when seeking information is too high.)*

Objective 3.1 By April 2004 – to increase from zero to 15 the number of legacy files residing in the new relational database management system.

Objective 3.2 By September 2004 – to increase from 50% to 75%, the number of students and faculty who use a web-based student advisement process.

Objective 3.3 By September 2006 – to increase from zero to 30%, the number of SMSU students who register for courses via the web.

Objective 3.4 By September 2006 – to increase from 15 to 50, the number of legacy files migrated to the new relational database management system.

Objective 3.5 By September 2007 – to increase from 14,000 to 40,000, the number of online advising notes created for students by faculty.

Objective 3.6 By September 2007 – to increase from 60 to 75, the number of web-based self-service applications that are available for students, faculty and staff.

Objective 3.7 By May 2008 – to increase from zero to 115, the number of University unit web sites converted to the web content management system.

Objective 3.8 By September 2008 – to increase from zero to 1, the number of pilot projects that evaluate University web content via wireless devices.

Objective 3.9 By May 2008 – to increase from zero to 50,000, the number of web pages converted to the web content management system.

Objective 3.10 By May 2008 – to decrease from 56,000 to 28,000 per month the number of broken links within University unit websites.

Objective 3.11 By May 2008 – to increase from 2,260 to 2,700, the number of subject matter experts providing web content via the web content management system.

GOAL 4 TO INFORM ALL CONSTITUENCIES ABOUT THE NEW WEB-BASED TOOLS/SERVICES AND TO TRAIN THEM TO USE THESE NEW TOOLS/SERVICES.

(Addresses Problem 4: The number of students, faculty, and staff who are unaware of existing web-based resources is too high and they must be trained effectively to use these tools.)

Objective 4.1 By February 2004 – to increase from zero to 17, the number of new computer workstations available in the Computer Training Lab capable of hosting modern data query tools and assistive technologies.

Objective 4.2 By August 2005 – to increase from 8 to 24, the number of Course Management System training sessions offered annually.

Objective 4.3 By September 2005 – to increase from zero to 25, the number of training sessions delivered annually to teach faculty and staff to access administrative data via the new database and query tools.

Objective 4.4 By September 2006 – to increase from 10 to 15, the number of training sessions delivered annually to teach students, faculty, and staff having disabilities to use assistive technologies.

Objective 4.5 By September 2007 – to increase from 25 to 50, the number of training sessions delivered annually to teach faculty and staff to access administrative data via the new database and query tools.

Objective 4.6 By January 2008 – to increase from zero to 17, the number of computer workstations replaced in the Computer Training Lab capable of hosting modern data query tools and assistive technologies.

Objective 4.7 By May 2008 – to increase from zero to 150, the number of faculty, staff, and students trained to use the web content management system.

Objective 4.8 By September 2008 – to increase from 15 to 20, the number of training sessions delivered annually to teach students, faculty, and staff to use assistive technologies.

D. Institutionalizing Practices and Improvements

SMSU will commit to institutionalizing the personnel, practices and improvements outlined within this application. The institution is experienced with this process; the outcomes of the activities in our 1995-2000 Title III grant have been institutionalized and are incorporated into the University's culture.

To ensure that the University will institutionalize the personnel funded by the proposed grant project, one third of the total salary and benefits cost will be absorbed into the core institutional budget in each of years 4 and 5. Thus, at the end of the grant period, SMSU will

avoid the "shock" of absorbing 100% of this cost in year six. Instead, the University will simply absorb the final third of the cost once the grant has ended.

The costs for lifecycle replacements of equipment, operational expenses, and supplies will become expense lines within the University's operational budget. SMSU was an early adopter of "lifecycle budgeting" and strictly follows this practice. Lifecycle budgeting requires planning for the replacement of all items based on their estimated useful life. For example, a piece of equipment purchased in 2003 at a cost of $9,000 with an estimated useful life of 3 years, is either included in the annual budget at $3,000 per year or included in the 2006 budget at its full $9,000 replacement cost. This method of lifecycle budgeting is currently used to ensure technology replacements occur in a planned, timely fashion as well.

In addition to, and maybe more important than, being prepared to absorb the cost of equipment, personnel, operational expenses, and supplies, any institution undergoing such significant organizational change must be prepared to sustain that change. The Change@SMSU initiative, led by the Process Improvement Committee operates via a published methodology that ensures appropriate change occurs, is supported and valued by the institution, and is sustained over time. SMSU operates within a "culture of change" and is fully prepared to sustain the changes made possible through the proposed project.

PART II STRENGTHENING INSTITUTIONS DEVELOPMENT GRANT SPECIFICS

A. DESCRIPTION OF PRIOR TITLE III SUPPORT

1995-2000 – PR/Award No: P0131A50168. The previous Title III project, entitled *Development of a Campus Information and Academic Support System,* enabled SMSU to make great strides toward implementation of its web-based self-service model and establish a foundation upon which to build these services.

Initiatives implemented by the previous Title III grant include (1) faculty were introduced to technologies; (2) faculty were provided instructional technologies in their offices and classrooms;

(3) faculty received technology training; (4) faculty were began to incorporate instructional technologies into their teaching regimen; (5) a data network foundation was designed and implemented; and, (6) students were introduced to technologies via a new, required academic course entitled "Computers for Learning." Some initial student service applications were migrated to the web and were judged to be "wildly successful" based on the amount of use they received. These successes now position SMSU to take the next step – to build upon and leverage this foundation to implement a more efficient and effective 21st century academic and administrative service model.

The initiatives in the previous Title III activity were directly tied to the stated objective of developing "a campus information and academic support system." The University (1) implemented a defined technology improvement program in an innovative way that supports change, (2) met its obligations in the most effective and efficient way possible while becoming agents of change, (3) developed an ability to recognize new opportunities to apply emerging technology to a variety of university problems, (4) focused its attention on the problems involved in the delivery of services, and (5) implemented process change that supports academics, student services, and administrative services.

Initiatives in the previous activity focused on the following theme: to *enhance student retention* by *strengthening student performance* in introductory math and science courses and *improving student services* through the development of a modern information system. To strengthen student performance, SMSU (1) provided computers, printers, and software to faculty; (2) provided faculty with computer and technology training experiences; (3) revised the curriculum for introductory math and science courses to incorporate technology and provide students with interactive learning experiences; and (4) designed and developed new technology-supported classrooms and laboratories for math and science instruction. To improve student services, SMSU (1) completed the campus' fiber-optic network infrastructure; (2) implemented a universal card system; (3) modernized and enhanced its management information systems; and

(4) introduced user-friendly technologies (e.g., Web-based system interfaces and electronic document management) for a few initial applications to promote a "self-service model." Together, these initiatives increased student success rates and improved the information flow on campus, thereby strengthening services to students.

B. Ranking Activities

SMSU will target one activity for the proposed SMSU Title III project.

C. Narrative for the Activity

The proposed Title III Project will implement one activity that will address four specific problems identified in the CDP.

PROBLEM 1 The amount of timely feedback provided by faculty to students about academic progress is too low.

The features of the University's Course Management System (CMS) advance the administrative tasks associated with teaching and learning. Among several features used, one of the most popular is the online grade book that enables students to see how they are progressing in a course without having to contact the instructor. Although the system is only two years old and more powerful servers have been added, the system now operates well below the vendor's recommended hardware specifications. Students and faculty find it nearly impossible to access the various features they have become accustomed to. The increased demand has risen to critical proportions and the system administrator is forced to impose limits on the resources available to faculty and students.

Solution 1.1 SMSU proposes to improve the functionality and usability of the Course Management System (see detailed description beginning on page 10) in three specific ways. First, the University will upgrade the hardware and software used to host this system. Demand for the system has far exceeded expectations and the University is unable to meet that demand

at this time. While increased use of the CMS directly supports the proposed Title III activity, faculty and students will not use the system unless it is responsive to their needs.

To make the Course Management System effective, SMSU will acquire multiple web and database servers that allow "system load balancing." System load balancing simply means that we will be able to divide the work by using more servers to share the load – in essence, a division of labor. The University is limited to sharing the system load on two servers – a web server and a database server. A system upgrade and the purchase of additional servers will allow a significant increase in system stability, functionality, and usability. Functions within the system that cannot be used because of their negative impact upon other system users will be made available for campus-wide use. Load-balancing hardware and software will be purchased and installed during Year 1 of the grant period. The "load balancing" upgrade will be the University's top priority upon award of the grant.

The second way the University will improve the functionality and usability of the Course Management System (CMS) is by developing electronic linkages to and from our administrative information systems. The automated interfaces, some of the functions most requested by faculty, will improve the effectiveness and efficiency of system use. These interfaces will allow two-way communication between platforms. Data will be sent to the Course Management System from various administrative information systems, such as the Course and Student databases. Data will also be sent to various administrative information systems from the CMS, such as grade information. Development of these interfaces will occur in Years 3-5 of the grant, once "load balancing" has occurred and the system is more stable and can accommodate new linkages. The electronic linkages will, integrate the CMS into the University's administrative information systems architecture.

Third, SMSU proposes to train students and faculty to effectively use the system. They will be trained in system administration (e.g., how to get a CMS account established, how to log on to the system, and how to manage system files) and specific system functionality (e.g., how to

navigate the system, how to use the grade book, how the students can track their progress, and how to administer/take tests and conduct assessments). The Academic Development Center and other University units will train faculty to use the system effectively and how to teach their students to use the system. This training will begin in Year 1 of the grant and will occur annually through all five years of the grant period. SMSU will institutionalize this training and continue to provide it beyond Year 5 of the grant period.

Mike McManus, Academic Technology Associate and administrator for the Course Management System, is responsible for academic computing support and reports to the Vice President for Academic Affairs. His position is fully funded by the University. McManus will be responsible for implementing the upgrades to the **Course Management System** and will allot **75% of his time** to the project (See résumé on pages 77-78).

PROBLEM 2 BASED ON THE INCREASED DEMAND, THE UNIVERSITY'S ABILITY TO PROVIDE ASSISTIVE TECHNOLOGY SERVICES TO INDIVIDUALS WITH DISABILITIES IS TOO LOW.

Assistive technology services make it possible for individuals with disabilities to access University information and resources in a manner similar to individuals who do not have disabilities. The current caseload served by Assistive Technology Services (ATS) has expanded from an average of 12 students served in 1999 to over 80 students and 15 employees in 2003 – more than a six-fold increase in demand.

As previously discussed, there is an increased demand for translating and producing alternative format instructional materials (e.g. Braille and tactile imaging), a 75% increase in demand for alternative material translation and production services in the past twelve months. ATS also produces over 2,000 pages of e-text per month (e.g. digitizing books, handouts, etc.). The demand for in-class accommodations was so great in fall 2002 that physical resources

(computers, specialized hardware, and software) were "borrowed" from open lab settings, a severe strain.

According to the University's Director of Disability Services, the number of students with disabilities attending SMSU increased 50% during the last five years. The University recently approved a state mandated "return to work" policy that is designed to help injured workers return to employment. Insufficient technical support staff is the most critical problem in this area. SMSU employs one Assistive Technology Support Specialist who is overwhelmed by the increased demand for services. As student services are increasingly delivered via technology, individuals with disabilities must be provided equal access to the assistive technology they require and must be trained to use these tools/services.

Solution 2.1 Legislative, political and social forces are creating an enormous opportunity in the area of adaptive computer technology. To strengthen the Assistive Technology Services, the following initiatives were targeted during the CDP process: enhance services for producing Braille and tactile imaging materials; enhance voice recognition and OCR-to-speech services; provide services for different styles of input devices to promote the "return to work" policy; and upgrade/expand adaptive hardware consistent with state-of-the-art developments in the assistive technology field.

Bill Carnagey is the University's only Assistive Technology Support Specialist. His position is fully funded by the University. He will allot 100% of his time to the Assistive Technology component of the proposed Title III project (See résumé on page 76).

Title III funding will be used to support **a second Assistive Technology Support Specialist position** that will perform needs assessments, assistive technology configurations, and provide training/support for individuals with disabilities. In addition, he/she will assist Carnagey with "return-to-work" accommodations, rehabilitation engineering evaluations, and job accommodation plans for the proposed project. Given the significant increase in demand for these services and technologies, this position is essential if the University is to meet the demand

for these services. The Assistive Technology Support Specialist will be supervised by Carnagey and will devote 100% of his/her time to this initiative. The new position will be supported in full by the University at the end of the five-year grant cycle (See job description on page 77).

PROBLEM 3 THE AMOUNT OF "RUN-AROUND" STUDENTS RECEIVE WHEN SEEKING INFORMATION ON CAMPUS IS TOO HIGH.

The bottom line is that many students believe that SMSU does not operate efficiently and gives them the 'run around.' For example, a student attempting to register for class must be present at a specific location at a specific time. When a student finally reaches a staff person, he/she must sit while staff enters their information into the system. As administrative processes are systematically reengineered to provide improved efficiencies and customer service, modern technologies will be required to implement these newly designed processes.

A related area of concern is that the content on the University's 100,000+ web pages is sometimes inconsistent and often out-dated. Although faculty and staff are knowledgeable about content for these sites, most do not have the technological skills to create and maintain their web pages or make them accessible to all students, including students using assistive technologies. In fall 2002, the Vice President for Administrative Services conducted one-on-one conversations with academic deans and vice presidents who confirmed that web content inconsistencies and out-datedness is an ongoing problem.

Students at SMSU grew up with technology, are comfortable using it, and have high expectations. Data from the University's Center for Assessment and Instructional Support shows that 61.8% of high school students communicate by email and 70% use the Internet for research or homework. In the past, students were often said to "vote with their feet" when evaluating and selecting institutions. Now they "vote with their mouse and keyboard." StudentPOLL published a survey showing that college web sites are rated as the most influential information source by 31% of respondents. From the Noel-Levitz's survey report, 37% of the students said college web

sites and search engines were used during their college search process. This data indicates that today's students expect the information they find on the University's web site to be accurate and current, organized, and easy to navigate. Today's students expect to "do business" with the University via the web. SMSU must identify more efficient and effective methods of providing these services if it is to compete for students in the 21st century.

Solution 3.1 The University proposes the acquisition of a Web Content Management System rather than require all University personnel to create and maintain web pages. The proposed system will split web duties between two groups: programmers will perform the technical duties while content experts will provide all the information and data for the pages. A Web Content Management System contains user-friendly input tools that allow content experts to transparently create web pages. These tools will incorporate accessibility features so that web developers create web content that is immediately accessible to individuals with disabilities.

Currently, developers must review and modify each individual web page for accessibility requirements. With the Web Content Management System, the central staff will modify a relatively small number of templates and update all University web pages to meet the accessibility guidelines. A Web Content Management System will reduce the cost and burden on University units developing web sites and will improve the flow of accurate and timely information in several ways: (1) it will enable content experts to publish their information without burdening technical skill requirements; (2) it centralizes programming details with technical staff allowing them to efficiently update the entire web site for new browsers, standards, and accessibility requirements; (3) it increases the value of web content by allowing supervisors to approve content entered by their staff; (4) it allows expired content to disappear from the web site automatically and removes all links to that content; (5) it standardizes content structures and maintains design control and branding across the campus; (6) it provides capabilities to publish one content source to many devices, such as personal computers, personal data assistants, and

cell phones; and (7) it reduces duplication of efforts by providing cross-publication of content to many University web sites.

Sara Clark is the Web Coordinator for SMSU and oversees the organization, design, functionality, accessibility, and security of the University's web site. Her position is supported in full by the University. She will be responsible for implementing the **Web Content Management System** component of the proposed Title III project and will allot 40% of her time to the project. (See résumé on page 79).

Title III funding will be used to support a **new Web Programmer position** that will assist in the installation, configuration, and ongoing administration of the Web Content Management System. These software systems are large and complex; this position is required to install software associated with the system and to configure the system for use at SMSU. Then, this position is required to perform administration functions, such as creating templates for web content and collaboration. The Web Programmer will design and develop computer programs that will link the Web Content Management System with various University administrative computer systems. The Web Programmer will report to the University's Web Coordinator and will devote 100% of his/her time to supporting this Title III project. The University will begin absorbing this position's cost into its core budget in year four of the grant cycle and will fully institutionalize the position at the end of the grant period (Job description page 80).

Solution 3.2 The initiatives contained in the activity under previous Title III funding were directly tied to the University's major problem – the absence of an information infrastructure required to empower faculty and staff to perform their responsibilities in a cost effective and efficient manner. The CDP addresses the next step in building an infrastructure that will enable more agile organizational responsiveness, improve efficiencies and the effectiveness of business processes, and increase access to University information. To achieve this objective, the University proposes to use Title III funding to acquire the computer hardware and software

components needed to facilitate improved efficiencies in delivering University information – an IBM *iSeries* system with DB2 UDB relational database software.

A relational database management system (RDBMS) based on the *iSeries* will improve student and administrative services by enabling straightforward and reliable methods of accessing and updating data, including web-based interfaces. In addition, the proposed RDBMS will accelerate an emphasis on re-engineering the University's administrative legacy systems toward an improved and more reliable computing environment. The vast majority of the University's administrative data – the data used to track student progress, the data administrators use to make institutional decisions, the data that ensures the University's compliance with federal programs – is now stored and retrieved via an access system that was developed in the 1970's. A modern data access system is critical to support the University's 21st century processes.

During year one, SMSU proposes an initial acquisition of the software tools that will facilitate in-house software development and allow users to perform ad-hoc database queries. During subsequent years of the grant cycle and as use of the relational database increases, additional hardware and software will be acquired and system upgrades will be made to support further activity and support needs. This objective will improve administrative student services, boost productivity of faculty and staff, and provide a technology foundation that will allow SMSU to achieve efficiencies and recognize long-term benefits. Major initiatives for the proposed objective include the following: (1) move existing database tables to an *iSeries* server and IBM DB2 relational database and convert existing queries, forms, and procedures to access these tables; (2) train and assist campus users to use new query tools; (3) establish a base core of student information in relational database tables and provide training to programming staff on database programming techniques; and (4) begin the process of re-engineering legacy systems to use the new *iSeries* database management system.

Solution 3.3 To provide improved academic and administrative services to students, SMSU proposes to build upon an existing "Self-Service Model" concept and create a more

comprehensive "Web Services Center". The foundation for this model and the initial steps toward it were accomplished during the University's previous Title III project (1995-2000). The University proposes to leverage that investment by expanding the number of web-based, self-service applications provided to current and prospective students, faculty, and staff.

A primary component of the "Web Services Center" will be a web-based advising and registration system. SMSU now registers students in the same way it did twenty years ago. Needless to say, this causes a great deal of frustration to students and adds to their belief that the University is not responsive in "doing business" with them using 21st century processes and technologies. In fact, these students – the same students who shop, bank, and socialize via the web – view our existing processes as relics from a by-gone era.

To re-engineer these business processes, a committee of academic, administrative and IT professionals (the Web Advisory and Registration Committees) developed a detailed plan for implementing a web-based advising and registration system. Once completed, students will use a web-based system to communicate with their advisor and register for classes without having to appear on campus. The development for such a system has already begun. However, to fully develop the remaining components of this comprehensive system will take significant time and effort. Major initiatives for the implementation of the "Web Services Center" include, but are not limited to, the following:

- Course registration with integrated permission request and response via email;
- Online course permission authorization, automated enrollment of preliminary schedule, "what if" degree audits, and housing transfer application;
- Declaration of intent to graduate via the web;
- Electronic signature via the web; and
- Drop/Add forms processed via the web.

Consultants will provide in-house training for all IT personnel to maximize efficiency and diminish the time required for new systems to go from the drawing board to implementation.

Frank Williams is the Coordinator of Management Information Systems for the University. This position is fully funded by the University. Williams will be responsible for the management and implementation of the **Web Services Center** expansion and the implementation of the Relational Database Management System. He will allot 40% of his time to the proposed Title III project (See résumé on page 78).

Title III funds will be used to support a **new Programmer/Analyst position** to work within the Management Information Systems Group (Computer Services department) in support of the **Web Services Center** project. This person will perform computer system analysis and develop programs to (1) migrate selected existing computer information systems to the web and (2) create new web-based student service applications for the student portion of the Web Services Center. The existing programming staff has a multi-year backlog of unfilled programming requests and the new position is critical to strengthening the University's ability to perform the proposed programming and analysis work in a timely manner. The Programmer/Analyst will be supervised by a Systems Analyst and will devote 100% of his/her time to supporting this Title III project. The University will begin to absorb this position's cost into its core budget beginning in year four and will fully institutionalize the position at the end of the grant period (See job description on page 79).

Problem 4 The number of students, faculty, and staff unaware of existing web-based resources is too high and they must be trained effectively to use these resources.

Five years ago, SMSU began to address this challenge by establishing a campus center to promote technology training for students, faculty, and staff. The Computer Services Training Center, staffed and maintained by the Computer Services department, has an increased demand for training on common commercial software and for systems developed "in-house" to promote student "self-service" and effective use of administrative resources. Web-based resources and

automated processes will be the way the University must do business in the 21st century. However, not all of our students, faculty, and staff are aware of these resources, and they can't use them until they know about them. Others are not prepared to use them as they do not possess the basic computer skills necessary to operate and navigate the University systems.

Solution 4 SMSU proposes to upgrade the Computer Services Training Center to meet these growing needs in two ways. First, the computers within the center will be replaced to host modern software systems being used on campus. Second, various assistive technologies will be incorporated to provide training opportunities for individuals with disabilities. The University proposes to improve the use of the Computer Services Training Center by acquiring assistive technology software that will provide hands-on learning for students, faculty, and staff. In addition, students with assistive technology needs in particular classes, such as Computer Information Systems classes, will participate in the training opportunities.

A positive effect of upgrading this training equipment is the leveling of learning opportunities for all users. Assistive technologies are "the great equalizer" for individuals with disabilities. As technological problems are diminished and disruptions are eliminated, students and faculty are able to learn complex skills. Students having disabilities are "mainstreamed" and attend the same classes as their peers instead of being separated out and forced to attend specialized classes.

Major initiatives to enhance technology and assistive technology training include: (1) upgrade hardware in the Computer Services Training Center by replacing five-year-old workstations with state-of-the-art equipment capable of hosting modern software; (2) upgrade training capabilities for the University community by installing software to enable assistive technology training for students, faculty, and staff; and (3) enhance training services to students, faculty; and staff that includes teaching newly developed applications and "self-service" applications.

Larry Dudley is the Technical Trainer in the University's Computer Services department. His position is fully funded by the University. Dudley is responsible for offering short courses and training to students, faculty, and staff on computer and network topics. He works as part of the User Support Team in Computer Services to promote effective use of standard computing and network resources and writes training materials, documentation, and web pages that promote effective use of information technology resources. Dudley will be responsible for the enhancement of the **Training Lab** portion of the proposed Title III project. He will allot 40% of his time to this component of the proposed Title III project (See résumé on page 81).

D. Activity Title

Strengthening Southwest Missouri State University by Migrating Academic and Administration Functions to a Web-based, Self-Service Model.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325	FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 03/31/2003

Activity Objectives and Performance Indicators

1. NAME OF APPLICANT INSTITUTION: Southwest Missouri State University-Springfield (SMSU)	2. ACTIVITY TITLE: Strengthening Southwest Missouri State University by Migrating Academic and Administrative Functions to a Web-based, Self-Service Model.
3. MAJOR OBJECTIVES IN MEASURABLE TERMS	**4. PERFORMANCE INDICATORS**
YEAR 1 (10/1/03-9/30/04)	
1. By September 2004, increase from 8 to 12 the number of server processors hosting the Course Management System to enable "load balancing" and system stability. (Objective 1.1; addresses Problem # 1)	1a. By September 30, 2004, a system configuration inventory will document that 12 server processors are hosting various components of the Course Management System. 1b. By September 30, 2004, the time to load the spreadsheet view of the Grade Book feature will have decreased by 5 percent relative to the 2003 performance baseline.
2. By April 2004, increase from zero to 15 the number of legacy files migrated to the new relational database management system. (Objective 3.1; addresses Problem # 3)	2a. By April 30, 2004, an inventory of administrative system resources will indicate that at least 15 files will have been migrated to the iSeries platform and reside in a relational database.
3. By February 2004, increase from zero to 17 the number of new computer workstations (including assistive technologies) available in the Computer Training Lab. (Objective 4.1; addresses Problem # 4)	3a. By January 31, 2004, a physical inventory will indicate that 17 new computer workstations will have been ordered, installed, and configured in the Computer Training Lab (Cheek 100). 3b. By February 28, 2004, a physical inventory and system configuration inventory will indicate 10 computer workstations will contain assistive technology hardware and/or software in the Computer Training Lab (Cheek 100).

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3. MAJOR OBJECTIVES IN MEASURABLE TERMS	**4. PERFORMANCE INDICATORS**
4. By January 2005, increase from one to two the number of Assistive Technology Support Specialists available to assist with assessment, training, and support. (Objective 2.1; addresses Problem # 2)	4a. By January 30, 2005, personnel hiring records will indicate that one additional Assistive Technology Support Specialist will have been hired.
YEAR 2 (10/1/04-9/30/05)	
1. By September 2005, increase from zero to one the number of service level agreements implemented to guide conversion of original media to alternate formats usable by individuals with disabilities. (Objective 2.2; addresses Problem # 2)	1a. By June 30, 2005, a draft Service Level Agreement and associated policies and procedures will have been developed and distributed for campus-wide review and comment. 1b. By September 30, 2005, a Service Level Agreement and associated policies and procedures will have been formally adopted and implemented providing a set of standards for conversion of materials to alternate media format (such as Braille or tactile imaging).
2. By September 2004, increase from 50 percent to 75 percent the number of students and faculty utilizing a web-based student advisement process. (Objective 3.2; addresses Problem # 3)	2a. By September 30, 2005, web log statistics will document that 75 percent of students and 75 percent of full-time faculty will have accessed the web-based student advisement system within the past 12 months.
3. By August 2005, increase from 8 to 24 the number of Course Management System training sessions offered annually. (Objective 4.2; addresses Problem # 4)	3a. By August 30, 2005, training records will indicate that 24 Course Management System training sessions were held within the previous 12 months.

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4. By September 2005, increase from zero to 25 the number of training sessions delivered annually to teach faculty and staff to access administrative data via the new database and query tools. (Objective 4.3; addresses Problem # 4)	4a. By January 31, 2005, a new training session will have been developed to teach University faculty and staff to access administrative data via the new database and query tools. 4b. By September 30, 2005, twenty-five training sessions will have been delivered to teach University faculty and staff to access administrative data via the new database and query tools.
YEAR 3 (10/1/05-9/30/06)	
1. By May 2006, increase from zero to five the number of computer-based interfaces between the University's student and course administrative systems and the Course Management System to allow data to be exchanged between the two platforms. (Objective 1.2; addresses Problem # 1)	1a. By May 2006, Computer Services' records will indicate that at least five computer-based interfaces exist between the University's student and course administrative systems and the Course Management System to allow data tc be exchanged between the two platforms.
2. By September 2006, increase from zero to 30 percent the number of SMSU-Springfield students who register for courses via the web. (Objective 3.3; addresses Problem # 3)	2a. By June 30, 2006, Computer Services will have developed and tested a web-based student course registration system. 2b. By September 30, 2006, web log statistics will indicate that at least 30 percent of SMSU-Springfield's students will have registered for courses via the web-based system.

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3. By September 2006, increase from 15 to 50 the number of legacy files migrated to the new relational database management system. (Objective 3.4; addresses Problem # 3)	3a. By September 30, 2006, an inventory of administrative system resources will indicate that at least 50 files will have been migrated to the iSeries platform and reside in a relational database.
4. By September 2006, increase from 10 to 15 the number of training sessions delivered annually to teach students, faculty, and staff with disabilities to use assistive technologies. (Objective 4.4; addresses Problem # 4)	4a. By September 30, 2006, training records will indicate that 15 training sessions will have been delivered within the past 12 months to teach students, faculty, and staff with disabilities to use assistive technologies.
YEAR 4 (10/1/06-9/30/07)	
1. By September 2007, reduce from 6,221 to 500 the number of "out of memory" errors received by users of the Course Management System annually. (Objective 1.3; addresses Problem # 1)	1a. By September 30, 2007, Course Management System service logs will indicate that no more than 500 "out of memory" errors were reported within the preceding 12 months.
2. By April 2007, increase from zero to four the number of new assistive technology workstations available for use in the Assistive Technology Lab. (Objective 2.3; addresses Problem # 2)	2a. By April 30, 2007, physical inventory records will indicate that four new assistive technology workstations have been ordered, received, and configured for use in the Assistive Technology Lab (Meyer Library).

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3. MAJOR OBJECTIVES IN MEASURABLE TERMS	**4. PERFORMANCE INDICATORS**
3. By September 2007, increase from 14,000 to 40,000 the number of online advising notes created for students by faculty. (Objective 3.5; addresses Problem # 3)	3a. By September 30, 2007, system access logs will indicate at least 40,000 online advising notes will have been created for students by faculty within the preceding 12 months.
4. By September 2007, increase from 60 to 75 the number of web-based self-service applications available for students, faculty, and staff. (Objective 3.6; addresses Problem # 3)	4a. By September 30, 2007, Computer Services' system access records will indicate that 75 web-based self-service applications are being used by University students, faculty, and staff.
5. By September 2007, increase from 25 to 50 the number of training sessions delivered annually to teach faculty and staff to access administrative data via the new database and query tools. (Objective 4.5; addresses Problem # 4)	5a. By September 30, 2007, training records will indicate that 50 training sessions have been delivered to teach faculty and staff to access administrative data via the new database and query tools within the preceding 12 months.
YEAR 5 (10/1/07-9/30/08)	
1. By May 2008, increase from zero to 115 the number of University unit web sites converted to the web content management system. (Objective 3.7; addresses Problem # 3)	1a. By May 30, 2008, system log records will indicate that the web content management system is hosting 115 University unit web sites.

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3. MAJOR OBJECTIVES IN MEASURABLE TERMS	**4. PERFORMANCE INDICATORS**
2. By September 2008, increase from zero to one the number of pilot projects that evaluate University web content via wireless devices. (Objective 3.8; addresses Problem # 3)	2a. By July 31, 2008, purchasing records indicate that wireless access devices have been purchased and configured to support the pilot project. 2b. By September 30, 2008, a pilot project will have been completed evaluating University web content access via wireless devices and a summary report will have been developed and distributed.
3. By May 2008, increase from zero to 50,000 the number of web pages converted to the web content management system. (Objective 3.9; addresses Problem # 3)	3a. By May 31, 2008, system logs will indicate that 50,000 University web pages will have been converted to the web content management system.
4. By May 2008, decrease from 56,000 per month to 28,000 per month the number of broken links in University unit web sites. (Objective 3.10; addresses Problem # 3)	4a. By May 31, 2008, web reporting tools will indicate the number of broken links on the SMSU-Springfield web site will have been reduced to 28,000 per month.
5. By May 2008, increase from 2,260 to 2,700 the number of subject matter experts providing web content via the web content management system. (Objective 3.11; addresses Problem # 3)	5a. By May 31, 2008, counts provided by the Web Coordinator will indicate the number of subject matter experts providing web content will have increased to 2,700.

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6. By January 2008, increase from zero to 17 the number of computer workstations replaced in the Computer Training Lab capable of hosting modern data query tools and assistive technologies. (Objective 4.6; addresses Problem # 4)	6a. By November 30, 2007, procurement records will indicate that 17 computer workstations have been ordered. 6b. By January 31, 2008, inventory records will indicate that 17 computer workstations have been configured with data query tools and assistive technologies and are available for use in the Computer Training Lab (Cheek 100).
7. By May 2008, increase from zero to 150 the number of faculty, staff, and students trained to use the web content management system. (Objective 4.7; addresses Problem # 4)	7a. By May 31, 2008, training records will indicate that 150 faculty, staff, and students will have been trained to use the web content management system.
8. By September 2008, increase from 15 to 20 the number of training sessions delivered annually to teach students, faculty, and staff to use assistive technologies. (Objective 4.8; addresses Problem # 4)	8a. By September 30, 2008, training records will indicate that 20 sessions will have been delivered to teach students, faculty, and staff to use assistive technologies within the preceding 12 months.

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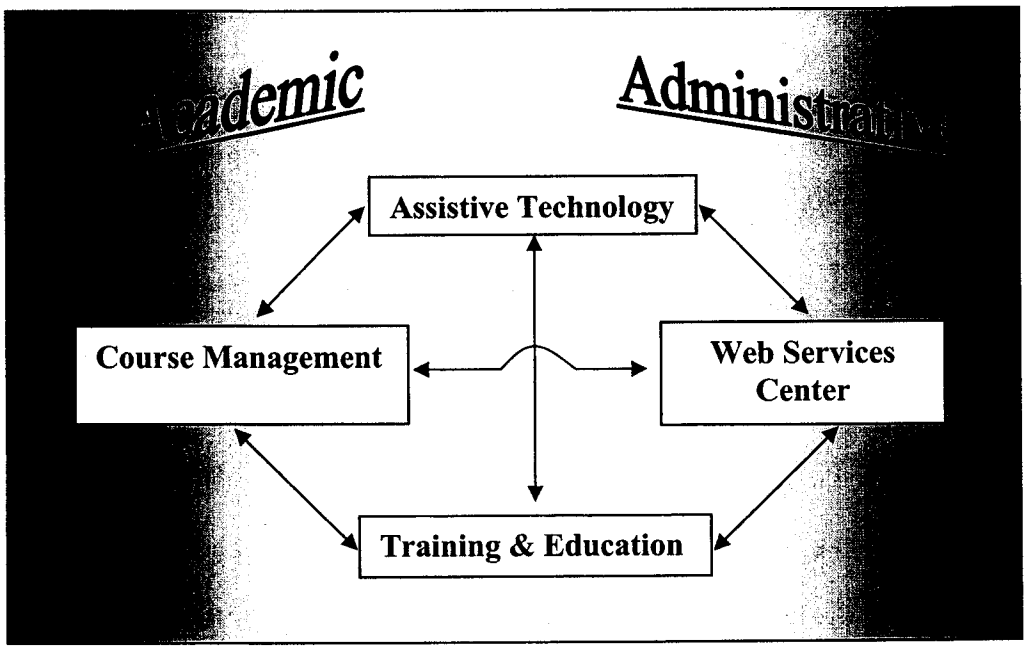
F. Narrative Showing the Relationship of Activity Objectives to the CDP

The CDP planning process identified four primary problems at SMSU that will be addressed in the proposed Title III project. Given their interrelatedness, each of these problems will be addressed individually, but within a larger solution framework. Just as an obstacle course consists of a series of obstacles that one must overcome in sequence, but with an eye toward the next obstacle, the solutions to our four problems have been developed as individual, but interconnected, goals that affect the academic and administrative functions of the University

Figure 1: The Interrelatedness of Goals



As shown graphically in Figure 1, each goal influences and is influenced by the other three goals. The increased use of the Course Management System and the increased assistive technologies will require additional training for students, faculty, and staff. On the administrative side, the increased use of the Web Services Center will require additional training for students, faculty, and staff as well assistive technologies that allow people with disabilities to access these resources. Assistive technologies are required in the Computer Training Lab and individuals with disabilities must be trained to use the assistive technology-based tools. The Course

Management System and the systems underlying the Web Services Center will be interfaced to share data in both directions.

SMSU has identified a number of measurable objectives for each overall goal. Achieving these objectives will directly address the four primary problems at the University and will contribute to the overall growth and self-sufficiency of the institution. Each objective includes a time frame that does not exceed the five-year project period (see form 851A-2 on pages 41-47) for a complete list of activity objectives and performance indicators).

The various objectives that support **Goal 1 – to develop improved mechanisms for faculty to provide timely feedback to students regarding their academic progress** – are subsequently supported by a synchronized series of tasks (See form 851A-3 on pages 51-71). When executed in their prescribed order, these tasks will result in the University satisfying Goal 1 and will eliminate (or at least significantly reduce the scope of) Problem 1.

The various objectives that support **Goal 2 – to provide assistive technologies and associated support services to students, faculty, and staff with disabilities to enable these individuals to use the new web-based academic and administrative tools and services** – outline milestones the University simply must reach. It's the law. The objectives associated with Goal 2 address the three primary components of Problem 2. SMSU must provide the necessary (1) assistive technologies; (2) conversion services for various types of media to make them accessible; and (3) personnel to perform assessments, offer training, and provide technical assistance. The web is the "great equalizer" and allows disabled individuals to access the same services as individuals with no disability. If "no child shall be left behind," it is imperative that SMSU include these individuals as we migrate to the web.

The various objectives that support **Goal 3 – to provide effective web-based administrative services to the University's current and prospective students, faculty, and staff to minimize service "run-around"** –fall into the following three categories: (1) develop web-based student service applications; (2) migrate the University's administrative information

systems to a relational database management system; and (3) implement a web-based content management system to organize the University's web presence and ensure its accessibility to individuals with disabilities. These objectives constitute a three-pronged attack on the problem of service "run-around." Providing increased access to the data via a relational database will improve services whether delivered by a walk-up window or a web-based service application. The web content management system will ensure that the web content is current and accessible. All who require it will have access to the information they need, whether to serve themselves (self-service applications) or to serve others. The specific tasks associated with each of these initiatives will move the University toward its stated goal and resolve Problem 3. While some "run around" will almost always exist on a university campus, serving 21st century students with 21st century business processes via a 21st century communication medium (the web) will improve essential services and permit the University to function more efficiently.

The various objectives that support **Goal 4 – to inform all constituencies about new web-based tools/services and to train them to use these tools/services** – is the foundation that support the solutions to problems 1 through 3. Each of the problems outlined requires a solution that will involve additional training and education. Regardless, each requires that the campus community be informed that these new tools and services exist and that individuals be trained to effectively use them.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT:
Southwest Missouri State University-Springfield (SMSU)

ACTIVITY TITLE: Strengthening Southwest Missouri State University by Migrating Academic and Administrative Functions to a Web-based, Self-Service Model.

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO	
YEAR 1 (10/1/03-9/30/04)					
Tasks Supporting Objectives within Goal 1					
Establish baseline CMS performance indicators (Obj. 1.1)	Academic Affairs	Collect and archive appropriate statistics	Baseline CMS performance indicators established	10/2003	11/2003
Determine server upgrade path (Obj. 1.1 and 1.3)	Academic Affairs, Computer Services, Vendor	Consultation with vendor technical staff	Server upgrade path determined and specifications developed	10/2003	11/2003
Purchase additional servers and/or processors (Obj. 1.1 and 1.3)	Academic Affairs, Purchasing Office	Standard University procurement process	New servers/processors purchased	11/2003	12/2003
Install additional servers/processors (Obj. 1.1 and 1.3)	Computer Services	Standard University server installation/upgrade	Servers/processors installed, tested, and operational	01/2004	03/2004

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Tasks Supporting Objectives within Goal 2					
Review and refine job description for Assistive Technology Specialist (Obj. 2.1)	Human Resources, Computer Services	Review job description and update as needed	Finalized job description	08/2004	09/2004
Conduct search for Assistive Technology Specialist (Obj. 2.1)	Human Resources, Computer Services	Standard University search process	Identification of best candidate to fill vacancy	09/2004	12/2004
Hire Assistive Technology Support Specialist (Obj. 2.1)	Human Resources, Computer Services, Equal Opportunity Officer	Standard University hiring procedure	Assistive Technology Support Specialist hired.	12/2004	01/2005
Tasks Supporting Objectives within Goal 3					
Determine administrative files to be migrated to relational database and priority order (Obj. 3.1)	Computer Services, Primary system users	Analysis of files and discussions with primary system users	Priority plan to migrate initial administrative files to relational database	10/2003	11/2003

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Complete the development of the online permission (Obj. 3.3)	Computer Services MIS	Follow standard programming techniques	Faculty able to grant permission to take a class online	10/2003	12/2003
Hire Programmer/Analyst (Obj. 3.1)	Human Resources, Computer Services	Standard University hiring process	Human Resource records indicate a Programmer/Analyst was hired	10/2003	02/2004
Develop migration plan (Obj. 3.1)	Computer Services, Vendor, Consultants	Analysis of existing files and systems	Published migration methodology and plan	11/2003	01/2004
Migrate initial files to relational database (Obj. 3.1)	Computer Services	Execute migration plan	Initial 15 files migrated to relational database	01/2004	04/2004
Convert existing VSAM course enrollment data to Relational Database Management System (RDBMS) (Obj. 3.1)	Computer Services MIS	Utilize system utilities to define and migrate data	Course enrollment data will reside in RDBMS	01/2004	09/2004

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Market online advising system to faculty (Obj. 3.2)	Enrollment Services, Computer Services	Develop marketing campaign and materials to announce availability and encourage system use	Increased utilization of web-based student advisement process	01/2004	09/2005
Train MIS staff to use new RDBMS software (Obj. 3.1)	Computer Services MIS	Provide in-house training and attend off-campus classes	MIS staff will be using new RDBMS in development	07/2004	09/2005
Tasks Supporting Objectives within Goal 4					
Determine workstation specifications for training lab (Obj. 4.1)	Computer Services, Disability Support Services	Determine required specifications, based on need, to host applications	Computer workstation specifications	10/2003	11/2003
Order workstations and assistive technologies (Obj. 4.1)	Purchasing Office	Standard University procurement process	Computer workstations delivered to campus	11/2003	12/2003

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Configure workstations (Obj. 4.1)	Computer Services	Configuration of workstations and assistive technologies	Configured workstations available in Cheek 100 lab	01/2004	02/2004
YEAR 2 (10/1/04-9/30/05)					
Tasks Supporting Objectives within Goal 1					
Begin development of interfaces to Course Management System (Obj. 1.2)	Computer Services, Academic Affairs	Use standard application design and development methods	Initial interfaces (upload, download, and/or real-time) developed, tested, and in use	10/2004	09/2005
Educate faculty about new interfaces (Obj. 1.2)	Academic Affairs, Enrollment Services	Use campus-wide communication methods to inform faculty of new features	Additional faculty aware of new system interface features	08/2005	09/2005

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Tasks Supporting Objectives within Goal 2					
Conduct assessment of turnaround time for production of alternative format instructional media (e.g., Braille and tactile imaging) (Obj. 2.2)	Assistive Technology Specialist, Computer Services User Support, Disability Support Services	An automated tracking system will be implemented. Staff will record start/finish times for all alternative format production jobs	A valid assessment of the turnaround time for the production of alternative format instructional media	10/2004	09/2005
Purchase various assistive technology hardware and software	Purchasing Office, Assistive Technology Support Specialist	Standard University procurement process	Assistive technologies purchased, installed, and tested.	10/2004	09/2005
Form campus committee to develop Service Level Agreement for conversion of materials to alternate format (Obj. 2.2)	Disability Support Services, Computer Services, Academic Affairs	Campus-wide discussion to identify necessary alternate formats to be supported. Survey other campuses to determine their standards	Service Level Agreement and campus policies and procedures clearly identifying alternate formats to be supported	01/2005	06/2005

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Implement Service Level Agreement (Obj. 2.2)	Disability Support Services, Computer Services	Announce new Service Level Agreement and policies, educate faculty regarding new procedures	Implemented policies and procedures to increase efficiency of conversion of materials to alternate formats	07/2005	09/2005
Tasks Supporting Objectives within Goal 3					
Market online advising system to faculty, continued. (Obj. 3.2)	Enrollment Services, Computer Services	Continue implementation of marketing plan developed in Year 1	Increased utilization of web-based student advising process to achieve use by 75% of faculty and students	10/2004	09/2005
Continue migration of legacy files to relational database (Obj. 3.4)	Computer Services	Implementation of migration methodology developed in Year 1	Additional legacy files migrated to relational database	10/2004	09/2005
Refine and implement effective strategies for backup and security (Obj. 3.1)	Computer Services Systems, Computer Services MIS	Understand RDBMS backup, restore, recovery, and security procedures	Reliable storage and recovery of application and system data is available	10/2004	12/2004

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IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT:
Southwest Missouri State University-Springfield (SMSU)

2. ACTIVITY TITLE: Strengthening Southwest Missouri State University by Migrating Academic and Administrative Functions to a Web-based, Self-Service Model.

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO	
Research market of XML technologies and new development tools for web (Obj. 3.6)	Computer Services MIS	Evaluate software and learn techniques involved with new technologies	Increased knowledge base for providing enhanced services and new applications	10/2004	04/2005
Establish Web Content Management System (WCMS) Task Force (Obj. 3.7, 3.9, 3.10, and 3.11)	Web Coordinator, Chief Information Officer	Identify staff needed to implement activity. Convene monthly during initial year; quarterly thereafter	Task force provides overall guidance and monitoring for the project	10/2004	11/2004
Hire Web Programmer	Web Coordinator, Human Resources	Standard University hiring process	Hire a Web Programmer	11/2004	03/2005
Select and purchase web content management system hardware and software (Obj. 3.7, 3.8, 3.9, 3.10, & 3.11)	Web Coordinator, WCMS Task Force, Web Committees	Standard University purchasing practices	Software purchased and installed on servers	11/2004	02/2005

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Establish pilot project for web content management system (Obj. 3.7 and 3.9)	Web Coordinator, WCMS Task Force	Assess University web development goals and select which departmental web sites most aid in student services and recruitment efforts. Implement these selected sites on the web content management system	Pilot conversion of selected web sites initiated. Procedure and templates for implementing web sites on the content management system formulated	02/2005	02/2006
Develop web-based course registration system (Obj. 3.3)	Computer Services, Enrollment Services	Standard application development methods and system testing	Web-based course registration system available for use	07/2005	06/2006
Assess pilot project (Obj. 3.8)	Web Coordinator, WCMS Task Force	Survey web developers and supervisors electronically as their web sites are implemented on the content management system	Valid assessment with results published online for University review	08/2005	03/2006

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Tasks Supporting Objectives within Goal 4					
Conduct faculty training and development courses on use of the course management system (Obj. 4.2)	Academic Development Center	Training sessions, workshops, and peer presentations	Training sessions conducted to teach faculty to use system. Additional faculty use CMS	10/2004	09/2005
Conduct training on use of relational database and query tools (Obj. 4.3)	Computer Services	Group training in computer training lab (Cheek 100) regarding new methods of data access and analysis	Twenty-five training sessions conducted during preceding 12 months	10/2004	09/2005
YEAR 3 (10/1/05-9/30/06)					
Tasks Supporting Objectives within Goal 1					
Integrate system with administrative course system (Obj. 1.2)	Vendor, Computer Services, Academic Affairs	Consulting services from vendor. Standard programming practices	Courses to be offered will automatically be created on the system	10/2004	05/2005

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3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO	
Integrate system with the administrative student record system (Obj. 1.2)	Vendor, Computer Services, Academic Affairs	Consulting services from vendor. Standard programming practices	Student enrollment will be automated. Necessity of reentering grade information is removed	10/2004	05/2005
Purchase upgrade to course management system servers (Obj. 1.1)	Purchasing Office, Academic Affairs	Standard University procurement process	Course management system servers upgraded	10/2005	02/2006
Tasks Supporting Objectives within Goal 2					
Purchase assistive technologies (Obj. 2.2)	Purchasing Office, Assistive Technology Support Specialist	Standard University procurement process	Assistive technologies purchased, installed, and tested	10/2005	04/2006
Tasks Supporting Objectives within Goal 3					
Complete analysis and design of automated enrollment of preliminary schedule (Obj. 3.3)	Computer Services MIS, Director of Records and Registration	Collaborate using business knowledge and analysis skills	Programming specifications for unattended enrollment programs	10/2005	12/2005

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Complete development of preliminary enrollment schedule (Obj. 3.3)	Computer Services MIS, Director of Records and Registration	Follow standard programming techniques	Process of submitting preliminary enrollment schedule will be automated	10/2005	09/2006
Perform analysis to move fixed-length VSAM data to RDBMS with minimal modeling (Obj. 3.4)	Computer Services MIS	Use analysis skills and business knowledge	Plan for migrating legacy VSAM data to RDBMS will be in place	10/2005	03/2006
Complete development of web-based course registration system (Obj. 3.3)	Computer Services	Standard application development methodology	Web-based course registration system available for use	10/2005	06/2006
Continue migration of legacy files to RDBMS (Obj. 3.4)	Computer Services	Migration methodology developed in Year 1	At least 50 legacy files migrated to RDBMS	10/2005	09/2006
Implement web-based course registration system (Obj. 3.3)	Enrollment Services, Computer Services	Publicize availability of new system and encourage use	At least 30 percent of students use new system for course registration	07/2006	09/2006

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Tasks Supporting Objectives within Goal 4					
Conduct training on assistive technologies (Obj. 4.4)	Assistive Technology Support Specialists	Group training sessions offered to students, faculty, and staff in computer training lab	Fifteen training sessions offered during the 12-month period	10/2005	09/2006
YEAR 4 (10/1/06-9/30/07)					
Tasks Supporting Objectives within Goal 1					
Upgrade course management system servers	Academic Affairs, Purchasing Office, Computer Services	Standard University procurement process; standard server upgrade process	Course management system servers upgraded	10/2006	02/2007
Tasks Supporting Objectives within Goal 2					
Purchase new assistive technology hardware and software needed to accommodate students, faculty, and staff with disabilities (Obj. 2.3)	Assistive Technology Specialist, Purchasing Office	Conduct an analysis of the categories of disabilities historically and presently served by the program. Standard University procurement process	Inventory records will show that four new assistive technology workstations have been purchased and installed	10/2006	01/2007

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Tasks Supporting Objectives within Goal 3					
Develop additional web-based self-service applications	Computer Services	Standard application development methodology	Develop 15 additional web-based applications to bring total to 75	10/2006	09/2007
Upgrade relational database server	Purchasing Office, Computer Services	Standard University procurement process	Relational database server upgraded	10/2006	03/2007
Contract for production of video promoting use of web-based technologies	Purchasing Office, Computer Services, Web Coordinator	Develop Request for Proposal and select vendor best qualified to produce video	Video produced and available for streaming via the web	10/2006	09/2007
Purchase wireless access devices to test web content (Obj. 3.8)	Web Coordinator, Purchasing Office	Standard University procurement process	Wireless access devices purchased and configured to test display of web content	02/2007	05/2007

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Tasks Supporting Objectives within Goal 4					
Conduct faculty training and development courses on use of the course management system (Obj. 4.2)	Academic Development Center	Training sessions and workshops and presentations	Training sessions to expose faculty to the system and to start/continue discussions among faculty; faculty using new system features	10/2005	09/2006
Conduct training sessions to teach use of database and query tools	Computer Services, Enrollment Services	Group training sessions conducted in computer training lab	Fifty training sessions conducted over 12-month period	10/2006	09/2007
Conduct training sessions on web content management system (Obj. 4.7)	Web Coordinator	Group and individual training sessions conducted in computer training lab	Fifty faculty and staff trained to use the system	10/2006	09/2007

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3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO	
YEAR 5 (10/1/07-9/30/08)					
Tasks Supporting Objectives within Goal 1: Course Management System					
Conduct faculty training and development courses on use of the system (Obj. 1.2 and 4.2)	Academic Development Center	Training sessions, workshops, and peer presentations	Training sessions to teach faculty to use new and upgraded features of system; faculty using new features	10/2007	09/2008
Incorporate modules to improve or add system features (Obj. 1.4)	Academic Development Center, Academic Affairs	Testing and evaluation of available modules	Improved or added functionality of services provided by system	10/2007	09/2008
Upgrade server (Obj. 1.4)	Computer Services, Academic Affairs	Standard University procurement process; standard server upgrade process	Upgraded server is available for use by students/faculty	10/2007	03/2008

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Tasks Supporting Objectives within Goal 2					
Purchase five adaptive computer stations for the assistive technology assessment and training center (Obj. 2.3)	Assistive Technology Specialist, Purchasing Office	Standard University procurement process	Placement of five state-of-the-art, fully functional and operational adaptive computer stations in the Assistive Technology Assessment and Training Center	10/2007	09/2008
Purchase new assistive technology hardware and software needed to accommodate students, faculty, and staff with disabilities (Obj. 2.3)	Assistive Technology Specialist, Purchasing Office	Conduct an analysis of the categories of disabilities historically and presently served by the program; standard University procurement process	The inventory of assistive technology software and hardware used for assessment and training will be increased. An additional number of individualized hardware accessories and software packages will be available to accommodate selective needs as caseload requires.	10/2007	04/2008

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Tasks Supporting Objectives within Goal 3					
Upgrade database server (Obj. 3.6)	Computer Services, Purchasing Office	Standard University procurement and upgrade processes	Database server upgraded	10/2007	03/2008
Upgrade content management system server (Obj. 3.9)	Web Coordinator, Purchasing Office	Standard University procurement and upgrade processes	Web content management system server upgraded	10/2007	03/2008
Convert University unit web sites to web content management system (Obj. 3.7 and 3.9)	Web Coordinator, Unit web developers	Work with unit web developers to convert sites; provide one-on-one and group training	At least 115 unit web sites converted to web content management system	10/2007	09/2008
Develop pilot project to test web content access via wireless devices (Obj. 3.8)	Web Coordinator	Access a variety of web content via wireless devices to assess effectiveness of display	Analysis of University's web content as accessed via wireless devices	10/2007	09/2008

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Purchase four-way multi-processor upgrade option for iSeries (Obj. 3.1)	Computer Services, Purchasing Office	Standard University procurement process	Hardware and software for iSeries will be delivered	01/2008	03/2008
Install four-way multi-processor upgrade option for iSeries (Obj. 3.1)	Computer Services Systems	Follow vendor-recommended procedures to install and test	Additional iSeries with increased capacity will be ready for application development	04/2008	06/2008
Select pilot wireless project that involves publishing from the content management system to wireless and handheld devices (Obj. 3.8)	Web Coordinator, WCMS Task Force, Web Committees	Assess University web usage and determine which web project would be most effective on wireless or handheld devices	Pilot initiation of new web project targeted at delivering to a wider audience; procedure and templates for implementing new wireless web projects	02/2008	08/2008

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Assess pilot wireless project (Obj. 3.8)	Web Coordinator	Analyze content management system templates and usage by wireless devices	Valid assessment with results published online for University review	08/2008	09/2008
Assess web development activities and content levels (Obj. 3.7, 3.9, 3.10, and 3.11)	Web Coordinator	Survey web developers, supervisors, and students electronically	Accurate assessment of web activities; completion of all conversions and pilot projects	07/2008	09/2008
Tasks Supporting Objectives within Goal 4					
Order, install, and configure new computers in training facility (Obj. 4.4)	Computer Services User Support, Purchasing Office	Complete the purchasing process and place order with vendor; follow recommended procedure to install and test	Upgraded workstations in training facility	10/2007	01/2008
Upgrade assistive technology software (Obj. 4.4 and 2.3)	Computer Services User Support, Purchasing Office	Complete the purchasing process to place order with vendor; follow recommended procedure to install and test	Upgraded assistive technology software in training facility	10/2007	01/2008

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Replace computer workstations in computer training lab	Computer Services, Purchasing Office	Standard University procurement process	Workstations replaced in computer training lab (Cheek 100)	10/2007	02/2008
Conduct training sessions on web content management system (Obj. 4.7)	Web Coordinator	Group and individual training sessions conducted in computer training lab.	One hundred faculty and staff trained to use the system	01/2008	09/2008

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H. Narrative of Implementation Strategy Rationale

SMSU's implementation strategy is based on personal research and analysis, consultation with subject matter experts, and previous experience with similar projects and initiatives. The University's approach to solving **Problem 1 – The amount of timely feedback provided by faculty to students about academic progress is too low** – was developed by (1) monitoring past server performance problems, (2) consulting with the course management system's technical experts, (3) researching other institutions using the same or similar systems, (4) consulting with technical experts within Computer Services, and (5) discussing problems faculty and students experienced as users of the system. All of these sources point to the same implementation strategy – upgrade the Course Management System servers, conduct "load balancing" to improve system performance, and train faculty and students to fully use the system's functions and features.

The approach to solving **Problem 2 – Demand for assistive technology services by individuals with disabilities has outpaced the University's ability to provide them –** was developed by (1) consulting with subject-area experts, (2) reviewing the University's past experiences, and (3) researching the industry, and (4) dictated by recent laws. The University has an excellent resource in its nationally recognized assistive technology expert. These indicators led to the proposed solution: to expand and enhance the Assistive Technology Lab equipment and capabilities; to hire a second Assistive Technology Specialist; and to train students, faculty, and staff with disabilities to use accessible technologies.

The approach to solving **Problem 3 – The amount of "run-around" students receive when seeking information on campus is too high** – was developed by (1) referencing the recommendations of the Noel-Levitz external evaluators, (2) reviewing the University's past experience in developing web-based student services applications, (3) researching the web content management systems market (including vendor demos), and (4) researching the

experiences of other higher education institutions that have implemented Relational Database Management Systems, web content managements systems, and web-based applications.

The approach to solving **Problem 4 – The number of students, faculty, and staff unaware of existing web-based resources is too high and they must be trained effectively to use these resources** – was developed by (a) drawing upon the University's past experience in technical training, (b) referencing the recommendations of a number of University constituencies, and (c) considering the assistive technology training needs of the academic community. These indicators lead SMSU toward educating the campus community about available web-based resources and then teaching them to use these new tools effectively. The University believes the strategies it has adopted to solve the stated problems has been systematically and effectively analyzed and the most appropriate solution strategies selected.

I. NARRATIVE REGARDING KEY PERSONNEL (See Organizational Chart on page 82)

Gregory L. Burris, Vice President for Administrative Services and Chief Information Officer, will serve as the **Title III Project Coordinator** (20% time commitment to Title III project). His position is fully funded by the University and reports directly to the President.

Burris is responsible for all computing, human resources, safety, transportation, physical plant, procurement, environmental management, and postal and printing services. On July 1, 2003, he also will assume responsibility for financial services. Burris provides vision, leadership, and strategic planning for both academic and administrative computing and information technology. He serves as the coordinator-integrator for information technology equipment, applications, and systems used by all three University campuses. In 1999, he was assigned to lead SMSU's first process improvement initiative, Change@SMSU which resulted in the development of a process improvement methodology, a supporting organizational structure, and the concurrent work of multiple process improvement teams. Burris served as Project Coordinator for the University's previously successful Title III grant and led the CDP process for

the development of the proposed Title III project. As Project Coordinator for the proposed Title III project, he will provide updates to the University's Administrative Council (including the University President, all Vice Presidents and Chancellors, and Legal Counsel). He will have a role in coordinating, administering, and/or directly supervising all units involved in executing this plan (See résumé below).

Education

M.B.A.	College of Business Administration, Southwest Missouri State University, Springfield, Missouri, 1988.
B.S.	Computer Information Processing (Comprehensive), Southwest Missouri State University, Springfield, Missouri, 1983

Employment

Sept. 2002 – Present	**Vice President for Administrative Services and Chief Information Officer** Southwest Missouri State University – Springfield, MO
Oct. 1996 – Sept. 2002	**Acting Vice President for Administrative Services and Chief Information Officer**
1993 – Sept. 1996	**Coordinator of Management Information Systems**
1988 – 1993	**Systems Analyst**
1983 – 1988	**Computer Programmer/Analyst**

Accomplishments Related to Title III Project Activity

- Title III Grant Project Coordinator. Senior manager for five-year, $1.7 million federal grant. Chair, Title III Advisory Committee. Responsibilities included grant project management, budget management, and development of quarterly, formative, and summative status reports.

- Developed SMSU's first information technology strategic plan. Created planning organizational structure to solicit broad input from University constituencies. Chaired the Information Technology Plan Steering Committee and Information Technology Administration Committee. Developed the University's first information technology financial plan to ensure ongoing funding based on technology lifecycles.

- Facilities design/remodeling and incorporation of technology into classrooms. Instrumental in design of information technology infrastructure and instructional technologies for the Library Information Center, West Plains campus. Developed guidelines for incorporation of technologies into University facilities.

Jeff Morrissey, Director of Computer Services, will serve as the **Title III Activity Director** (40% time commitment to Title III project). His position is fully funded by the University and reports directly to the Vice-President for Administrative Services (proposed Title III Project Coordinator). Morrissey has over 23 years of experience in information technology in an academic and administrative environment and will be responsible for the effective implementation of activities in the areas of the Course Management System, Assistive Technologies, Web Services Center, and Training and Professional Development (See résumé below).

Education

College of Business Administration, Southwest Missouri State University, Springfield, Missouri, Computer Information Systems major, 113 total college credit hours

A.A.S.	Computer Science, Central Texas College, Killeen, TX May 1983.
Army Signal School	Electronic Repair Certification, Fort Gordon, GA June 1978.

Employment

April 1994 – Present	**Director of Computer Services**, Southwest Missouri State University, Springfield, MO
October 1985 – March 1994	**Coordinator of User Support,** Southwest Missouri State University, Springfield, MO
1984 – 1985	**Systems Programmer,** Southwest Missouri State University, Springfield, MO
1982 – 1984	**Systems Programmer,** Central Texas College, Killeen, TX
1983 – 1988	**Computer Programmer/Analyst**

Accomplishments Related to Title III Project Activity

- Activity Director for Previous Title III Project -- $1.7 million federal grant. Member of the Title III Advisory Committee member.

Mike McManus, Technology Associate for Academic Affairs and system administrator for the Course Management System will serve as the **Team Leader for the Course Management System** portion of the proposed Title III project (75% time commitment.) His position is fully

funded by the University. McManus will be responsible for implementing the upgrades for the Course Management System under the proposed Title III project (See résumé below).

Education

B.S.	Computer Science, University of Texas at Dallas, Richardson, Texas, 1991.
A.A.S.	Electronics Technology, Southwestern Community College, Creston, Iowa, 1978.

Employment

July 1992 – Present	**Technology Associate for Academic Affairs,** Southwest Missouri State University – Springfield, MO
January 1992 – April 1992	**Programmer/Analyst,** Axcom Computer Consultants, Springfield, MO
June 1980 – Nov. 1991	**Software/Hardware Designer,** Texas Instruments, Dallas, TX
June 1979 – June 1980	**System Technician,** Texas Instruments, Dallas, TX

Accomplishments Related to Title III Project Activity

- System administrator for the on campus and online Course Management System
- Member of the Course Management System selection and review committee
- System administrator for a Course Management System pilot project involving another vendor in 1998.

Bill Carnagey, Assistive Technology Support Specialist, will serve as the **Team Leader for the Assistive Technologies** portion of the proposed Title III project (100% time commitment). His position is fully funded by the University and will report directly to the Director of Computer Services (See résumé below).

Education

Ed.S.	Computing Technology in Education, emphasis in Adaptive Computing Technology, Graduate School of Computer and Information Services, Nova Southeastern University, 2003.
M.S. Ed.	Occupational Education, emphasis in Adult Special Needs Education, Southern Illinois University, Carbondale, 1980.
B.S.	Occupational Education, emphasis in Adult Special Needs Education, Southern Illinois University, Carbondale, 1978.

Employment

1998- Present	**Assistive Technology Support Specialist,** Southwest Missouri State

University – Springfield, MO.

1997-1998 **Program Director, Family Achievement Academy** ("return-to-work" welfare reform program) – Springfield, MO.

1990-1996 **Director of Vocational Rehabilitation and Director of Assistive Technology Assessment Center,** Missouri Rehabilitation Center, Missouri Department of Health – Mt. Vernon, MO.

1983-1989 **President, CEO, Director of Rehabilitation,** Outreach Neuro Rehab/Rehab Med Systems, Inc., Carbondale and Wood River, Il.

Accomplishments Related to Title III Project Activity

- Expanded Assistive Technology services at SMSU (80+ students and 15 faculty and staff in 2002).
- Conceptualized, developed, and founded the first Statewide Assistive Technology Assessment Center at the Missouri Rehabilitation Center. The Assistive Technology Vocational Assessment Center (ATVAC) was developed with grant funds in 1994 and within two years became a self-sustaining fee-for-service program.
- Board Certified Vocational Evaluation Specialist (CVE #0306), Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES) http://www.ccwaves.org/ Certified since 1983.
- Frequent presentations at Assistive Technology-related conferences and symposia, and accomplished author in refereed publications (e.g. *Online Learning Environments: Gateway or Roadblock to Opportunity for Learners with Disabilities*, Journal of Instruction Delivery Systems, Fall 2001, Volume 15, Number 4).

TO BE HIRED: Assistive Technology Support Specialist (100% time commitment). This position will be funded by the Title III grant and will be fully institutionalized at the end of the grant period. The minimum acceptable qualifications for this position are a bachelor's degree in rehabilitation engineering or certifications in occupational therapy, vocational rehabilitation, physical therapy, or other related professional field. A master's degree is preferred. Required work experience includes: assistive technology applications, working in school and/or adult-based programs with persons with disabilities, training individuals with and without technical backgrounds. Demonstrated supervisory skills, oral and written communications skills, and the ability to perform microcomputer system diagnosis are required. Must be able to lift and carry objects weighing up to fifty pounds, have sufficient mobility to connect cables that may require

climbing ladders or working under desks, and possess visual acuity sufficient for installation and repairs using monitors. This position is responsible for evaluating, installing, and providing on-going maintenance of assistive technology devices provided by the University and used by students, faculty, and staff. The position develops, implements, and maintains a system-wide training agenda for assistive technology and, in cooperation with User Support Specialists, ensures effective daily operation of assistive technology hardware and software including problem determination and resolution.

Frank Williams, Management Information Systems Coordinator will serve as the **Team Leader for the Web Services Center** portion of the proposed Title III project (40% time commitment). His position is fully funded by the University and will report directly to the Director of Computer Services (proposed Title III Activity Director). Williams has 31 years of experience in information technology in an academic and business environment. He will manage and implement the **Web Services Center** expansion and the Relational Database Management System (See résumé below).

Education

M.B.A.	University of Central Oklahoma, Edmond, OK, December 1998.
B.S.	Computer Science, University of Central Oklahoma, Edmond, OK, July 1992
A.A.S.	Data Processing, Oklahoma State University-Okmulgee, Okmulgee, OK, September 1976

Employment

December 1996 – Present	Faculty, Information Technology/MIS Program Coordinator, Southwest Missouri State University, Springfield, MO.
August 1994 – Present	Owner, CompAsyst Website Design and Development, Springfield, MO.
February 1983 – August 1994	Programming Manager, MIS Department, Oklahoma City Public Schools.
April 1982 – February 1983	President, Datastat, Inc., Computerized business systems, Henryetta, OK.
September 1981 – April 1982	Programming and Operations Manager/DBA The Crosby Group, Tulsa, OK.

June 1979 – September 1981 Manager, Computer Services, Oklahoma State University-Okmulgee, Okmulgee, OK.

Accomplishments Related to Title III Project Activity

- Member of various Curriculum Development Committees including Associate of Science and Associate of Applied Science degree programs with the IT program
- Designer of a full Internet eCommerce website and system for a company with over 30,000 customers.
- Proficient in system analysis, project management, networks, telecommunications.
- Designer of computerized business systems including, but not limited to, manufacturing, accounting, and payroll.
- Presenter for various national IT conferences: "Website Development," "The Business versus The Developer."

TO BE HIRED: Programmer/Analyst. (100% time commitment). This position will be fully funded by the Title III grant and will be institutionalized at the end of the grant period. The minimal acceptable education requirements include an Associate's degree. A Bachelor's degree with an emphasis in computer-related courses is preferred. Experience in business application programming, with mainframe or mid-range computers, with RDBMS and SQL, web-development, and COBOL is preferred. Also preferred is experience in programming computer applications in a team-oriented environment and work experience in higher education. Proficiency in the design and coding of COBOL programs is required. This position creates and maintains computer programs, program documentation, operating instructions and job control language (JCL). Participates in the systems design process. Accepts assigned responsibility for projects that may include maintenance, major modifications or development of systems.

Sara Clark, University Web Coordinator will serve as **Team Leader for the Web Content Management System** portion of the proposed Title III project (40% time commitment). This position is fully funded by the University and reports directly to the Vice-President of Administrative Services (proposed Title III Project Coordinator). Clark oversees the organization,

design, functionality, and security of the University's web site and assures accessibility of the web site for all users. She will be responsible for installing, configuring, and managing the Web Content Management System for the proposed Title III project (See résumé below).

Education

B.S. Computer Instruction, Southwest Missouri State University, Springfield, MO, 1999

Employment

June 2000 - Present	Web Coordinator, Southwest Missouri State University, Springfield, MO
October 1997 – June 2001	Technical Trainer, Southwest Missouri State University Springfield, MO

Accomplishments Related to Title III Project Activity

- Chair the SMSU Web Advisory Committee Maintains and enhances the University's web site while providing direction to University web developers and content providers. Writing University's first strategic web plan to guide web activities now through 2006.
- Conduct frequent presentations and outreach activities Present at technology-related conferences and meetings on collaborative programming and web accessibility topics. Chair the Missouri Higher Education Web Developers Group.
- Developed the University's current web site Designed the structure, navigation and templates for the current University web site. Conduct individual and group training on using templates and designing secure, accessible and functional web sites. Chair the University's Web Accessibility Compliance Team.

TO BE HIRED: Web Programmer. (100% time commitment). This position will be fully funded by the Title III grant and will be institutionalized by the end of the grant period. The minimum acceptable education qualifications for this position include completion of college courses that are equivalent to an Associate's degree. A bachelor's degree with an emphasis in computer-related courses is preferred. Experience in the design and programming of computer applications using HTML, Java, C, C ++, Visual Basic, or other web tools; business application programming; SQL, TCP/IP and computer graphics; and programming computer applications in a team-oriented environment are preferred. Proficiency in the design and coding of general business applications and effective oral and written communication is required. Proficiency in the

design and coding of Web-related applications is preferred. The Web Programmer creates, maintains, and documents programmed computer applications, primarily Web-related applications, that serve the administrative and academic departments of the University, participates in the systems design process, and accepts assigned responsibility for projects that may include maintenance, major modifications, or development of new systems.

Larry Dudley, Technical Trainer in the Computer Services department, will serve as the **Team Leader for Training and Professional Development** (40% time commitment). This position if fully funded by the University and will report to the Director of Computer Services (proposed Title III Activity Director). Dudley facilitates instructor-led computer courses and provides technical support for the training facility. He will be responsible for development of the Training Lab portion of the proposed Title III project (See résumé below).

Education

B.S.	English and History, Drury University, Springfield, MO. 1993
M.S.	English, Southwest Missouri State University, Springfield Missouri Spring 2003
Certifications	A+

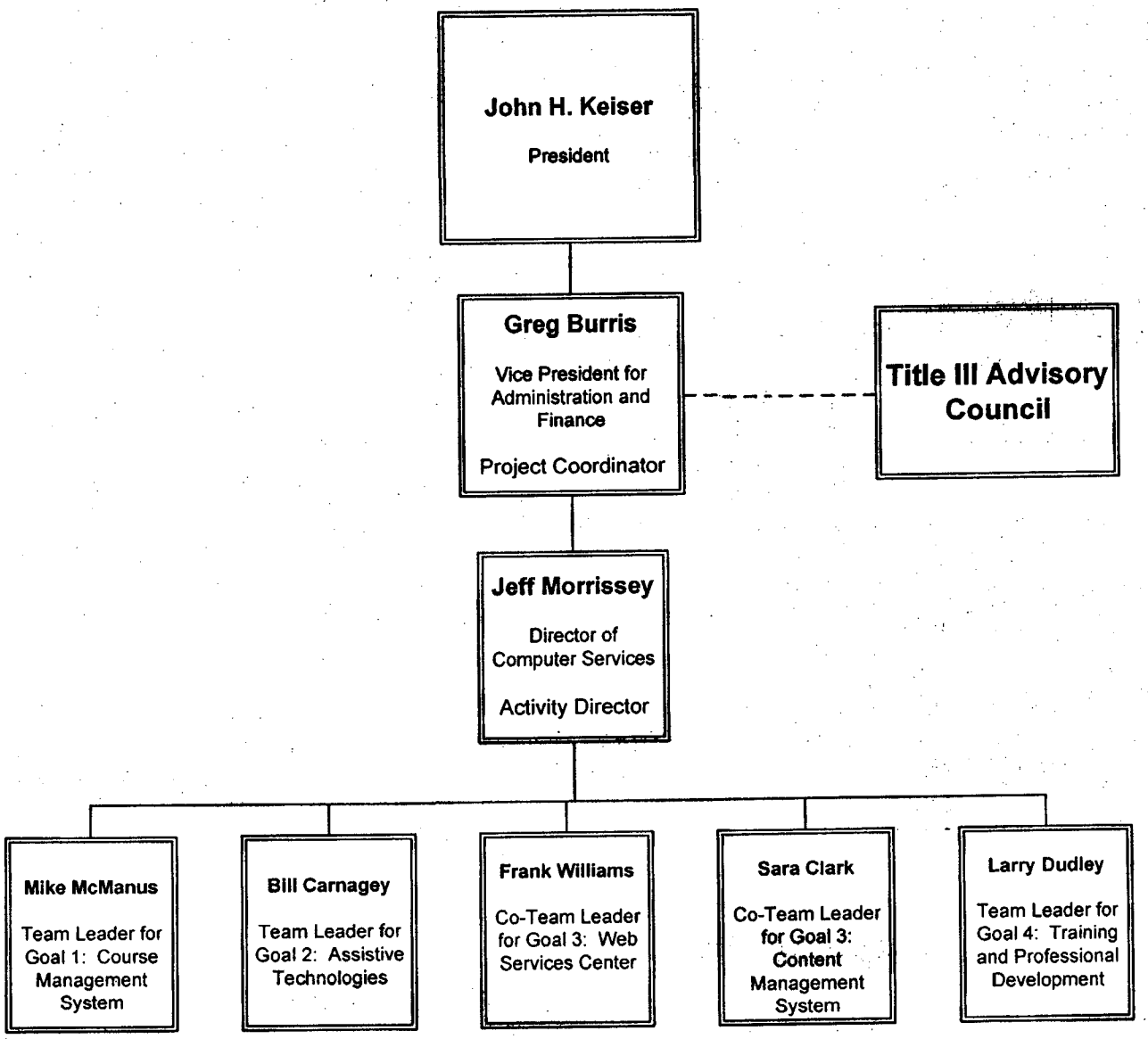
Employment

2000- Present	**Technical Trainer**, Computer Services, Southwest Missouri State University – Springfield, MO.
1998-2000	**Microsupport Specialist**, Computer Services, Southwest Missouri State University – Springfield, MO.
1997-1998	**Usersupport Specialist**, Health and Human Services, Southwest Missouri State University – Springfield, MO.
1996-1997	**Computer Lab Supervisor,** English Department, Southwest Missouri State University – Springfield, MO.

Accomplishments Related to Title III Project Activity

- Expanded curriculum to include the University's supported office suite, Microsoft Office. Offer beginning, advanced, and specialized courses to faculty and staff.
- Currently creating the curriculum and implementation plan to train current mainframe users for the University's new AS/400 platform. This is due to the University's initiative to cease all mainframe operations and migrate to the new platform.

SMSU-Springfield's Title III Project Team Organization Chart



GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED	ACTIVITY NUMBER 1	PAGE NUMBER 1	NUMBER OF PAGES 1	FORM APPROVED OMB NO. 1840-0114 EXP. DATE: 03/31/03

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: Southwest Missouri State University—Springfield

Activity Title: Strengthening Southwest Missouri State University by Migrating Academic and Administrative Functions to a Web-based, Self-Service Model.

3. Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title)		$		$		$		$		$	
Programmer/Analyst	100%	32,975	100%	34,954	100%	37,051	100%	24,824	100%	12,412	
Web Programmer	100%	0	100%	34,954	100%	37,051	100%	24,824	100%	12,412	
Assistive Tech Specialist	100%	34,478	100%	36,547	100%	38,739	100%	25,955	100%	12,978	
SUB-TOTAL		67,453		106, 455		112,841		75,603		37,802	400,154
b. Fringe Benefits 28%		18,887		29,807		31,595		21,170		10,584	112,043
c. Travel		6,000		6,000		12,000		10,000		10,000	44,000
d. Equipment		102,429		68,000		38,240		57,020		144,000	409,689
e. Supplies		39,001		34,995		26,850		54,219		62,906	217,971
f. Contractual		58,800		43,200		59,200		68,040		22,040	251,280
g. Construction		0		0		0		0		0	0
h. Other		67,180		70,500		74,000		67,500		67,500	346,680
i. TOTAL DIRECT CHARGES		$359,750		$358,957		$354,726		$353,552		$354,832	$1,781,817

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GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325	Form Approved: OMB No.:1840-0114 Exp. Date: 12/31/03

OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION: Southwest Missouri State University	2. ACTIVITY TITLE: Strengthening Southwest Missouri State University by Migrating Academic and Administrative Functions to a Web-based, Self-Service Model.

3. REMARKS

A. Personnel Costs: includes all additional personnel costs associated with implementing the project that will paid by requested Title III funds. The salaries in this activity were calculated as follows:

- Programmer/Analyst – Will conduct computer programming & systems analysis work toward the design & development of web-based systems. Annual salary based on projected salary for similar positions within SMSU's "grade & step" compensation system. Annual salary increases based on a 4.5% annual classified step increase plus a projected 1.5% cost-of-living increase. Will work in the Management Information Systems group (Computer Services department), & will be supervised by a full-time Systems Analyst & the Coordinator of MIS. Position filled in year 1 of the grant. SMSU will begin covering a third of the total cost (salary + benefits) in year 4 & will cover two-thirds in year 5 & will fully institutionalize the position following the grant.
- Web Programmer – Will serve as a software developer who creates & maintains templates, channels, & controls within the Content Management System. Annual salary & increases are based on formula used for the Programmer/Analyst position. Will work in the Office of Information Technology & supervised by the Web Coordinator. Position filled in year 2 of the grant. The University will begin covering a third of the total cost (salary + benefits) in year 4 & will cover two-thirds in year 5 so the University can fully institutionalize the position following the grant.
- Assistive Technology Specialist – Will help support individuals with disabilities by assessing their needs & providing assistive technologies to meet these identified needs. Annual salary & increases based on the formula used for the two position listed above. Will work in the User Support group within the Computer Services department, & supervised by the Assistive Technology Support Specialist & Coordinator of User Support. This position will be filled in year 1 of the grant. The University will begin covering a third of the total cost (salary + benefits) in year 4 & will cover two-thirds in year 5 so the University can fully institutionalize the position following the grant.

B. Fringe Benefits: SMSU calculates fringe benefits at 28% of the annual salary. This includes all medical, dental, long-term disability, FICA, & Medicare.

C. Travel: SMSU requests $6,000 per year for travel related to the Web Services Center project implementation. Monies will cover the cost of sending three staff members from the Computer Services Management Information Systems (MIS) group to professional training & conferences each year in support of their design & development of web-based information systems & services. The MIS staff will select the most appropriate event(s) each year based on the project's current status.

Additional $6,000 in travel funds is requested for Year 3 to attend the Microsoft training course entitled "Building Web Sites Using Microsoft Content Management Server." This course will teach the Web Coordinator, Web Programmer, & Web Systems Programmer how to develop, design, & deploy the web sites created via, the new Web Content Management System. Travel funds of $4,000 requested for years 4 & 5 for the Web Coordinator & Web Programmer/Analyst to attend the WebDevShare conference. This technical conference targets higher education's development & delivery of effective web-based systems.

Travel costs are estimated to be $2,000 per person per trip based on an analysis of previous travel expenses. For all travel, the standard University per-diem limits and travel regulations apply.

D. Equipment:

Year 1:

- IBM iSeries Model 830-2400 server upgrade (5075 expansion unit, RAID controller, 18GB DASD units,

512MB RAM) -- $23,429 (Note: SMSU-Springfield has internally funded the purchase of the baseline server, but upgrades are required to meet the stated goals and objectives.)

- Mobile training station for user training (*Epson* portable overhead projection system, and travel-safe cases) -- $7,000
- Tape autoloader for RDMS server – an IBM 3581-H17 *Ultrium* model that allows multiple tapes to be loaded and automatically inserted for automated backups -- $16,000
- Load Balancing switches for Course Management System server -- $5,000
- Web/Application servers (Dell server with Pentium processors) (2@$3,500) -- $7,000
- Chat server (Dell server with Pentium processor) -- $9,000
- Mail Spinner server (Dell server with Pentium processor) -- $9,000
- Content Management System production server (Dell 2650 with dual Xeon processors) -- $7,000
- Content Management System SQL server (Dell 2650 with dual Xeon processors) -- $7,000
- Cisco PIX firewalls for Internet and iSeries servers to provide system security -- $12,000

Year 2:

- Cisco PIX Firewall cards (2) for existing core routers to provide network security -- $40,000
- High-speed impact printer – an IBM 6400-015 to print reports from programs that are run on the *iSeries* server ($15,000)
- Course Management System server upgrade (memory and disk) -- $8,000
- Backup drive for Content Management System SQL server -- $5,000

Year 3:

- Server for Web Services Center (additional web server to handle increased volume of activity by students utilizing web-based student services) -- $10,000
- Relational database server upgrade (iSeries upgrade: 5 18GB disk drives, 1GB memory) -- $20,240
- Course Management System server upgrade (memory and disk) -- $8,000

Year 4:

- Course Management System server upgrade (Dell server with Pentium processors) -- $22,020
- Dell file server for Academic Development Center -- $5,000
- Load Balancing switches for Course Management System server -- $5,000
- Web/Application servers (Dell server with Pentium processors) (2@$3,500) -- $7,000
- Chat server (Dell server with Pentium processor) -- $9,000
- Mail Spinner server (Dell server with Pentium processor) -- $9,000

Year 5:

- Relational database server upgrade (iSeries upgrade: 5 18GB disk drives, 4-way multiprocessor) -- $110,000
- Course Management System server upgrade -- $8,000
- Content Management System production server (Dell 2650 with dual Xeon processors) -- $7,000
- Content Management System SQL server (Dell 2650 with dual Pentium processors) -- $7,000
- Cisco Intrusion Detection System to enhance system security -- $12,000
-

E. Supplies:

Year 1:

- Gateway computer workstation (current University standards system configuration) for Programmer/Analyst -- $1,267
- Mobile training station laptop computer (University-standard Gateway laptop computer) -- $3,000
- Backup tapes – for making a copy of the data stored on the disk drives for archival and disaster recovery purposes (15 @ $149 each) -- $2,235
- Tape drive cleaning cartridges used to perform routine cleanings of the tape drive included in the autoloader – 9 @ $110 each) -- $990
- 17 computers @ $1,267 each (Gateway E-4000 Pentium IV, 2.4Ghz, 512MB RAM, 60GB Ultra ATA-100 7200 RPM hard drive, CD-RW, 17" monitor, 3COM PCI 10/100 network card, Windows XP) -- $21,539
- Computer workstation software for Programmer/Analyst -- $500
- Database software for Course Management System (Microsoft MSSQL2000) for test server -- $500
- Building Blocks development network (BlackBoard, Inc.) for course management system -- $1,200
- 10-seat license for Window-Eyes screen reading software to serve individuals with disabilities in Computer Training Lab -- $3,975
- 10-seat license extension for Zoom-Text screen magnification software to serve individuals with

disabilities in Computer Training Lab -- $795

- Consumable supplies for the Assistive Technology Lab (Braille paper, tactile imaging supplies, etc.) -- $3,000

Year 2:

- Backup tapes – for making a copy of the data stored on the disk drives for archival and disaster recovery purposes (10 @ $149 each) -- $1,490
- Tape drive cleaning cartridges used to perform routine cleanings of the tape drive included in the autoloader – 6 @ $110 each) -- $660
- Content Management System development server (Dell 2650 with dual Xeon processors) -- $3,500
- Juliet Pro 60 Braille Embosser -- $4,095
- 2 Aladdin Rainbow video magnification devices (CCTV), model RB-1 -- $5,990
- 2 Scanners for use with OCR-to-Speech software -- $600
- Variety of input devices to serve individuals with varying disabilities, including alternate keyboards, infrared pointing devices, and single and multiple switch input devices -- $1,200
- Variety of pointing devices for individuals with disabilities, including trackballs and mice -- $1,200
- Computer (University standard configuration) for Web Programmer -- $1,267
- Backup license for Content Management System SQL server -- $1,150
- Content Management System SQL Server license -- $496
- Content Management System Windows Server licenses (2 @ $184) -- $368
- Microsoft SQL licenses per processor for Content Mgmt System servers (2 @ $3,554) -- $7,110
- Microsoft Windows Internet Connector for Content Mgmt System -- $1,189
- Adobe Photoshop software for Web Programmer -- $250
- Duxbury Braille Translation software (1 license) -- $495
- Open Book OCR-to-Screen reading software for blind/low vision individuals -- $995
- WYNN OCR-to-Screen reading software (WYNN Wizard/WYNN Reader) for learning/reading disabilities -- $1,490
- Dragon Naturally Speaking voice-recognition software with USB microphone connection -- $250
- Building Blocks development network (BlackBoard, Inc.) for course management system -- $1,200

Year 3:

- Backup tapes – for making a copy of the data stored on the disk drives for archival and disaster recovery purposes (10 @ $149 each) -- $1,490
- Tape drive cleaning cartridges used to perform routine cleanings of the tape drive included in the autoloader – 6 @ $110 each) -- $660
- Consumable supplies for the Assistive Technology Lab (Braille paper, tactile imaging supplies, etc.) -- $3,000
- Consumable supplies for the Web Content Management System implementation (office supplies for new Web Programmer and presentation materials for training sessions) -- $2,500
- Consumable supplies for the Web Services Center implementation (office supplies for the new Programmer/Analyst, presentation materials for user training sessions, educational supplies for MIS staff) -- $5,000
- Upgrade of adaptive hardware for individuals with disabilities (specific items, brands, and models to be determined based on industry developments at that time) -- $3,000
- Building Blocks development network (BlackBoard, Inc.) for course management system -- $1,200
- Adaptive technology software (such as Duxbury Braille Translation software, Open Book OCR-to-Screen reading software, WYNN OCR-to-Screen reading software, or Dragon Naturally Speaking) to serve individuals with disabilities based on the case needs at that time – $2,000
- 10-seat license for Window-Eyes screen reading software upgrade to serve individuals with disabilities in Computer Training Lab -- $2,000
- 10-seat license extension for Zoom-Text screen magnification software upgrade to serve individuals with disabilities in Computer Training Lab -- $1,000
- Hardcopy educational materials for publicizing existence of new web-based Course Management System and student services -- $5,000

Year 4:

- Gateway computer workstation (current University standards system configuration) for Programmer/Analyst -- $1,267
- Backup tapes – for making a copy of the data stored on the disk drives for archival and disaster recovery purposes (10 @ $149 each) -- $1,490

- Tape drive cleaning cartridges used to perform routine cleanings of the tape drive included in the autoloader – 6 @ $110 each) -- $660
- Consumable supplies for the Assistive Technology Lab (Braille paper, tactile imaging supplies, etc.) -- $3,000
- Consumable supplies for the Web Content Management System implementation (office supplies for new Web Programmer and presentation materials for training sessions) -- $2,500
- Consumable supplies for the Web Services Center implementation (office supplies for the new Programmer/Analyst, presentation materials for user training sessions, educational supplies for MIS staff) -- $5,000
- Wireless, handheld computing/access devices to test mobile access to Web Content Management System sites (Compaq iPAQ PocketPC or equivalent) 10 @ $500 -- $5,000
- Computers for Academic Development Center used to train faculty to use Course Management System and incorporate other technologies into curriculum (Gateway E-3600 Pentium IV computers or equivalent) 6 @ 1,267 -- $7,602
- Hewlett Packard laser printer and scanner for Academic Development Center -- $4,500
- Upgrade of adaptive hardware for individuals with disabilities (specific items, brands, and models to be determined based on industry developments at that time) -- $5,405
- 5 computers @ $1,919 for Assistive Technology Lab (Gateway E-4650, Pentium 4, 1.8GHz, 256MB RAM, 40GB hard drive, 22" Mitsubishi Diamondtron color monitor -- $9,595
- Building Blocks development network (BlackBoard, Inc.) for course management system -- $1,200
- Adaptive technology software (such as Duxbury Braille Translation software, Open Book OCR-to-Screen reading software, WYNN OCR-to-Screen reading software, or Dragon Naturally Speaking) to serve individuals with disabilities based on the case needs at that time – $2,000
- Hardcopy educational materials for publicizing existence of new web-based Course Management System and student services -- $5,000

Year 5:

- Backup tapes – for making a copy of the data stored on the disk drives for archival and disaster recovery purposes (10 @ $149 each) -- $1,490
- Tape drive cleaning cartridges used to perform routine cleanings of the tape drive included in the autoloader – 6 @ $110 each) -- $660
- Consumable supplies for the Assistive Technology Lab (Braille paper, tactile imaging supplies, etc.) -- $3,000
- Consumable supplies for the Web Services Center implementation (office supplies for the new Programmer/Analyst, presentation materials for user training sessions, educational supplies for MIS staff) -- $5,000
- Content Management System development server (Dell 2650 with dual Xeon processors) -- $3,500
- Upgrade of adaptive hardware for individuals with disabilities (specific items, brands, and models to be determined based on industry developments at that time) -- $9,000
- 17 computers (Gateway E-4000 Pentium IV, 2.4Ghz, 512MB RAM, 60GB Ultra ATA-100 7200 RPM hard drive, CD-RW, 17" monitor, 3COM PCI 10/100 network card, Windows XP or comparable current configuration at that time) -- $21,539
- Computer (University standard configuration) for Web Programmer -- $1,267
- Wireless, handheld computing/access devices to test mobile access to Web Content Management System sites (Compaq iPAQ PocketPC or equivalent) 10 @ $500 -- $5,000
- Adobe Photoshop software upgrade for Web Programmer -- $250
- Building Blocks development network (BlackBoard, Inc.) for course management system -- $1,200
- Adaptive technology software (such as Duxbury Braille Translation software, Open Book OCR-to-Screen reading software, WYNN OCR-to-Screen reading software, or Dragon Naturally Speaking) to serve individuals with disabilities based on the case needs at that time – $3,000
- 10-seat license for Window-Eyes screen reading software upgrade to serve individuals with disabilities in Computer Training Lab -- $2,000
- 10-seat license extension for Zoom-Text screen magnification software upgrade to serve individuals with disabilities in Computer Training Lab -- $1,000
- Hardcopy educational materials for publicizing existence of new web-based Course Management System and student services -- $5,000

D. Contractual:

Year 1:

- RDMS server maintenance (*iSeries* maintenance provides for the repair of the *iSeries* server in case there is a hardware failure) -- $10,000
- Tape autoloader maintenance (provides for the repair of the tape autoloader in case of hardware failure) -- $1,400
- Training for MIS staff on leading-edge web and wireless device application development methodologies -- $12,000
- Production costs associated with design and development of web-based streaming educational videos promoting SMSU-Springfield's use of web-based technologies (includes costs to transcribe content and otherwise make content accessible to individuals with disabilities) Phase 1 -- $29,800
- IBM technical support for *iSeries* software -- $5,600

Year 2:

- iSeries RDBMS server maintenance -- $10,000
- Tape Autoloader maintenance -- $1,400
- MSDN Universal Subscriptions for Content Management System servers (2 @ $600 each) -- $1,200
- Contract for expertise and engineering services to interface the University's course management system to the University's student information systems -- $25,000
- IBM technical support for *iSeries* software -- $5,600

Year 3:

- RDMS server maintenance (*iSeries* maintenance provides for the repair of the *iSeries* server in case there is a hardware failure) -- $10,000
- Tape autoloader maintenance (provides for the repair of the tape autoloader in case of hardware failure) -- $1,400
- MSDN Universal Subscriptions for Content Management System servers (2 @ $600 each) -- $1,200
- Application development training for MIS staff on iSeries database and SQL development techniques -- $8,000
- RDBMS server software subscription (3 years) -- $33,000
- IBM technical support for *iSeries* software -- $5,600

Year 4:

- RDMS server maintenance (*iSeries* maintenance provides for the repair of the *iSeries* server in case of hardware failure) -- $10,000
- Tape autoloader maintenance (provides for the repair of the tape autoloader in case of hardware failure) -- $1,400
- MSDN Universal Subscriptions for Content Management System servers (2 @ $600 each) -- $1,200
- Production costs associated with design and development of web-based streaming educational videos promoting SMSU-Springfield's use of web-based technologies (includes costs to transcribe content and otherwise make content accessible to individuals with disabilities) Phase 2 -- $40,000
- Wireless Internet services for mobile web access devices used to test remote access to Web Content Management System pages (10 @ 384/year) -- $3,840
- Application development training for MIS staff on iSeries database and SQL development techniques -- $6,000
- IBM technical support for *iSeries* software -- $5,600

Year 5:

- RDMS server maintenance (*iSeries* maintenance provides for the repair of the *iSeries* server in case there is a hardware failure) -- $10,000
- Tape autoloader maintenance (provides for the repair of the tape autoloader in case of hardware failure) -- $1,400
- MSDN Universal Subscriptions for Content Management System servers (2 @ $600 each) -- $1,200
- Wireless Internet services for mobile web access devices used to test remote access to Web Content Management System pages (10 @ 384/year) -- $3,840
- IBM technical support for *iSeries* software -- $5,600

E. Construction: None

F. Other:

Year 1:

- Database software for Course Mgment System (Microsoft MSSQL2000) for production server -- $10,000
- Conference fees to *WebDevShare* (or equivalent) for MIS staff (3 @ $500) -- $1,500
- Application development software tools for MIS staff -- $5,000

Year 2:

- Content Management System software licenses and software assurance licenses for production servers (2 @ $25,340) -- $50,680
- Course management system user licenses (BlackBoard CourseInfo) -- $65,000
- Conference fees to *WebDevShare* (or equivalent) for MIS staff (3 @ $500) -- $1,500
- Application development software tools for MIS staff -- $4,000

Year 3:

- Course management system user licenses (BlackBoard CourseInfo) -- $65,000
- Course fees for *Building Web Sites Using Microsoft Content Management Server* (3 @ $2,500) -- $7,500
- Conference fees to *WebDevShare* (or equivalent) for MIS staff (3 @ $500) -- $1,500

Year 4:

- Course management system user licenses (BlackBoard CourseInfo) -- $65,000
- Conference fees to *WebDevShare* (or equivalent) for MIS staff (3 @ $500) -- $1,500
- Conference fees to *WebDevShare* for Web Coordinator and Web Programmer (2 @ $500) -- $1,000

Year 5:

- Course management system user licenses (BlackBoard CourseInfo) -- $65,000
- Conference fees to *WebDevShare* (or equivalent) for MIS staff (3 @ $500) -- $1,500
- Conference fees to *WebDevShare* for Web Coordinator and Web Programmer (2 @ $500) -- $1,000

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K. Project Management Plan Narrative

The University has a documented procedure, based on administering its previous Title III grant that will be used to administer a new Title III grant. The leadership, including the previous chair and most members of the previous Title III Advisory Committee still exist within the University. Appropriate decision-making and oversight committee structures are in place. The University President is championing the proposed Title III project and is committed to ensuring its success. The University will not solely reply on past Title III management successes to ensure future success. Campus-wide participation and commitment is vital and assured.

The proposed **Title III Advisory Committee** members include the University Controller, the Grants and Contracts Senior Accountant, the Title III Project Coordinator, the Title III Activity Director, and the Team Leaders responsible for each of the major initiatives within the proposed Title III activity. This team will routinely assess the progress of the Title III project. The Advisory Committee, chaired by the Title III Project Coordinator, will report directly to the University's Administrative Council.

The Information Technology Council (IT Council), responsible for planning, coordinating, and reviewing major strategic information technology initiatives, will have a project oversight capacity. It serves as the University's "strategic clearinghouse" to ensure information technology initiatives are appropriate, sustainable, and funded in the most appropriate manner. The IT Council is charged by the Vice President for Academic Affairs and consists of representatives from the Faculty Senate, Deans Council, Administrative Council, and the Executive Assistant to the President.

The Title III Advisory Committee, chaired by the Title III Project Coordinator, will meet quarterly each year to report project status updates, evaluate progress against stated timetables, and adjust resources as necessary to achieve desired results. The Title III Program Operations Manual, used to manage and monitor the University's previous Title III project, will be adapted

and used as a management guide. The manual contains operational guidelines that proved successful for managing the previous Title III grant.

The proposed Title III Project Coordinator possesses a wealth of experience related to project management and will, along with the University administration, ensure the project remains focused upon its objectives, spends grant funds according to the approved plan, conducts regular audits via external evaluations, and provides the Title III Office with required reports and status updates.

L. EVALUATION PLAN NARRATIVE

All programs at SMSU are subject to a systematic evaluation. For the proposed Title III project, the Project Coordinator will work with the Title III Advisory Committee, the Process Improvement Committee, the Information Technology Council, the Administrative Council, and an external evaluator to implement an integrated evaluation strategy. The process for each of the five years of the proposed project will consist of three components that will operate in a logical and sequential order per the University's Title III Program Operations Manual.

On-going Assessment: The formative evaluation component for the proposed Title III project is constructed to assess the activities designed to achieve each objective. Emphasis will be placed on both the activities/objectives and the individuals responsible for executing the activities. The focus will be on whether or not the Title III project achieves its objectives and provides an atmosphere where effective change can be recognized. The Team Leaders assigned responsibility for each implementation task (noted in the Implementation Strategy and Timetable form – ED Form 851A-3 on pages 51-71) will collect data associated with the status and accomplishment of each task. These individuals also will collect measures associated with each performance indicator (noted in the Activity Objectives and Performance Indicators form – ED Form 851A-2 on pages 41-47). The task and performance data will be provided to the Title III Advisory Committee on a quarterly basis and will serve as the "dashboard" information by which the committee will manage and monitor the project over the five-year timeframe. Data will be

analyzed routinely by the Title III Project Coordinator and the Title III Advisory Committee. Results of these analyses will be used to determine if there is a need to modify the proposed activities or to reallocate University resources to improve performance. By using the performance indicators specified in ED Form 851A-2 (see pages 41-47), this approach will allow Title III personnel to determine what is or is not working, to improve procedures as deemed necessary, and to establish strategies for the future.

The Title III Advisory Committee will provide general oversight and coordination to all Title III activities and will report to the University's Administrative Council. This Committee represents one element of a Title III Program Operation Manual that outlines the tasks necessary to properly administer the project and ensures appropriate documentation is developed and maintained to provide an audit trail. They will meet quarterly to review project status assess the progress of the proposed Title III project. Assessments will be based on pre-determined project outcome measures and will be completed with input from Title III project personnel and feedback from students, faculty, and staff. The identified Team Leaders assigned to each major initiative within the project will be assigned responsibility to gather and provide performance data to the Title III Advisory Committee at pre-determined intervals.

External Evaluation: At the request of the University President and to ensure objectivity in evaluating the Title III project, an external evaluator will be hired to conduct an annual evaluation for each of the five years of the proposed project. The External Evaluator will (1) audit University records; (2) interview faculty, staff, students, and administrators; (3) visit technologically supported laboratories and training facilities; (4) examine student services; and (5) analyze the information flow of the campus. He/she will determine the extent to which the articulated goals and objectives were or are being met. Through both formative and summative evaluations, the evaluator will assist the Project Coordinator in meeting the objectives set out in this proposal.

To encourage wide dissemination of the findings, user-friendly formats will be used, e.g. graphs and charts with limited text. Annual summaries will be disseminated to the University community. The external evaluator will then prepare a comprehensive report containing formative and summative information that will be forwarded to the Title III Coordinator and the Activity Director. The external evaluator will prepare annual reports and the final report for the U.S. Department of Education.

Qualifications for External Evaluator: A Master's degree is required (earned doctorate preferred) and Title III experience is a must. At least 15 years experience in program design, development, implementation, evaluation, and analysis is required. Teaching and/or administrative experience in a major university is preferred. It is expected that the individual will have strong interpersonal, analytic, and management skills. For this type of service, the University proposes to pay $4,000 per year in years one and two and $8,000 per year in years three, four, and five. The rationale for increased remuneration in years three, four, and five is because the University will ask the evaluator to conduct increased analysis based on data gathered from years one and two and ensuing years.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED	ACTIVITY NUMBER Project Management	PAGE NUMBER 1	NUMBER OF PAGES 1	FORM APPROVED OMB NO. 1840-0114 EXP. DATE: 12/31/03

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: Southwest Missouri State University—Springfield

Activity Title: Strengthening Southwest Missouri State University by Migrating Academic and Administrative Functions to a Web-based, Self-Service Model.

3. Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title)		$		$		$		$		$	
SUB-TOTAL		0		0		0		0		0	0
b. Fringe Benefits 28%		0		0		0		0		0	0
c. Travel		0		0		0		0		0	0
d. Equipment		0		0		0		0		0	0
e. Supplies		0		0		0		0		0	0
f. Contractual		0		0		0		0		0	0
g. Construction		0		0		0		0		0	0
h. Other		4,000		4,000		8,000		8,000		8,000	32,000
i. TOTAL DIRECT CHARGES		$4,000		$4,000		$8,000		$8,000		$8,000	$32,000

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GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS **Title III, Higher Education Act of 1965, as amended by Public Law 102-325**	Form Approved: OMB No.:1840-0114 Exp. Date: 12/31/03

OTHER BUDGET INFORMATION
Project Evaluation

1. NAME OF APPLICANT INSTITUTION: **Southwest Missouri State University**	**2. ACTIVITY TITLE: Strengthening Southwest Missouri State University by Migrating Academic and Administrative Functions to a Web-based, Self-Service Model.**

3. REMARKS

A. Personnel Costs: None.

B. Fringe Benefits: None

C. Travel: None

D. Equipment: None

E. Supplies: None

F. Contractual: None

G. Construction: None.

H. Other:

SMSU is requesting grant funds to cover the following other expenses for Year 1:

- Contractual agreement with external evaluator (report writing services) -- $4,000

SMSU is requesting grant funds to cover the following other expenses for Year 2:

- Contractual agreement with external evaluator (report writing services) -- $4,000

SMSU is requesting grant funds to cover the following other expenses for Year 3:

- Contractual agreement with external evaluator (report writing services, plus additional data collection and analysis services to assist in evaluation of activity) -- $8,000

SMSU is requesting grant funds to cover the following other expenses for Year 4:

- Contractual agreement with external evaluator (report writing services, plus additional data collection and analysis services to assist in evaluation of activity) -- $8,000

SMSU is requesting grant funds to cover the following other expenses for Year 5:

- Contractual agreement with external evaluator (report writing services, plus additional data collection and analysis services to assist in evaluation of activity) -- $8,000

ED FORM 851A-5

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization
Southwest Missouri State University, Springfield, Missouri

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	67,453	106,455	112,841	75,603	37,802	400,154
2. Fringe Benefits	18,887	29,807	31,595	21,170	10,584	112,043
3. Travel	6,000	6,000	12,000	10,000	10,000	44,000
4. Equipment	102,429	68,000	38,240	57,020	144,000	409,689
5. Supplies	39,001	34,995	26,850	54,219	62,906	217,971
6. Contractual	58,800	43,200	59,200	68,040	22,040	251,280
7. Construction	0	0	0	0	0	0
8. Other	67,180	70,500	74,000	67,500	67,500	346,680
9. Total Direct Costs (lines 1-8)	359,750	358,957	354,726	353,552	354,832	1,781,817
10. Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A
11. Training Stipends	0	0	0	0	0	0
12. Total Costs (lines 9-11)	359,750	358,957	354,726	353,552	354,832	1,781,817

ED Form No. 524

Name of Institution/Organization Southwest Missouri State University, Springfield, Missouri	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	[redacted] (b)(4)	[redacted] (b)(4)				
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - OTHER BUDGET INFORMATION (see instructions)

ED Form No. 524

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS **Title III, Higher Education Act of 1965, as amended by Public Law 102-325**	Form Approved: OMB No.:1840-0114 Exp. Date: 12/31/03

OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION: **Southwest Missouri State University**	**2. ACTIVITY TITLE: Strengthening Southwest Missouri State University by Migrating Academic and Administrative Functions to a Web-based, Self-Service Model.**

3. REMARKS

A. Personnel Costs:

SMSU's matching contribution toward the project are based on the following calculations:

	Salary	Benefits	% Time	Salary Contribution	Fringe Contribution	Total Contribution
(b)(6) [redacted]	(b)(6) [redacted]		20%	(b)(4) [redacted]		
			40%			
			75%			
			40%			
			100%			
			40%			
			40%			

Note that Clark's contribution does not begin until Year 2 of the grant. One-third of the personnel costs for each of the three new positions will be institutionalized in Year 4 and two-thirds of the personnel costs for the three new positions will be institutionalized in Year 5.

B. Fringe Benefits: See above for details of SMSU's contribution.

C. Travel: None.

D. Equipment: SMSU will purchase assistive technology hardware at the levels indicated annually.

E. Supplies: SMSU will pay $30,000 per year for a Microsoft Campus Agreement software license that will allow faculty and staff to access web-based systems. SMSU will pay $25,000 per year toward the cost of BlackBoard Course Management System server licenses.

F. Contractual: None.

G. Construction: None.

H. Other: None.

ED FORM 851A-5

Response to Section 427 of GEPA Guidance

In compliance with Section 427 of the General Education Provisions act (GEPA) and University hiring policies, the following steps will be taken to ensure that all proposed Title III project participants will have equitable access to project participation. Participants in the proposed project, including those with disabilities, will have access to the tools they need to do business with SMSU-Springfield.

For hiring purposes, a search committee will meet to screen applications using the following criteria: (1) meet or exceed minimum qualifications, (2) evidence of experience to perform duties of the position(s), and (3) evidence of ability to work with others who may have special needs.

The search committee also will conduct telephone interviews with applicant references. A list of qualified candidates who are recommended for an in-person interview will be forwarded to the Equal Opportunity Officer for review and approval. Once approved, candidates will be invited to campus for an interview with search committee members, other key University personnel, and with the Title III Advisory Committee members.

These interviews will enable the search committee to gain insight into the candidates' experience as related to the responsibilities for their position in the proposed Title III project. A prioritized list of candidates will be forwarded to the Title III Coordinator for forwarding to the Equal Opportunity Officer. The final hiring decision for the positions of Assistive Technology Specialist, Programmer/Analyst, and Web Programmer will reside with the Title III Coordinator with the approval of the Equal Opportunity Officer.

A primary focus of the proposed Title III project is to provide assertive technology services and training to students, faculty, staff, and others in the University community that will enable individuals with disabilities to access the tools and services they need to meet academic goals and to do business with SMSU-Springfield.

Affirmative Action Statement: Southwest Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict nondiscrimination policy regarding the treatment of individual faculty, staff, and students. In addition, in accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, sex, national ancestry, age, disability or veteran status in employment or in any program or activity offered or sponsored by the University.