HIGHER LEARNING COMMISSION

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November 7, 2017

Dr. Barry H Dunn
President
South Dakota State University
Box 2201
Brookings, SD 57007-2298

Dear President Dunn:

Attached is a copy of the Multi-Location Visit Report completed following the visit to South Dakota State University. As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary.

Within the Multi-Location Visit Report, you will find brief comments on the instructional oversight, academic services, student services, facilities, marketing and recruitment information and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution's history record and the completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-Location Visit or the attached report, please contact Pat Newton-Curran (pnewton@hlcommission.org).

Sincerely,

Higher Learning Commission

Multi-Location Visit Peer Review Report

Institution: South Dakota State University (SDSU)

Additional Locations Visited:

Location Name	Location Address *(street, city, state and ZIP code)*	Date Reviewed
Sioux Falls Health Sciences	2300 N. Career Avenue, Sioux Falls, SD 57107	9/28/2017
West River Nursing	1011 11th Street, Rapid City, SD 57701	9/29/2017

Peer Reviewer

Name: Suzanne Sydow

Institution: Wayne State College   Title: Director of Assessment/ALO

Instructions
In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report in PDF format at http://www.hlcommission.org/document_upload. When submitting, be sure to select the following: Role – Peer Reviewer, HLC Process – Required Reports, File Type – Multi-Location Report. The report is due within 30 days after the last additional location is visited.

Overview Statement

Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

Judgment of reviewer. Check appropriate box: ☒ Adequate   ☐ Attention Needed

Comments:

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South Dakota State University (SDSU) has eight approved multi-locations offering a variety of programs to support students in areas across the state of South Dakota. SDSU has a long history of offering off-campus programming that began in the 1960's when a master's degree in education was offered at Ellsworth Air Force Base in Rapid City.

Three of the eight approved locations are University Centers developed by the South Dakota Board of Regents (SCBOR) in three of the larger communities in the state: Sioux Falls (2009), Rapid City (2011) and Pierre (2009). These Centers offer the opportunity to provide student support services in a collaborative way, with other public higher education institutions in South Dakota. These University Center facilities were new construction specifically designed for the target programs and are equipped with a comprehensive array of classrooms, labs, conference rooms, offices and open space.

Four of the eight approved off-campus locations are housed in buildings that were already in place and then identified as suitable facilities for nursing programs. These are located in Aberdeen, Sioux Falls, and at two locations in Rapid City. The eighth location is in an academic institution, Lake Area Technical Institution in Watertown, where an Associate of Science degree in Agricultural Sciences is offered.

Pertinent to this location visit, the Sioux Falls Health Sciences location was established in 2005 when an Accelerated Nursing Program and the Master's Degree courses offered in another Sioux Falls location were moved to the current location in the Terrance Sullivan Building of Southeast Technical Institution, (2300 N. Career Avenue) Sioux Falls. This facility, built in 2005, provides classrooms, a nursing simulation laboratory, faculty offices and conference spaces to SDSU students, faculty, and staff.

The second location visit was to the West River Nursing Department location in Rapid City. In 1989, this location began offering the standard undergraduate nursing option and the master's nursing program after receiving approval from the South Dakota Board of Regents (SDBOR). The first class graduated 24 students in 1991.

In 2010, the West River Nursing Department expanded its programming to include a Bachelor of Science (BS) and Doctor of Nursing Practice (DNP) programs, while a Ph.D. nursing program was added in 2013. The West River Nursing Department is now located in two separate buildings in Rapid City. The undergraduate program is housed in the Regional Health Science Building, (1011 11th Street) Rapid City and was a location site for this visit. South Dakota State University (SDSU), the University of South Dakota (USD), and Regional Health share space at this four story location.

In 2017, the West River Nursing Department graduate programs were moved to a location at 1220 Mt. Rushmore Road, which also houses the College of Nursing Native American Nursing Education Center (NANEC). This space provides Native American students an expansive space to study, receive cultural and spiritual support and meet with mentors.

Each of the South Dakota State University (SDSU) multi-locations have the capacity for future growth by offering additional degree programs. However, administrators interviewed indicated SDSU has no immediate plans for future additional locations based upon student needs and economic conditions. SDSU was granted approval for HLC's Notification Program for additional locations in 2012.

External organizations involved in multi-location program decisions include the South Dakota Board of Regents and the South Dakota Board of Nursing. The South Dakota Board of Regents 2014-2020 Strategic Plan provides a framework to facilitate policymaking in the Regental system. The South Dakota Board of Nursing ensures nursing education programs and nursing practices

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follow state guidelines. The Commission of Collegiate Nursing Education (CCNE) accredits the Bachelor of Science in Nursing program offered at South Dakota State University. The College of Nursing is considering affiliation with the Society for Simulation in Healthcare (SSH) to provide guidance in enhancing and expanding their nursing simulation program options. SSH provides institutions a peer-reviewed, customized evaluation of nursing simulation programs.

Institutional Planning

What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

Judgment of reviewer. Check appropriate box: ☒ Adequate   ☐ Attention needed

Comments:

South Dakota State University (SDSU) effectively plans for growth by monitoring student demand and budgets using allocations provided by the South Dakota Board of Regents (SDBOR). SDSU has three University Centers that are buildings constructed specially as collaborative educational facilities with an array of well-equipped classrooms, labs, conference rooms, offices, and open space.

All additional locations are operated at a "self-support" tuition rate by state statute. The budget allocation is based on student enrollment. Facilities at the three University Centers share the cost of services with the partner institutions. Administrators serving on a governing board regularly review staffing, budgets, and services at the Centers. SDSU has offered education at off-campus locations for many years; thus, financial planning and budgeting processes have long been established and ensure financial stability.

The other five locations are housed in buildings that were already in place and identified as suitable facilities for the specific programs offered. The Sioux Falls Nursing program is offered in the Terrance Sullivan Health Science Center on the Southeast Technical Institute campus. This facility was completed in 2005 and includes classrooms, a nursing simulation laboratory, faculty offices and conference spaces.

Over the last five years, the College of Nursing has added multiple technology modalities (video-conferencing equipment, digital virtual meeting rooms, improved wireless networking throughout the space, and state-of-the-art simulation lab equipment) to enhance student learning. Each location is provided technical support through the main campus information technology department and the College of Nursing simulation technician. Most locations also have additional technology support personnel available onsite.

SDSU's additional locations are funded through tuition fees and funding from the South Dakota Legislature. Since 2007, the John T. Vucurevich Foundation has awarded scholarships to undergraduate and graduate nursing students in the West River Nursing Department location as its commitment to help the poor, distressed, under privileged, the advancement of the arts, religion, education and science, and promotion of social welfare within South Dakota.

The main campus administration and the assistant deans provide oversight for the nursing locations. Both locations visited had onsite advisors to advise and assist students. It was evident

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that programming was consistent within programs at all nursing locations. Interviews with faculty and students indicate they are extremely pleased with the quality of instruction, rigor of the program, and scheduling. Students indicated SDSU's positive, renowned reputation for its nursing programs was an important reason for enrolling.

Facilities

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

Judgment of reviewer. Check appropriate box: ☒ Adequate   ☐ Attention needed

Comments:

South Dakota State University (SDSU) along with the South Dakota Board of Regents (SDBOR) has either built or identified facilities capable of fulfilling the needs of the students and programs offered at each location.

The Sioux Falls Health Sciences location is leased through a contractual agreement between SDSU College of Nursing, the University Center-Sioux Falls, and Southeast Technical Institute. The leased space in this well-maintained, educational building built in 2005 includes space on the main and lower levels in the southeast section of the Terrance Sullivan Center on the Southeast Technical Institute campus. The main floor has South Dakota State University signage immediately upon entry. A designated SDSU administrative and office space includes a large office/conference area providing rooms for 25 individual offices used by faculty, staff and onsite administrators. In addition to the offices, the space includes a reception area, two conferences rooms (both of which have portable video-conferencing and portable computer capability) and rest room facilities. The larger conference area has a permanently mounted projector and screen. Faculty have mailboxes and access to copying equipment in the main office of this area.

The main floor includes a large classroom with seating for up to 60 students with a permanently mounted computer/projector equipment with video-conferencing capability. The lower level with stairs and elevator accessibility contains two classrooms that seat up to 45 students each and allow for video- conferencing equipment, and both portable and permanently installed computer/projector units. The learning lab is located on the lower level and contains state-of-the-art, high-fidelity simulation equipment. Two smaller rooms attached to the learning lab, assimilate patient exam rooms for student learning. The facility has wireless internet capability, along with hard-wired internet capability on student desks and tables. There are several attractive, well-lit study areas for students to gather along with vending machines and areas for eating or studying. A large parking lot with designated handicapped parking is available to administration, faculty, and students. The nursing programs at all locations began using electronic textbooks for all coursework this year and materials are purchased through the main campus.

The Rapid City Nursing Department has a long and unique history in Rapid City, dating back to 1989. The Regional Health Science building is listed on the National Register of Historical Places and once housed the Regional Hospital School of Nursing with the Regional Hospital located across the street. The Regional Hospital has since built a new facility and is now located a few

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blocks away. The Regional Hospital School of Nursing program closed after the SDSU West River Nursing Department program was established. The building has been renovated to house both the South Dakota State University (SDSU) and University of South Dakota (USD) nursing programs along with some Regional Hospital business office space on a separate floor. The space used for the nursing programs is donated to the institutions with the maintenance and building expenses allocated for funding through the South Dakota Board of Regents (SDBOR).

The three lower floors at the Regional Health Science facility in Rapid City are designated for the SDSU West River Nursing Department program that is shared space with the USD Nursing program. Appropriate signage is used to designate the SDSU West River Nursing Department. To navigate the three levels, stairs and elevators are available for use.

On the main level, an administrative area houses the Assistant Dean, Director of Nursing Education, Student Services/Academic Advisor and office staff. This area includes a conference room, offices, student and faculty mailboxes, and copying equipment for faculty and staff. A large conference room equipped with video-conferencing capabilities, rest rooms and five large SMART classrooms with seating for 48 students each complete the space available on the main floor. For an older historical building, the facility is well maintained and renovated appropriately for classroom use. Desks and tables are equipped with hard-wire internet capability to ensure connectivity and wireless internet connectivity is available throughout the building.

The second floor of the building provides office space for faculty along with several conference and study rooms that provides areas for student and faculty collaborations. The Native American student population has one room designated on this floor especially for their use.

The basement level had two large learning labs and a simulation room with high fidelity equipment for student learning. In addition, several additional offices, a snack area, and lockers were available for faculty and student use.

Instructional Oversight

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

Judgment of reviewer. Check appropriate box: ☒ Adequate   ☐ Attention needed

Comments:

A healthy, collegial, productive relationship clearly exists among the administrative leaders of SDSU and the Sioux Falls Health Science and West River Nursing Department location personnel. Each location has an Assistant Dean who oversees all aspects of its operations.

Even though several hundred miles separate the locations from the main campus, state-of-the-art video-conferencing equipment is available and used to conduct various meetings and collaborations between faculty and administrators. Monthly meetings between the various nursing program locations and the main campus are held using video conferencing that includes the main campus nursing program dean and all the assistant location deans. Annual face-to-face workshops are held with faculty, assistant deans, and the main campus program administration

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to discuss curriculum and program requirements. If needed, distance collaboration is always available using the video-conferencing equipment. Curriculum change is faculty-driven with changes discussed by all faculty at all locations providing input through video-conferencing collaborative meetings. To ensure consistency in programs, all locations use the same curriculum materials and expected student outcomes. Summer work groups also meet through video conferencing to connect with the main campus for discussions on curriculum revision and policy concerns.

New faculty orientation is conducted at the main campus each year in Brookings. All new faculty, regardless of location hired to teach, travel to the main campus for the new faculty orientation. The Assistant Deans at each location also conduct specific location orientation.

Each location has an onsite academic advisor that is available to address student concerns and assist students with any issues. Students and faculty interviewed indicated a seamless, transparent process for admission, transfer of credits, registration of classes, gaining access to electronic textbooks and other resources, and meeting graduation requirements. Students requesting a leave of absence or in need of a class out of rotation were often allowed to graduation on time by taking courses offered from a different cohort at another location, through video conferencing and/or online options. The Office for Continuing and Distance Education at the main campus also assists students and faculty at the various off-campus locations.

South Dakota State University employs only qualified faculty and follows the guidelines set forth in South Dakota Board of Regents Policy 4:1. South Dakota State University Policy and Procedures further clarify hiring procedures as described in their policy for "Determining Minimal Faculty Qualifications, 2:25," which aligns with the Higher Learning Commission's minimal faculty qualifications policy. Faculty evaluation is conducted according to the SDSU Faculty Handbook Criteria and Guidelines. All faculty designate time for student assistance that varies by the program modality with some faculty offering students multiple ways to connect with them. Faculty at the locations visited posted their work schedules by their office doors and encouraged face-to-face consultations with students onsite.

At all locations, faculty and administrators gain insight for program improvement through analysis of undergraduate and graduate student exit interviews that provide a source of information to inform continuous improvement. Additionally, program quality is assured by tracking the pass rates of baccalaureate graduates on the National Council Licensure Examination (NCLEX). South Dakota State University (SDSU) furnished result data indicating an average NCLEX undergraduate pass rate of over 91% for the past seven years. SDSU graduate data over the past four years indicated a consistently high job placement rate (97% - 100%) for all students within three months of receiving their RN and APRN licensure.

The baccalaureate, master's, DNP, and post-graduate APRN certificate programs at South Dakota State University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 520, Washington, DC 20036, (202) 887-6791.

Programs utilize cutting edge (innovative) concept-based curricular design, incorporating the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education, Quality and Safety Education for Nurses (QSEN) competencies, simulation, and interprofessional education. In this era of health care change coupled with the industry growth, students in the nursing programs are trained to be able to adapt to the ever-changing environment.

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Institutional Staffing and Faculty Support

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

Judgment of reviewer. Check appropriate box: ☒ Adequate   ☐ Attention needed

Comments:

Administrators and faculty at both locations confirmed that the same hiring and evaluation practices were followed consistently across all locations for full-time and part-time faculty and staff. The South Dakota Board of Regents policies as well as SDSU's Faculty Handbook policies and procedures are followed and written to ensure all staff and faculty members hired have the credentials to meet all expectations of their rank, role, and workload assignment. (SDSU Policy and Procedure Manual, "Determining Minimal Faculty Qualifications 2:25).

Credentials of applicants are reviewed and approved by the assistant dean at each location. All hires need the approval of not only the immediate supervisor, but also the main campus dean and vice president or provost for all academic hiring decisions. The University places primary importance on academic credentials. However, when other evidence, such as tested experience is used in lieu of certain advanced degrees, a policy has been established to ensure such experiences will be relevant to the discipline and include a breadth and depth of real-world experiences.

Enrollment determines the number of faculty hired with an appropriate number of faculty hired to meet students programming needs. The administrators and faculty at both sites demonstrated exceptional enthusiasm and passion for their respective work. Interviews with students at both locations aligned with this enthusiasm and passion. Interviews with students and faculty reflected pride in the highly regarded reputation of the nursing programs at both locations visited and assured the programs were meeting quality programming and employability standards.

Faculty and staff are provided training opportunities are various times throughout the academic year. Trainings are offered through both one-on-one orientations by the location-based staff and through training programs made available from the main campus either through video conferencing or face-to-face. Representatives from each location participated in the SDSU Assessment Academy during the 2016-2017 academic year through workshop participation on the main campus and through additional meetings conducted through video conferencing. Faculty interviewed at both locations indicated having many opportunities for collaboration with all nursing program locations and staff through face-to-face and video-conferencing sessions scheduled throughout the year. An annual summit is held for nursing faculty and administrators that includes area clinical partners for collaboration and discussions on program improvement. New faculty orientation is a week-long event held on the main campus each year that all new faculty attend. In addition, the College of Nursing has a mentorship program designed to facilitate role transition, support excellence in teaching, guide growth in scholarship, and to provide a formal means of support for new faculty members in the College of Nursing.

For all nursing sites, professorial, lecturer and clinical faculty are evaluated annually based on the College of Nursing's Standards for Quality and Excellence in Faculty Roles. The SDSU Faculty Handbook establishes the general expectations and performance standards that apply to all faculty and provides the guidelines for tenure, promotion and rank adjustment.

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Faculty and administrators interviewed confirmed the evaluation process was followed according to the University's policies and procedures. All full-time faculty complete and submit a Faculty Annual Review (FAR) in October to the Assistant Dean at each location; an administrative response is written, reflecting the faculty's performance in the areas of teaching, scholarship, and service (as identified on the workload) and as specified in the goals from the previous year. Administration offers feedback for preparing for promotion during the 6th year (professorial rank). All career service employees complete an Accountability & Competency Evaluation (ACE) self-assessment and then have a supervisor evaluation annually. All professional staff complete the Non-Faculty Exempt Evaluation form on an annual basis and meet with their direct supervisor to review the evaluation. When needed, input from the Human Relations Office is sought.

Student Support

What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

Interviews were conducted with several graduate and undergraduate students from the nursing programs offered at the locations visited. All students expressed a feeling of connectivity to the main campus and loyalty to and satisfaction with their specific program and location. At each location, all students have access to a professional advisor and students indicated they were very satisfied with the advising and career planning provided. At the graduate level, an additional graduate faculty advisor is assigned to students and serves as an additional resource throughout their program of study. A doctoral student interviewed praised the support and availability of his professional advisor, who was located on the main campus.

Students can access most learning resources online and each student is required to provide their own personal computer with no specific brand recommended or required. Students liked the policy so they could purchase the brand of computer they desired. South Dakota State University technology personnel support all student computers. On-site technical service and support is available to load software and provide programming needs at the start of the term with continued support through the program. Both locations provided hard-wired and wireless internet connectivity in classrooms and study areas. Laptops are used extensively throughout the nursing major during class time and for testing.

Students indicated they were aware of Pearson's Smartthinking, a recently deployed tutoring software support service, although several had not yet accessed it. All students mentioned using ATI Nursing Education software that had assignments integrated into all their courses. This software is designed to assist nursing students in preparation and review for the NCLEX exam. All courses are now using electronic textbooks and students had generally positive feedback on using electronic textbooks. Some students expressed a desire to have paper copy, but acknowledged they could print out various pages. Other students described the advantages of using electronic textbooks. All programs at all locations use the same materials. Students also have library services provided through online access to both the Hilton Briggs Library in

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Brookings with access to a writing center and tutoring and the Wegner Health Science Library in Sioux Falls. All students regardless of location also have access to free tutoring, counseling/health services, Writing Center free tutorial services, Veteran's resources, and other miscellaneous services.

Registration for the nursing program cohorts are closed to open (external) registration. Students reported that the secretarial staff in both locations are responsible for their registration in the nursing major courses. Non-nursing course registration is the responsibility of the student and an advisor is available to the students if assistance is needed. The Graduate Nursing course sections are also closed to external registration with the Graduate Nursing program secretary completing their course registration, as directed by the student's academic advisor (which is the Assistant Director of Nursing at the Sioux Fall location). At the Rapid City location, the Diversity Officer works with the Academic Advisor to oversee and provide guidance to Native American students and those from rural and underserved areas. Both advisors serve students in the pre-nursing courses and those enrolled in the nursing major; they advise students on course registration and programs of study from admission to graduation.

Students indicated no problems with communication between themselves, their location advisors, and main campus personnel when dealing with financial aid, transfers of credits, transcript requests, or other concerns. All service personnel on the main campus are readily available (either by email or telephone) to provide service and address student concerns regardless of program location. Students with military obligations indicated a sincere effort by SDSU to work with them to ensure program completion due to a leave of absence if called to active duty.

Job placement services are not a high priority need for nursing students as most nursing graduates are in great demand. Between 97% – 100% of the SDSU nursing graduates report being employed upon licensure. However, if needed, the West River Nursing Department and Sioux Falls Health Sciences students have access to the Office of Career Development in Brookings to assist with their job search needs.

Each location has an on-site administrator to respond to student concerns. As concerns are addressed, the administrator responds to the concern and when necessary obtains additional assistance from the main campus to remedy the situation. The policies and procedures concerning student complaints is outlined in the Undergraduate and Graduate Student Handbooks that are available electronically to all students through the SDSU website.

Established through a Bush Foundation Grant, The Wokunze Wicaske Alliance for Native American Nursing Students resides at the West River Nursing Department location. The purpose of the Alliance is to attract and retain Native Americans to the state's nursing workforce through an inclusive alliance of tribal partners, community members and academic leaders. Members of the Great Plains Native American Association serve as mentors for students who are enrolled in the pre-nursing and nursing programs to provide academic and professional support specifically designed to address their needs.

Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main

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campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

The process for assessment and evaluation is defined by the College of Nursing and South Dakota State University and is followed at all program locations to provide consistency in evaluation. External reporting of assessment back to the main campus is conducted by the Assistant Deans at each location. All faculty at all locations are involved in curriculum planning with many opportunities to provide input. A curriculum committee with student representatives is used for each program. Collaborative meetings are held with faculty and staff from all locations through video conferencing. Faculty interviewed described the process for making programmatic change that was consistent across all locations. All academic programs have a program-level assessment plan in place and report results on an annual basis. Students at all locations are required to meet the same University and College of Nursing program outcomes for each program offered. All students adhere to program compliance requirements; thereby ensuring consistency among students across all College of Nursing locations. The University and program outcomes are aligned to support the College of Nursing and the South Dakota State University mission. As part SDSU's Quality Initiative for accreditation, an Assessment Academy was implemented for the entire University and representatives from all programs and locations reviewed program outcomes and measures during the 2016-2017 academic year.

The baccalaureate, master's, DNP, and post-graduate APRN certificate programs at South Dakota State University are accredited by the Commission on Collegiate Nursing Education and meet the State of South Dakota Department of Education guidelines.

South Dakota State University (SDSU) is nationally recognized and has a long-standing reputation for preparing professional nurses across degree and specialty programs. Nursing graduates exceed the state and national pass rates on the RN licensure exam (NCLEX_RN). Nurse practitioner graduates have achieved a 100% pass rate on national certifying exams for several years. In addition, 99% of the South Dakota State University College of Nursing graduates are reported employed upon licensure.

The West River Nursing Department's Assistant Dean submits an annual report to the South Dakota Board of Regents as specified under the West River Management Advisory committee (WRMAC) agreement signed in 1989. The report includes program outcomes, faculty, employment, student success, NCLEX pass-rate, employment rates and student demographics. Additionally, under the WRMAC agreement, the West River Nursing location co-hosts with the University of South Dakota (USD), the annual meeting of the Healthcare Education Advisory Committee; a group that offers feedback on graduates' success at entering the nursing field and recommends areas in need of improvement. An annual report, similar to the WRMAC report is given as the state of the West River program. The WRMAC is instrumental in providing a forum for review and program change for the nursing program.

Continuous Improvement

What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation

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processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

South Dakota State University's Quality Initiative for the Open Pathway was implemented during the 2016-2017 academic year and involved implementation of an Assessment Academy focusing on improving student learning through program/unit assessment. The initiative has two primary goals. First, to focus on helping programs and units to develop consistent, high quality and sustainable program level assessment plans, which are used to make continuous improvements. Second, to expand the scope of assessment to include co-curricular activities and events. The College of Nursing has used this initiative to create an assessment plan using representation from all locations by identifying program outcomes and aligning them with institution's mission and goals.

The Office of Continuing and Distance Education supports and assists all locations with their distance education and continuing education programs to help improve efficiencies and the overall student experience.

South Dakota State University has recently received the following accolades acknowledging the quality of their programming.

  •The SR Education Group listed South Dakota State University's College of Nursing 21st in its 2018 Top Online Colleges for Bachelor's in Nursing. Inclusion on this list demonstration high academic standards and a commitment to affordability, key factors important to prospective students.

  •Online College Plan has named South Dakota State University one of the nation's Top 100 Best Online Colleges, ranked No. 36 in the rankings. The Online College Plan examines student rankings, technology used for course delivery, flexibility of classes, average cost of attendance and academic offerings in its ranking of the best online colleges.

  •South Dakota State University's College of Nursing is ranked 22nd in the Top 50 Best Value Online RN to BSN programs. Value Colleges considers only accredited nursing schools. This choice ensures that all the Best Values display a common level of quality, integrity, rigor and value that translates into a marketable degree.

A culture of shared governance was evident with each off-campus location. Each location has an Assistant Dean who is responsible for reviewing facilities and communicating needs on a continuous basis with the entire College of Nursing leadership. Improvements are made based on the continuous review findings. The College of Nursing also uses its graduate and undergraduate curriculum committee to provide regular review of the program curriculum. Based on the reviews, recommendations for revisions are brought forth to the respective undergraduate/graduate faculty for consideration and input. A new concept-based curriculum is being implemented. Future improvements will be made based upon faculty feedback. In addition, exit interviews, student surveys, and student and healthcare agency feedback is used to further inform continuous improvement.

The College of Nursing has a long-standing history of national accreditation with the Commission on Collegiate Nursing Education (CCNE).

The Nursing Education Advisory Committee (NEAC) under the auspices of the West River Management Advisory Committee (presidents of four Regental universities and Rapid City

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Regional Hospital), meets annually to provide input about area nursing needs. The College of Nursing (CON) participates in the West River NEAC to coordinate educational efforts with health care institutions that provides an additional course of input to inform continuous improvement.

Marketing and Recruiting Information

What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer. Check appropriate box: ☒ Adequate   ☐ Attention needed

Comments:

Interviews with administrators, faculty and students at each site verified that The Office of Continuing and Distance Education works collaboratively with all academic administrators and support staff at the main campus and off-campus locations to ensure information is presented accurately. Academic departments, the Office of Continuing and Distance Education, and the University Marketing and Communications Office develop and review information about specific programs. In addition, the College of Nursing's Student Services Department provides assistance in the preparation of new marketing information. Academic advisors and college administrators contribute input and review the marketing information and materials. The College of Nursing Student Services Department contracts with a marketing professional (previous employee) to ensure the College of Nursing website information accurately reflects the context of programming offered.

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Summary Recommendation

Select one of the following statements. Include, as appropriate, a summary of findings.

☒ Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.

☐ Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**

☐ The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

The Sioux Falls Health Sciences and the West River Nursing Department facilities are vastly different with one location housed in an older building listed on the National Register of Historic Places and the other program housed in a new building structure. Nevertheless, regardless of the building structure or the distance from the main campus, all programs are similarly equipped and have the same program expectations and outcomes for all students regardless of the location and distance from the main campus.

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Notification Program for Additional Locations Approval Form

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under "Location Stipulation."

☒ Yes ☐ No   The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.

☒ Yes ☐ No   HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.

☒ Yes ☐ No   The institution has demonstrated success in overseeing at least three locations.

☒ Yes ☐ No   The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.

☒ Yes ☐ No   The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.

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