

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

South Dakota State University
Brookings, SD
November 2-4, 2009

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

An eight-member review team conducted a comprehensive evaluation of South Dakota State University (SDSU) for continued institutional accreditation.

B. Organizational Context

An act of the Territorial Legislature approved February 21, 1881, provided that “an Agriculture College for the Territory of Dakota be established in Brookings.” The Legislature of 1883 provided funding for the first building. The Enabling Act admitting the State of South Dakota, approved February 22, 1889, provided that 120,000 acres of land be granted for the use and support of the Agricultural College. By the Enabling Act of 1889 Congress granted South Dakota 40,000 additional acres for the Agriculture College in lieu of a grant that had been made to new states in 1841. The institution was first accredited in 1916 and was most recently accredited in 2000. Progress reports were submitted on planning in 2002 and diversity in 2003. SDSU falls under the governance structure of the South Dakota Board of Regents (SDBOR).

In 2008 SDSU had 11,995 students, 3,200 students living in residential facilities, 200 majors, minors and options, 639 faculty, 45 administrators, 354 professional staff, 106 Extension educators, 768 career service persons and 211 part-time and temporary personnel; a campus of 277 acres in Brookings, and 158 buildings. The operating budget for fiscal 2009 was \$224,242, 121 including \$177,270,622 for the University proper, \$16,410,762 for the Cooperative Extension Service and \$30,560,737 for the Agricultural Experiment Station budget (Self Study, p. 2.10).

C. Unique Aspects of Visit

None

D. Sites or Branch Campuses Visited

University Center, Sioux Falls, SD

E. Distance Education Reviewed

Capital University Center, Pierre, SD
West River Higher Education Center, Rapid City, SD

F. Interactions with Constituencies

Please see Appendix 1

G. Principal Documents, Materials, and Web Pages Reviewed

Please see Appendix 2

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The self study process was begun at South Dakota State University (SDSU) in 2007. The self study process included over 200 individuals from across the campus as members of one or more of the 18 committees that were established to guide and inform the process and self study report. The self study was completed in August 2009 (SDSU Institutional Self Study, September, 2009, executive summary.¹ [see Appendix D, SDSU Self Study]). The team found that the process was comprehensive both in the membership of the various committees as well as in the opportunities provided for input into the process and product.

B. Integrity of the Self-Study Report

The breadth of participation in the various committees provided opportunities for input into the self study from the various stakeholders who compose South Dakota State University. The self study reflects the institution's mission, vision, and 2008-2012 strategic plan. Data provided in the self study also are central to measuring improvement as identified in the strategic plan.

Through the various meetings, interviews and open discussions that were held on campus it was clear to the team that campus stakeholders are not only familiar with the institution's mission and purpose, but they also referred regularly to the institution's role as the land grant university of South Dakota in providing leadership for higher education throughout the state, an important feature of the self study. The team was satisfied that the self study is linked closely to the map that the institution has established for itself for the next ten years.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team reviewed the history of responses to previously identified challenges in the most recent accreditation report. Two progress reports were filed as a consequence of the comprehensive visit in the 1999-2000 academic year: planning (report due in 2002) and diversity (report due in 2003). The Higher Learning Commission accepted both reports. The team, however, has concerns about progress made related to diversity at SDSU. The staff analysis dated June 20, 2003, indicated that the efficacy of efforts related to diversity needed to be tracked. As a consequence of this visit the team concluded that insufficient progress had been made on issues related to diversity and recommends that a progress report be filed within the parameters indicated later in the report.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The team reviewed third party comments from one stakeholder. The team concluded that

processes are in place to address the issues raised in the third party comments.

The University widely advertised the opportunity to submit third party comments in advance of the team's visit.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team's response to the eight Federal Requirements is reported in Appendix 3.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

The South Dakota State University (SDSU) mission, vision, values, and strategic intent and goals clearly communicate the aim to harness the institution's teaching, research and outreach resources for a prosperous future for South Dakota's citizens and communities.

The 2003-2004 review of the general education curriculum resulted in the development of educational objectives that represent a commitment to high academic standards by encouraging students in attainment of intellectual and professional competence; personal development; cultivation of a sense of social and civic responsibility; and achievement of healthy human relationships.

Mission documents are widely available; for example, they reside on the institution's website, in undergraduate and graduate bulletins, and in campus publicity pieces.

Faculty, staff, administrators, and students are all well aware of the mission of the University and very aware and committed to what it means to be a land grant institution. Students, staff and faculty articulated the mission of the university as a land grant institution continuously during interviews on campus.

1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies and the greater society it serves.

The mission is undergirded by 10 values including one that addresses diversity—Value people and be inclusive, treat all with dignity and respect others' beliefs and abilities.

A commitment to diversity, broadly defined, begins with one of the four campus goals and is reflected in many college, division and unit strategic plans. At various points during the campus visit, faculty, staff and administration expressed a desire to increase the visibility and cohesion of diversity efforts that reside in different parts of the campus. Respondents acknowledge the diversity opportunities in teaching, research and outreach that exist within the state's borders and expressed a desire to see more accomplished with regard to diversity at SDSU.

1c. Understanding of and support for the mission pervade the organization

Faculty, non-faculty exempt and career service survey respondents reported overwhelmingly (67% to 93%) that the mission has been clearly communicated to them, and that they understand and support the mission. The survey results were verified by the passionate, supportive faculty, non-faculty exempt, career service and students with whom the team met.

SDSU's mission drives strategic planning, budget priorities and hiring plans at the campus, college, division and unit levels. The institution has achieved strategic planning alignment and offered numerous examples of where major budgetary and hiring decisions were made based on the plan. It appears that SDSU is reaping the benefits of this alignment; examples include increasing student enrollment, increasing external funding, and expansion of facilities.

1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Institutional governance and administrative structures are in place; while non-faculty exempt (a category of institutional employees who are not members of the faculty) are the only category of SDSU employees without collective representation, plans are underway to establish a council for the expressed purpose of 'giving them a voice.'

Effective communication exists between the Academic Senate and senior administrators—faculty report they meet regularly with senior administrators and have input into policy decisions. Faculty report feeling that they are part of the campus' decision making process.

Curriculum development, approval and assessment is faculty driven; approval is initiated at the department level moving through college and campus committees with final approval given at the South Dakota Board of Regents.

1e. The organization upholds and protects its integrity.

SDSU strives to 'act with honesty, integrity and pride' and has established processes (grievance policies and procedures, academic program reviews, etc.) and units (e.g., SDSU Research Compliance Office) to ensure that the institution abides by state and federal laws.

The SDSU website appears to be effectively used as a means of creating as much transparency as possible for a major university--policies, processes, and minutes are accessible and current. The SDSU Research Compliance Office has established online training in research ethics that has been completed by many faculty and students.

Results of the National Survey of Student Engagement informed general education modifications and institutional improvement efforts; while the Faculty Survey of Student Engagement has been administered three times, the use of the results is not evident.

2. Evidence that one or more specified Core Components need organizational attention

Issues related to diversity were identified as a concern as a consequence of the most recent comprehensive visit, conducted in 2000. Lack of a comprehensive assessment of diversity initiatives, a seemingly decentralized model of programming coupled with episodic funding limit the potential for creating cohesion and sustaining impact; therefore, this sub-criterion merits further attention by the institution.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion met; no Commission follow up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

2a. The organization realistically prepares for the future shaped by multiple societal and economic trends.

The institution prepares for the future shaped by multiple societal and economic trends. Beginning in 2007, SDSU initiated a strategic planning process. This was preceded by environmental scans conducted by staff in support of the then ongoing presidential search

process. The new president who began in January 2007 quickly brought together a planning team from across campus to construct a planning process. This was completed over the spring 2007 semester with involvement of campus constituencies and adoption of a strategic plan by the faculty senate that spring.

The planning process then incorporated academic and non-instructional units over the 2007-08 academic year. At the end of the year, colleges and divisions submitted strategic plans linked to the University's strategic plan that incorporated environmental scans (SWOTs), missions, visions, goals and strategies. These included assessment plans and operational plans that included specific strategies, the resources needed to complete them and responsible persons, along with measurements for progress. These were then updated in summer, 2009.

Conversations with multiple groups of faculty, staff and administrators indicate a thorough understanding of this process of institutional and unit planning, an awareness of benchmarks and peer institutions, a focus on achieving measurements used to determine progress, and an eagerness to know the numbers and to show results. "Goal-oriented" was used repeatedly to describe individuals and the institutional culture.

The university and unit planning documents recognize the institution's capacity and include strategic objectives and "reach" goals, also referred to as "stretch" goals.

The planning process is incorporated into the SDSU budgeting model in a number of ways. The unit plans identify resources needed and annual plans identify revenue sources that will meet at least some of these resource needs. The institutional and unit plans are intended to support discussions between vice presidents and their reporting directors and deans, and supervisors are held accountable for allocating resources to achieve their strategic objectives.

Financially, there is recognition by leadership and across the institution that resources are limited and that traditional state funding streams will gradually or even quickly decay, requiring the institution to rely on other revenue streams and to develop new ones. Many of the strategic initiatives are funded through non-traditional means (support for newly built space on campus, faculty to provide outreach at university centers staffing in doctoral/research units, movement of units to auxiliary funding models, generation of new revenue through leases and rentals).

The institution is creating new degree programs such as the bachelor's and master's degrees in architecture, which are in high demand in South Dakota, and the doctoral degree in physics, for which the region has geographical attributes that will contribute to the quality of the program. SDSU's goals to enhance academic excellence and to establish a sustainable financial resource base to support these efforts recognize what will be needed to achieve national distinction and strengthen local relevance.

SDSU has added faculty, staff, and administrators dedicated to program development, program provision, and student services related to diversity since the last visit from the Higher Learning Commission. The office of Multicultural Affairs was opened in 2001. However, Native Americans make up 1.77% of the degree seeking undergraduate student population in Fall, 2008, compared to the state population of 9%. Asian Pacific Islanders comprise 0.9% of the undergraduate population; Black, Non-Hispanic Students were 0.88% of the undergraduate population; and Hispanic students were 0.67% of the undergraduate population. In Fall, 2008, three of the 674 full- and part-time instructional faculty (one full time), or .45%, were Native American; 27 faculty members (26 full time) were Asian/Pacific Islanders, three (one full time) were Black, Non Hispanic; and eight (seven full time) were Hispanic (Self study Appendix A).

2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The organization's resource base allows for new or renovated facilities that will provide programs, especially in the laboratory sciences and engineering, to strengthen their research and teaching programs. Tours of the new facilities and those under construction reveal state-of-the-art labs and classrooms; faculty members are enthusiastic about and energized by the new space.

Staffing, however, presents a challenge to the institution. The self-study discusses the usual faculty teaching load as four courses per semester. One faculty member discussed his four course per semester teaching assignment as "brutal," a description he attributed to a member of a program review team conducting a previous review of his department. Success in efforts to reduce faculty teaching loads varies across the colleges, and faculty and administrators openly and frequently expressed concern about rising research expectations on top of already heavy teaching loads. Faculty in academic units having 3-and-3 teaching loads expressed concern that even this reduced load is insufficient to support the time and effort required to seek or manage large competitive external research grants. These faculty also commented on the importance of having a critical mass of investigators in major research areas. The formation of centers, such as the Human Nutrition Program and the GISc, was cited as successful in achieving such impact. Staff talked about the increase in their work load, in part due to the Banner implementation. According to data from the National Center for Education Statistics Integrated Postsecondary Education Data System, SDSU's student FTE to staff ratio is 7.4:1, which is higher than all but one of their benchmark institutions. The SDSU benchmark mean student FTE to staff ratio is 5.7:1, and if SDSU were to be staffed at a comparable level, it would mean 365 additional staff.

The financial aid office is well informed about external scholarship opportunities for minority students. Scholarship dollars from private donors are available, sometimes as a surprise, such as when a donor provided an endowment for Yankton Sioux tribal members. This scholarship can provide as much as \$3,000 per student per year, depending on the number of Yankton Sioux tribal members attending in a given year and depending on endowment earnings for the year. Financial aid staff have also applied for and received external scholarship dollars from a trust fund dedicated to educating American Indians. The South Dakota Educational Access Foundation provides privately funded need-based scholarships.

The Jackrabbit Guarantee Scholarship Program (the "Jackrabbit Scholarship") appears to have contributed to the positive trajectory in undergraduate student enrollment. Since the scholarship's inception, SDBOR has encouraged the development of three off-campus attendance centers across the state in which SDSU offers many courses and programs. However, since the Jackrabbit Scholarship is only available for students who study on the Brookings campus, scholarship recipients who enroll in courses at the centers are not eligible for tuition remission. It may be time to review the manner in which the Jackrabbit Scholarship, and perhaps the whole portfolio of SDSU scholarships, addresses the institution and its student base today and in the future.

The institution is working creatively to assure that its resource base supports its educational programs and their growth in the future. SDSU, like most public higher educational institutions, is constrained by limited state resources that can be devoted to higher education in the current economy and into the foreseeable future. South Dakota also maintains a relatively low tuition rate, partly recognizing the absence of need-based financial aid at the state level – and this means of access appears to have strong support among SDSU faculty and staff. SDSU also has experienced considerable expansion of enrollment over the past years requiring additional course availability.

Although state funding was described as “flat,” there have been increments in state funding to support specific elements of growth. The university generates additional revenue through enrollment growth with tuition returned to the campus by a formula that extracts 20% for facility financing at the Board of Regents level (funding that is in large part returned to the campus in the form of capital support for debt retirement, maintenance and renovation). Enrollment growth resulted in new funding in fiscal year 2008 and fiscal year 2009, base funds that have resulted in faculty and staff hiring to meet course demand and to support strategic initiatives. Separate base funding has also been available for some new graduate programs, while others have been created from internal reallocations.

The vice president for finance and business is raising awareness of costly/less-costly practices, e.g. hiring full-time employees instead of part-time employees to reduce benefit costs. Interviews indicate that there are regular meetings between the provost and the deans regarding allocations within the colleges and alternative revenue streams to cover strategic costs. The university has a budget development timeline that is followed and known.

The institution has effectively partnered with student leadership, and students have voluntarily shouldered the costs of essential elements of strategic investment through increased fees. One example of this is the AL Cloud technology initiative to enhance wireless and learning environment support that is funded through a student fee. Student fee increases have also created opportunities to partner with the City of Brookings on the Performing Arts Center and the Wellness Center.

2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The institution's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies that strive for continuous improvement. The institution's documentation of its first two years under the current strategic planning process reflect a cycle of ongoing assessment, measurement, adjustment and planning. The unit/college plans that evolved during 2007-8 were followed up with annual goal setting in summer 2008 and assessment activities in summer 2009. These goals clearly identify resource needs and responsible decision-makers. A system of metrics is used at multiple levels of the organization to track progress. Many are produced centrally through Institutional Research and others at the unit/college level. These outcomes are publicized in print and electronically.

Seven-year reviews of academic programs continue to provide additional assessment opportunities including external reviewers, and a number of programs undergo discipline-based accreditation reviews on a regular basis. This process of relatively recent origin, yet conversations and interviews with directors and deans indicated that there is considerable personal investment in this process and commitment to its success. They expressed an excitement at being able to track and demonstrate their progress and a strong dedication to achieving results.

2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

SDSU developed its strategic plan with input from faculty, staff, and students. Each college, as well as Academic Affairs and Student Affairs, has a strategic plan that is aligned with the university plan. These plans are publicly available on the SDSU website. College plans vary with regard to detail provided, with all plans providing strategic goals. Many list the resources needed to attain the strategic goals, and several include a strategy for procuring the needed resources. Additional units have undertaken strategic planning as well, and these units also align their goals with those of the University. For example, Cooperative Extension's plan clearly seeks to strengthen the relevance of the institution to the citizens of South Dakota.

The planning process is aligned with the university's mission and vision, and planning flows outward through the organization. There is considerable evidence of the institution's progress in implementing many aspects of its strategic plan, particularly in new academic programs, enhanced research, enhanced facilities, new revenue stream development and fundraising successes, and enrollment growth.

Interviews with the provost and the vice president for finance and business indicate that budgeting is linked to planning through preliminary and follow-up meetings with unit directors/ deans regarding their plans for and subsequently their achievement of spending and allocations related to strategic priorities. A number of decisions have been made that release resources for reinvestment in the strategic plan, such as combining academic colleges to create savings and synergies, directing funds to round out private donation funding for the new Avera Health and Science Center, renegotiating rental agreements, and promoting incentives to produce more on-line courses that net greater financial return at all levels. Other investments have supported enrollment goals. The creation of the Wintrode Student Success Center through private donations and budget allocation will support greater retention and persistence to degree.

2. Evidence that one or more specified Core Components need organizational attention

To date, plans related to diversifying the campus have been crafted but the institution needs to make a much more concerted effort at implementing them and measuring their effectiveness. The institution needs to be diligent in implementing elements of the strategic plan related to diversity.

The increase in the number of doctoral programs and overall enrollment growth has resulted in our view in substantially increased workloads for faculty members as well as staff. Going forward SDSU needs to increase the number of faculty and staff to keep pace with the growth it is experiencing.

As mentioned above, scholarship eligibility should be reviewed and possibly extended to include students who are enrolled at sites other than the Brookings campus.

3. Evidence that one or more specified Core Components require Commission follow-up.

The organization's planning documents speak to creating a more "inclusive" campus (Strategic Plan) and demonstrate support for this in unit plans (e.g. Student Affairs Strategic Plan). However, there are no significant metrics for outcomes in this area and there is no evident statement or goal regarding the specific diversity represented in South Dakota, particularly related to American Indians. Specific goals, strategies and objectives should be incorporated that set measurable targets for assessing progress. These goals, strategies and objectives are important in determining the effectiveness of the institution in these fundamental areas.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

Recommendation of the Team

Criterion is met; Commission follow-up is recommended. Progress report on implementation and effectiveness of diversity plans should be submitted by July 1, 2013.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

SDSU has a robust and active learning outcomes assessment plan in place. Learning outcomes are defined for the general education curriculum (30 credits, common throughout the state), institutional graduation requirements (8-9 credits), and for all undergraduate and graduate programs. The campus effectively utilizes a variety of direct and indirect measures to assess these outcomes. Examples of direct measures include examinations, portfolio reviews, juried reviews of exhibits and performances; examples of indirect measures include surveys of students, alumni, and employers.

Faculty are directly involved in curriculum design, the development of subsequent assessment plans, and review of resulting assessment data to improve the curriculum. Course syllabi are reviewed by curriculum committees to ensure that stipulated general education learning outcomes are included and assessed. Colleges provide annual assessment reports on all of academic degree programs; these reports include assessment findings as well as descriptions of curricular improvements driven by these findings. On-line courses and academic programs also are assessed. Many academic programs, such as Nursing, Pharmacy, and Engineering, undergo periodic review by professional accrediting bodies.

Learning assessment activities on campus are coordinated by the Academic Evaluation and Assessment (AEA) Office. Examples of assessment activities facilitated by this office include general education assessments, validation of credit, academic program assessment, initial course placement, Institutional Program Review, and surveys such as NSSE and CIRP. The AEA director works collaboratively with faculty to develop and improve assessment plans.

A University Assessment Committee, composed of faculty from each college, the Graduate School, and a member of the administration, provides feedback to academic programs every three years, which is the midpoint of the seven year institutional cycle of program review.

Faculty, in turn, use the feedback to make curricular improvements. Further evidence that assessment is integrated into the campus culture is the ‘assessment of assessment’ activities begun in 2006. This ‘closing the assessment’ loop evaluates the assessment tools in place, assessment practices, and offers promise for identification of the most effective tools and subsequent paring or elimination of unproductive or duplicative practices.

3b. The organization values and supports effective teaching.

SDSU is highly committed to student learning and expects teaching excellence in its faculty. The campus regularly recognizes teaching excellence. Recent examples of recognition of teaching include the President’s 2009 “Celebrating Faculty Excellence” recognition dinner, at which the Hogan Award for Teaching Excellence was presented to two faculty, the Faculty Recognition Day events featuring teaching and learning presentations by faculty, and conferral of teaching awards by individual colleges and departments.

Recent, continued growth in student enrollment and the resulting need for additional courses and course sections, and growing interest and expectations for faculty research activity, have resulted in significant hiring at the instructor level. Faculty at this rank now represent the largest group of academic year full time instructional (nine month) faculty on campus, with 107 instructors, 102 assistant professors, 67 associate professors, and 94 full professors. This additional hiring has helped maintain a relatively steady student-faculty ratio of approximately 18:1. Instructors are term hires and ineligible for tenure. This hiring practice has steadily reduced the proportion of total faculty with a terminal degree or doctorate (71%/69% in 2008 versus 76%/73% in 2003) and tenure (43% in 2008 versus 52% in 2003).

The university requires regular evaluation of teaching. Using the Individual Development and Educational Assessment (IDEA) diagnostic form, all courses are evaluated online or via paper by

students every term. Both data and written feedback are provided to the faculty member and the department head. The Provost indicated plans to conduct required workshops to explore greater use of other sources of evidence used to document teaching effectiveness such as peer observation and teaching portfolios.

The documentation of teaching accomplishments is an integral part of the promotion and tenure review process. This process has been strengthened by the recently added requirement that the promotion dossier be reviewed externally. Awarding both tenure and promotion in the same academic year was acclaimed by faculty and administrators as a very positive change in the promotion and tenure process. The Scholarship of Teaching and Learning (SOTL) activities are now regarded as scholarly activity in the research section of the promotion and tenure dossier, which may further enhance the consideration of teaching-oriented faculty for promotion and tenure, and diminish fears expressed by faculty about being cast as ‘teaching versus research’ focused. In 2009, the Provost allocated \$30,000 to support SOTL activities. A system for post-tenure review also is in place on the campus.

Faculty have access to a wide array of resources to improve teaching. An example of this is the Teaching Learning Center, which offers a New Faculty Orientation and a Faculty Development Conference, facilitates faculty learning communities, and organizes a week-long summer teaching academy. Faculty feedback regarding the Faculty Development Conference has been very positive, and while attendance is not required, up to 400 faculty attend annually.

The Instructional Design Services staff provides support for faculty seeking to incorporate new technologies into their teaching, assistance with the Desire2Learn course management system, and online course delivery. The Teaching and Learning Center houses a staff member whose responsibilities focus on the Active Learning (AL) CLOUD project, which is a project designed to address the need to provide faculty with the technological skills required to teach today’s ‘tech-savvy’ students. This SDBOR-driven project requires campuses to develop a plan to provide faculty with training to explore use of technology in the classroom with the goal of improving teaching and learning. Training focuses on classroom tools such as clickers, managing group projects on-line, hybrid teaching, etc. Faculty participation is optional. For participation at the 2009 summer e-learning academy, faculty were compensated through provision of equipment expense accounts and travel funds. The creation of the AL CLOUD project was a collaborative decision – students support this endeavor through a fee of \$6/credit hour.

3c. The organization creates effective learning environments

SDSU students have access to a wide variety of learning opportunities beyond traditional classroom settings. SDSU students are actively engaged in meaningful service learning activities. Working with the New York City-based International Partnership for Service Learning and Leadership, students are oriented to Native American culture, followed by visits to reservations, culminating in ten week service trips to Indian reservations. This program serves about 130 students nationwide; however, participation from SDSU students has been poor.

In 2009, the campus launched its first Common Read project with the book *Mountains beyond Mountains*. This project is viewed by faculty and staff as a strategy to increase reading activity

on campus, contribute to a student's diversity experience, and build a sense of community among students who are reading the same book.

Opportunities for student participation in Undergraduate Research have grown significantly on campus. Research experience is required for chemistry and biochemistry majors. In some cases, research opportunities are available for course credit; others are not. Students work under the tutelage of graduate students and faculty. The *SDSU Journal of Undergraduate Research*, first published in 2003, is an outlet for publication of the students' work.

Study abroad opportunities and participation by both students and faculty exist, but are stalled. In 2005-06, 183 students and 26 faculty participated in study abroad, versus 154 students and 25 faculty in 2008-09. The drop in activity was attributed to the recent economic decline.

The Honors College, created approximately 10 years ago, presents a flexible, personalized and academically diverse pathway for talented, motivated students. Eligible students must score 27+ on the ACT or be in the top 10% of their graduating class. The Honors curriculum is built upon 15 credit hours of honors general education, which are typically low-enrollment (capped at 24 students) and taught by master teachers; 3-6 credits contracted hours in the major (e.g., special topics); and 3 credit hours of independent study. Students must achieve a 3.5 GPA or higher in order to graduate with Honors College distinction. Students from every academic program on campus have participated in the Honors College. Between 200-250 students are currently enrolled in the college; this number is expected to grow, as 300 students took Honors courses in Fall 2008 and 400 students in Fall 2009. Students can opt to enroll in the college after taking Honors courses. The Honors dean reported that the current completion rate is low – the largest graduating Honors class was 20 students in May 2009, and from 5-15 students in prior years. Low completion rates are attributed by the dean and faculty to (1) unavailability of scholarships targeted for Honors students, (2) students' perception that Honors courses are more rigorous, and (3) a lack of awareness about the College among faculty and advisors. Evidence of improved Honors College outreach to students, with potential for enrollment growth includes the creation of a Living-Learning honors community, formation of an Honors student organization on campus, ten Honors students presenting their work at a national Honors meeting in Washington DC in 2009, and recently relocating the Honors College office and classroom to the Library.

The team learned the GLBTQ students are in need of support. While there is a recognized student organization, the Gay Straight Alliance, the organization does not have a support center. Support for these students needs to be enhanced.

3d. The organization's learning resources support learning and effective teaching

SDSU has invested in technology, infrastructure, and training to support new modes of teaching, research, and learning at all locations. All classrooms are technology enhanced, and assistance with integrating technology into courses is available through Instructional Design Services. Laptop computers are available for students to borrow in several locations on the campus, including the library and the student union. The campus has a significant number of low-enrollment courses/sections (with 53% having < 20 students). Students regarded small class size as a positive attribute of the campus; faculty also placed high value on this but acknowledged that growing student numbers and the desire to reduce teaching loads would eventually

compromise the number of low enrollment courses. Evidence of this trend is the need cited by faculty and administrators for classroom spaces that would serve larger numbers of students.

SDSU faculty, staff, and administrators are committed to student success. The campus is striving to improve first-year retention (77.1% in 2007-08) and graduation rates (56.7% for the fall 2002 cohort, up from 54.7% the previous year). A variety of tutoring and other academic assistance resources are available to students, including the Wintrode Student Success Center, Writing Center, TRiO programs, and department-based tutoring centers. The recent consolidation of many of these services into the Wintrode Center facility provides a centralized, convenient hub for students seeking assistance. In 2008-09, Wintrode served 2123 individual students; the Wintrode tutoring program provided almost 7400 tutoring sessions. Other academic support programs on campus include career exploration and counseling and academic advising. Approximately 20% of SDSU freshmen enter as 'undecided'. The College of General Studies assists these and other students in choosing academic and career paths. Students participating in Living-Learning communities at SDSU generally have higher retention rates than non-participants, mirroring a trend observed nationally. The campus is not well-informed about why students leave prior to graduation; surveying those who do leave and better tracking of internal migration of students might inform the campus about where new or improved retention strategies are needed.

Current and planned expansion of the number of degree programs on campus (for example, a bachelor's degree in architecture in 2011 and a master's degree in 2014) is met with enthusiasm among the faculty, but raises concern about already-high teaching loads. Priority-setting regarding programs offered on campus may be facilitated by the Low Productivity Program Review project called for by the SDBOR. This program will provide a formalized mechanism for review of programs to be retained, revived, consolidated, or eliminated. Decisions will be based on criteria surrounding productivity (enrollment, graduation, quality, mission centrality, and cost). This project, to begin November 2009, is on an ambitious timeline, with final reports due to the SDBOR in March 2010.

Library resources appear to be falling behind the needs of faculty in context of the growth of graduate programs, particularly at the doctoral level. While library resources are available from other sources, SDSU needs to address the matter of providing resources to meet the needs of faculty and graduate programs in their advanced studies. The self study recognizes that budget increases have been inadequate to meet increasing journal costs and additional subscriptions to support new graduate programs (p. 3.30).

2. Evidence that one or more specified Core Components need organizational attention

SDSU should reach out to the Tribal Colleges in the state to develop formal course-by-course articulation agreements. Some program agreements are in place, and some courses have been approved as students attempt to transfer in courses. A formal articulation agreement would ease the transfer process by eliminating guesswork, eliminating the need to verify each course that is new to SDSU and it would take the responsibility of verification away from the prospective students.

The Multicultural Affairs and TRiO Programs Strategic Plan outlines several appropriate and attainable goals. However, the plan lacks specific activities and does not identify responsible parties. For example, Goal 1: Enrollment Management states, “Collaborate with regional urban high schools, tribal schools,...identify and recruit underrepresented students...” It does not specify what type of collaborations will occur, or what specific recruitment activities will be pursued. Goal 2: Diversity states, “Provide services and programs...develop educational programs...” Again, the plan does not state what services will be provided, nor does it state what type of programs are being developed. This plan was developed recently (dated 2008-2012, revised in October 2009).

Several programs are in place at SDSU, such as the TRiO Programs, Multicultural Affairs, the partnership with St. Joseph’s Indian School in Chamberlain, the Flandreau Indian School Success Academy etc. However, these programs have not been assessed as to their effectiveness. Staff indicated that they tried to conduct a separate orientation program for the under-represented students, but that it was not successful, due to poor attendance. They did not indicate whether they attempted to find out why attendance was poor, how they could modify their program, or how they might recruit differently. All programs should be assessed using a quasi-experimental design when possible. For example, students who participate in TRiO programs should be assessed for GPA and retention and should be compared to a group with similar parameters who did not participate in these programs. There are many factors that affect students’ performance and retention, so it would be impossible to directly link their performance to any particular program. However, it is possible to identify whether or not a correlation exists between program and service use and student performance.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

4a. The organization demonstrates through the actions of its board, administrators, students, faculty and staff that it values a life of learning.

SDSU has had and continues to have an ambitious program of construction. A research park adjacent to campus and the Avera Health and Science Center facility are examples of a commitment to building the campus infrastructure that will allow for the expansion of academic programs and research activities. The facilities offer opportunities for more students to be engaged in learning in a variety of places and settings.

There is a variety of professional development opportunities available to faculty members including provision of e-Seminars during the summer which support faculty development of online courses, and workshops and faculty discussion groups on topics related to pedagogy, assessment and student engagement through the Teaching Learning Center. At the beginning of the academic year, a development workshop features a prominent keynote speaker and sessions led by SDSU faculty, staff and administrators. A new pre-award specialist offers training sessions on grant seeking and writing. Sabbatical, improvement and career direction leaves all offer opportunities for faculty members to upgrade knowledge and engage in concentrated research work. Sabbatical leaves carry full pay for one semester or half pay for two semesters and improvement and career direction leaves are funded at a rate of 8% of base pay for each year of service up to a maximum of 50% for an entire year or 100% for a single semester.

The Council on the Scholarship of Teaching and Learning (SoTL) is working to develop classroom-based research initiatives that will help drive improvements in student achievement through more effective pedagogy. The provost has provided funding for mini-grants to support faculty SoTL projects.

4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

All undergraduate students must fulfill the general education requirements which include learning goals and categories set by the BOR and local requirements and emphasize writing, oral communication, information literacy, understanding of diversity in the context of both social science and humanities disciplines, understanding of the effects of globalization and cultural appreciation. The general education program is regularly assessed using the CAAP and adjustments to activities are made in response to the results of the exam. By administering the CAAP after the completion of 48 credit hours of study, the institution is able to determine if students are prepared to begin upper division study.

The graduate school dean has implemented a procedure for development of an approved program of study and continues to work with departments to ensure that students demonstrate both breadth and depth of knowledge through comprehensive oral and written exams.

4c. The organization assesses the usefulness of its curricula to students who will

live and work in a global, diverse, and technological society.

The Board of Regents mandates a seven-year cycle of academic program review that is comprehensive in nature and focuses on determining if program updates are needed. Halfway through the program review cycle, the program presents its assessment data to the University Assessment Committee, helping to insure programs stay on track with implementation of proposed changes and continually assess and improve results.

Undergraduate research is encouraged and supported in a variety of ways. The learning and research accomplishments are publicly rewarded and acknowledged through awards and ceremonies.

- The Joseph F. Nelson Undergraduate Research Award competitively awards a stipend to seven students each year to conduct research projects in STEM fields. As part of the award, students receive a stipend to support travel to conferences to present their results. Additional awards and funding are available for Chemistry majors and through the Agricultural Experiment Station.
- The Undergraduate Research, Scholarship and Creative Activity Day (URSCAD) and the *SDSU Journal of Undergraduate Research* provide on-campus opportunities for students to present their work and receive recognition.

4d. The organization provides support to ensure that faculty, students, and staff acquire, discover and apply knowledge responsibly

In support of its strategic objective to increase research activities and external funding for those activities, increased investment has been made in research support staff. An experienced research compliance officer has been hired in the last 18 months and has developed and updated policies and procedures for compliance, research misconduct and conflict of interest. He has initiated an online training program that has been adopted for use by research courses and seminars across campus, leading to hundreds of students who have received training in research ethics.

The Office of Research and Sponsored Programs has increased research capacity and supports responsible research and grant activity through its addition of a pre-award support specialist and a technology transfer specialist. Both provide support for faculty research. The technology transfer office espouses a philosophy of concentrating on technologies that will serve and improve the state, in accordance with its land grant mission.

Professional staff report having sufficient opportunities for professional development, particularly in the form of attending conferences. Faculty, on the other, expressed concerns about the lack of funding for professional development, particularly support for attendance at professional conferences even if they had papers to present.

2. Evidence that one or more specified Core Components need

organizational attention

Some faculty, including the chair of AAUP and the president of COHE (faculty bargaining unit) expressed concerns about amount of travel funding available. Faculty indicated that amount of support from general funds seemed to average less than \$500 per faculty member.

2. Evidence that one or more specified Core Components require Commission follow-up.

None

3. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Based on a careful reading of the self-study, as well as on analyses of institutional documents and interviews of institutional representatives, it is reasonable to conclude that SDSU makes a concerted effort to gauge constituency needs. The institution's Aslanian Study is a case in point. This particular effort involved a fairly comprehensive market analysis conducted by the Aslanian Group of New York City during the summer and fall of 2008. The analysis aimed to assess the range of adult student demand (persons over 25) for higher education within a 25-mile radius of Sioux Falls, where the university currently provides course and program offerings through the University Center, a collaborative composed of South Dakota State University, the University of South Dakota, Dakota State University, and the Sioux Falls Development Foundation.

A related example is the effort on the part of the university to establish what it calls "comfort enrollment" projections in view of rising enrollments and declining resources. Using 2007 enrollments and resource allocations as a base, deans were tasked to assess capacity and project enrollments through 2012. As a result, the university projected enrollment growth at 3.4 % annually at the undergraduate level and 6.5% annually at the graduate level.

In addition to periodic systematic studies, the institution relies on boards and councils established by programs to provide guidance on ongoing operations and policy directions. These bodies tend to meet annually and consist of representatives from business, industry, and government. The South Dakota Cooperative Extension Service (SD CES) offers perhaps the best illustration of this strategy. Included in SD CES's outreach network are 65 county boards, 13 Field Education Unit (FEU) boards, and a State Extension Advisory Board (SEAB).

5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

The team found numerous references in planning documents, the self-study, the university's website, and interviews with Board of Regents members, faculty, administrators, and other stakeholders to the history of the institution as a land-grant university and its continuing commitment to maintain that tradition to outreach and community engagement. This commitment is particularly evident in the strategic plan initiated in 2007 and extending through 2012: "Achieving National Distinction, Strengthening Local Relevance." The third goal of this four-goal plan reads as follows: "Expand the reach of the university through engagement, technology, and globalization." Given the range of institutional resources at its disposal (no fewer than 20 training institutes, research centers, extension and public service laboratories, and resource and cultural organizations), it appears that the institution is well-poised to address this goal.

Prominent among the ample array of public-oriented resources available to the institution for outreach are the SDSU Fishback Center for Early Childhood Education, a cooperative venture of the university and the Brookings Public Schools operating as a preschool and a kindergarten; the South Dakota Agricultural Experiment Station, created in 1887 to enhance the quality of life in the state through research, knowledge diffusion, and service; the South Dakota Cooperative Extension Service, whose mission is to engage youth and other citizens in agricultural and community events and activities; the Office of Continuing and Extended Education, which has been offering courses since 1998 and an online degree, the RN Upward Mobility program, since 2000); the South Dakota Electronic University Consortium (EUC), and the Great Plains Interactive Distance Education Alliance; the University Center (UC), the institution's outreach satellite in Sioux Falls and established in 2001 to address the educational needs of the non-traditional student; the SDSU Wellness Center, which opened in fall 2008 to provide a variety of fitness and health-related services to the university and the wider Brookings community; the South Dakota Agricultural Heritage Museum, based on campus and dedicated to the preservation of farming and ranching heritage of the State; the Performing Arts Center, built in 2003 in partnership with the city of Brookings and contains a 1,000 seat performance hall and theater and practice studios; and the South Dakota Art Museum, situated on campus and houses the State's art collections.

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

There were multiple examples noted in the self-study, in institutional documents, and in interviews with students, faculty, administrators, and other university stakeholders that exemplify how the university has responded in timely and effective ways to its constituencies,

not the least of which include creation of the Wellness Center in response to students; development of the non-profit Enterprise Institute initiated by the SDSU Foundation Board and local businesses to address issues related to intellectual property, capital formation, and entrepreneurship development; and the South Dakota Value Added Agriculture Development Center to alleviate public concern over food safety.

Two of the initiatives that were explored in conversations with the Mayor of Brookings and a university extension specialist merit special mention for their innovation, as well as for what they represent for the future direction of the university in terms of community engagement and outreach: the Innovation Campus and Horizons.

The Innovation Campus is a collaborative venture of SDSU, Brookings county , and the city of Brookings. The only research park in the State designed to serve as a business incubator, the initiative is part of an emerging and developing long-term vision of how the city and the university can engage each other in creating a more vital and seamless environment between the two sectors that would support cultural and economic development and thereby contribute to the quality of life in the area. Other elements of the vision would eventually include partnerships with local schools to promote excellence in art, math, and science education, a children's museum, and a bike route and mass transit improvements to facilitate greater mobility and civic integration.

A community leadership development project initiated in 2003 and aimed at reducing poverty in rural and reservation communities of fewer than 5,000 people, Horizons has provided the university with an opportunity to address the challenge of how best to respond, through its long-standing extension service, to the economic decline and demographic changes facing rural South Dakota. The program consists of an 18 month package of services designed to build and strengthen the capacity of communities to define and find solutions to their own problems and issues. Built on an asset-based and empowerment approach to community development, communities are engaged in conversations bearing on poverty, leadership building, collective visioning and planning, and idea implementation. Horizons is currently in its third stage of development and implementation, with approximately 41 communities still engaged in the effort.

The Horizons experience has pushed the university's extension service to consider how the Horizons approach might be embedded into its ongoing operations. This also has meant as well exploring how the unit might link to other ongoing engagement efforts within the university with a view to channeling additional expertise and resources to Horizons communities to maximize impact and development.

5d. Internal and external constituencies value the services the organization provides.

The evidence reflected in the self-study, the institution's website, material provided in the documents room, and information obtained through interviews confirms that the university's programs and services are valued. To illustrate, over 1,100 volunteers have been trained as Master Gardeners and have contributed as a result no fewer than 61,000 hours engaging youth and adults in gardening activities and projects. In 2008, approximately 40,712 youth participated in a variety of 4-H activities: school enrichment, camping, and animal husbandry. Attendance at

university-sponsored events and activities (e.g., theatre, music, and athletics) numbered well over 500,000 in 2007-2009.

The level of financial support to the Institution also confirms the value constituents place on the institution. More than \$21 million in private gifts were secured by the SDSU Foundation in 2007. This “record-breaking” achievement amounted to a 50 percent increase over the previous year. An additional amount not reflected in this total included a \$15 million gift from Avera Health for construction of the new \$50.4 million Avera Health and Science Center.

Total Foundation gifts in 2007 amounted to \$120 million. Close to 60% of these assets (approximately \$75 million) were permanent endowments generating approximately \$4.5 million in scholarships. The Foundation has also secured gifts for capital improvements in the amounts of \$3.6 million for the Nathelle and Lawrence DeHaan Equestrian Center; \$6.5 million for the Electrical Engineering and Computer Science Building; and over \$6 million in pledges to the Dykhouse Student-Athlete Center.

In April 2008, the Foundation initiated a multi-year fund raising campaign with a working goal of \$190 million. Called “It Starts with State,” the campaign has raised thus far over \$102 million in gifts and pledges.

2. Evidence that one or more specified Core Components need organizational attention.

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No change

B. Nature of Organization

1. **Legal status** No change
2. **Degrees awarded** No change

C. Conditions of Affiliation

1. **Stipulation on affiliation status**
No change.
2. **Approval of degree sites**
No change
3. **Approval of distance education degree**
No change
4. **Reports required**

Progress Report**Topic(s) and Due Date (month-date-year)**

Progress report on the South Dakota State University's Plan for the Office of Diversity Enhancement. This report is due July 1, 2013.

Rationale and Expectations

Rationale: Inadequate outcomes on key issues related to institutional diversity since previous HLC accreditation visit in 2001.

Expectations: A progress report on the implementation and effectiveness of the institution's diversity plan that was published in April, 2008 should be submitted by July 1, 2013.

5. **Other visits scheduled**
None
6. **Organization change request**
None

E. Summary of Commission Review

Timing for next comprehensive visit 2019-2020

Rationale for recommendation:

South Dakota State University is an institution that has demonstrated that it meets the various criteria established by the Higher Learning Commission for reaccreditation. It is an institution that has a clear mission and acts with integrity. It has engaged in careful planning for the next decade of operations. It has demonstrated that it has effective teaching and learning, supports the acquisition, discovery and application of knowledge successfully, and is an engaged institution that serves its constituencies well. The self study and other materials reviewed for this visit support this conclusion and our discussions both on and off campus reinforce our perspective about the university. Accordingly, the team recommends continuing accreditation for a ten year period before the next comprehensive visit.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

None

Appendix 1Interactions with Constituencies

President
Executive Vice President for Administration
Provost
Associate Vice President for Academic Affairs
Vice President for Student Affairs
Vice President for Finance and Business/CFO
Emerita Provost
Vice President for Information Technology
Vice President for Research and Dean of the Graduate School
President SDBOR
Member, SDBOR
Student government officers (4)
16 students (Open Forum)
47 Non-faculty exempt staff (Open Forum)
President and CEO, Alumni Association
Director of Athletics
Director of Orientation
Director of the Student Union
Director of Academic and Student Services Coordination
Director of the Wellness Center
Assistant Vice President for Student Affairs
Assistant Vice President for Enrollment Services
President and CEO, SDSU Foundation
53 Career Service Staff (This is title for institutional support and administrative support staff.
This was an open forum)
Legal Counsel
Academic Senate Officers (Chair, Vice Chair, Secretary, Members at large [2])
31 Faculty (Open Forum)
Assistant Vice President for Facilities and Services
Interim Dean, College of Agriculture and Biological Sciences
Dean of Continuing and Extended Education
Professor, Department Head of Journalism and Mass Communications
University Center in Sioux Falls Executive Director
26 students at University Center in Sioux Falls
16 SDSU faculty at University Center
Capital University Center in Pierre Director
West River Higher Education Center in Rapid City Professor of West River Nursing
2 West River Graduate Center Assistant Professors
Professor, Department Head of Counseling and Human Resource Development
Education and Human Sciences Interim Dean
Interim Director of Diversity
Director of the Ethel Austin Martin Human Nutrition Program

Director of Academic Evaluation and Assessment and General Education Assessment

Director of Alumni Affairs

Director of the GISc Center of Excellence

Director of Technology Transfer

Faculty Development Coordinator for AL Cloud

Coordinator, Teaching and Learning Center

American Indian Studies Coordinator

American Indian Student Advisor

Women's Studies Coordinator

Engineering Diversity Coordinator/Student Success Academy

Director of the South Dakota Agricultural Experiment Station

Statewide President of COHE (Council of Higher Education)– Faculty bargaining unit

President of AAUP

Research Advisory Council whose members include:

Assoc. V.P. for Research

Grants Administrator (post-award)

Grant Proposal Specialist

Nutrition Food Science and Hospitality Associate Professor

Chemistry-Biochemistry Associate Professor

GISc Center of Excellence Professor

Undergraduate Nursing Assoc. Professor

Pharmaceutical Sciences Associate Professor

South Dakota EPSCoR Director (also Professor/Dept Head/Director Chemistry-Biochemistry)

Research Compliance Officer

General Education Core Committee Chair

Scholarship of Teaching and Learning Council

Health, Physical Education and Recreation Professor

Clinical Pharmacy Professor

Horticulture, Forestry, Landscape, Parks Instructor

Assistant Professor – H. M Briggs Library

Assistant Professor Undergraduate Teacher Education

Instructor, General Studies

Professor, Civil and Environmental Engineering

Instructor, Undergraduate Nursing

Dean of Arts and Sciences

Dean of the Honors College

Dean of H.M. Briggs Library

Dean of Engineering

Dean of General Studies

Director of International Affairs

Dean of Nursing

Dean of Pharmacy

Director of Technical Services, H.M. Briggs Library

Director of Information Services, H.M. Briggs Library

Director of Admissions

Director of Multicultural Affairs
Coordinator of Disability Support Services
Director of TRIO Student Support Services
Director of TRIO Upward Bound
Registrar
9 students (research projects)
Director of Institutional Research
Internal Auditor
Assistant Director of Human Resources
Cooperative Extension Director
2 Cooperative Extension Specialists
Self-study Steering Committee
Information Technology Operations Manager
University Networking and Systems Services Manager
Classroom Technologies Manager
Administrative and Research Computing Director
Instructional Technology Design Services Manager
South Dakota Board of Regents Executive Director
Members of South Dakota Board of Regents Staff (10)
Brookings City Council Chair
Brookings Mayor
Representative, District 07, South Dakota Legislature
International Student Advisory Committee

Appendix 2Principal Documents, Materials, and Web Pages Reviewed

Institutional Self Study dated September 2009
Financial Report for fiscal year ending June 30, 2007
Financial Report for fiscal year ending 2008
SDSU Cooperative Extension Service Flyer (2009)
SDSU Descriptive flyer (2009)
SDSU Graduate Programs 2008-2009 (Quarterly Bulletin) dated July 2008
SDSU Undergraduate Programs 2009-2010 (Quarterly Bulletin) dated May 2009
SDSU University Plan 2008-2012 including Baseline Measurements September 1, 2008
Low Productivity Program Review Guidelines
2008 Annual Report of Accomplishments South Dakota Cooperative Extension Service
Fall 2009 SDSU Faculty Course Assignments
Progress report on strategic planning
Progress report on diversity
Residential Life and Dining Services Master Plan 2008-2018
Academic Assessment Findings (08-09)
SDBOR/COHE Contract
Planned Program Accreditations Phase I, II, III
Aslanian Study
'Celebrating Faculty Excellence' recognition event program brochure, 2/24/09
2008 SDSU Faculty Honors List
SDSU Honors College brochure, 9/09
SDSU 'The Writing Center' brochure
SDSU Journal of Undergraduate Research, Volume 6, 2008

Web Pages

National Center for Education Statistics Integrated Postsecondary Education Data System Total Staff Counts
[South Dakota State University FY2009 Factbook](#)
[SDSU & Peer Frequently Requested Data](#)
SDSU College Portrait
Strategic Plan: Achieving National Distinction, Strengthening Local Relevance – The South Dakota State University Plan, 2008-2012
Strategic Plans for: Academic Affairs, Student Affairs, Agriculture & Biological Sciences, Arts & Sciences, Continuing and Extended Education, Education & Human Sciences, Engineering, General Studies, Nursing, Pharmacy
South Dakota Cooperative Extension's Strategic Plan
BOR Faculty Salaries vs. National 90% of Oklahoma, Faculty Applicant Pools, and related Human Resources documents
List of FT faculty with Master's or Bachelor's Degrees
SDBOR Terminal Degrees

Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

Ms. Virginia Arthur
Dr. Donna L. Brown
Ms. Julie W Carpenter-Hubin
Dr. Susan Fritz
Dr. Christine M Ladisch
Dr. Brian L. Levin-Stankevich
Dr. Jose R. Rosario
Dr. John H. Schuh (Team Chair)

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below. Generally, if the team finds substantive issues in these areas and relates such issues to the institution's fulfillment of the Criteria for Accreditation, such discussion should be handled in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

The team has reviewed this component of federal compliance.

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

The team has reviewed this component of federal compliance.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

The team has reviewed this component of federal compliance.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education.*

The team has reviewed this component of federal compliance.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** *The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Contractual Relationships:** *The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.*

The team has reviewed this component of federal compliance and recommends the ongoing approval of such contracts.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

The team has reviewed this component of federal compliance.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.*

The team has reviewed this component of federal compliance.

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated*

any comments received and completed any necessary follow-up on issues raised in these comments.

The team has reviewed this component of federal compliance.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

South Dakota State University
Brookings, SD
November 2-4, 2009

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Ms. Virginia Arthur, Associate Provost for Faculty Affairs, University of Northern Iowa, Seerly 001, Cedar Falls, IA 50614-0707

Dr. Donna L. Brown, Asst. Vice President of Student Affairs for Diversity and Inclusion, Minnesota State University Moorhead, 1104 Seventh Avenue South, Moorhead, MN 56563

Ms. Julie W. Carpenter-Hubin, Director, Institutional Research & Planning, The Ohio State University, 08 Bricker Hall 230 N. Oval Mall, Columbus, OH 43203

Dr. Susan Fritz, Associate Vice Chancellor, Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln, 202 Agricultural Hall, University of Nebraska-Lincoln, Lincoln, NE 68583-0708

Dr. Christine M. Ladisch, Vice Provost for Academic Affairs, and Professor, Purdue University, Office of the Provost, Hovde Hall Room 100 610, Purdue Mall, West Lafayette, IN 47907-2040

Dr. Brian L. Levin-Stankevich, Chancellor, University of Wisconsin-Eau Claire, Schofield Hall 204 105 Garfield Ave., Eau Claire, WI 54702-4004

Dr. José R. Rosario, Professor of Education, Indiana University-Purdue University Indianapolis 902 West New York Street ES 3113, Indianapolis, IN 46402

Dr. John H. Schuh (Team Chair), Distinguished Professor, Iowa State University, N221 Lagomarcino Hall, Ames, IA 50011

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I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

South Dakota State University has experienced significant growth since the most recent visit from the Higher Learning Commission. The university has engaged in a phenomenal program of renovation and construction of facilities, has developed a growing number of doctoral programs, and has experienced growing enrollment. Relationships with the governing board members and board staff are strong. Students spoke very positively about their experiences and faculty and staff are highly committed to taking the institution forward. Members of the campus community expressed confidence in the institution's leadership as the university continues to grow and develop. Our observations in this advancement report are designed to provide advice to the institution as it manages its growth and development.

II. CONSULTATIONS OF THE TEAM

Development of an American Indian Education and Cultural Center

The team heard from several constituents about the desire and plans to open an American Indian Education and Cultural Center. The team recommends SDSU pursue this endeavor to respond to the unique needs of the highest population of minorities in the state of South Dakota, to celebrate and appreciate the rich contributions of Native cultures, and to address the low enrollment of American Indians at SDSU. This center should be centrally located and have external and internal decorations or symbolism of Native cultures appropriate to the tribes represented at SDSU. At a minimum the center should be staffed by one full-time staff member (preferably an American Indian), should carry subscriptions to newspapers representing regional tribes, should be the meeting place for Indian-related student organizations, should provide study space, and should have computers available for student use. Ideally, the center should serve as a research center where students and faculty engage in research projects, where resources on Native cultures are available to be referenced, where prospective Native students and their families are introduced to SDSU, where orientation programming, graduation ceremonies, and other events are held, and where tribal dignitaries are entertained and educated on what SDSU can offer to their tribal members. Having an adequate, staffed Indian center would speak volumes to SDSU's commitment to American Indians.

While it makes sense for SDSU to recruit American Indians primarily in the state of South Dakota, and more specifically, "east of the river," SDSU needs to cast its net further in terms of recruiting American Indians. Staff and faculty need to engage in aggressive recruitment strategies including face-to-face visits with students early in their high school years, offering scholarships and/or apprenticeships, and engaging faculty in the recruitment process. SDSU should expand its offerings in the American Indian Studies department. SDSU should work in cooperation with all South Dakota tribes to develop current, living "memorandums of understanding." These documents should be available to the entire campus (through a web site).

Management of growth

As is evident in a number of the elements of the assurance section of this report, SDSU has grown rapidly but now needs to address how best it can manage its growth. Physical facilities

are expanding rapidly, new doctoral programs have been implemented, and enrollment has grown. A challenge going forward will be to manage this growth so that the institution is not stretched beyond its resources. Staff, especially, have increasingly broad responsibilities. Utility costs continue to grow. Faculty teaching loads are significant. All of these issues, and more, need to be addressed in a way so that the institution does not grow beyond what can be managed. While we think institutional leaders are well aware of these challenges, we recommend that the challenges should be visited on a regular basis so that circumstances do not become unmanageable.

Increased staffing (faculty, nonexempt professional staff and merit staff)

SDSU has a higher student-to-staff ratio than any of the universities against which it benchmarks. Staffing should be increased to support the continuing growth in enrollment and expansion of the research agenda, or students and faculty will face a reduction in the level of services available. The SDSU Factbook tracks the numbers of faculty over time and calculates a student-to-faculty ratio; this should be done for the non-instructional staff as well. In addition, increased staffing should be a priority for the current fund raising campaign.

Additional library support

Libraries are critical to the success of every university, and especially to the success of research universities. Library staff noted that funding for libraries had been flat for the past decade, despite the significant increase in the cost of journals. Faculty report that the library collection does not currently meet their needs. While there is some sharing of resources with other South Dakota and Minnesota university libraries, faculty cannot always obtain the materials they need in a timely manner. Given the increased emphasis on faculty research and the growth in the number of doctoral programs, it is critical that SDSU direct additional resources to the library.

Support for GLBTQ students

GLBTQ students appear to have little support. There is a student organization, the Gay Straight Alliance, but the organization does not have a faculty advisor. A support center does not exist, nor is there a staff member dedicated to serving the needs of this population. Some individual faculty and staff have posted pink triangles, or rainbow symbols to let GLBTQ students know they are supportive and welcoming, but there is no coordinated effort in place in terms of “safe zone” programming. The team recommends that SDSU make a concerted effort to increase its support for GLBTQ students.

Generating more information/data about doctoral programs

SDSU currently has 12 doctoral programs and is considering the addition of several more. The Graduate School should begin tracking several metrics in order to better understand their doctoral students’ progress and outcomes, including doctoral completion rates, time to degree completion, and placements. The Council of Graduate Schools has developed a method and useful tools for tracking doctoral completion rates, and information can be found on their website at <http://www.phdcompletion.org/tools/index.asp>. Institutional data sources should provide the

information necessary to track completion rates and time to degree completion. Placement information can be obtained either from the National Science Foundation's Survey of Earned Doctorates (SED), or from departments. The SED also provides self-reported information about students' time to degree completion.

Professional development support for faculty and training for staff

While SDSU has developed some impressive on campus programs to support faculty development, the amount of funding available to support travel to conferences appears to be inadequate. If faculty members are to be successful in continuing to increase recognition for their own research, scholarly and creative work and that of their students, travel to present work at national and international conferences and to support participation as officers in professional organizations needs to be adequately supported. A minimum allocation for travel expenses sufficient to support travel and attendance to at least one national conference each year should be given a priority.

Opportunities for off campus staff training should also be given some priority funding. Staff can learn new ideas at regional and national conferences and infuse them into campus operations at regional or national conferences. They also can develop a network of colleagues on other campuses who can be a valuable source of assistance and support.

Notable and useful investments have been made to support increasing activity in grant and contract work. Awards have nearly doubled in the past two years. However, many research-active faculty indicated that the institution will soon reach its administrative capacity for grant writing and contract work unless there are additional resources devoted for support personnel in pre-award, post-award, technology transfer and intellectual property protection area. College level pre and post award staff members would be an important first step in encouraging more faculty to compete for grants and contracts to support their scholarly and creative endeavors.

The four-four teaching load imposes a barrier to increased faculty productivity in research and graduate student mentoring. Although academic administrators indicated that the workload issues are being resolved in most areas, many faculty members did not express confidence that this was changing during on campus conversations. Academic Affairs needs to develop plans for reducing the teaching workload of its faculty members if it hopes to achieve greater productivity in research, scholarship and creative activities.

Make sure that the person hired to lead diversity initiatives participates in the administrative council

Interviews with administrators, faculty and staff indicated that the search for an upper-level diversity administrator will be launched soon. It is recommended in order to effectively bring leadership, visibility and cohesion to existing campus diversity efforts, this position also should become a member of the senior administrative council.

Funding of professorships

Campus leaders are encouraged to collaborate with the SDSU Foundation to seek funding for endowed faculty chairs and professorships. At the present, SDSU has a modest portfolio of professorships (4) in comparison to the size and the excellence of its faculty. Endowed chairs and professorships are acknowledgements of achievement and future potential as well as mechanisms for retaining outstanding senior faculty.

Signage needs improvement

Although the SDSU campus is under construction and certainly a hub of activity, it appears that improving signage could enhance navigation of the campus. Prominent street signs, building signs at the curbs, and occasional “you are here” signs would make traversing the campus easier than currently is the case.

Engagement and Outreach

In keeping with its land-grant mission, South Dakota State University has done exemplary work in reaching out to the state's rural community. A new economic landscape has called for new and innovative interventions, such as the Horizons project, and SDSU has responded remarkably well in forging them. These efforts are particularly evident in the attempts of the institution's extension service to redefine its mission in terms of community development and increased integration of engagement efforts for maximum impact. For a land-grant institution, this new and particularly significant turn in extension service delivery is worthy of applause, and the team recommends that the institution continue to support the ongoing efforts in this regard.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

TRANSITION TO NCAA DIVISION 1

SDSU completed a transition to Division 1 athletics in 2008 following a five-year process. The transition will place the university in a position to compete with inspirational peers in athletics and achieve more prominence for its athletics programs. We learned that one consequence of the transition is that more students stay on campus on weekends to attend sporting events.

FUND RAISING

SDSU has been engaged in a fund raising campaign since 2008 that is designed to raise \$190 million. While we were on campus we learned that more than \$100 million had been raised. The institution is to be commended for launching such an ambitious campaign and for experiencing such a high level of success to date.

DEVELOPMENT OF SUPERB, NEW FACILITIES

Renovations and new construction are evident throughout the campus. New state-of-the-art research facilities are being constructed with input from the faculty who will use them. Classrooms are all technology enhanced, and many provide advanced features, such as the capability of displaying material from both the instructor's computer and an individual student's laptop on side-by-side screens at the front of the class.

EXCELLENT STUDENT LEADERSHIP

An example of outstanding student leadership is the students' role in establishing a campus-community Wellness Center. The SA President and other SA members collected over 2,700 student signatures to support an increase in the general activity fee to help fund the new Wellness Center, lobbied the SD Legislature and Governor to approve a bill allowing the increase to provide additional funding, and worked with the city to secure additional funding. Ultimately, the new \$12 million center on the SDSU campus celebrated its grand opening in fall 2008. While the students were modest in describing their role in this endeavor, faculty, staff, and administrators praised their leadership. Student leadership was credited for the tenacity to see the multi-million dollar project from concept to completion.

SDSU recognizes that students are the university's most important constituent group. The Students' Association serves as the official representative body, and students serve on multiple university committees. In addition to their contributions to the Wellness Center, the students were integral in improving internship opportunities and providing input in the development of the residence halls and food service models.

SDSU PROVIDES STATEWIDE LEADERSHIP FOR HIGHER EDUCATION AND CONTRIBUTES TO THE STATE HIGHER EDUCATION SYSTEM

The board of regents' staff referred to SDSU as a "good citizen." They cited the programs that SDSU has taken to the learning centers in Pierre, Rapid City and Sioux Falls. Also cited by the board staff were the piloting of the first research park in the state in Brookings and SDSU's

attention to tech transfer. The board staff also expressed admiration for the Jackrabbit Advocates, an SDSU alumni network that has played a significant role in keeping education issues in general and SDSU issues in particular in the forefront of legislators.

CONSULTATION WITH ACADEMIC SENATE LEADERS BY CURRENT INSTITUTIONAL LEADERS

Academic Senate leaders observed that the current institutional leaders have consulted with them on a routine basis over a wide variety of matters. Such has not always been the history of faculty/administrative relationships at SDSU. They indicated that the current administrative leaders took the concept of shared governance seriously and practiced shared governance.

HONORING SHARED GOVERNANCE BY INCLUDING NON FACULTY EXEMPT PERSONNEL

During the strategic planning process and the self-study process, SDSU recognized the need to enhance shared governance. While there is always room for improvement, the team found evidence that the concept of shared governance is understood and practiced at SDSU. In a faculty satisfaction survey conducted in 2007, over 80% of the respondents were somewhat or very satisfied with their authority to make decisions about content and methods in the classes they teach, and more than 70% were somewhat or very satisfied with the authority they have to make decisions about which courses they teach.

In 2008, SDSU conducted surveys on perceptions of governance and administrative structure at SDSU. The majority of the respondents agree or strongly agree with the statement “I have a path to leadership opportunities,” with the highest percentage of agreement reported by non-faculty exempt individuals (79%), followed by faculty (69%), and career service employees (59%). Likewise, there was agreement to strong agreement across faculty (78%), non-faculty exempt (86%), and career service staff (74%) when asked if they have opportunities to work on a team to meet goals or solve problems.

During the creation of the university strategic plan, two leadership summits were held with approximately 50 faculty and staff in attendance at each. These one-half day summits were held to vet a draft of the plan, to gather feedback, and to foster the ongoing development of a more inclusive planning and decision making environment. Open discussion during these summits resulted in valuable, constructive suggestions. After further refinement, the draft plan was posted on the website with e-mails to faculty and staff soliciting feedback through an electronic response system. The framework and the subsequent college and unit strategic plans engaged a broad constituency of administrators, faculty, students, staff, and state advisory and constituency groups.

In the team’s interactions and discussions with various staff and faculty, shared governance was repeatedly conveyed as a part of the fabric of the institution.

EXCELLENT RELATIONSHIPS WITH SDBOR

Two members of the Board of Regents expressed confidence in the current leadership of SDSU and spoke of the key role played by SDSU in the governor’s agenda to grow the number of

degree holders in the state and to develop graduate programs critical to economic development.

TREMENDOUSLY DEDICATED FACULTY AND STAFF

While this can be observed about many institutions of higher education, we were impressed by the dedication of the faculty and staff. The growth of the institution has placed strains on faculty and staff. They are continuously doing more within their areas of responsibility and continuing to provide an excellent education experience for students as well top notch services. Our conclusion was that they should be commended for the splendid contributions they are making toward advancing SDSU.

WINTRODE CENTER AND OTHER SUPPORT FOR STUDENTS

The Wintrode Tutoring Program was started in January of 2005 with a donation from Mr. Virgil Wintrode, an SDSU alumnus. The Wintrode Student Success Center houses several academic support programs. Small group and one-on-one tutoring is offered free of charge to students. Students who have completed training serve as the tutors. Tutors for the Wintrode Tutoring Program are certified at two levels; Level I - Regular and Level II - Advanced. Between spring of 2005 and fall 2008, usage increased from 116 to 546 students. Also housed in the Wintrode Center, is the Writing Center. The number of writing-specific tutors had grown to nine in the fall, 2009. With the move to the Wintrode Center, space more than tripled from what they previously had, and more computers, study tables, and tutoring stations were added. The team's most refreshing observance was that staff portrays a positive attitude about tutoring, encouraging students to "seek help before they need it." Any stigmas toward tutoring are non-existent in this space. The team found the center to be filled with students and bustling with activity.

PARTNERSHIP WITH THE CITY IN THE DEVELOPMENT OF THE ARTS AND WELLNESS CENTERS AND RELATIONSHIPS WITH CITY LEADERS

The development of two significant buildings that now serve both the campus and the Brookings community through a shared approach to funding (student fees, donors, city sales tax revenue) is innovative and viewed as a model nationwide for institutions hoping to partner with their communities. Relationships with city leaders were described as very positive by all parties concerned with this aspect of institutional life.

JACKRABBIT ADVOCATES PROGRAM

The Jackrabbit Advocates is a grassroots coalition of alumni, students, and friends of South Dakota State University who share a dedication to public higher education in South Dakota and to SDSU. Members are called upon to build relationships with their legislators and interact with them about specific issues as they relate to public higher education and SDSU (http://www.statealum.com/s/1108/index_alumni.aspx?sid=357&gid=1&pgid=1246).

DEVELOPMENT OF A ROBUST LEARNING ASSESSMENT PLAN THAT IS INTEGRATED THROUGHOUT THE CAMUS

Assessment is well supported by five full-time staff in the Office of Academic Evaluation and Assessment, and has a long history at SDSU; indeed, a paper entitled *Assessment Data at South Dakota State University: Analysis, Results, and Recommendations* was presented in 1987 at the American Association of Higher Education Assessment Forum. Assessment of undergraduate

student learning is integrated throughout the campus, with each department having an assessment plan for its major. *Assessing the Mathematics Major Through a Senior Seminar*, by SDSU faculty Donna Flint and Daniel Kemp is an assessment plan that provides an exemplar for programs nationwide.

The campus has a complex, 3-tiered (general education, institutional, and program requirements) system for assessing learning outcomes. With assistance from the academic evaluation and assessment office, faculty are directly involved in assessment activities, and assessment findings are used to improve teaching and learning.

PROGRESS ON DISABILITY ACCESS

SDSU has made tremendous progress in making the campus accessible to disabled constituents. Building renovations have included accessible entrances and restroom stalls. Elevators have been added to a number of buildings, and curb cuts have been added to make sidewalks accessible.

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: : South Dakota State University, SD

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS):

DATES OF REVIEW: 11/2/09 - 11/4/09

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: A, B, M, D, 1st Prof

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW DEGREE SITES: Prior Commission approval required.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission approval required for distance education programs other than the MS in Nursing and those offered through the Electronic University Consortium.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: By July 1, 2013; A Progress Report on the implementation and effectiveness of the University's Diversity Plan for the Office that was published I April 2008.

OTHER VISITS REQUIRED: None

TEAM RECOMMENDATION: No Change

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 1999 - 2000

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2009 - 2010

TEAM RECOMMENDATION: 2019-2020

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: South Dakota State University, SD

TYPE OF REVIEW (from ESS):) : Continued Accreditation
__x_ No change to Organization Profile

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate	Associate 2	
	Bachelors 86	
Programs leading to Graduate	Masters 24	
	Specialist 0	
	First 2	
	Professional	
	Doctoral 12	

Off-Campus Activities

<p>In-State:</p> <p style="margin-left: 40px;">Campuses:</p> <p style="margin-left: 40px;">Sites:</p> <p style="margin-left: 40px;">Course</p> <p style="margin-left: 40px;">Locations:</p>	<p>Present Activity:</p> <p>Pierre (Capital University Center) ; Rapid City (West River Graduate Center) ; Rapid City (West River Nursing) ; Sioux Falls (South Dakota Public Universities & Research Center)</p> <p>Mission (Mission)</p> <p>37</p>	<p>Recommended Change: (+ or -)</p>
<p>Out-of-State:</p> <p style="margin-left: 40px;">Campuses:</p> <p style="margin-left: 40px;">Sites:</p> <p style="margin-left: 40px;">Course</p> <p style="margin-left: 40px;">Locations:</p>	<p>Present Wording:</p> <p>None</p> <p>Gillette, WY (Gillette)</p> <p>Sioux City, IA (Tri-State Graduate Center)</p>	<p>Recommended Change: (+ or -)</p>
<p>Out-of-USA:</p> <p style="margin-left: 40px;">Campuses:</p> <p style="margin-left: 40px;">Sites:</p> <p style="margin-left: 40px;">Course</p> <p style="margin-left: 40px;">Locations:</p>	<p>Present Wording:</p> <p>None</p> <p>None</p> <p>None</p>	<p>Recommended Change: (+ or -)</p>

Distance Education Certificate and Degree Offerings:

Present Offerings:

AA in General Studies offered via Internet; BS Interdisciplinary Studies offered via Internet; BS-RN Upward Mobility offered via Internet; MS Family Financial Planning offered via Internet; MS in Dietetics, GPIDEA offered via Internet; MS in Engineering offered via Internet; MS in Family & Consumer Sci Educ, GPIDEA offered via Internet; MS in Industrial Management offered via Internet; MS in Mathematics offered via Internet; MS in Statistics offered via Internet; MS Merchandising Certificate, Family & Consumer Sciences offered via Internet; MS Merchandising Specialization, Family & Consumer Sciences offered via Internet; MS Nursing offered via Internet; MS Rural Sociology, Community Development Specialization offered via Internet

Recommended Change:

(+ or -)