

SOUTH DAKOTA STATE UNIVERSITY

INSTITUTIONAL SELF-STUDY

SEPTEMBER 2009



South Dakota State University
HLC-NCA Self Study

**2009
SELF-STUDY REPORT
OF
SOUTH DAKOTA STATE UNIVERSITY**

SUBMITTED TO

THE HIGHER LEARNING COMMISSION

**NORTH CENTRAL ASSOCIATION
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South Dakota State University
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EXECUTIVE SUMMARY



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EXECUTIVE SUMMARY

Beginning in spring 2007, South Dakota State University (SDSU) began the self-study process for re-accreditation through the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA). SDSU was most recently re-accredited in 2000 for the ten-year period. The current self-study process resulted in the determination by the Self-Study Steering Committee that SDSU meets all of the core components within the five criteria. The self-study process included over 200 individuals from across campus as members of one or more of the 18 committees established to guide and inform the process and self-study report. The self-study was finalized in August 2009.

The self-study was designed to fit within the distinctive mission of the institution as a land-grant university, include multiple constituencies in the process, examine the whole organization, and develop a set of findings and recommendations that could be used in concert with the strategic plan to guide decisions into the future. Information about the self-study was made available throughout the process via electronic, written, and face-to-face means.

As a result of the self-study, the following key findings are summarized and recommendations made by the steering committee. The findings and recommendations are presented by criterion.

Key Findings: Overview

Criterion 1: 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.

SDSU is distinctive due to its land-grant status. The mission documents have been updated and are responsive to change yet maintain a focus on the tripartite mission of teaching and learning; research, scholarship, and creative activity; and service. The mission positively drives the institution's actions. The mission is clear, visible, and embraced by constituencies. Even with the broad-based awareness and support for the mission, the University must continue to communicate with individuals and groups both within and external to the institution.

The University embraces and acts on a broad view of diversity. SDSU continues to develop its efforts to bring diverse students and faculty to campus and to broaden student, faculty, and staff perspectives through international and multicultural experiences, both domestic and abroad. Collaborative, concerted efforts to attract and retain a stronger minority population at SDSU must be enhanced. In addition, market competitive salaries are needed for all employees.

The SDSU mission is supported by a multi-level, collaborative administrative structure. Governance is grounded in a strong partnership between the South Dakota Board of Regents (SDBOR) and SDSU. The institution must continue to foster strong ties between the SDBOR and all administrative levels at SDSU. Institutional governance through the Students' Association (SA) and Academic Senate serve to uphold the land-grant mission and can be further strengthened through increased opportunities for input and the exercise of professional judgment on issues critical to the University.

SDSU is an institution of integrity. The necessary policies and practices are in place to ensure adherence to local, state, and federal laws. The mission is supported by a multi-level administrative structure which provides a broad- base of individuals and offices responsible for protecting the integrity of the institution.

Criterion 2: 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 education, and respond to future challenges and opportunities.

Under the leadership of President David L. Chicoine, planning processes have been taken to a new level. The current plan, *Achieving National Distinction, Strengthening Local Relevance*, was created in 2007-2008 using a highly engaged process including internal and external opportunities for input and comment. Planning is conducted at many levels including State level priorities and institutional specific strategic goals and plans. Much has been learned about the planning process where external forces and trends are identified, goals and strategies are stated, and the needed resources are aligned. As the institution moves forward, the campus is becoming more aware and skillful in how to create and use plans. To continue on this positive trajectory, additional information and experience with planning is needed for deans, directors, and department heads. Faculty, staff, and students need to be included in the planning process.

SDSU employs several robust strategies to evaluate its institutional effectiveness and to provide information needed for continuous improvement. Benchmarking against identified peer institutions, academic review processes, including specialty accreditations and the SDBOR institutional program reviews, form a strong foundation for on-going improvement.

A comprehensive assessment and evaluation process is used at SDSU. Findings from these tools are widely distributed and influence policies. The emphasis on assessment has had a profound impact on the University, and many annual processes are now directly tied to strategic planning.

The institution is challenged to mature in the strategic planning process, and to work on integrating planning documents into a seamless planning effort. The institution will also continue to be challenged by current economic conditions, and there is uncertainty in the State in regarding to future budgets. SDSU will need to continue to rely on its planning and budgetary processes to meet challenges of limited and potentially reduced resources.

Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

SDSU has made excellent progress defining student learning outcomes and implementing academic assessment to improve curriculum, pedagogy, student support services, and resource utilization. SDSU clearly values, supports, and recognizes effective teaching and student learning. Qualified faculty design the curriculum that enables student success. Enrichment activities and support services augment and enable student learning.

Traditional classrooms, laboratories, and hands-on learning environments are enhanced by technology. Face-to-face classrooms are reviewed annually for improvement and the teaching and research laboratories are undergoing significant modernization. Classroom enhancements need to continue into the near future. The need for a new large classroom to seat 300 or more students has emerged.

Criterion 4: 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.

Creating opportunities and supporting practices that enable a life of learning are critical to the University. Policies are in place that allow for the free exchange of ideas and the transfer of credit. Learning centers have been created and technologies incorporated to make learning available to constituents across the State. Professional development opportunities are available for faculty, staff, and career service employees. An enhanced emphasis on leadership development is needed.

Through the system and institutional general education requirements, students are provided a broad academic preparation with a focus on developing an understanding of and responsibility for the environment, personal well-being and cultural diversity and heritage. The University uses advisory boards, employers, and alumni feedback to insure the currency of the curriculum that reflects a global, diverse, and technological society.

SDSU students, faculty, and staff are recognized for their scholarship. Graduate programs have been approved which address critical workforce needs. Research capacity is increasing, and faculty are active and successful in their efforts to secure grant funds to support graduate students and research projects. Policies and offices are in place to monitor and ensure the ethical and safe conduct of research and the use of data.

Criterion 5: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

As the State's largest land-grant university, SDSU has a history of reaching out to the State's citizens, seeking input, and responding to identified needs. SDSU adds value to South Dakota by developing social capital and by contributing to healthy and prosperous communities. SDSU's services are valued by its constituents and are essential to the vitality of the state. Through SDSU structures and processes, the Institution reflects a capacity and commitment to engage with and effectively service its constituents.

Technology and off-campus programs enable learners to use the services of the University. As the population becomes less rural, additional community and leadership development resources may need to be identified and strategies developed for working with more diverse individuals and groups.

Recommendations:

Criterion 1: Mission and Integrity

- Place increased emphasis and resources on the recruitment and retention of diverse faculty, staff, students, and administrators.
- Assess effectiveness of current programs and activities related to diversity.
- Build knowledge of and commitment to the SDSU mission documents, targeting new employees and career service individuals.
- Examine how to increase the role of the non-exempt faculty pool in University governance.
- Explore the concept of effective leadership to examine how the institution can further support leadership development and how it enables SDSU to fulfill its mission.
- Enhance collaborative efforts and shared decision-making while emphasizing integrity.

Criterion 2: Preparing for the Future

- Continue to mature in planning and in particular in implementing a comprehensive planning model which includes full integration, seamlessness across plans, accountability measures, and budget implications.
- Increase the level of transparency in the planning and budgetary processes. Reporting on progress to internal and external constituents is critical to gain buy-in and support for SDSU.
- Increase access to and visibility of the University's assessment and feedback loops.
- Work with the SDBOR staff to ensure understanding of the complexities of a research land-grant institution and the need for policies which allow for responsiveness to opportunities that emerge.
- Investigate possible strategies to ease the burden of specialized faculty and researchers related to management and administrative duties as a result of new financial and human resources software.
- With the increased emphasis on assessment and performance measures as related to strategic planning, investigate ways to reorganize data gathering and management processes so that greater coordination can be achieved in data gathering and use.
- Review the administrative structures relative to diversity, multicultural enhancement, and international issues to streamline reporting structures, identify the point of contact for students and faculty, and create synergy for recruitment and retention.

Criterion 3: Student Learning and Effective Teaching

- Strategically assign faculty FTE and resources to support changing enrollment and research expansion. Beyond the FTE provided in FY 2009 and FY 2010, additional faculty FTEs are needed to ensure instructional quality and to provide additional intellectual capacity for research that enhances student learning.
- Strengthen the academic assessment plans and reporting structure for graduate programs; complete the "assessment of assessments" to determine which instruments provide the most meaningful information for improvement.

- Develop mechanisms to assess the impact of any new initiatives on student learning and retention including service-learning and the Scholarship of Teaching and Learning (SOTL).
- Increase budget support for professional development.
- Strengthen efforts to enhance academic advising and support services for students both on- and off-campus. Graduate level advising/mentoring needs to be assessed.
- Continue to invest University resources for the enhancement of learning environments.

Criterion 4: Acquisition, Discovery, and Application of Knowledge

- Expand budget, facility, and human capacity for research and scholarship. Capitalize on research strengths to develop additional opportunities for undergraduate and graduate research, scholarship, and creative activity.
- Identify additional strategies for recognizing and rewarding faculty and staff.
- Create strategies for optimizing faculty strengths and interests.
- Pursue specialized program accreditations as needed.
- Explore the benefit of developing external advisory groups, i.e. arts and humanities, professional graduate programs.
- More effectively promote the professional lifelong learning opportunities of faculty sabbaticals and grow the number of those who participate.

Criterion 5: Engagement and Service

- Explore additional mechanisms, such as the town hall meeting, to solicit and use meaningful feedback.
- Continue to use strategic planning, environmental scanning, and input to inform initiatives and set priorities.
- Further enhance connections with the tribal colleges and K-12 schools.
- Target new academic program development in response to workforce needs.
- Maintain ongoing communications about institutional priorities with constituents and explain long-term benefits.

Key findings and recommendations: Link to strategic planning and emerging themes

The key findings and recommendations complement the SDSU strategic plan with a focus on enhancing academic excellence; strengthening scholarship; fostering the growth, economic, and social well-being of communities; expanding the reach of the University; and establishing a sustainable financial resource base in these challenging economic times.

Key themes within the findings and recommendations include:

- the importance of diversity to the University community,
- the on-going need to communicate about the central role of the mission,
- the importance of continuing to mature in the strategic planning process,
- the importance of broadening the scope of assessment and evaluation to all sectors of the University,

- the need to enhance shared governance, leadership, and other professional development opportunities,
- the key role of clear and consistent communication across campus and to constituency groups using a variety of communication strategies and techniques,
- the challenges in keeping up with technology,
- the importance of enhancing academic excellence,
- the challenges of building a sustainable resource base.

INTRODUCTION



South Dakota State University
HLC-NCA Self-Study



INTRODUCTION

South Dakota State University: Achieving National Distinction, Strengthening Local Relevance

South Dakota State University (SDSU) is the State's largest and most comprehensive university. Building on the land-grant heritage, SDSU serves the educational needs of the State through undergraduate, graduate, and professional programs; research, scholarship, and creative activity; extension, outreach, and public service.

The opportunity to evaluate our effectiveness in meeting the SDSU goals through the Higher Learning Commission of the North Central Region of Colleges and Schools' (HLC-NCA) reaccreditation process has complemented the strategic planning process.

The strategic plan for SDSU, *Achieving National Distinction, Strengthening Local Relevance*, identifies four key goals for the University:

- Strategic Goal 1: Enhance academic excellence and strengthen scholarship and artistic activities.
- Strategic Goal 2: Foster economic growth, vibrant communities, and a sustainable environment.
- Strategic Goal 3: Expand the reach of the University through engagement, technology, and globalization.
- Strategic Goal 4: Establish a sustainable financial resource based required for high achievement.

SDSU's mission documents and current strategic planning efforts provide a valuable template and guide as the institution reflects on past accomplishments and works toward future achievements.

South Dakota State University History

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.

State Agricultural Experiment Stations were formed in 1887 under the Hatch Act of Congress, which provided for their establishment in connection with land-grant universities and colleges. The stations were established to conduct research to address relevant agricultural and rural issues for their home states and regions.

The Smith-Lever Act of 1914 established the Cooperative Extension Service to provide useful, current, research based agricultural, home, family, and youth related information to the people of the State. Federal funds are appropriated through the U.S. Department of Agriculture, which cooperates with state colleges of agriculture and counties in conducting planned programs of extension work.

Historically, land-grant institutions have the responsibility of training individuals to be U.S. Military officers in the event of war or military emergency, thus, alleviating the need to have a large standing army.



During WWII, SDSU served a central role in preparation of students and graduates for military service through the Reserve Officer Training Corps (ROTC). SDSU continues to have an exemplary ROTC program and is known as the “West Point of the Plains.” Following the war, SDSU and other land-grant institutions accepted an international responsibility to contribute to economic and

agricultural revitalization in war devastated countries. International responsibility continues to evolve as a part of the land-grant mission.

In 1923, SDSU’s instructional program was organized under five divisions: Agriculture, Engineering, General Science, Home Economics, and Pharmacy. In 1956, the sixth undergraduate division, Nursing was created, and in 1957 all graduate work was organized into a Graduate Division. The University organization was formally recognized when the Legislature changed the name to South Dakota State University on July 1, 1964. At that time the following colleges were created: Agriculture and Biological Sciences, Arts and Science, Engineering, Home Economics, Nursing, and Pharmacy as well as the Graduate School.

In 1974, the College of General Registration (renamed College of General Studies and Outreach Programs in 2001) was established to provide assistance to students who were undecided as to major, were enrolled in pre-professional programs, or who wanted a one-, two-, or four-year general studies program. On July 1, 2006, the Office of Continuing and Extended Education was created, thus separating Outreach and Distance Education from the College of General Studies. This change was due to the growing College of General Studies enrollment and an expected increase in outreach and distance education programs.



In 1975, the Division of Education was created to provide greater recognition of the University’s efforts in preparing teachers, counselors, and administrators for primary and secondary school systems and higher education. In 1989, this unit officially became the College of Education and Counseling. In 1996, the College of Home Economics became the College of Family and Consumer Sciences to align with the national professional organization, the American Association of Family and Consumer Sciences (AAFCS), and to reflect a newer, more up-to-date image. The proposal to transform the Honors Program into a new and more vital Honors College was approved in May, 1999, and the Honors College was formally inaugurated in the fall. In July 2009, the College of

Education and Human Sciences was established combining three current units: the College of Education and Counseling, College of Family and Consumer Sciences and the Department of Health, Physical Education and Recreation. At this time, the following colleges exist: Agriculture and Biological Sciences, Arts and Sciences, Education and Human Sciences, Engineering, General Studies, Honors, Nursing, and Pharmacy along with the Graduate School.

In 1994, land-grant status was expanded to include tribal colleges and universities, and SDSU has developed working relationships with these tribal colleges within and beyond South Dakota's borders.

South Dakota State University Accreditation History

In 1916 South Dakota State College became a member of the North Central Association of Colleges and Schools. Membership has been maintained since then.

South Dakota State College was initially accredited for baccalaureate and master's degree programs. In 1965, the North Central Association (NCA) extended accreditation to South Dakota State University to include doctoral programs in agricultural economics and plant pathology (both later discontinued), as well as agronomy and animal science. In 1990, SDSU was granted continuing accreditation at the doctoral level. A focused visit emphasizing three areas of concern within the 1990-2000 ten-year cycle was conducted in spring 1995. The three areas of concern included faculty and staff salary levels, funding to support on-going efforts targeting diversity programs and graduate program assessment plans. Following the 1995 visits, a progress report was submitted and was accepted July 1998.

The next comprehensive evaluation was conducted during 1999-2000. The April 2000 visit resulted in reaccreditation for a ten-year period. SDSU was commended for its:

- Highly dedicated, hard-working faculty and staff;
- Well-respected, cohesive management team which shares authority and practices effective communication with each other;
- Impressive level of support among statewide and local constituencies;
- Strong foundation leadership;
- Exemplary outreach efforts;
- Commitment to train all employees in the effective use of technology.



The University successfully submitted progress reports on planning in 2002 and diversity in 2003. Two additional areas of concern were maintenance and repair and Americans with Disability Act (ADA) accommodations. Progress related to these areas is addressed beginning on page 9 of this chapter.

Significant Achievements at SDSU since 2000

Establishing a renewed strategic direction

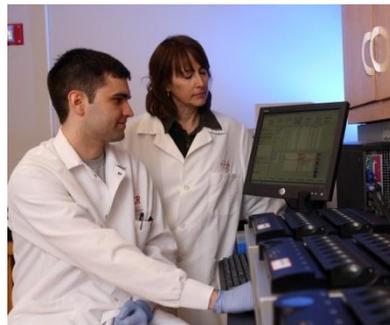
Achieving National Distinction, Strengthening Local Relevance, the strategic plan for SDSU, is a guide for decisions through 2012. In addition, each college and unit has a strategic plan, and annual operating plans outline yearly implementation goals. Increased emphasis on accountability is also a critical component of the present planning and reporting processes.

Strengthening student learning outcomes

Increasing the focus on student learning outcomes has evolved in several ways including updating the general education curriculum with an enhanced focus on student learning outcomes; growth of the Honors College; availability of developmental (remedial) course work, testing, placement, and other support services for students; increased opportunities for service-learning and experiential coursework, and a comprehensive, university-wide assessment plan.

Responding to the State and regional workforce needs in health-related professions

Pharmacy, Clinical Laboratory Sciences, and Nursing programs have increased program capacity. The Doctor of Nursing Practice was approved in 2008. Such efforts are responsive to the need for additional health care workers in the State and region.



Increasing access to higher education in South Dakota

Through the establishment and growth of off-campus attendance centers in Sioux Falls, Pierre, and Rapid City and the delivery of courses and programs via electronic means, access to higher education opportunities has increased.

Building academic quality through specialty accreditation

Since 2000, 44 specialty accreditations have been renewed and several have been granted for the first time, including accreditations by the Council for Rehabilitation Education; Council for Interior Design, the American Council for Construction Education (ACCE); and the Accreditation Board for Engineering and Technology (ABET) for Electronics Engineering Technology, Manufacturing Engineering Technology and Computer Science. A plan has been developed to seek additional specialty accreditations, as appropriate.

Strengthening research, scholarship and creative activity

SDSU has been recognized as the State's only RU/H (Research University/High Research Activity) institution of higher education by the Carnegie Foundation for the Advancement of Teaching. Along with a sustained increase in research expenditures and in the number and value of proposals and awards, the University has implemented an incentive program to recognize and reward faculty for securing external

funds. The University has benefited from an increase in state funding to support research. The University's *Achieving Excellence in Faculty Roles* standards document provides clarification and guidance in the form of standards, indicators, and examples of expectations for performance in faculty roles, including research, scholarship, and creative activity. A broad definition of scholarship is included in the document.

Growing graduate programs

Since 2005, seven doctoral programs have been added including new state-funded Ph.D. programs in computational science and statistics, electrical engineering, and pharmaceutical sciences. Programs in nutritional sciences and wildlife and fisheries have been launched in addition to the Doctorate of Nursing Practice. Master's level programs have been added in statistics, nutritional sciences, dietetics, and physics.

Enhancing opportunities for innovation, economic development, and vibrant communities

Numerous indicators of innovation, support for economic development, and the growth of vibrant communities are evident at SDSU including South Dakota's first and only university-affiliated research park, the 125 acre Innovation Campus and its incubator Innovation Center under development by Growth Partnership, Inc. The University leads or collaborates on six 2010 Centers: The Center for Infectious Disease Research and Vaccinology; Center for Bioprocessing Research and Development; Center of Excellence in Drought Tolerance Biotechnology Research; Center for the Research and Development of Light-Activated Materials; Center for Translational Cancer Research; and the Center for Biological Control and Analysis by Applied Photonics. In addition, the new Technology Transfer Office leads the process to commercialize university research-derived intellectual property from all public universities in South Dakota.

The University manages the Horizons II community leadership program. The project's aim is reducing poverty in rural and reservation communities that are faced with economic decline and demographic change. To date, 25 communities have successfully completed the project, and 13 new communities are in the first year of the program. The institution also serves as one of seven National Institutes of Health Vanguard Centers for the National Children's Study.

Broadening perspectives and policies to promote diversity

Establishing and enhancing the SDSU Multicultural Center, the Offices of Diversity Enhancement and International Affairs have bolstered SDSU's commitment to diversity. The SDSU Offices of Diversity Enhancement and Multicultural Affairs provide leadership to the campus in the area of diversity. Creating a welcoming campus environment and increasing the number of students, faculty, and staff



of color are primary goals. Initiatives have been developed to broaden perspectives and promote diversity including the Wacipi (Powwow), faculty exchange programs, and yearly training opportunities. To recruit and retain a diverse student population, the University added a minority recruiter, solicited and received

several grants, developed partnerships with secondary schools and enhanced student support services. To increase the number of faculty and staff of color, the Office of Diversity Enhancement works collaboratively with human resources to identify strategies to attract more diverse pools of applicants. A Global Studies major and minor, along with increased opportunities for service-learning were added.

Strengthening the University's technology and physical infrastructure

Since 2002, \$132 million in capital improvements have been made to the main campus and the Agricultural Experiment Station, with another \$112 million in current projects. Numerous improvements have been made to residential life facilities including significant renovations in flooring, room finishes, lighting, and restrooms, and additional upgrades are planned or underway. Campus-wide infrastructure systems have been a priority. Extensive electrical upgrades, creation of the first central chiller plant, conversion of the low pressure steam distribution to more efficient high pressure lines, installation of redundant electrical and steam distribution systems are some of the recent accomplishments. The most critical concrete and roof repairs are met as needed.

Taking fundraising to new levels

In April 2008 the SDSU Foundation Council of Trustees endorsed a comprehensive capital campaign titled, "It Starts with STATE" with a working goal of \$190 million. The campaign emphasizes endowed faculty chairs and professorships, student support, capital projects, athletics, and funds for excellence. Hundreds of faculty, staff, student, alumni, and friends are working on the campaign.

Moving to Division I Intercollegiate Athletics

In 2008, SDSU became an official National Collegiate Athletic Association (NCAA) Division I member following a five-year transition period. The new designation has resulted in expansion of athletic facilities, increased recognition of SDSU student-athletes as a result of recent national successes both in the classroom and on the court, and an enhanced focus on community service.

Anticipated changes in the near future

The next five to ten years will bring these major developments and directions:

- Completion of building projects including: Avera Health and Science Center, Dykhouse Student Athlete Center, new residence halls, Performing Arts Center (Phase II), Seed Technology Laboratory, Electrical Engineering and Computer Science (Phase II), Math and Engineering Building, Dairy Science Processing Plant/Laboratories. Renovations of the Administration Building, Agriculture Hall, and the Northern Plains Biostress Laboratory are on-going (additional laboratories and classrooms).
- Completion of the *It Starts with State* comprehensive campaign.
- Implementation of selected organizational and structural changes in academic units.



- Implementation of *The AL Cloud: Active Learning on the 21st Century Campus* plan.
- Increased development and delivery of selected courses and programs at off-campus attendance centers and distance delivered and hybrid courses and programs.
- Development and delivery of additional selected graduate programs.
- Obtainment of additional specialty accreditations (Range Sciences, Aviation) and others as identified.
- Delivery of recently approved BA/BS in Architectural Studies and Master's of Architecture degrees; first Professional Science Master's.
- Transformation to a greener, pedestrian-friendly campus, including implementation of campus signage with increased emphasis on wayfinding and campus gateways.

Progress Related to HLC Prior Concerns

Four concerns were outlined as a result of the 2000 self-study and team visit and progress reports can be found in Exhibit I.1. These are briefly described and progress to date outlined. Additional information on these topics is included in the criteria chapters.

Strategic planning

One of the areas of concern expressed as a result of the self-study and visit in 2000 was stated as follows, “SDSU lacks experience with a comprehensive, integrated strategic planning process that charts direction, delineates objectives, specifies action plans and connects budgetary costs to the action plans.”

Progress to date: With the leadership of President Emeritus Peggy Gordon Miller and current President David L. Chicoine, significant progress has been made on strategic planning. The *Lead Forward Land Grant (LFLG)* conceptual framework provided vision and guidance for the time period of 1999-2005 with a focus on integrating planning efforts with mission and excellence in SDSU students, graduates, and university space and operations. The current strategic plan, *Achieving National Distinction, Strengthening Local Relevance*, builds on the LFLG framework and provides a more comprehensive, integrated strategic planning process with greater emphasis on benchmarks, performance measures, and links to budget. A detailed description of the current plan is included in Criteria 1 and 2.

Diversity

A second concern noted by the HLC team was stated as, “The University has not yet formulated campus-wide strategies and concrete action plans to address the diversity goals. Indeed, the site team found that while some faculty and students are actively involved in diversity – enhancing activities, others are either ambivalent or resistant to enhancing the environment for diversity.”

Progress to date: The SDSU Diversity Enhancement Council (DEC) was created in 2002 with members from every diversity-related office, both academic and administrative, to provide communication, collaboration, and cooperation in the development and implementation of diversity efforts. Its role is to facilitate communication and collaboration in the area of diversity enhancement, provide advice and counsel for the Office of Diversity Enhancement and to provide information and suggestions for departments and colleges seeking assistance with diversity activities.

Campus-wide strategies have included thrusts in three primary areas: 1) Student Affairs, 2) Diversity Enhancement, and 3) International Affairs. These overlap, but primary developments in each area include:

Division of Student Affairs

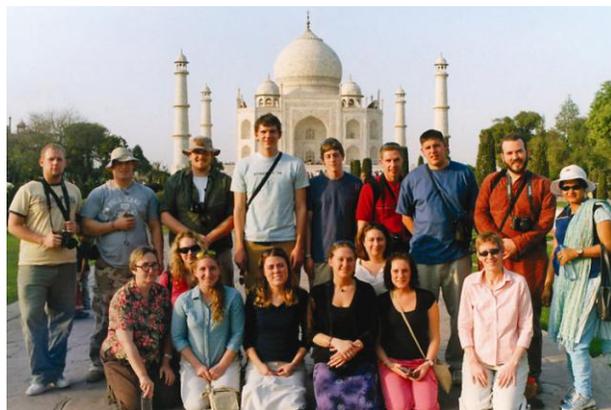
- Office of Multicultural Affairs expanded.
- Multicultural Center created.
- Oversight of minority-oriented student organizations provided.
- Minority Peer Mentor Program created.
- Extracurricular diversity events for students (presentations, entertainment, and cultural events) expanded.
- International Student Advising expanded. (The number of undergraduate and graduate international students attending SDSU has increased from 249 to 377 between fall 2006 and spring 2009.)

Office of Diversity Enhancement

- Diversity training implemented for faculty and staff.
 - In-depth Native American cultural tutorials offered for faculty and staff.
 - A Native American high school student college preparatory program created (Success Academy) involving faculty, staff, and students from every academic college and the Division of Student Affairs.
 - Service-learning engagement program developed campus-wide involving over 70 service sites including all SD Native American reservations.
 - Faculty exchange programs developed with tribal colleges and one historically black university.
 - South Dakota World Affairs Council created.
- Note: the Director of Diversity Enhancement retired in June 2009; an Interim Director is serving for FY 2010 while a national search is conducted.

International Affairs Office

- Membership in consortia facilitates increased study abroad.
- Emphasis placed on internationalizing the curriculum.
- Participation continues in system-wide advisory committee of International Affairs directors and coordinators.
- Globe Trekkers conference sponsored for system regental institutions.



Also, the Global Studies major and minor were created with over 100 majors. The Global Agriculture minor was also created. In addition, the Prairie Ph.D. graduate program was designed and delivered to address the needs of reservation communities in South Dakota and the region.

Maintenance and Repair

The third concern expressed by the visiting team was stated as, “Maintenance and repair of an otherwise aging physical plant is becoming increasingly problematic. There is a \$50 million dollar backlog of deferred maintenance projects.”

Progress to date: Although a significant deferred maintenance backlog remains, progress has been made. Concentrated efforts have been to improve the infrastructure systems. Several major utility distribution projects have been completed and more are planned. As other on-campus projects are completed, Facilities and Services takes advantage of the opportunities, working maintenance, repair, and efficiency components into every project. Additional funding has made it possible for extensive improvement in on-campus science facilities.

Although the deferred maintenance concern is not completely resolved, steps have been taken to reduce the backlog. Because SDSU facilities are heavily utilized, there is a finite number of facilities and square footage that can be under construction at one time without disruption of classes or reduction of student services. Therefore, a conservative, steady approach that reduces the maintenance and repair backlog has been the best approach.

ADA Accommodations

Another articulated concern was stated: “Handicapped access remains a campus-wide issue.”

Progress to date: Nearly every major building on campus has had some type of handicapped access enhancement. In conjunction with any project, Facilities and Services considers opportunities to improve accessibility and includes necessary improvement into the project. A campus such as SDSU with older facilities will inherently face accessibility challenges. However, SDSU remains committed to working to ensure that programs are as accessible as possible.

Higher Education in South Dakota

South Dakota Board of Regents (SDBOR) and the South Dakota Public System of Higher Education

The SDBOR governs the system of public higher education in South Dakota with the governance and control of the system vested in the SDBOR which has full power, authority, and responsibility to manage the system. The mission of the system includes the three traditional American educational functions of teaching, research, and service. The SDBOR is supported by an executive director and staff. The South Dakota system includes six universities (Black Hills State University in Spearfish, Dakota State University in Madison, Northern State University in Aberdeen, South Dakota School of Mines and Technology in Rapid City, South Dakota State University in Brookings and the University of South Dakota in Vermillion) and two special schools (South Dakota School for the Deaf in Sioux Falls and the South Dakota School for the Blind and Visually Impaired in Aberdeen).

Self-Study Purpose and Process

The self-study provided a mechanism whereby SDSU conducted a comprehensive, critical review and demonstrated how it meets the criteria for reaccreditation. The process involved a rigorous assessment of both strengths and challenges within the University. Determining strengths provides a base for further growth. Identifying challenges provides a starting point to strengthen the University and plan for the next decade. The overall benefit of the self-study was to guide and improve strategic planning resulting in greater effectiveness in accomplishing the mission of the Institution.

Proposed outcomes of the self-study and visit

1. Review and reaffirm SDSU's heritage, mission, and strategic goals.
2. Evaluate effectiveness in meeting the SDSU mission and strategic goals.
3. Summarize overall strengths and challenges and suggest paths for continuous improvement.
4. Create sustainable systems (data gathering, communications, etc.) that will continue to provide useful organizational learning opportunities.
5. Strengthen strategic planning.
6. Become more student-learning focused.
7. Achieve reaccreditation with no qualifications.

Process goals

1. Invite and involve the entire University community at various stages of the process as a venue to provide organizational learning.
2. Maintain regular and effective communication links with institutional constituencies.
3. Build naturally on existing and ongoing self-evaluation processes.
4. Draw on the expertise, credibility, and interests of recognized and emerging leaders throughout the institution.
5. Stress and celebrate the distinctive nature of the institution.
6. Use data and relevant information to analyze strengths and challenges in all criteria and cross-cutting themes.

The SDSU self-study process began in spring 2007 with the designation of Carol Peterson, Provost and Vice President for Academic Affairs as the Director. (Dr. Peterson retired from the Provost/VPAA position June 30, 2009, but continued on as director of the self-study.) The Associate Vice President for Academic Affairs and Director of Academic Evaluation and Assessment served as coordinators. A tentative self-study plan and working calendar were developed in summer 2007 and updated as needed throughout the process. A steering committee was appointed in summer 2007 and oriented in fall 2007.

Faculty and staff were invited to indicate their area(s) of interest for committee membership. Committee members and chairs were oriented in August 2007. At meetings in September and October 2007 all committees developed work plans. Seventeen committees were established with the number of members ranging from nine to fourteen. Eleven committees focused on the criteria and six focused on cross-cutting themes.

Data were first utilized from existing sources. With input from the criteria and theme committees and the steering committee, additional surveys were developed to fill in any gaps in data. Committees submitted data requests, and these data were posted on the internal website for committee use. Committee reports

were submitted during fall 2008 and early 2009. The coordinating team then combined the committee reports to prepare the draft self-study which was shared with the steering committee for input on format, focus, choice of best examples, and data to provide evidence and identification of recommendations based on the self-study. The steering committee also voted unanimously that SDSU meets all of the core components within the five criteria. The self-study report provides a thorough and comprehensive examination of all aspects of the University. The self-study is organized by criterion, with an additional chapter on the cross-cutting themes. Audiences for the report include the SDSU community (students, staff, and faculty), external stakeholders (SDBOR, SDSU Alumni Association and Foundation, advisory and partner groups, local, state, and regional communities), and the citizenry of the state of South Dakota.

Request for re-accreditation

This HLC-NCA self-study has given SDSU faculty, staff, students and administrators an opportunity to reflect on its mission, identify its strengths and its weaknesses, and develop recommendations for future actions. This report is evidence that SDSU is an outstanding land-grant research university which has built on a proud heritage and many accomplishments. Budget constraints challenge the University to meet its goals, maintain high quality programs, and provide service to its constituents. However, the University through its linkages to the communities it serves and its planning processes is positioned to meet the challenges while maintaining a vision for the future. The University is a distinctive organization that accomplishes its mission and satisfies or exceeds the HLC accreditation criteria for institutions of higher learning. Based on the information provided in this self-study document, South Dakota State University requests continued accreditation from the Higher Learning Commission of the North Central Association of Schools and Colleges.

CHAPTER 1

CRITERION ONE:

MISSION AND INTEGRITY



South Dakota State University
HLC-NCA Self-Study



CHAPTER 1

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.

Introduction

With the passage of the first Morrill Act in 1862, land-grant universities were developed to fulfill a democratic mandate to bring higher learning to the masses especially in the areas of agriculture, engineering, and military science. As one of these land-grant institutions, South Dakota State University (SDSU) has a clear and distinct mission in teaching and learning; research, scholarship, and creative activity; and engagement.

Over the past 128 years, SDSU has grown from its initial status as the South Dakota State Agricultural College with one building and 19 freshmen (Dunkle & Smith, 2003) (EXHIBIT 1.1) into a comprehensive land-grant institution. In 1964 the agricultural college was renamed South Dakota State University and is now designated as a Research University-High Research Activity (RU/H) by the [Carnegie Foundation for the Advancement of Teaching](#). Serving nearly 12,000 students ([South Dakota Board of Regents Fact Book, 2009](#)), SDSU has the largest enrollment of the public universities in South Dakota. Since 2002, SDSU has experienced significant growth on several fronts:

- Student enrollment has risen nearly 25%.
- Twenty new majors and 18 new minors (including both undergraduate and graduate programs) were added.
- Seven doctoral programs were added since 2005.
- Research funding has increased at a rate approaching \$1.3 million per year.
- \$132 million in capital improvements have been made to the main campus and South Dakota Agricultural Experiment Station (SDAES), with another \$112 million in current projects.

The work of the University is carried out, not only on a residential campus in Brookings with over 160 buildings, but also throughout South Dakota at locations in Sioux Falls, Pierre, and Rapid City, to other locations through electronic delivery of courses and programs, and a presence in every county through the South Dakota Cooperative Extension Service (SD CES).



With newly appointed President David L. Chicoine's arrival in January 2007, SDSU began developing an updated framework for strategic planning, building on former President Peggy Gordon Miller's *Lead Forward Land-Grant* conceptual framework. During this process, the key forces of change at the institution were identified, strategic issues were clarified, and the SDSU vision and values were revised. Benchmarks were established to document institutional achievement and to position the University to meet new and emerging challenges.

The strategic goals and strategies of all units augment and support the SDSU mission. Additionally, the SDSU Alumni Association and the SDSU Foundation, through their missions and activities, support and enhance the activities of the University.

SDSU's overall mission, supported by the collaborative governance structure, begins with the South Dakota Board of Regents (SDBOR). The SDBOR upholds the principles of a unified system of governance by allowing all institutions within the South Dakota system to prosper and strive for excellence in learning, discovery, and engagement. The SDBOR works closely with each institution by selecting institutional executive officers and by delegating the responsibilities for managing and operating the individual institutions within the framework of a unified system ([SDBOR Policy Manual](#)). Institutionally, the Academic Senate and Students' Association (SA) give voice to the faculty and students, allowing for a collaborative level of governance that enables SDSU to meet its mission.



The administrative structure at SDSU provides institutional efficiency and allows faculty members the autonomy to fulfill their roles in support of the mission. Collaboration among the SDBOR, the President, vice presidents, college deans, and department/unit heads, faculty, and staff creates an institution which prides itself on its distinctive land-grant mission. Furthermore, this collaboration stands as testament to the high level of integrity SDSU upholds in its daily operations. Through the relationship between the SDBOR and SDSU, and the numerous policies and procedures and co-curricular activities supported by the University, SDSU continues to strive for professionalism, honesty, and trustworthiness, while acting with truthfulness and pride. These values serve as the backbone for an institution dedicated to meeting the needs of South Dakota and beyond.

Core component 1a: The organization's mission documents are clear and articulate publically the organization's commitments.

The primary mission documents include the mission, purposes, educational objectives, vision, values, and strategic goals. SDSU's basic and historic mission is stated in South Dakota codified law and policy documents held by the SDBOR. The mission, purposes, and educational objectives are found both in written form ([SDSU 2009-2010 Undergraduate Programs Bulletin](#)) and in electronic form. As appropriate, the mission statement has been updated to represent and respond to institutional and societal

changes while maintaining the historical tripartite mission of teaching and learning; research, scholarship, and creative activity; and service.

South Dakota State University historical and legislative mission

Designated as South Dakota's land-grant University, South Dakota State University, formerly the State College of Agriculture and Mechanical Arts, located at Brookings, in Brookings County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, pharmacy, and other courses or programs as the Board of Regents may determine. (SDCL: 13-58-1)

SDBOR approved mission statement

This mission statement was approved by the SDBOR (*SDBOR Policy 1:10:2*) in 2003 and includes the following statement:

The Board implemented the legislation by authorizing SDSU to serve students and clients through teaching, research, and extension activities. The University's primary goal is to provide undergraduate and graduate programs at the freshman through the doctoral levels. The University complements this goal by conducting nationally competitive strategic research and scholarly and creative activities. Furthermore, SDSU facilitates the transfer of knowledge through the Cooperative Extension Service and through other entities to serve the citizens of South Dakota.

Lead Forward Land-Grant Initiative (1998-2005)

The Lead Forward Land-Grant Initiative (1998-2005) showcased SDSU's commitment to academic excellence and prepared the institution for the 21st century. In the preface it states,

We are committed to being a place of ideas and a place that serves its students and its state well. We are committed to the highest land-grant tradition, and we are prepared to lead forward in academic quality, responsible care, responsive service, fiscal stability, and preparing for tomorrow.

As part of the initiative, the SDSU mission, purpose statements and objectives were revised to enhance the international and global focus. The substantive changes included references to the South Dakota

Mission

South Dakota State University will create a prosperous future for the people of South Dakota and their communities, and for the region and the nation, through excellence in education, in innovation and new knowledge creation, and in putting knowledge to work.

Vision

South Dakota State University will be a nationally recognized, locally relevant, student-centered and accessible land-grant university.

Values

In all that is done at South Dakota State University, we will:

- Have a passion for and commitment to excellence.
- Be flexible, responsive and innovative.
- Be high performing.
- Exhibit loyalty and commitment to mission.
- Value people and be inclusive, treat all with dignity and respect others' beliefs and abilities.
- Be accountable, trustworthy and professional.
- Act with honesty, integrity and pride.
- Seek and welcome feedback for continuous improvement.
- Value engagement, service, stewardship and civic responsibility.
- Strive to control our destiny.

Strategic Intent and Goals

Our strategic intent is to be recognized as a nationally distinct, locally relevant, accessible leader of higher education, combining scholarly excellence in education, research and service with innovation, adaptability, savvy and insight. Our intent is to be the best among our peers and to be recognized as such.

President's Office, South Dakota State University (Fall 2008)

codified law, a clearer delineation of curriculum areas, and a stronger emphasis on outreach activities through the SD CES, the SDAES, and other auxiliary services.

Additional changes to the mission documents

As part of the review of the general education curriculum in 2003-2004, the purpose statements and educational objectives were updated and are published in the [SDSU 2008-2009 Undergraduate Programs Bulletin](#). The educational objectives provide for student guidance in the attainment of intellectual and professional competence, personal development, cultivation of a sense of social and civic responsibility, and achievement of healthy human relationships.

Achieving National Distinction, Strengthening Local Relevance (2008-2012)

In 2007, President David L. Chicoine initiated a comprehensive strategic planning process entitled [Achieving National Distinction, Strengthening Local Relevance](#). Leadership summits in April of 2007 helped articulate the issues and provided a foundation for each of the four strategic goals:

- Enhance academic excellence and strengthen scholarship and artistic activities.
- Foster economic growth, vibrant communities, and a sustainable environment.
- Expand the reach of the University through engagement, technology, and globalization.
- Establish a sustainable financial resource base required for high achievement.

The mission statement used within the 2008-2012 strategic plan is as follows: “South Dakota State University will create a prosperous future for the people of South Dakota and their communities, and for the region and the nation, through excellence in education, in innovation, and new knowledge creation and in putting knowledge to work.”

As part of this process, SDSU adopted an updated vision and values statement which acknowledges the historical mission of the 1862 Morrill Act: “South Dakota State University will be a nationally recognized, locally relevant, student-centered and accessible land-grant university.”

The strategic planning process called for input and feedback from internal and external constituent groups. The strategic planning documents are available and were updated throughout the process on InsideState (the internal portal), MySTATE Online (for current students), and on the SDSU website (for external review and input).

Evaluative summary: Core component 1a

The University’s commitment to the multi-faceted, land-grant mission of teaching and learning, research, scholarship, and creative activity, and engagement is well-recognized and widely supported on and off-campus. The mission is used to inform strategic planning and recently has been updated both by the SDBOR and through the current strategic planning process. Through multiple venues, the SDSU mission and planning documents are made widely available.

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

The University's commitment to diversity is demonstrated through its core values which include the following statement:

In all that is done at SDSU, we will...Value people and be inclusive, treat all with dignity and respect others' beliefs and abilities.

As outlined in the *Commission Statement on Diversity (3.4.1)* and defined in the concept paper prepared by the SDSU [Diversity, Globalization and Internationalization Theme Committee](#), the institution embraces a broad view of diversity. In the concept paper, diversity is defined as "... a variety of perspectives, opinions, values, knowledge, ideas, and personal histories represented by people and programs."

The University's strategic goal 3 proposes to "expand the reach of the University through engagement, technology, and globalization." This goal includes objectives focused on increasing collaboration with tribal and international communities, building a welcoming, inclusive campus community, and developing a more comprehensive understanding of the impact of globalization on campus. The [Office of Diversity Enhancement's Strategic Plan](#) targets numerous key goals and objectives that prepare the University to address the needs of a more diverse population. A diversity focus appears in the many college and unit strategic plans; examples include the following:

- Recruit and retain an exceptional and diverse faculty, academic staff, and administration (Office of Academic Affairs strategic goal 4).
- Provide services and programs that support students of color and create a campus environment that embraces and understands diversity and globalization. The plan includes objectives which address both domestic and international diversity (Division of Student Affairs strategic goal 2).
- Expand globalization and diversity experiences for students and faculty by increasing the number of travel courses, encouraging participation in international and national student exchange programs, increasing interaction with tribal colleges and communities, and increasing the number of SD CES programs for underserved and emerging demographic groups (College of Agriculture and Biological Sciences strategic goal 3b).
- Increase collaboration and engagement with objectives to internationalize and diversify learning and engagement (College of Family and Consumer Sciences strategic goal 3).

Statements, policies, and programs supporting diversity

SDSU supports and affirms its commitment to diversity through statements and policies on non-discrimination including compliance with Affirmative Action, Equal Opportunity in Employment, Title IX and the Americans with Disabilities Act (ADA). Further, SDSU adopted a statement on academic freedom and responsibility. These statements and policies are available to all students, faculty, and staff on the [SDSU website](#) and in printed materials including the *SDSU Undergraduate Programs Bulletins* and the *SDSU Course Schedules*.

The [non-discrimination policy](#) states:

It is the policy of South Dakota State University not to discriminate on the basis of race, color, creed, religion, national origin, ancestry, gender, marital status, pregnancy, sexual orientation, age, disability, veteran's status or any other protected class in the offering of benefits, services, and educational and employment opportunities.

The Title IX coordinator assists individuals with any concerns about discrimination on the basis of gender related to employment and/or admission to or participation in SDSU's education programs and activities. The grievance process used to address any discrimination complaints is in compliance with the [SDBOR Human Rights Complaints Procedures](#).

In 2006, the SDBOR and SDSU implemented a policy on Academic Freedom and Responsibility ([SDBOR Policy 1:11](#)). This statement promotes "increased scrutiny and accountability in higher education to present broad views of issues in courses." The statement reads as follows:



Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

The University is also committed to providing reasonable accommodations to qualified students, faculty, and staff in accordance with state and federal laws. All course syllabi are required to include the [freedom in learning statement](#) and a [statement](#) regarding ADA compliance.

Several offices have been established to specifically support the mission, vision, values, and strategic goals focused on diversity. Efforts to coordinate diversity related activities, policies, and procedures are managed through the [Diversity Enhancement Advisory Council](#). The purpose of the Council is to "facilitate communication, coordination, and collaboration in the area of diversity enhancement."

Office of Diversity Enhancement

The [Office of Diversity Enhancement](#) (ODE) promotes SDSU's commitment to diversity in all its aspects by advising the university community, and developing and implementing diversity enhancement programming. Activities include enhancing teaching, learning, and providing opportunities to experience diverse cultures and points of view.

The 2008-2012 ODE strategic plan outlines goals, action steps, and budget needs for increasing the number of faculty, staff, and students from under-represented populations, the expansion of faculty exchange and educational programs, the expansion of service-learning and collaborative degree programs with diverse populations, and an increase in the infusion of diversity topics and experiences into the on-campus curriculum.

Office of International Affairs

Study abroad programs, through the Office of International Affairs (OIA), give credence to the mission of SDSU by broadening students' exposure to international culture and diverse ways of life. Pioneered in the mid-1980s, the office has grown to include formal agreements with colleges and universities around the world. Since 2005, the number of faculty led experiences and students funded through the OIA increased until the 2008-2009 academic year. Additionally, other independent travel abroad experiences happen across the campus.

Table 1-1 Students and faculty studying abroad

Students and Faculty Studying Abroad		
Academic Year	Students	Faculty
2005-2006	183	26
2006-2007	169	25
2007-2008	207	19
2008-2009	154	25

The cause for the drop in participation in 2008-2009 is difficult to determine, but it is likely due to the decline in the economy. Anecdotally, students expressed concern about borrowing money to study abroad. This spring, a short trip, involving a few weeks, was canceled due to low enrollment. However, semester and year-long study abroad numbers were higher in 2008-2009 which may mean that students realize that fixed costs, like airfare, remain the same regardless of the length of the stay.

SDSU is also a member of four consortia, including the [Cooperative Center for Study Abroad \(CCSA\)](#), [College Consortium for International Studies \(CCIS\)](#), [International Student Exchange Program \(ISEP\)](#) and the [Council on International Educational Exchange \(CIEE\)](#). Membership in these consortia broadens the opportunities for participation in international experiences for students, faculty, and staff. SDSU is also a member of [American Council on Education's \(ACE\) Internationalization Collaborative](#). More information on study abroad is included in core component 3b.



In addition to these opportunities, numerous travel and study abroad experiences are conducted by colleges and supported through grant projects. For example, the "Bolivia Project," begun in 1993 with funding from the Larson Foundation, broadens the land-grant philosophy of serving the common people through teaching, research, and extension to a global scale by linking SDSU with a new university, the Universidad Academica Campesina (UAC-CP), serving the rural poor of Bolivia at Carmen Pampa.

SDSU's initial role in the UAC-CP initiative was advisory; however, the role has expanded to include interactive teaching, research, and extension projects. To date, 26 SDSU faculty from eight departments and two colleges have been involved in collaborative projects, and UAC-CP collaborators are active at SDSU as visiting scholars, graduate students, and post-doctoral colleagues. Students from SDSU and UAC-CP share classes both at a distance and on site. Recently, the collaboration expanded to include three tribal colleges located in South Dakota and Nebraska. This partnership currently focuses on the development of land enhancement research and the development of ethics training for scientists and engineers. Grant funding has been received from the W. K. Kellogg Foundation, the United States Department of Agriculture (USDA), and the National Science Foundation (NSF).

Office of Multicultural Affairs

Under the Division of Student Affairs, the Office of Multicultural Affairs (OMA) develops campus initiatives that demonstrate the valued practice and philosophy of multiculturalism within the University community. The OMA staff supports international students, Native American students and students of color and serves as advisors to many [student organizations](#), including the International Relations Club, the Black Student Alliance, the Chinese Student Scholars Association, and the Islamic Cultural Club.

The OMA staff interacts with these diverse student populations and eases their transition to the University. Programs and activities sponsored by OMA enhance the University by broadening the social, cultural, educational, and recreational experiences of students.

International Student Affairs Office

Supporting the work of the OMA, the International Student Affairs Office, housed within the Division of Student Affairs, provides a broad range of support services to international students from over 50 countries. These services include advising, interpreting immigration regulations, issuing official documents, and maintaining records.

Student organizations with diversity awareness components



Student organizations and programs facilitated by students, such as the [University Program Council](#) (UPC) and the [Minority Peer Mentoring Program](#) (MPMP), support the diversity of learners by providing environments to share and discuss culture and ethnicity. In 2008, the UPC sponsored more than 70 different programs including *Justapower*, an African dance troupe, the *Daughters of Africa*, *Minnecanos*, a Hispanic Cultural Troupe, and the *Children's Miracle Network Dance Marathon*, which was offered to heighten social awareness. The MPMP provides academic, developmental, cultural, and social workshops; free tutorial and referral services; and leadership opportunities for both mentors and mentees. The number of mentors has ranged from a high of ten working with 20 mentees in 2004-2005 to four who provided services to 12 students in 2008-2009.

Over 200 recognized [student organizations](#) help students develop intellectual and leadership skills through an introduction to and participation in social, cultural, multicultural, and community service programs and activities. Alpha Lambda Delta, Golden Key International Honor Society, Mortar Board, Inc., and Phi Kappa Phi are among the 32 honorary student organizations emphasizing academic achievement. Other honorary organizations are discipline-based and appeal to the diverse interests of students in specific areas. Special interests groups include Jacks for Life, Sierra Club, Amnesty International, Campus Women's Coalition, and the Gay Straight Alliance.

Diversity in academic programs and curriculum

The University's curriculum has expanded to offer coursework with a diversity focus.

- The Global Studies major and minor encourage student self development in international and intercultural understanding consistent with the increasing cultural, economic, and political interdependence of the modern world.

- The American Indian Studies minor offers students coursework in various departments, provides a broad-base for understanding the past, present, and possible futures of American Indian people, recognizes the historical and contemporary significance of American Indian experiences, and promotes understanding of the pluralist nature of the United States and its growing need for multicultural sensitivity and awareness.
- The Global Agriculture minor offers courses that provide students with a broad perspective on international agriculture in terms of production systems, processing, trade, consumption, economic trends, cultural diversity, and global issues. An international travel experience is required.
- Women’s Studies, an interdisciplinary minor, enables students to select courses directly or indirectly that focus on women and their changing roles in history, the family, the labor force, politics, literature, and other areas of study.
- The Latin American Studies minor can be partnered with a major in Global Studies or combined with any other major. Students may cross college and department lines to pursue, in conjunction with the study of Spanish, a coordinated exploration of the geographical, cultural, socio-economic, and political life in Latin America.
- The European Studies minor enhances cultural understanding and backgrounds, social awareness, languages, history, people, career opportunities, and students' preparedness for traveling abroad.

Evaluative summary: Core component 1b

SDSU’s dedication to diversity can be observed throughout the organization’s mission documents including strategic plans and through a wide array of programs and activities which put these commitments into action. Faculty, students, and staff participate in numerous programs and activities focused on enhancing an appreciation for and increased understanding of diversity. However, the University is uncertain as to the effectiveness of such programs as minimal data have been gathered. For additional material, refer to the cross-cutting theme report on *Diversity, Globalization and Internationalization*. The importance of diversity is also addressed in core components 2a, 3b, and 4c.



Core component 1c: Understanding of, and support for, the mission pervades the organization.

SDSU is a complex University in part because of its land-grant mission. An understanding of SDSU’s mission serves as the corner stone of all initiatives, strategic decisions, and reviews.

Understanding the mission

To assess the degree of awareness, understanding, and support for the SDSU mission, the HLC-NCA Self-Study Surveys were developed and distributed to faculty, non-faculty exempt (NFE), and career service staff during fall semester 2008. Over 80% of the 165 faculty respondents (24% response rate) reported clear communication and understanding of the mission. Slightly over 32% (N = 120) of non-

faculty exempt staff responded. These NFE respondents reported the highest level of comfort in supporting the mission. Career service staff had the highest response rate with 220 or 35% of employees completing surveys. This employee group reported lower levels of communication, understanding and support for the mission. While the majority of the respondents support the University's mission, the University is committed to increasing the understanding and support of the mission by career service staff.

Table 1-2 Survey responses related to mission by employee category

Survey Responses Related to Mission by Employee Category			
	Faculty	Non-Faculty Exempt	Career Service
The mission of SDSU has been clearly communicated to me.	87%	78%	67%
I have a clear understanding of the mission of SDSU.	89%	81%	69%
I can comfortably support the mission of SDSU.	82%	93%	74%

Notes: Percentages represent "strongly agree" or "agree."

Response rate for Faculty: 165/700 = 24%; Non-Faculty Exempt: 120/370 = 32%; Career Service: 220/625 = 35%.

Recent efforts related to communicating the mission include: wide distribution of a 3-ring binder divider which highlights the SDSU historic/legislative mission, the 2008-2012 strategic plan mission, vision and values; programs for career service staff at annual meetings; inclusion of a discussion and video on the land-grant heritage and SDSU mission documents during new faculty orientation sessions. The video has also been used in courses in the College of Education and Counseling and in the Plant Science Department.

The use of the SDSU mission to guide strategic decisions is illustrated below within the context of academics, student services, service/outreach functions, planning, faculty professional responsibilities and evaluation, and budgeting.

Mission and the general education curriculum

SDSU's undergraduate general education curriculum is composed of [System General Education Requirements \(SGRs\)](#) which are common across the SDBOR system. The 30-credit SGRs are designed to meet seven goals and to articulate student learning outcomes (SLOs). In addition, SDSU has three [Institutional Graduation Requirements \(IGRs\)](#) which link directly to the SDSU mission and include the following:

- [IGR Goal 1](#) – Land and Natural Resources: Students will learn to be responsible for the land and other natural resources.
- [IGR Goal 2](#) – Personal Wellness: Students will demonstrate a holistic approach to personal wellness.
- [IGR Goal 3](#) – Social Responsibility/Cultural and Aesthetic Awareness: Students will demonstrate social responsibility or cultural and aesthetic awareness to foster individual responsibility and creativity.

Mission and Student Affairs

The Division of Student Affairs' mission statement supports and enhances the mission of SDSU:

The Division of Student Affairs at South Dakota State University enriches the students' overall educational experiences through the delivery of quality services and programs as well as by providing intentional learning experiences in diversity, global awareness, leadership, and social responsibility. In partnership with the academic community, the Division of Student Affairs seeks to measurably impact success by effectively recruiting, retaining, and graduating students.

Examples of services administered through the Division of Student Affairs which reflect the mission and core values of the University include federally supported [TRiO Programs](#) and the [Office of Disability Services](#) (ODS) which ensure first generation students and those with disabilities have equal access and opportunities. Student Affairs staff work collaboratively with the academic community to support the commitment to access within the land-grant mission.

Mission implementation through service

The service component of the land-grant mission is embraced across the University and includes the far reaching community activities of the [South Dakota Cooperative Extension Service](#) (SD CES).

SDSU upholds the tenets of this service mission in many ways, from assisting in the development of [anti-influenza control strategies](#), to collaborating on programs such as [Save Our Farm Youth](#) (SOFY), a joint venture between the SD CES, South Dakota CARES, and Avera Rural Health Institute. Faculty also engage with the University, community, state, and region in numerous and unique ways, whether by assisting in the healthcare of SDSU student-athletes, working with the Native American population, or by serving on local school and hospital boards.



As indicated in the National Survey of Student Engagement (NSSE) data, students are engaged in community and campus activities. For example, in 2008, 75% of seniors who completed the survey reported a commitment to community service or volunteer work. Since 1988, SDSU interest and involvement in service-learning has increased through on-going membership in the International Partnership for Service-Learning and Leadership (IPSL) and in the Midwest Consortium for Service-Learning in Higher Education. In the past two years, over 1,200 SDSU students have participated in service-learning programs. As society continues to evolve, so too do the service responsibilities embraced by the University. A more detailed discussion of service activities is found in criterion five.

Mission and faculty responsibilities and performance standards

Professional responsibilities ([Professional Activity Policy](#)) of faculty are determined and documented in consultation between the department heads and faculty members. Responsibilities are divided among the areas of teaching and advising; research, scholarship, or creative activity; and service, clearly reflecting the tripartite mission.

The [Achieving Excellence in Faculty Roles 2007](#) document describes, in broad terms, definitions and standards of performance for the three specific roles reflected in the tripartite mission. The document provides clarity and guidance with examples of performance in faculty roles within the context of the SDSU mission, vision, core values, and strategic planning. The University recognizes that faculty roles do not fit neatly into discrete categories but overlap and inform one another. With the University standards document as a base, all academic colleges and departments created discipline or department specific standards documents reflecting the unique discipline specific indicators of performance.

Mission integration through strategic planning and the comprehensive campaign



The SDSU mission is integrated into the University strategic planning process and in turn in the comprehensive campaign. The national consulting firm, J.F. Smith Group, hired by the SDSU Foundation, conducted hundreds of personal interviews, established focus groups, and administered an online survey of alumni and friends of SDSU in winter 2008. Of the 2,139 respondents, 96% rated as excellent, very good or good their belief in the mission of SDSU, and similarly rated by 95% of the respondents was their belief that SDSU is fulfilling its mission.

Mission and budget priorities

Budget decisions are clearly linked to the mission. One critical component of the mission is to provide access to higher education to the citizens of South Dakota. Numerous programs that provide greater access to students are supported through budget allocations:

- The accelerated nursing program is state funded and provides nursing education to individuals who have already completed a bachelor's degree and have met the prerequisites for entering nursing.
- Articulation agreements with Lake Area Technical Institute (LATI), Watertown, SD are designed to deliver general education coursework which enhances collaboration and access.
- The merger of Capital University Center (CUC), Pierre, SD into the SDSU organization provides students greater access to online courses and offerings from partner institutions.
- As part of the South Dakota Governor's *2010 Initiative*, five research centers of excellence were established at SDSU. These Centers increased the emphasis on research.
- Some graduate programs received new state appropriated resources, while others were funded entirely by institutional resources. All new programs fit SDSU's mission, strengthen existing degrees, and provide opportunity for graduate education and research.

Evaluative summary: Core component 1c

The SDSU mission is generally well-understood and supported across campus. The SDSU mission documents are used to guide planning and best practices across the institution. Numerous examples of the link between mission and practice highlight the central, critical role of the mission, vision, and values. These documents are used to inform decisions related to programs, policies, and guidelines. The University community is also encouraged to take advantage of new opportunities to communicate the mission and the 2008-2012 strategic goals that encourage understanding and support for the mission.

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

Established as the comprehensive land-grant institution, SDSU exists as one of six universities in the South Dakota public higher education system. Effective leadership and collaborative processes are supported and promoted by governance and administrative structures which begin at the system level and permeate the institutional structure of SDSU.

System-level governance promotes leadership

Promoting effective leadership and collaboration to fulfill the mission of SDSU begins with the SDBOR, which has constitutional authority to govern the South Dakota system of public higher education. The SDBOR is composed of nine voting members, including one student, who are appointed by South Dakota’s Governor and confirmed by the State Senate. The board is supported by an Executive Director and staff.

The mission of the SDBOR reaffirms the importance of a [unified system of governance](#) in the support of both the system and individual institutional missions. The system of governance is designed to foster collaboration among institutions while recognizing distinct missions.

Various boards, committees, councils, and other constituent groups serve advisory roles. The formation and function of these advisory groups attests to the commitment of the SDBOR to elicit strong collaboration throughout the system, thus setting the foundation for effective governance.

Institutional governance

The governance structure of SDSU exemplifies the collaborative principles set forth by the SDBOR. Both faculty and students play critical roles in the institutional level of governance which allows SDSU to fulfill its mission. SDSU is organized into several leadership and management entities:

- Administrative Staff (formerly President’s Advisory Council) includes the president; vice presidents; associate vice presidents for business affairs and academic affairs; president and chief executive officer (CEO) of the alumni association; president and CEO of the SDSU Foundation; executive assistant to the president; athletic director. Meets weekly or as needed.
- Academic Council consists of the provost; executive vice president for administration; vice president for student affairs; associate vice presidents for business affairs and academic affairs; deans and directors who report directly to the provost. Agendas and minutes are published and made available to members. Meets once per month.
- Deans’ Council consists of the provost, associate vice president for academic affairs and academic deans. Meets once per month.
- Administrative Directors include executive vice president, provost, and representatives from units responsible for a specific major segment of operation such as Financial Aid, Admissions, and the state museums. Meets monthly.

- SDSU Management Group are the deans; department heads; directors. Each college is led by a dean, departments by heads, with some academic and administrative units headed by directors. Agendas and minutes are published and made available to members. Meets two times each semester.
- [Academic Senate](#) is an elected body through which the faculty can advocate for the welfare of the University and the university community, where they can develop and disseminate communications, have an advisory role in general university policy, and can perform those duties and functions allocated to or assumed by the faculty. The SDSU President or the executive assistant to the president meets with the executive committee on a regular basis.
- [Career Service Advisory Council \(CSAC\)](#) is made up of employees elected by their peers. The CSAC acts in an advisory capacity and provides a communications link between career service employees, the president, and administration. In addition, the CSAC addresses issues pertaining to the CSAC's role at the University, discusses and makes recommendations on the conditions for employment, and assists employees in finding solutions. The elected president of the CSAC serves on the Public Relations Liaison Committee. Meets periodically and is open to all career service employees.
- [Students' Association \(SA\)](#) is a self-governing body dedicated to governance in the best interests of the students, by directing student organizations within the University according to their purpose and structure, and by representing students before the University community and the citizens of the State. The SA is subject to the rules established by the SDBOR. The [Student Policy Manual](#) guides the SA which is led by an elected SA President who acts as chief executive and executes the provisions of the by-laws and all regulations as adopted. The SA selects two faculty or administrative advisors who serve two-year staggered terms with potential for re-appointment.
- The NFE employees are not represented in any collective manner. This classification is comprised of a broad range of positions including but not limited to researcher assistants and associates, budget analysts, coaches, extension educators, and directors of selected academic and administrative units. Approximately 600 individuals are classified as NFE.



Council of Higher Education (COHE)

In addition to SDBOR policy, the role of faculty in policy and administrative decision-making is circumscribed by the [SDBOR/COHE Agreement](#). The agreement, developed through the collective bargaining process, provides statements of academic management as well as processes and procedures for grievances and contractual disputes, assignments, evaluation, rank and promotion, tenure, academic freedom, working conditions, and salary. Faculty members who choose to become paying members of COHE determine the unit's bargaining positions and ratify agreements following negotiations. The SDBOR recognizes COHE as the exclusive representative of the collective bargaining unit, as determined by the Division of Labor and Management document No. 12E 1976/77, dated August 11, 1978. Through membership in COHE, faculty members have a role in determining salary policy and conditions of employment.

Support for academic structure

The academic structure at SDSU includes seven colleges with undergraduate students, the Honors College, and the Graduate School. Deans have comprehensive administrative responsibility for their respective college or unit including all budgetary, programmatic, and personnel matters. The Dean of the Graduate School has overall responsibility for coordinating, supervising, and administering all graduate education. The Dean of the College of General Studies also serves as the Director of the Career Center. The Hilton M. Briggs Library and the Office of Continuing and Extended Education are also led by deans. All deans report to and work closely with the Office of Academic Affairs to ensure that the mission of each college, all departments, and academic programs within the college, are aligned with the institutional mission. Finally, department heads and academic program coordinators work collaboratively with their respective deans and other academic programs to maximize opportunities for SDSU to fulfill its mission.



The University's [organizational structure](#) (Organizational Chart) changed in July 2009 when the Colleges of Education and Counseling and Family and Consumer Sciences and the Department of Health, Physical Education and Recreation were combined to create the College of Education and Human Sciences.

Selected, complex programs that cross several departments or disciplines have designated coordinators. Coordinators provide assistance to the department heads and/or deans and typically coordinate activities, but they do not have supervisory responsibility. For example, such programs as Global Studies, Health Promotion, Engineering Technology and Management, and Electrical Engineering and Computer Science have faculty members who serve as coordinators.

Several colleges have associate, assistant, or assistant-to-the-dean positions. Associate deans assume second-in-command roles. An assistant dean role implies responsibility for a segment of the college's operation, while an assistant-to-the-dean designation implies a narrower focus, such as special projects and assignments.

The SDBOR-COHE Agreement states that all faculty members, regardless of primary roles, have a responsibility to provide service to the institution, profession, and community. Faculty members collaborate with the administration in several ways, including [curriculum development](#), which ensure that the mission of SDSU is fulfilled. The stable faculty retention rate (less than 4% turnover annually) indicated in the annual [Faculty Turn-Over Report](#) speaks in part to the inclusiveness and effectiveness of the governance and administrative structures at SDSU.

Table 1-3 Net turnover report FY 2007

Net Turnover Report: Fiscal Year 2007				
	University Proper	Cooperative Extension Service	Agricultural Experiment Station	Total
Faculty	17:472 -3.6%	1:33 - 3.0%	5:83 - 6.0%	23:588 - 3.9%
Non-Faculty Exempt	14:235- 6.0%	7:136 - 5.2%	5:59 - 8.5%	26:430 - 6.0%
Career Service	63:605- 10.4%	4:37 - 10.8%	14:109 - 12.8%	81:751 - 10.8%
Totals	94:1,312 - 7.2%	12:206 - 5.8%	24:251 - 9.6%	130:1,769 - 7.4%

Administrative leadership and collaboration

The SDSU administration is organized in such a way to promote leadership, including collaborative processes that enable SDSU to fulfill its mission. In doing so, the SDBOR delegates authority to the President of the institution for internal management.

The Office of the Provost and Vice President for Academic Affairs holds overall responsibility for academic affairs at SDSU, including academic planning; academic quality; assessment and evaluation; curriculum management; academic budget development and monitoring; academic grant proposal development; university representation on the system-wide Academic Affairs Council for planning and operations; and facilitation of academic related fund raising.

The Office of the Executive Vice President for Administration provides leadership and supervision for major administrative units on campus that include finance and budget; human resources; facilities and services; information technology; environmental health and safety; university police; South Dakota Art Museum; Agricultural Heritage Museum; internal auditor; university relations; legal affairs; and serves as the institutional representative to the SDBOR Business Affairs Council.

The Office of the Vice President for Research is responsible for the administration of the Office of Research and Sponsored Programs (ORSP). The ORSP provides leadership to identify, respond to, or create opportunities for faculty and student research and scholarship. The ORSP is responsible for approval of research grants and contracts, federally-mandated research compliance, the management of intellectual property arising from SDSU employees through the Office of Technology Transfer, and facilitating communication with congressional offices and federal agencies.



The Office of the Vice President for Student Affairs provides leadership to a comprehensive Division of Student Affairs that focuses on student recruitment and retention. The Division consists of admissions (enrollment services including disability services, financial aid, records and registration, scholarships and student orientation); residential life; campus dining; student union and activities; judicial affairs, TRiO programs, multicultural affairs; and the Wellness Center which includes student health and counseling, community fitness, club sports and intramurals.

The Office of the Vice President for Information Technology manages information technology investments and development; facilitates the design and enhancement of robust, user-friendly networks; provides students with access to appropriate technologies; provides faculty access to and proficiency in the use of technologies to improve teaching, learning, research, and service activities; provides the University with the technological capabilities to deliver curricula, programs, library, and other services to clientele and partners; provides a system of timely and effective services in support of administrative and operational activities; and serves as a liaison between SDSU and system universities, the system Chief Information Officer, the technical affairs council, state government, and the public.

Institutional support of student leadership

The University promotes effective leadership and values the collaborative support of the SA as demonstrated in numerous student initiatives. A stellar example of student leadership is the collaboration between the city of Brookings and the University with the establishment of an on 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 a grand opening in fall 2008. Student leadership was credited for the tenacity to see the multi-million dollar project from concept to completion.

Fostering leadership development

SDSU strives to develop leadership on an on-going basis. When a leadership position is either vacated or the appointed individual is temporarily absent, the University has enough flexibility in its governance structure to allow for the appointment of qualified personnel who can assume the responsibilities within the leadership position and meet the needs of the institution.

Evidence of the University's commitment to providing leadership development includes the following opportunities for SDSU administrative leaders to participate in off-campus higher education leadership programs:

- [Harvard Institutes for Higher Education's](#) summer programs (2005, 2007, and 2008),
- The American Council on Education (ACE) Academic Leadership Forum (2007),
- Experiment Station Committee on Organization and Policy/Academic Programs Committee on Organization and Policy (ESCOP/ACOP) (Lead 21) offered by the Board of Agriculture in the National Association of State and Land-Grant Colleges,
- Bryn Mawr Summer Institutes: Advancing Women Leaders in Higher Education Administration (2006).

College and department specific leadership development workshops are offered, along with an annual leadership forum sponsored by the President's Office. The Office of Academic Affairs sponsors the *Academic Leadership Series* to promote the knowledge, skills, and qualities of academic leadership for department heads and program coordinators.

An indicator of SDSU's commitment to leadership and collaboration is the development of a [five-year performance evaluation](#) system for administrators (vice presidents, deans, department heads, and directors). During 2008, two administrators volunteered to participate in piloting the new program. The process included a self-assessment and surveys of faculty, staff, students, and members of external support groups. A review committee compiles a confidential report and submits it to the first-line supervisor for use in the evaluation process. Based upon the pilot, improvements in the process were made, and this review process has been fully implemented.

The University also encourages faculty to seek sabbatical leaves for improvement or career redirection. A faculty unit member may be granted sabbatical leave after six or more consecutive years of full-time employment in the system and are governed in Section XXI of the [SDBOR/COHE Agreement](#) and the [SDBOR Policy Manual](#). More information on sabbaticals is found in core component 4a.

Perceptions of SDSU governance and administrative structures

Several items included in the fall 2008 HLC-NCA Self-Study Surveys to faculty, non-faculty exempt, and career service staff pertain to perceptions of governance and administrative structure at SDSU. The responses across the three categories of employees suggest numerous strengths related to the perception

of governance and leadership at SDSU and also areas for improvement. Table 1-4 reflects the percentage of respondents by category who agreed or strongly agreed with the statements.

Table 1-4 Perceptions of governance and leadership by employee category

Perceptions of Governance and Leadership by Employee Category			
	Faculty	Non-Faculty Exempt	Career Service
I have a path to leadership opportunities if I choose to take it.	69%	79%	59%
My supervisors have given me the opportunity to work with others on a team to meet goals and to solve problems	78%	86%	74%
The University involves me in the decision-making process	44%	N/A*	N/A*
My College involves me in the decision-making process	52%	N/A*	N/A*
My Department involves me in the decision-making process	78%	66%	38%
The Governance of the University allows my voice to be heard	51%	56%	37%
The University leadership is satisfactory	68%	N/A*	N/A*
My College leadership is satisfactory	66%	N/A*	N/A*
My Department leadership is satisfactory	77%	71%	59%

*Survey item was not included for this group.

Note: Percentages represent responses “strongly agree” or “agree.”

Response rate for Faculty: $165/700 = 24\%$; Non-Faculty Exempt: $120/370 = 32\%$; Career Service: $220/625 = 35\%$.

As shown, the majority of the respondents in all groups 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. Finally, respondents were asked to indicate whether they were satisfied with the university, college, and department leadership. For faculty, 68% agreed or strongly agreed that they were satisfied with university leadership, 66% with college leadership, and 77% with department leadership. The satisfaction level with department leadership was 71% for non-faculty exempt employees and 59% percent of career service employees.

Some areas for improvement were identified by the survey results. When asked whether the University involves them in the decision-making process, only 44% of the faculty respondents reported that they agreed or strongly agreed. When asked if they were involved in decision making, 52% of the faculty thought the college and 78% thought the department involved them. These results suggest that faculty perceive that there is more direct involvement the closer the administrative unit is to the day-to-day management. When non-faculty exempt and career service staff were asked, 66% of non-faculty exempt agreed or strongly agreed, while only 38% of career service employees agreed or strongly agreed that they are involved at the department level.

Finally, in regard to perceptions of governance and whether the structure allows faculty voices to be heard, 51% of the faculty and 56% of the non-faculty exempt agreed or strongly agreed. However, only 37% of the career service employees agreed or strongly agreed with the statement.

Academic Senate satisfaction survey

During 2007, the SDSU Academic Senate developed a [faculty satisfaction survey](#) using questions adapted from U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty (1999) and the American Association of University Professor's (AAUP) Evaluation of Shared Governance statement (2007). The survey was sent to 669 faculty and 25% or 165 responded. Faculty were asked to indicate how satisfied or dissatisfied they were with each item listed.

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. Over 60% of the respondents were satisfied or very satisfied with their jobs overall, the quality of the undergraduate students they teach, the authority they have to make decisions about other non-instructional aspects of their job, and the opportunities for advancement in rank.



The Academic Senate survey also indicated some dissatisfaction. Over 75% of the respondents were somewhat or very dissatisfied with SDBOR's respect for faculty roles in governance, and more than 60% of the respondents were somewhat or very dissatisfied with extent to which the decision-making processes function effectively and their salary. Also, 50% of respondents were somewhat or very dissatisfied with the extent to which SDSU recognizes joint responsibility for decision-making in long-range planning, their ability to speak out on professional issues without fear of retribution, their workload, and their benefits.

As a way to follow-up on this survey and to address the issues that emerged, the Academic Senate conducted five focus groups that were open to all interested faculty. The turnout for the follow-up was small with four or fewer individuals attending each.

Student perceptions of governance

In addition to faculty input, in fall 2008, a student survey was distributed to gather information for the self-study. Participation was voluntary, and 446 students returned the survey. Students were asked to rate their perceptions of student governance on a scale from "1" strongly disagree to "4" strongly agree. Respondents were given the option of marking N/A, do not know, or to leave items blank, and many students selected these options. For the items related to student governance, mean scores ranged from 3.11 for the opportunity to participate in representative government to 2.93 for the item related to student representatives receiving respect when representing student needs. Thus, respondents' perceptions of student governance were generally favorable.

Table 1-5 Student perceptions of student governance

Student Perceptions of Student Governance			
	Strongly agree or agree (N)	N/A Did not know (N)	Mean
I have an opportunity to participate in representative government on campus (hall governance, students' association etc.).	321	79	3.1
Elected or appointed representative are given the opportunity to represent my needs.	281	104	3.0
Elected or appointed representatives are given respect from administration when representing my needs.	254	133	2.9
I am satisfied with the outcome of my elected representatives' platform and ideas.	227	164	3.0
I am satisfied with the student governance structure at SDSU.	265	133	3.0
I am satisfied with the student voice within the University governance structure.	243	123	2.9

Note: "1" strongly disagree; "2" disagree; "3" agree; "4" strongly agree.

Evaluative summary: Core component 1d

Multiple governance and administrative structures support and provide leadership to the collaborative efforts at the University. The collaborative relationships between the SDBOR, administration, faculty, staff, and student representative bodies, along with the SDBOR-COHE Agreement, the revised administrative review process, and leadership development opportunities all enable SDSU to fulfill its mission. The self-study revealed the need for further study and support of leadership development and for enhancing shared governance.

Core component 1e: The organization upholds and protects its integrity.

The characteristics of honesty, pride, loyalty, trustworthiness, and accountability to both internal and external stakeholders shape the foundation of integrity at SDSU. From its collaborative efforts to its co-curricular activities, SDSU protects and upholds the highest standards of integrity by living its mission and by striving for national distinction and continued local relevance.

SDSU engages in numerous activities and processes to ensure that the University upholds and protects its integrity, including financial audits; program accreditation reviews; adherence to local, state, and federal laws and regulations; grievance policies and procedures; communications and marketing standards; and co-curricular activities, including Intercollegiate Athletics.

System and institutional integrity

The SDBOR is charged with the task of ensuring that each of the regental institutions acts and promotes itself with utmost integrity. The SDBOR holds regular meetings that include leaders from each member institution. The [minutes](#) of the meetings are made available to the public and provide testament to the SDBOR's efforts of being open and accountable to the public.

Institutional integrity

As evidenced by the strategic plan, SDSU is guided by its values of honesty and integrity. It upholds its integrity by following all applicable laws and regulations that pertain to the various activities supported by the institution. SDSU demonstrates its adherence to lawful practice on several fronts. In the process of carrying out research activities, the [SDSU Research Compliance Office](#) works to ensure that all research functions comply with Federal, State, and SDBOR regulations and policies.

Individual SDSU research investigators must comply with all regulations and policies and with the relevant SDSU policies and procedures governing research.



SDSU protects its integrity through a public commitment to students' privacy through compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974. The Office of Records and Registration provides a detailed explanation of [FERPA](#), and includes it in the [Student Policies Manual](#). This information assists faculty, administrators, and students in their understanding of and adherence to this hallmark higher education legislation.

SDSU adheres to the federal standards of the Health Insurance Privacy and Portability Act (HIPPA) through the Student Health and Counseling Service, and the Athletic Department. All student-athletes who participate in any of SDSU's intercollegiate athletic programs sign a yearly HIPPA update for their medical files. The update includes a [Notice of Privacy Practices](#) statement that describes student-athletes' rights regarding their health information, as well as an explanation of the appropriate channels for filing a complaint. To date, there have been no complaints filed at SDSU regarding the breaching of students' rights under HIPPA standards.

Additionally, audit reviews of the Athletic Department indicates that it is in compliance with the National Collegiate Athletic Association (NCAA) Division I bylaws and regulations.

The SDBOR system uses the SunGard Higher Education (Banner) software for its finance and human resources processing. Banner Finance is based on higher education fund accounting principles, and the chart of accounts drives and controls both finance and human resources functions. Transactions are processed and financial information is maintained in accordance with generally accepted accounting principles for colleges and universities. The SDBOR uses the Datatel Colleague software for its Student Information System (SIS) processing. Information from SIS is interfaced with Banner as needed to process finance and human resources transactions.

SDSU is audited as part of the Single Audit of the State of South Dakota and any audit findings are reported in the Single Audit Report of the State of South Dakota. There were no audit findings specific to SDSU for fiscal year 2006. The FY 2007 Single Audit Report noted the following:

- Equipment acquired with state and federal funds was not disposed of in accordance with state and federal regulations. *Corrective Action:* SDSU worked with the private research lab to return the transferred equipment and to dispose of the equipment in accordance with state and federal property regulations.

- SDSU did not reconcile cash, revenues, and expenses between the amount reported on the state accounting system and the amount recorded on the Banner System for FY 2007. Cash reported on the Banner System was overstated by \$475,614.55 when compared to the amount reported on the state accounting system. *Corrective Action:* The University now performs monthly reconciliations of cash, revenues, and expenses and has developed appropriate procedures to ensure that timely and appropriate corrective action is taken to resolve identified variances. The reconciliation process is monitored by the Controller through review of monthly reconciliations.

The SDBOR internal auditor conducts compliance reviews at the request of the SDBOR executive director and the SDBOR members. SDSU also has an internal auditor. In addition, periodic compliance reviews are conducted by federal agencies including the NSF and the U.S. Department of Education. These reviews may be desk reviews or on-site reviews of specific programs.

Grievance policies and procedures



SDSU strives to address complaints and grievances in a timely and fair manner. To comply with federal regulations, SDSU maintains [records of formal, written student complaints](#) filed with the offices of the chief executive officer, chief academic officer, or chief student affairs officer. This policy, including the proper reporting procedures, is clearly outlined in several publications available to all students, including the university catalog and the [Student Policy Manual](#), and it is published in *The Collegian*, the SDSU student newspaper. The policy is also posted regularly in all residence halls and is distributed to the SA. The [SDSU Student Code](#) was developed by students, faculty, and staff to help students understand the expectations of the University and obtain the maximum benefits from their educational experience.

The [SDBOR/COHE Agreement](#) (2008-2011) outlines standards of conduct and procedures for faculty and staff grievances and complaints.

Integrity in co-curricular activities/intercollegiate athletics

An organization further demonstrates its integrity through the structures and processes that support its co-curricular and auxiliary activities. SDSU has a strong base of faculty-mentored student organizations that also assist in infusing integrity in the daily operations of SDSU. Several student organizations have received [SDBOR recognition](#) not only for their academic accomplishments, but also for their involvement with local communities and service projects.

Intercollegiate athletics at SDSU includes a total of 21 men and women varsity sports programs. The athletic director works closely with the associate vice president of finance and budget to ensure that all major decisions related to intercollegiate athletics are discussed and brought forth to the President. The president holds ultimate responsibility for the operation of intercollegiate athletics. To assist intercollegiate athletic departments in improving their programs and upholding the integrity of an institution's athletics operations, the National Collegiate Athletic Association (NCAA) established the [Division I Athletics Certification Program](#). Certification is completed every ten years and requires an extensive and time-intensive institutional [self-study](#) focused on multiple campus-wide structures, services, processes, and policies. SDSU met the requirements for NCAA Division I Athletics Certification in May, 2008.

Academic program review and accreditation

SDSU supports many academic programs and entities that adhere to the standards of external accrediting bodies. Specialized accreditation serves as a quality indicator to ensure internal and external stakeholders that integrity in program operations are of the utmost importance. In addition, SDSU is a participant in the [College Portrait](#), Voluntary System of Accountability (VSA) where specific data and information about the institution is made readily available to the public. The [SDBOR Accountability Report](#) provides evidence of SDSU's commitment to integrity through honest and accurate portrayal of itself to the public.

SDSU further protects and upholds its integrity through [Institutional Program Reviews](#) (IPR) conducted every seven years. A review consists of a comprehensive self-study followed by a site visit by internal and external reviewers. If a department offers undergraduate and graduate programs, both levels complete the review. Assessment and strategic planning are two key components of the self-study.



National Survey of Student Engagement

Consistent with the ongoing model of academic accountability fostered by the SDBOR system, all six regental institutions participated in the 2002 NSSE survey. Every two years, SDSU first-year students and senior students complete the NSSE survey, designed to assess student engagement in a variety of educational practices that have been associated with student satisfaction, persistence, and graduation rates. Five benchmarks allow for comparisons and include the following: level of academic challenge, active and collaborative learning, student faculty interaction, enriching educational experiences, and supportive campus environment.

First-year students and seniors within the system were surveyed during the 2002 academic year and subsequent data have been obtained in 2003, 2004, 2006, and 2008. During this time, NSSE data have been used to facilitate general education modifications and institutional improvement initiatives.

Faculty Survey of Student Engagement

The Faculty Survey of Student Engagement (FSSE) was developed to provide institutions with faculty data reflecting items similar to student perceptions of student engagement. SDSU first employed the FSSE during the 2003 pilot year, and in subsequent years the SDBOR system participated. Data were obtained in 2004, 2006, and 2008. Using data from the survey administrations described above, the [SDBOR 2006 NSSE/FSSE Report](#) provides information in three major sections depicting: 1) a comparison of first-year students and seniors within the SDBOR system for the five major benchmarks; 2) trend analysis for each NSSE administration for first-year students and seniors when compared with national norms; and 3) comparison of faculty and student perceptions of engagement using key data from the 2006 FSSE and NSSE surveys.

Perceptions of honesty and integrity.

Table 1-6 reflects employees’ responses to an item on the HLC-NCA Self-Study Surveys about whether the institution’s expectations for honesty and integrity were effectively communicated. As indicated, the majority of faculty, NFE, and CSA staff either agreed or strongly agreed with the statement that expectations for honesty and integrity were communicated. However, there is still room for improvement.

Table 1-6 Expectations for honesty and integrity by category

Expectations for Honesty and Integrity by Category			
	Faculty	Non-Faculty Exempt	Career Service
Expectations for honesty and integrity are communicated	76%	83%	73%

Note: Percentages represent responses “strongly agree” or “agree.”

Response rate for Faculty: 165/700 = 24%; Non-Faculty Exempt: 120/370 = 32%; Career Service: 220/625 = 35%.

Evaluative summary: Core component 1e

SDSU is an institution of integrity. The policies and practices are in place to ensure adherence to local, state, and federal laws. The mission is supported by a multi-level, collaborative administrative structure which provides a broad-base of individuals and offices responsible for protecting the integrity of the institution. See additional materials in core component 2b (financial safeguards) and 4d (human subjects).

Evaluative summary and recommendations: Criterion 1

As the comprehensive land-grant institution of South Dakota, SDSU is distinctive because of its mission. SDSU’s mission statement has been updated as appropriate, and it represents and responds to institutional and societal changes while maintaining the focus on the historical tripartite mission of teaching and learning; research, scholarship, and creative activity; and service. This clearly defined, historic mission positively drives the institution’s actions and activities. The mission is clear and visible to most constituents and is generally embraced throughout the institution. However, the data from the institutional survey do suggest areas of improvement for certain groups, particularly career service employees.

The University embraces a broad view of diversity and continues to develop its efforts to bring diverse students and faculty to the campus and to broaden student, faculty, and staff perspectives through international experience. Collaborative, concerted efforts to attract and retain a stronger minority base of students, faculty, staff, and administrators must continue. In addition, market-competitive salaries are critical to assuring continued quality education.

The mission is supported by a multi-level, collaborative administrative structure, and governance is grounded in collaborative ties between the SDBOR and SDSU. The institution will continue to foster strong collaborative ties between the SDBOR and with all administrative levels/units at SDSU. Moreover, institutional governance through the Academic Senate and the Students’ Association serve to uphold the distinctive land-grant mission of SDSU. Through these collaborative processes and support mechanisms, SDSU has established itself as a stronghold of integrity committed to meeting the needs of a constantly evolving state and region. The evidence demonstrates that SDSU meets the core components for criterion 1.

Based on the findings of the self-study, the following are recommended:

1. Place increased emphasis and resources on the recruitment and retention of diverse faculty, staff, students and administrators.
2. Assess effectiveness of current programs and activities related to diversity.
3. Build knowledge of and commitment to the SDSU mission documents, targeting new employees and career service individuals.
4. Examine how to increase the role of the non-exempt faculty pool in University governance.
5. Explore the concept of effective leadership to examine how the institution can further support leadership development and how it enables SDSU to fulfill its mission.
6. Enhance collaborative efforts and shared decision-making while emphasizing integrity.

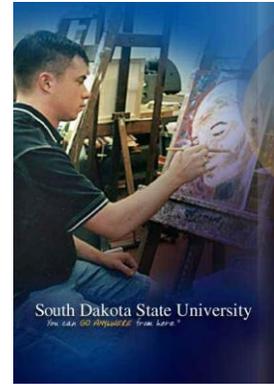
CHAPTER 2

CRITERION TWO:

PREPARING FOR THE FUTURE



South Dakota State University
HLC-NCA Self-Study



CHAPTER 2

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.

Introduction

Fulfillment of the South Dakota State University (SDSU) mission is supported through university-wide planning, strategic resource allocation and comprehensive and authentic evaluation and assessment. SDSU has embraced strategic planning throughout the institution. In 2008, SDSU launched the five-year strategic plan, *Achieving National Distinction, Strengthening Local Relevance*. The planning and implementation process welcomed widespread input and was developed within the context of societal and economic changes in South Dakota and surrounding regions. It also considered the planning efforts at the South Dakota Board of Regents (SDBOR), local, and regional levels.

SDSU's resource base supports its educational programs, and it is aligned with strategic planning priorities. Findings from evaluation and assessment processes are used to improve practices and to respond to changing demographics and technology relative to a global society.

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

One key strategy in preparing for SDSU's future is a robust strategic planning process which is responsive to societal and economic trends. The strategic planning process can be found at all levels of the institution, and it supports university-wide goals. Planning not only allows SDSU to meet its goals, it also influences the activities of affiliates such as the SDSU Foundation and the SDSU Alumni Association. Planning is shaped by multiple forces, including the SDBOR, the current Governor's 2010 plan for South Dakota, the city of Brookings, regional and community planning initiatives and specific unit plans.

Strategic planning at SDSU

Under President David Chicoine’s leadership, SDSU has embraced the planning process. In 2008, SDSU launched a five-year strategic plan designed to position the University as nationally distinct and locally relevant. Using a six-month process soliciting broad stakeholder input, the University established a planning framework, *Achieving National Distinction, Strengthening Local Relevance*, that consists of four university-wide goals:

- Enhance academic excellence and strengthen scholarship and artistic activities;
- Foster economic growth, vibrant communities and a sustainable environment;
- Expand the reach of the University through engagement, technology and globalization;
- Establish a sustainable financial resource base required for high achievement.



From this framework, academic colleges and units were charged with writing or updating their five-year strategic plans which were implemented in July, 2008. The plans required a resource allocation component that is aligned with goals and objectives. Based on these plans, further initiatives resulted. The campus master plan for facility placement was refreshed and fund raising goals were developed for a comprehensive capital campaign. To implement and track progress, unit leaders develop annual operating plans with measurable outcomes. To identify SDSU’s enrollment capacity, units developed “comfort enrollment” targets that collectively established an overall goal for SDSU.

Beginning in 2009, SDSU will report its progress toward meeting strategic goals via a President’s Report. Among the University-wide measurements that include qualitative and quantitative results are the following:

- student quality and engagement;
- distance, experiential education, and international experiences;
- graduation and retention rates for both undergraduate and graduate students;
- intellectual property disclosure and research expenditures;
- event attendance and alumni satisfaction;
- growth in number and value of gifts to the South Dakota State University Foundation.

South Dakota Board of Regents and State of South Dakota planning efforts

In 2006, the SDBOR published the *Opportunities Plan* which highlighted four policy goals for the system: access, quality, economic development, and efficiency. On an annual basis, the SDBOR engages in Legislative Roundtables where planning takes place for upcoming legislative sessions. The 2008 roundtable sessions focused on increasing research capacity and infrastructure development. SDSU integrated these policy goals into its strategic planning framework.

The Governor of South Dakota developed the [2010 Initiative](#) which outlines a series of goals specific to economic growth. Of relevance to SDSU is goal three: *to become a recognized leader in research and*

technology development by 2010. The plan calls for developing research and technology infrastructure at the State's universities and the private sector, and for expanding graduate programs as they relate to workforce and economic development. In response, SDSU is expanding doctoral programs and focusing on economic development related research.

Regional planning foci

A reciprocal relationship exists between regional planning efforts and SDSU. Collaborative planning with the Brookings Chamber of Commerce and the Brookings Economic Development Corporation has resulted in the development of the Innovation Campus, the State's first university-affiliated research park. In addition, SDSU has been a charter organizer of efforts to create a research corridor along Interstate 29. SDSU also participates in *Forward Sioux Falls*, a planning effort in the State's largest city. The results of this planning have influenced SDSU's program delivery at the University Center (UC), a facility in Sioux Falls shared by the six state universities. As a land-grant institution, SDSU is a member of the [U.S. Department of Agriculture, North Central Region](#) where participants develop, propose, and implement multi-state research, education, and extension programs.

Key planning variables: Demographics, technology, and globalization

SDSU's planning framework specifically addresses demographic shifts, technology, and globalization as key factors in planning. The planning framework includes a section titled, "Some Key Forces of Change," and addresses "Ever-increasing rate of change in technology and the environment, increased globalization, and demographic shifts." A strategic issue in South Dakota is "How do we diversify the University community to more closely reflect the demographic make-up of the State and region?" SDSU's strategic goals include demographics, technology, and globalization objectives.

Demographics

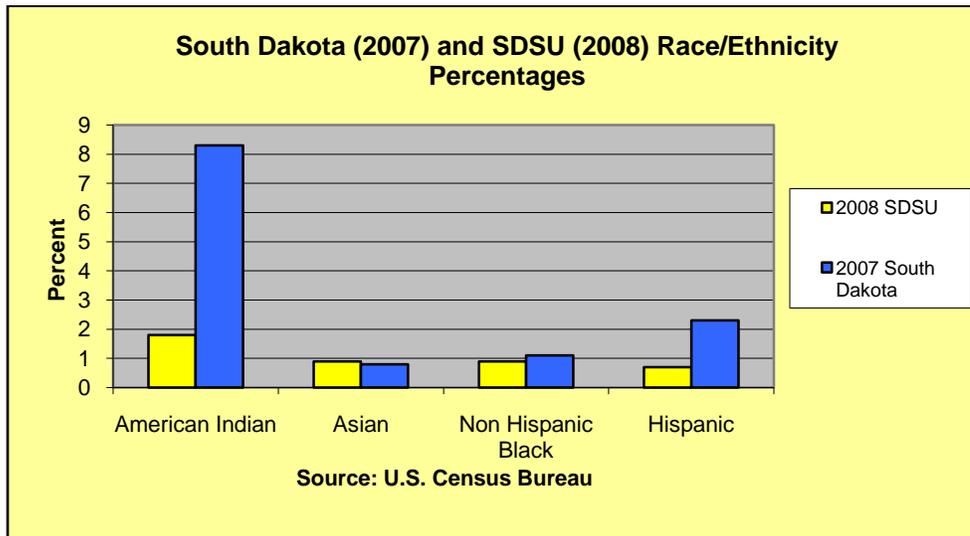
Numerous demographic changes are relevant to the institution and have implications for planning, including high school graduation numbers, the make-up (age, ethnicity) of employees and the student body. In fall 2008, a majority of SDSU students (67 %) graduated from South Dakota high schools and the bulk of out-of-state undergraduates came from the region. The number of high school graduates, representing the traditional student population, is declining in the Upper Midwest. In South Dakota alone, the projected decline in the number of 15- to 19-year-olds attending high school between 2000 and 2010 will be nearly 15%, according to the U.S. Census Bureau. The Western Interstate Commission for Higher Education (WICHE) publication, [Knocking at the College Door: Projections of High School Graduates by State and Ethnicity 1992-2022, \(March 2008\)](#) WICHE projects that the number of high school graduates will decline from 8,964 in 2008-2009 to 8,345 in 2018-2019. These projections are very liberal because the data assume that all students will graduate, which of course is not true. The downward trend may be even more distinct than these data show. The decline in numbers is similar in neighboring states and even greater in North Dakota. The SDBOR recognized this challenge in its [2006 Opportunities Plan](#).

The number of minority faculty, staff, and students has increased since the 2000 review. In fall 1999, 5.3% (N = 26) of the faculty identified their ethnicity as Native Indian, Asian, Black, or Hispanic. By fall 2008, this percentage had increased to 10.8% (N = 66). Staff diversity has not increased (N = 23 in both fall 2005 and fall 2007).

While SDSU's degree seeking student population remains primarily (87%) white non-Hispanic, the University is becoming more diverse. The percentage of Native American, Asian/Pacific Islander, Black-

Non-Hispanic and Hispanic undergraduate and graduate students has increased slightly from 3.7% (N = 373) in fall 2004 to 4.34% (N = 477) in fall 2008. When the [2007 estimates for the State's racial/ethnic composition](#) is compared to SDSU's fall 2008 degree seeking student ethnicity, census data show that SDSU is enrolling a slightly higher proportion of Asian Pacific Islanders than reside in the State. However, enrollments for Native Americans, Non-Hispanic, and Hispanics fall below the percent of the State's population.

Figure 2-1 South Dakota and SDSU race/ethnicity percentages



Note: The Hispanic category may include 2 or more racial/ethnic identifiers and 1.4 % of the population reported 2 or more races.

Students attending SDSU from its traditional service areas will come from high school classes with greater size disparity. Populations will grow in eastern South Dakota counties and will decline in western counties. Conversely, enrollment and interest among students from other regions and countries will grow. Student enrollments now include students from 49 states and over 50 countries.

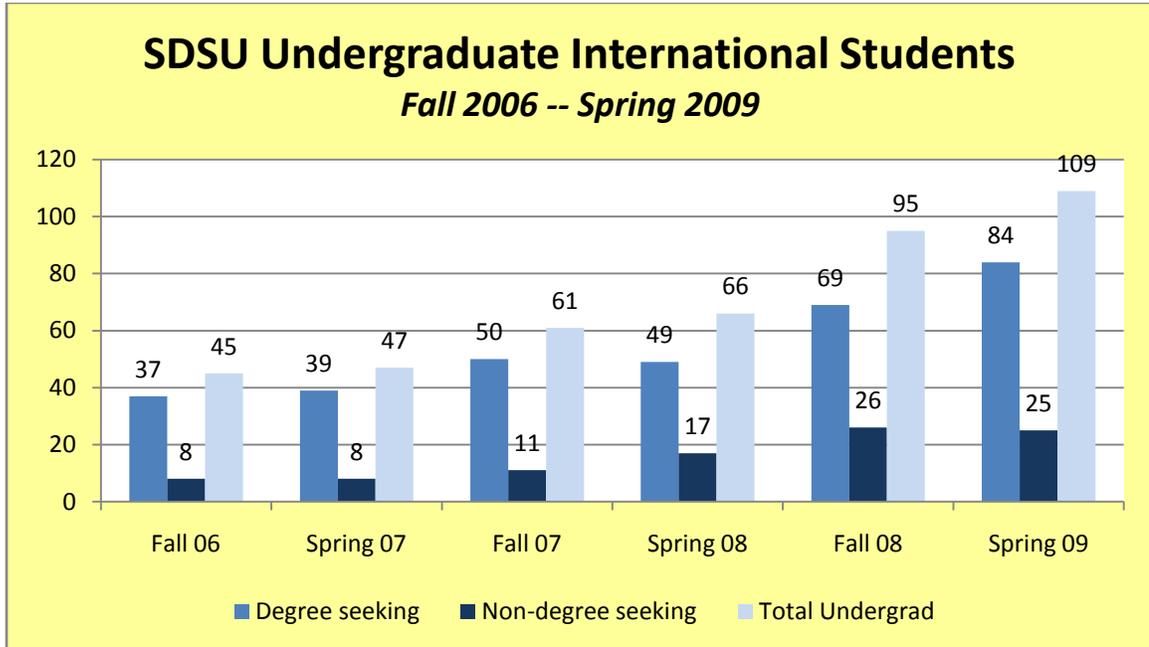
Table 2-1 Enrollment by state

Enrollment by State	
Fall 2008	49 (no Maine)
Fall 2007	49 (no New Mexico)
Fall 2006	46 (no Hawaii, New Mexico, Rhode Island, South Carolina)
Fall 2005	47 (no Arkansas, North Carolina, Rhode Island)
Fall 2004	45 (no Arkansas, Connecticut, Rhode Island, South Carolina, West Virginia)

The majority of students attending SDSU receive financial assistance to meet the cost of attending. Data show that 91% of SDSU students receive some form of student financial aid: federal financial aid, SDSU scholarships, athletic scholarships, non-SDSU scholarships, non-federal loans, state financial aid, agency funds, (e.g., Vocational Rehabilitation, Bureau of Indian Affairs, Job Training Partnership Act) and other student aid programs. During fiscal year 2009, 4,513 undergraduate students received over \$5.2 million in SDSU academic scholarships, and 126 graduate students receive \$111,154. Athletic scholarships are not included in the previous totals.

International students comprise a small percentage of the SDSU student population. However, the University has made progress in recruiting a student body that represents today's global society. The undergraduate international student enrollment has increased from 45 in fall 2006 to 109 in spring 2009; the majority of these students are degree seeking.

Figure 2-2 SDSU undergraduate international students

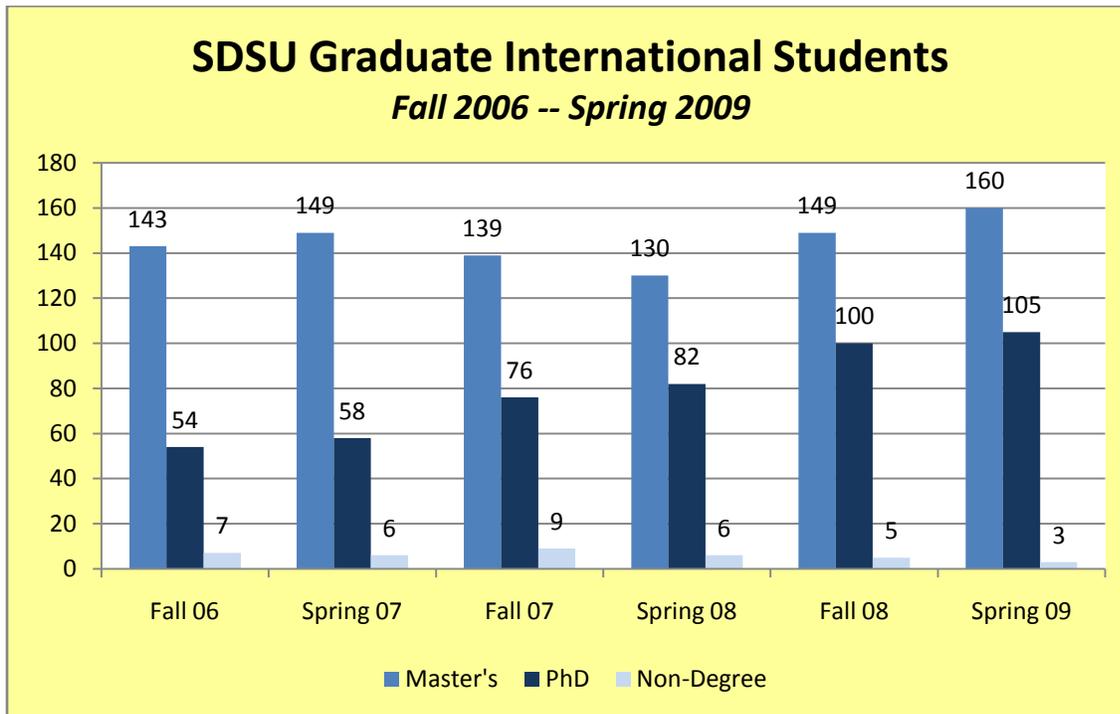


Source: International Student Affairs

With the addition of several graduate degrees and research facilities, SDSU is poised to become a premier research institution in the Midwest, and many programs are attractive to a growing number of international graduate students. Since fall of 2006, the number of international graduate students has increased from 204 to 268. Growth is seen in microbiology, geospatial science and engineering, electrical engineering, mechanical engineering, plant science, and chemistry.

SDSU's strategic plan reflects the needs of a changing student body and processes are in place for evaluating and monitoring demographic changes that insure access and the fulfillment of the Institution's mission.

Figure 2-3 SDSU graduate international students



Source: International Student Affairs

Non-traditional learners add another element of diversity and SDSU responds to the growing numbers of adults who are returning to college. In addition to the nontraditional students on campus, many take online courses or attend one of the in-state attendance centers. At UC, approximately 51% of the student population is 24 or older. Likewise, Capital University Center (CUC) in Pierre and the Higher Education Center-West River in Rapid City attract a large number of non-traditional students.

Technology

A variety of technology related planning efforts are on-going. The Electronic University Consortium (EUC), located at the SDBOR office, facilitates the review of distance-delivered courses from all six public universities and works with the institutions to create a five-year projection for course and program development. SDSU is a major participant in this initiative.

The responsibilities of the [SDSU Office of Information Technology \(OIT\)](#) encompass information technology infrastructure, security, classroom services, instructional design and other initiatives. With the assistance of the OIT over the past five years, SDSU has implemented the following applications:

- *Datatel* student information system;
- *SunGard Higher Education Banner Software (Banner)*, financial management and human resources software;
- *PeopleAdmin*, online employment and recruitment software.

While the adoption and transition to these new software programs was labor intensive, all are implemented on campus and throughout the Regental System.

In December 2008, the SDBOR tasked individual campuses with the development and implementation of a campus-specific approach to incorporate technology into campus programs. SDSU's plan entitled, [The AL Cloud: Active Learning on the 21st Century Campus](#), outlines SDSU's commitment to establish a device-neutral technology infrastructure to meet emerging educational needs. In addition to implementing the infrastructure for the AL Cloud, OIT has the following items as part of its five-year strategic plan:

- wiring the campus for a more robust information highway;
- implementing Desire2Learn, a learning management system for internet-delivered courses;
- installing new technology in more than 100 classrooms.

The SDBOR Research, Education and Economic Development (REED) network is a public-private partnership developed for high speed data networks. This 10G backbone connects the six state universities, the UC and the Earth Resources Observation and Science (EROS) Data Center in Minnehaha County, and the Sanford Underground Science and Engineering Laboratory at the former Homestake Gold Mine in Lead, SD. The high-speed network gives universities and research centers the ability to share massive amounts of research data quickly with scientists worldwide.

Globalization

Global issues continue to impact major social and economic trends. The Offices of [Diversity Enhancement](#) and [International Affairs](#) provide leadership to ensure SDSU is inclusive, diversified, and global in teaching, research, and service. All students complete a globalization requirement as part of the general education curriculum. The Global Studies major and minor focus on international and global learning. In addition, colleges encourage study abroad. For example,

- The College of Agriculture and Biological Sciences (ABS) sustains educational trips to West Africa and study tours to Ghana, Togo, and Burkina Faso.
- The College of Family and Consumer Sciences (FSC) has sponsored study tours to Germany and China and faculty travel to India.
- The College of Arts and Sciences (A&S), through the Department of Visual Arts, has sponsored trips to London, Denmark, and Scotland.



SDSU and the multicultural context

SDSU recognizes the value of shared experiences through differences in economic, geographical, and racial backgrounds and understands the importance of making the institution diverse. Planning efforts include strategies to actively recruit students, faculty, and professionals from other states and countries and resources are dedicated to these activities.

Individual colleges have established unique outreach programs to serve the State's Native American populations. Offered as a grant funded pilot through biological sciences, the Prairie Ph.D. provided a mechanism for professionals serving reservation or tribal communities to obtain graduate degrees. Through this effort, 11 individuals received master's degrees and four have completed doctorates; two more will finish their doctorates in fall 2009. The College of Nursing received grant funding to create the [Wokunzee Project](#) in an effort to expand the number of Native American nurses in South Dakota. The five-year project ended in July, 2008 and funded 20 students, including 10 graduates. All colleges participate with the

Flandreau Indian School (FIS) Success Academy, a collaborative program, with a goal of recruiting Native American students following high school graduation. More information is found in core component 5c.

On-going environmental scan

SDSU completed a comprehensive environmental scan in 2006 in preparation for a presidential search. In 2007, the new President and administrative leaders conducted more focused scans as part of the university-wide strategic planning process. President Chicoine also traveled throughout the state and region meeting with external constituencies such as agricultural industry groups, alumni, civic leaders, and economic development personnel. Additionally, he met with SDSU employees located throughout the state to listen and to carry the message of SDSU and the University’s plan for the future. He shares the information he has gathered with leaders in the respective colleges or departments for further consideration.

The University uses the environmental scanning processes in an ongoing effort to identify student and stakeholders’ needs, to evaluate the impact of initiatives, and to show that the University is meeting those needs. The findings are incorporated into the execution and evaluation of strategic operating plans. SDSU uses several tools to conduct effective external and internal environmental scans, including the following:

Table 2-2 External and internal environmental scanning tools

Group	External and Internal Environmental Scanning Tools
Student Surveys	Cooperative Institutional Research Program (CIRP) Freshmen Survey
	National Survey of Student Engagement (NSSE)
	SDSU Student Experiences Survey (self-report of multicultural and international experiences)
	Institutional Graduation Requirement and Globalization Survey (IGR Survey)
	IDEA Individual Development and Educational Assessment (Student Opinion Surveys)
	Association of College Unions International (ACUI) and Educational Benchmarking, Inc. (EBI) Residence Survey (satisfaction with residence hall experiences)
	Advisee Assessment of Advisors
Faculty Surveys	Higher Education Research Institute (HERI) Faculty Survey
	Faculty Survey of Student Engagement (FSSE)
	Advisor Self-Assessment Survey
Advisory Groups	Internal such as Task Forces/Committees
	External such as Advisory Councils
Market Analysis	Presidential Visits
	SD CES Community Leader Meetings
	Market Study – Aslanian Study

Respect and celebration for SDSU heritage and tradition

Established in 1881, SDSU embraces its status as an 1862 Morrill Act land-grant university and its role in providing access to higher education. The subsequent Hatch and Smith-Lever Acts created the South Dakota Agricultural Experiment Station (SDAES) and the South Dakota Cooperative Extension Service (SD CES), which form strong connections to the entire state.

Academic programs have grown from roots in agriculture, science, home economics, and engineering that date to the late 19th century. The University's physical facilities have blended iconic structures with newer construction. History is preserved through the H.M. Briggs Library Archives, the South Dakota Art Museum, and the South Dakota Agricultural Heritage Museum.

Several University events have emerged over the years that preserve the SDSU mission. Little International (Little I), first held in 1921, is a two-day agricultural exposition that is planned, organized, and implemented by SDSU students. The Jackrabbit Stampede, SDSU's annual collegiate rodeo, emerged from the rich agricultural mission.

Many other events serve as outreach activities for specific academic units or as outreach for a more general population. The annual Wacipi (Powwow) honors the State's Native American heritage. It was created both to reach out to the Native American population in our state and to provide a rich cultural experience for SDSU students. Several events, stories, and places maintain the University's heritage and traditions.

Among these are the following examples:

- The Campanile (carillon tower);
- Hobo Day, homecoming at SDSU;
- Jackrabbit mascot;
- Prairie Repertory Theater;
- Festival of Cultures, an annual event honoring international students and their countries;
- Capers, an annual student-run talent show;
- The Pride of the Dakotas, award-winning marching band.



Evaluative summary: Core component 2a

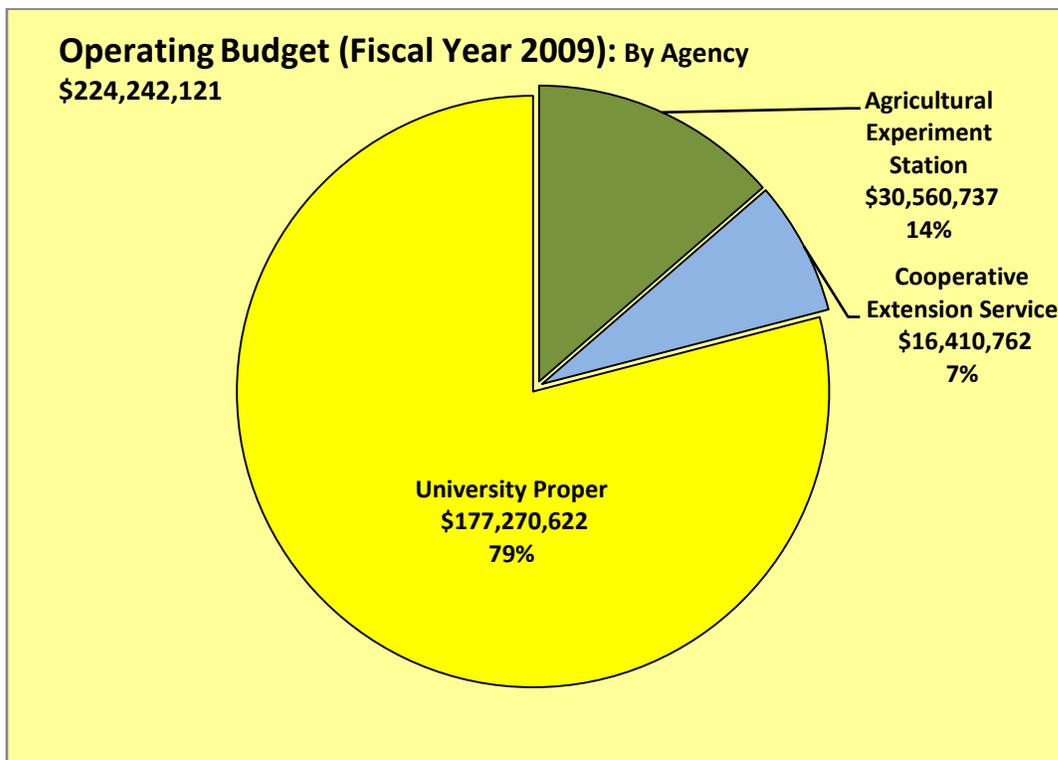
SDSU has benefited greatly from the increased focus on widespread strategic planning, built on the foundation of the SDSU mission and heritage. The planning process is set within the context of societal and economic realities, along with changes in demographics and technology, with a focus on the future. The plans provide an invaluable guide for university, college and unit decision-making. SDSU must continue to mature in planning and in particular in implementing a comprehensive planning model which includes full integration, seamlessness across plans, and accountability measures. Reporting on progress to internal and external constituents will become stronger to gain support for SDSU across constituents.

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

The University’s resource allocation process establishes priorities that regulate the distribution of its fiscal, physical, and human resources. The University’s budgeting process is data driven, goal-oriented and is sensitive to the needs of the instructional, service, and research entities. The University’s mission is dedicated to delivering quality educational opportunities, providing relevant scholarship and extending outreach and service.

SDSU receives its budget resources from a combination of sources. Funding for the majority of the University (University Proper) includes state and federal appropriations, student tuition and fees, federal and private grants, sales, services, and funds from the SDSU Foundation. The SDSU Foundation also provides scholarships to students. The SDAES and the SD CES receive state and federal funding as well as funds from other sales and services.

Figure 2-4 Operating budget (FY 2009)



SDSU depends on external funding to meet its mission. The major sources of external funds continue to be grants and contracts and funds raised through the SDSU Foundation. These fund sources make significant contributions to the financial strength of the University. With the recent downturn in the economy, the Foundation’s equity fund has declined 21%; however, programs continue to be funded and a new comprehensive campaign is under way.

SDSU has grown in nationally competitive strategic research, expanded its scholarship and increased its public service activities. Awards over the last 10 years have grown from \$8 million to \$50 million annually

and the growth continues. The fiscal year 2007 *National Science Foundation (NSF) Research and Development Expenditures at Universities and Colleges* report ranks SDSU at 134 out of 388 participating universities.

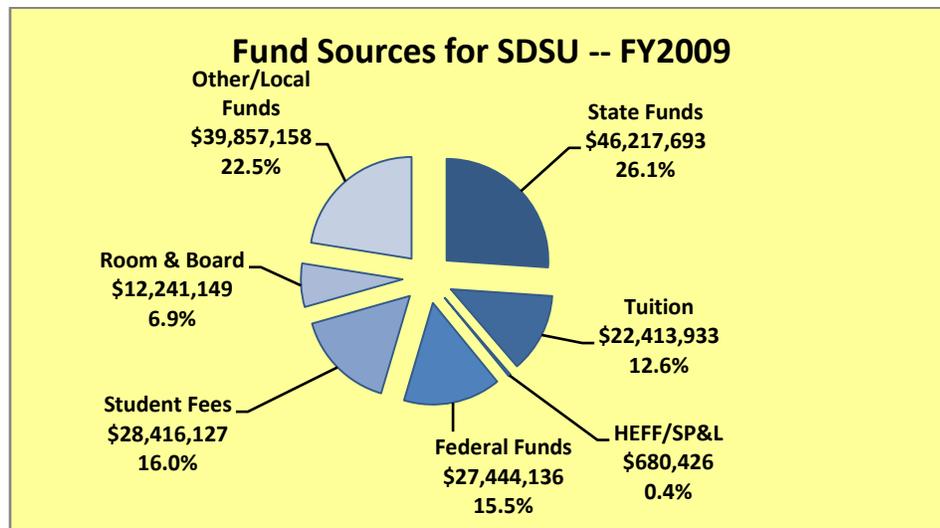
South Dakota context

By any conventional measure South Dakota is not considered a wealthy state. Agriculture, health care, and finance (banking, credit) are the State’s primary industries. Tourism and manufacturing also contribute to the State’s economy. Gaming has increased in significance during the past two decades, while mining has diminished in importance with the closing of several mines in the Black Hills, including the Homestake Gold Mine in 2001.

The [United States Census Bureau](#) data from 2008 ranks South Dakota 50th in total state tax revenue. The limited resources for the State’s general fund significantly impact the financial support coming to higher education. The Governor’s FY 2010 budget report to the State Legislature revealed that state revenues had dramatically decreased. Fortunately, reserves were available, and state policy makers used them to cover significant revenue decreases for FY 2009. Additionally, the federal stimulus package provided a three year window for fiscal stability for the State. Despite the State’s budget situation, one of the Governor’s budget goals is “a continued commitment to education in FY 2010.” However, there is no expectation that SDSU will receive additional state resources beyond the support of existing programs. With this reality, financial planning is even more important.

Planning begins at least 15 months prior to each fiscal year, which begins July 1. The SDBOR considers the fiscal realities of the State’s resources and sets guidelines that are used by all campuses. In the past decade, the resource base for the University has shifted from state support to greater reliance on student tuition and fees, user fees, grants and contracts, and SDSU Foundation support. As shown in Figure 2-5, for the first time, the SDSU FY 2009 operating budget revealed that the combined student tuition and fees total of \$50,830,060 exceeded the State’s general fund appropriations of \$46,217,693.

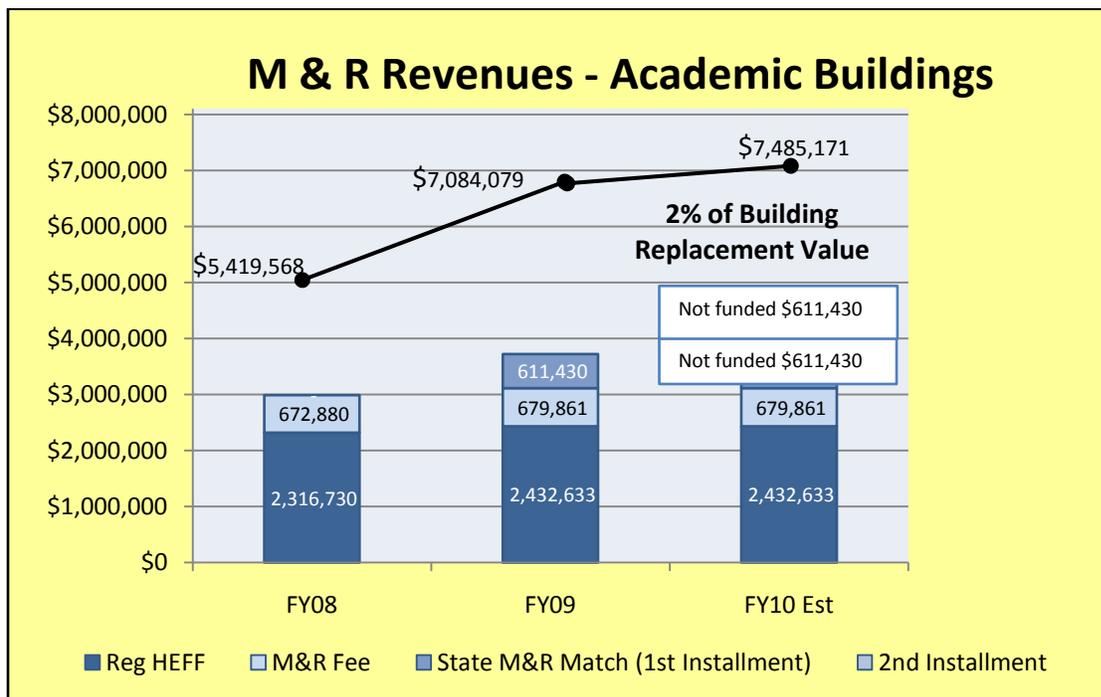
Figure 2-5 Fund sources for SDSU – FY 2009



Maintenance and repair

Energy costs continue to rise across the nation and SDSU's utility expense is no exception. For FY 2010, the utility budget is \$3,035,618 while the actual costs are estimated at \$4,721,531. Additionally, while maintenance and repairs are included in the cost of new buildings, State appropriations have not kept up with maintenance and repairs for older facilities. In 2008, the State legislature agreed to provide funding to move the University's maintenance and repair budget closer to the norm of 2% of building replacement value. In FY 2009, the University received an increase of \$611,430 for facility maintenance, part one of a four phase increase. This was an important first step to restore state funded maintenance that had been discontinued more than 30 years ago. Unfortunately, due to the current economic situation, these funds were not part of the FY 2010 budget, and it is anticipated that the funds will not be replaced.

Figure 2-6 M & R revenues: Academic buildings



Note: HEFF: Higher Education Facility Fund

The SDBOR has full authority to set tuition and fees for all of the institutions under its control, and SDBOR policy limits these increases to the rate of inflation, unless approved for specific initiatives. These tuition and fees increases complement the state funds, and until recently, the University has been able to meet many of the major budget challenges. These funding sources were particularly important for operating expenses and a salary competitiveness package that yielded a 20% increase in faculty and exempt staff salaries from 1999 to 2002. A salary enhancement fee continued to contribute 1% additional funding to the State's salary pool each year from 2003 to 2009. By special action of the SDBOR, the SDAES and the SD CES salaries have also participated in the increases.

Considering the current economic climate, the trends of decreased state resources and of increased reliance on tuition, fees, and local funds to support higher education will continue. This has an impact on planning, budget preparation and resource allocation at the university, college and department levels. For example, the revenue from class laboratory fees remains with the department or college. Laboratory fees are an increasingly important source of departmental funds that requires revenue projections. Another impact of

the shift in revenue sources from state appropriation to tuition and fees is the increased emphasis on charging discipline fees for high cost programs such as nursing, pharmacy, and engineering.

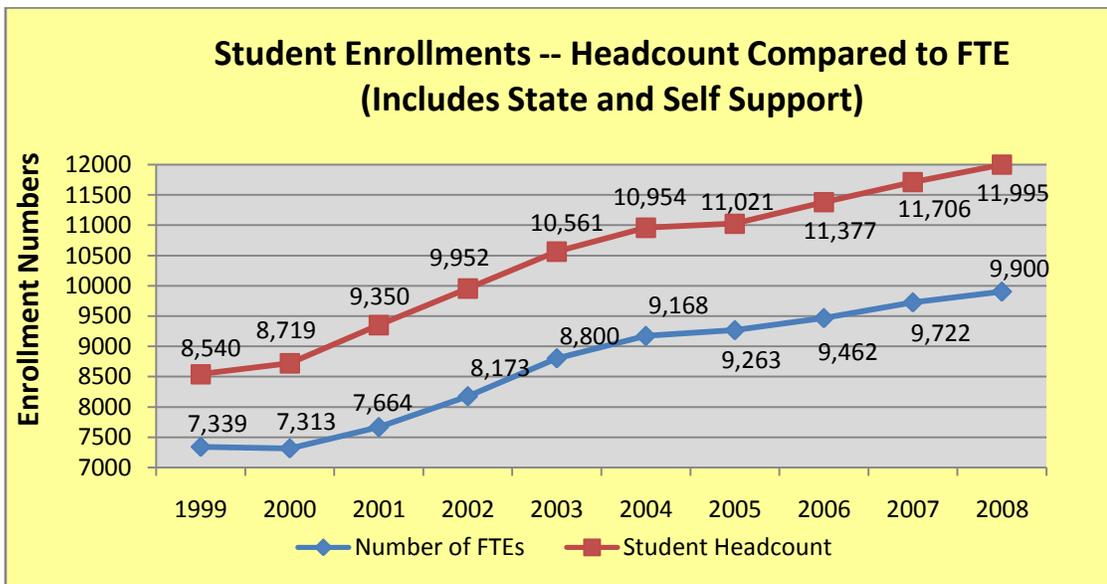
Evolution of funding models

From the mid 1970s until 1996 the legislature funded faculty positions for the SDBOR and the University through a traditional student credit hour-based formula model. As enrollments grew, state appropriated resources for faculty grew. In 1988, the Governor and Legislature decided to fully fund the “formula” and SDSU gained over 100 faculty positions from 1989 to 1995. As enrollments declined in the last half of the 1990s, the SDBOR and state policy leaders agreed to discontinue formula funding, and base appropriations were “frozen” at that level. However, until FY 2010, the State Legislature continued to fund employee salary increases and state benefit costs.

Beginning in 1996 under the new “resource compact,” the SDBOR initiated performance funding and also allocated the net tuition to campuses as enrollments grew. This approach meant that allocations to campuses grew only when the tuition pool grew. A once-every-five-year “reset” of the allocation was also established. Since the SDBOR disbursed all tuition revenue from a common tuition pool, as enrollments declined, the tuition pools declined and related allocations also were reduced. Because SDSU’s student enrollments declined from 1995 to 1999, SDSU received fewer resources.

Since 2000, SDSU enrollments have grown and resources from the SDBOR tuition pool were made available. The following table shows 10 years of enrollment changes on both a full-time equivalent (FTE) and student headcount basis. The increases in enrollments and credit hours have provided, and continue to provide, additional tuition and student fees resources which are used to add faculty and instructional support staff. The University’s distribution decisions are made based on enrollments and credit hours generated as well as college plans for program enhancements, accreditation requirements, and student needs such as advising.

Figure 2-7 Student enrollments -- headcount compared to FTE



In FY 2008, the SDBOR again initiated a major change. Since then, an institution’s resources are directly controlled by the University’s own gain or loss in tuition revenue. The result of this change means that the

incremental, annual tuition allocation is driven by each credit hour gain or loss from the established base. If there is a gain of one credit hour from one year to the next, the University is allocated that gain in tuition revenue. This model is expected to continue during these periods of tight resources.

As resources became available for FY 2009 and FY 2010, thirty additional FTE positions, all funded by tuition, were added to the academic units and are now considered part of the base budget. In prior years, positions were added to student affairs to support student enrollment, and as self-support and related programs increased, the Office of Continuing and Extended Education was formed to focus on distance education and outreach efforts.

New programs, especially graduate programs, strategically aligned to the State's 2010 Initiative were proposed and funded with direct state appropriated funds. These included doctoral programs in electrical engineering, computational science and statistics, and pharmaceutical sciences.

The current model has resulted in the need to refresh plans for instructional resource allocation and to assess the outcomes of planning processes. The institutional administration realizes that resource identification is an integral part of the planning process. Plans that do not consider and integrate fiscal reality do not adequately prepare the institution for the future.

Budget planning processes and alignment

The University's team strategy engages the expertise and commitment of the campus community that works toward common goals and mutual accountability. The decentralized financial structure allows planning and budget resource deployment at the department head and dean levels, thus providing budget flexibility that will increase student learning and improve curriculum management.



SDSU has a well established budget planning process, and priorities are based on a continuous budget evaluation, academic and administrative program needs, and available resources. Annual budget hearings take place with deans, unit directors, and the appropriate vice president. In addition, management groups meet regularly to discuss current institutional issues, new directions, and financial matters. These groups include the President's administrative staff, the Academic Council, Dean's Council, and administrative directors.

As noted, program planning priorities have budget implications which cannot be met without solid financial planning. For example, the addition of any new academic program or major includes a discussion of resource needs including personnel, operational expenses, library, and media resources, equipment, and space needs. Program implementation does not begin unless there is a financial plan in place with corresponding resources identified.

Another example of budgetary and planning linkages is demonstrated by the grant application process. Institutional financial match for grants, space needs for grant-funded projects, and any other institutional resource commitment that is part of a grant application receives a thorough review prior to final signoff and submission. Grant and contract proposals are reviewed by both the pre-award and post-award staff.

Campuses under the SDBOR system are continually asked to review processes and procedures in order to be more efficient. The *Banner* financial management and human resources software and *PeopleAdmin*, online employment and recruitment software were implemented two years ago under a shared service model. While the long-term goal is increased efficiency, the implementation has in some cases shifted the burden to others and has caused stress for everyone. All faculty, staff and students now need to understand some elements of the technology in order to document their time and effort on-line (hours worked); this is made more complex if an individual has multiple positions or is an hourly employee. Additionally, grant budget monitoring and all reporting capabilities continue to be burdensome. As time passes and understanding increases, processes will continue to improve. However, additional time is needed before everyone is comfortable with the new system and its processes.

Currently, there is uncertainty in South Dakota regarding future tax revenues and how this will affect higher education. SDSU will continue to rely on its planning and budgetary processes to meet the challenges of reduced and scarce resources. Program reduction, reprioritization, and other strategies such as realignment of staff responsibilities will be implemented to meet any budgetary challenges.

Planning and resource allocation: Recent examples

Academic program budgeting

Developing an allocation plan for academic programs involves an annual process of budget hearings with cabinet level administrators and respective vice presidents. While the focus may change from year to year, recent emphases have targeted budget pressure points caused by enrollment growth, accreditation needs, and issues such as technology, space, laboratory resources, support staff, and staff salary equity.

Based on sound planning principles, financial analysis, and relevant employment data for graduates in the State and region, new academic programs requiring significant resources have been approved, including the Doctorate in Nursing Practice, a BA/BS in Architectural Studies, and the Master's of Architecture degrees. Funding for these new programs comes from existing resources and new fees. Planning processes are in place to evaluate fee-based revenue streams that will support the new programs, thus assuring that the tuition and fees rates will not prevent successful implementation.

Faculty professional activity

Historically, SDSU has emphasized the teaching component of its mission. Responsibilities for faculty include teaching general education, undergraduate, elective, and graduate courses. Faculty assignments are based on 15 units per semester; typically, this is divided to reflect 12 units of teaching and advising (equivalent to four 3-credit courses) and three units of research, scholarship, creative activity, and service.



With the recent growth in enrollment, emphasis on scholarship as a result of the strategic planning process, and increased opportunities and funding for research, the professional assignments of faculty have been reconsidered. The enrollment pressure and the need to staff courses combined with the additional opportunities for research have challenged the University.

Enrollment growth has necessitated the hiring of graduate teaching assistants (GTAs), temporary part-time and full-time faculty to meet the demands. Under the supervision of faculty mentors, GTAs are assigned responsibility for courses with multiple sections (e.g., ENGL 101, Composition I) and laboratory sections. Additionally, part-time and adjunct faculty are hired to teach one or two sections on-campus as needed. At UC, faculty are assigned 15 units of teaching responsibility per semester, because there are no service or scholarship responsibilities.

Various strategies are used to meet the research opportunities and to encourage proposal writing and development:

- Faculty responsibilities are re-directed to enable faculty to commit larger amounts of time to research and scholarship.
- As grant funds are received, the recipient faculty member's teaching responsibilities are assigned to other faculty, or new faculty members are hired, if possible.
- Curriculum management has been strengthened. Section sizes have been increased and small sections are either combined or placed on a rotational schedule and not taught each term. These adjustments make it possible for some faculty to have more time for scholarship.
- Additional funds are being sought through the SDBOR for research positions and centers.

While adjustments have been made to faculty assignments, many faculty continue to teach more classes than is typical of Carnegie peers.

Technology

Funding technology continues to be a challenge. Through the planning process, methods were identified whereby all units share in the costs. For example, port charges for computers, printers, and remote devices are shared networking expenses. In the past, the priority for the wireless services was tied to the academic programs that require laptops (i.e. biology, graphic arts). Recently, a wireless campus environment was added to the technology planning agenda. The SDSU plan creates a device-neutral infrastructure and provides funding for faculty development that will increase adaptation and innovation. In spring 2009, a new fee of \$6 per credit hour was approved to fund the AL Cloud initiative. This fee will provide \$1.5 million in new resources per year for infrastructure and faculty development. Additionally, the SDSU website is being revised, with the new site and related pages being launched in the summer and fall of 2009.

Human resources

SDSU operates in an environment of limited resources, which is reflected in faculty and staff hiring patterns. In comparison to peer institutions, the administrative structure is lean. In the 1990s, the SDBOR required the institution to reduce administrative positions and move them to faculty and student support classifications. Recently, new faculty positions were added, and through a restructuring of existing positions, the institution has been able to meet the demand for services.

The University may request FTE staff and associated funds in the annual budget process. This request is forwarded as part of the SDBOR budget request and may be approved as part of the State's appropriation. This process has worked well, and since 2004, nearly 100 FTE positions have been added.

Campus Master Plan

In 2002, using broad based campus and community groups and an external consultant, the University developed a [Campus Master Plan](#) that established the framework for the placement of buildings, roads, sidewalks, and campus services. In the past decade, the University completed many facility improvements including infrastructure replacement, heat and electrical upgrades, and new construction.

In 2008, the Campus Master Plan was refreshed to encompass the “look” of the campus in the year 2025 and is used to determine the appropriate placement of infrastructure, student services facilities, classrooms, and research facilities (including livestock facilities). The plan was instrumental in developing a coherent approach and a financial plan for new construction, facility remodeling, maintenance and repair, and other facility enhancements. Currently, nearly \$100 million of projects are in progress.

Along with the Campus Master Plan, the [1991 Property Acquisition Plan](#) was updated. The SDBOR property acquisition process is driven by a plan that identifies specific property needed for the future. Following approval by the SDBOR, the institution is authorized to purchase the property. At times, purchases are accomplished through an intermediary entity such as the SDSU Foundation or the State College Development Association. This acquisition process has been used extensively in the past 10 years to add to the University’s property as related to the mission and its long range plan.

Residential life and food service facilities

Most of the residence halls were constructed between 1958 and 1969 and are of “double-loaded corridor” design. In 2002 a residential facility resourcing plan was developed that provided new fixtures for all residence hall rooms, enabled the remodeling for private shower and toilet facilities, and provided funding for the construction of Caldwell Hall, a suite-style residence hall.

In mid-2008, a comprehensive plan for future residence hall and dining facilities was developed using two nationally recognized consultants (Exhibit 2.1). This plan was presented to the SDBOR in October 2008 and received high praise for the comprehensive analyses of the existing system, future needs, and a proposed financial model to ensure success. In April 2009, the SDBOR approved the financing model to build a new 408 occupant "pod" style residence hall in three separate buildings that will provide undergraduate housing and to provide amenities to existing facilities. Additionally, approval was granted to remodel Larson Commons food service facility and to construct a major food service addition to the Student Union. In addition to student leadership, the 2008 team effort included the leadership and staff of the Offices of Finance and Budget, Student Affairs, Facilities and Services.



Facility financing

To address remote and inadequate facilities for campus health services and counseling center, a planning process began in the mid 1990s that incorporated these functions into the new Wellness Center facility plan. The absence of external financing for the health and counseling space necessitated a plan to find the resources to pre-fund the construction costs. When the project began, the \$2 million for the health and counseling needs of the facility were fully escrowed by internal resource allocation from the previous ten-year period.

Financing new facilities has become more dependent on private resources. Through a partnership of the SDSU Foundation, the University has been able to leverage the limited Higher Education Facility Fund (HEFF) (resourced by 20% of the student tuition receipts) with private resources to build the new Avera Health and Science Center and the Electrical Engineering and Computer Science facility, the latter being paid for entirely by private funds. Clearly, the Campus Master Plan has been a useful tool in the growth of SDSU.



Athletic facilities

In 2004, the Athletic Department completed a facilities placement plan. This plan was used in the site development of Heuther Field (baseball field), a softball field, a soccer practice field, the Nathelle and Lawrence DeHaan Equestrian Center, and phase one of the Dykhouse Student-Athlete Center which scheduled to be completed in fall 2009 with future phases developed, when possible. The plan will be updated in the next fiscal year. Funding for construction of these facilities varied and included a combination of private donations, fees, and other sources.

South Dakota Agricultural Experiment Station (SDAES)

In 2007, the Director of the SDAES/Associate Dean of ABS reported a lack of resources to meet operating expenses (OE) for the research units which limited the accomplishment of the research agenda. Typically, appropriated funds were used so that a research unit had well over 90% of its resources in research and support staff salaries and had few resources to cover OE. SDAES is currently in the third year of a four-year plan and has redirected nearly \$2 million that supported staff salaries to operating expenses. Now these salaries are either funded within project budgets, by grant and contract resources, or if not justified, eliminated through the use of staff vacancies and shifting salary fund sources. Termination of support positions is seldom used as a method of reduction.

By FY 2009 some units had reallocated a minimum of 10% to 15% of their resource base to OE. The process continues in FY 2010. Ten new faculty research positions were added to SDAES from this internal redirection, thus strengthening the research capability in an environment where no new state resources are available.

Faculty members are the grant proposal writers and are crucial to the improvement of research competitiveness. Since 2004, the number of research proposals submitted and awarded has increased, expanding the research base and making SDSU more competitive in the research arena. Positioning the University to increase research opportunities is the goal of the SDAES. Several key considerations in the development and implementation of the plan are:

- Emphasizing ability to secure external financial resources,
- Making SDAES more competitive in the grants arena,
- Reallocating funds for improvement of research capabilities including infrastructure,
- Rewarding grant proposal writing successes,
- Improving the SDAES activities for a more attractive environment to prospective employees.

South Dakota Cooperative Extension Service (SD CES)

During the past five years, the SD CES has undergone several changes to make it more effective, efficient and integrated in its informal educational role. The current structure of the SD CES reflects the following changes:

- Program leader positions were eliminated from the SD CES administrative structure and department heads provide leadership. Also, the ABS communications unit will merge with University Relations, the University's communication office, to provide a broader range of services.
- South Dakota is now divided into four districts with the District Extension Directors (DED) living within the district boundaries. This alignment provides more direct contact with the extension educators, assists with supervision, and increases statewide programming efforts.



Integrating SD CES specialists into the teaching and research components of the University reflects its emphasis on traditional programs. The integration expands the knowledge base of faculty and complies with the United States Department of Agriculture, Cooperative State Research, Education, and Extension Service (USDA CSREES) plan of work as prescribed in federal legislation. (Note: CSREES will become the National Institute of Food and Agriculture by October 1, 2009.) This existing structure is currently under review and some revisions may be proposed.

A multi-disciplinary approach to SD CES programming and research efforts strengthens the programs provided to the citizens of South Dakota. For example, the food safety program not only provides instruction on safe handling of foods by consumers, but also incorporates breeding genetics and dietary needs of the animals, including feedstuffs and water, animal health, safe processing, production, and distribution of the finished product. The analysis of one glass of milk involves faculty expertise in food safety, animal science, dairy science, water quality, facilities engineering, and plant science. This cooperation provides a rich and cross-disciplinary educational perspective.

Compensation

Compensation of employees, especially faculty, continues to be a concern. The State recognizes that employee compensation is important to the recruitment, retention, and motivation of employees. The State is an important partner, and in the past salary and employee benefit health insurance increases for those individuals funded by the State's general fund were fully funded by state appropriations. For employees not funded through state appropriations, the SDBOR provides tuition and fee increases to accommodate the resource needs for salary and benefit adjustments.

In the past 11 years, the SDBOR worked to increase the salaries of faculty and exempt staff. Beginning in FY 1999, the Salary Competiveness Plan was implemented to increase overall salaries 7.2%, 6.1%, and 6.1%, respectively for a three year period. This plan included a special student fee, approved by the students, that assisted with funding. Since then, salaries have increased and have included an additional 1%

salary adjustment funded by the student fee. Since FY 2002, salary pools have ranged from 3% to 4.5% and held steady at 4% for the last three years. In the past, the salary policy was a significant factor both in recruiting new faculty and retaining existing faculty. However, because of limited state resources in FY 2010, there was no salary increase for faculty or staff. While clearly detrimental, the extent of impact on faculty and staff recruitment and retention is unknown at this time.

As programs are added or changed, the University remains positioned to provide the human resources to deliver programs, to maintain specialty accreditations, and to retain its educational leadership position in South Dakota and the region.

Examples of successful planning initiatives

Collectively, the achievement of planning goals has provided momentum and a sense of excitement on campus. The following examples are some of the most notable in the past several years:

Movement of Intercollegiate Athletics to Division I and Title IX compliance

In 2000, SDSU began exploring the possibility of moving from National Collegiate Athletic Association (NCAA) Division II to Division I (DI). With a favorable feasibility study, SDSU began a five-year transition that focused on compliance with DI rules and on successful completion of the athletic certification process.

The institution has a long history of commitment to women's athletics and increased compliance with Title IX. During the transition to DI, SDSU worked aggressively toward Title IX compliance. Among the many steps completed are the following examples:

- Women's soccer and equestrian were added resulting in an increase of 71 female athletes;
- The number of women's coaches increased by six FTE;
- Women's athletic scholarships increased by 63.5 full scholarships;
- Women's swimming, cross-country, and track and field rosters increased, resulting in an additional 38 female athletes;
- An equestrian practice facility and a softball field were added;
- Women's sports programs in golf, swimming, and tennis were maintained without sacrificing men's sports programs.



Additionally, in 2004 the SDBOR approved a multi-year plan for SDSU to become fully compliant with Title IX provisions. Financial, facility, and recruiting goals were established. Because the University was in transition to DI Athletics at the same time, the Athletic Department and the University faced huge challenges in meeting the SDBOR goals within the established time frame. Once the SDBOR goals were announced, failure to comply would have been a major setback for women's programs and a public relations dilemma. Students and the SDBOR aided the efforts by supporting increases in student activity fees that were designated for women's sports.

In 2008, SDSU completed the transition to NCAA DI and joined the newly named Summit League (previously MidContinent). A five-year plan to add coaches, support staff, and athletic trainers was developed, and resources have been identified to implement the year one component in FY 2010.

International Affairs

SDSU is committed to building faculty and students' knowledge and skills in global competency. In 2005, the Office of International Affairs was renamed and the director's position was increased to full time. Additionally, \$70,000 is provided for faculty development and student international experiences that enhance the integration of global perspectives into the curricula. International agreements have increased, and SDSU has joined four consortia, discussed in core component 1b, that provide expanded opportunities to students.

Honors College

To increase status and visibility, the Honors Program became the Honors College in 1998. The honors curriculum was expanded to provide more courses and to recruit more students into the Honors Program. In 2008, the part-time Dean of the Honors College retired and a full-time dean was hired. The College has recently moved to the H.M. Briggs Library to enhance visibility and accessibility.

Office of Research and Sponsored Programs

The Office of Research and Sponsored Programs (ORSP), formerly part of the Graduate School, was moved into a distinct facility with expanded staffing and services. The separation of mission and function enhances services to the University community in areas of research development and external funding. This Office is covered more completely in core component 4d.

Re-organization of Academic Colleges

Beginning July 2009, the College of Education and Human Sciences was established combining the Colleges of Education and Counseling, Family and Consumer Sciences, and the Department of Health, Physical Education and Recreation. This new college creates a critical mass of faculty and students and brings together colleges and programs with similar missions. Continued assessment and evaluation of the programs will occur in FY 2010.

Evaluative summary: Core component 2b

The State's economy has been strong in support of public higher education. In the past decade, the Governor and Legislature have increased appropriations to the institution. New graduate programs linked to the State's economic development have been funded, research initiatives have been resourced, and appropriations for maintenance and repair have increased. While the increases have been modest in comparison to SDSU's needs, it is understood that the State has modest resources, and its tax structure is not able to support large budget increases.

Prior to FY 2010, no state budget reductions were imposed on the institution. However, for FY 2010 a legislative reduction of over \$1 million from base funds occurred. At the same time, the SDBOR approved a tuition and fees increase to cover the nearly \$500,000 shortfall in the instructional budget. The University also had received an increase of \$611,430 in FY 2009 for the State's share of facility maintenance. However, these funds were also cut in the FY 2010 as part of the State's budget process.

The SDAES and SD CES experienced a collective \$600,000 cut. This caused the elimination of two FTE research faculty and approximately eight FTE in support staff positions.

Currently, there is uncertainty in South Dakota regarding future budgets and how the economic downturn will affect higher education. SDSU will continue to rely on planning and budgetary processes to meet the challenges of reduced and scarce resources. Program reduction, reprioritization, and other strategies such as realignment of staff responsibilities will need to be considered to meet the future budgetary challenges. To inform the campus community of the present budget situation, a town hall budget meeting was held in May 2009 to share the FY 2010 budget and identify future needs.

The complexity of SDSU demands attention to its resource base as it supports university personnel, facilities, teaching and learning, research, outreach, and service functions. Working with the SDBOR, its external constituents, students, faculty, and administration, the SDSU budget and planning process will continue to provide a vehicle to sustain the University.

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

Peer Institutions
University of Idaho, Moscow, ID
University of Montana, Missoula, MT
Montana State University, Bozeman, MT
New Mexico State University, Las Cruces, NM
University of North Dakota, Grand Forks, ND
North Dakota State University, Fargo, ND
Southern Illinois University, Carbondale, IL
Utah State University, Logan, UT
University of Wyoming, Laramie, WY
*Colorado State University, Ft. Collins, CO
*Kansas State University, Manhattan, KS
*Oklahoma State University, Stillwater, OK
*Stretch Peers

A comprehensive evaluation and assessment process provides a wide variety of data that inform programs, processes, and policies. Key components of the plan include benchmarking against peers, identification of performance measures based on the strategic plans, utilization of local and national surveys that collect information from students and faculty, academic program review, specialty accreditations, and feedback from constituent groups.

Internal administrative and senate committees evaluate the University’s current structure and processes and make recommendations for quality improvement and streamlining. Together, these practices inform planning and the improvement of programs and processes.

Benchmarks and performance measurement

A critical component of the strategic planning process is measuring progress toward goals. To assist in setting targets, SDSU selected 12 institutions to use as benchmarks to compare several important performance measures. Based on a number of common characteristics such as Carnegie classification, academics programs offered, total headcount, and enrollment profile, nine universities were selected as peer institutions. Based on the same variables, three land-grant universities with larger enrollments and a higher Carnegie classification were selected as “stretch” peers.

Strategic Planning Overview

During development and implementation of the [strategic plan](#), additional factors were considered, including enrollment, student retention, student-faculty ratio, pricing structure, foundation endowment, and graduate program offerings. SDSU continues to use peers for performance evaluation and progress.

In the same strategic planning process, [SDSU developed performance measurements](#). The indicators are evidence of quality, and they provide feedback to administrators and faculty. Each year, SDSU gathers necessary data to assess progress and evaluate the degree to which the University is successful in meeting its articulated goals. Additionally, all unit, college, and departmental strategic plans include a rigorous performance measurement plan for tracking progress toward goals. All operating plans from colleges, administrative departments, and academic support units follow the fiscal year running from July 1 through the following June 30. Once completed, the deans and directors are required to submit an evaluation of the annual operating plans by August 1 to their respective vice presidents.

Campus Master Plan and comprehensive campaign

Since implementing the strategic plan, SDSU has realized two additional benefits. First, the Campus Master Plan was updated and outlines the physical infrastructure needed to support attainment of strategic goals and to facilitate progress toward "stretch" goals. Secondly, the SDSU Foundation began a six-year comprehensive campaign with an early working goal of \$190 million. The fund-raising needs considered by the SDSU Foundation leadership were derived directly from the university, college, and unit strategic plans, specifically from their resource needs sections. Findings of the [SDSU Foundation Fund-raising Feasibility Study](#) show strong support for endowed scholarships, fellowships and faculty positions, new and revitalized facilities, and athletics.

National Collegiate Athletic Association Division I Athletic Certification

In 2008, SDSU's intercollegiate athletics program was certified with DI status by the NCAA. The notification culminated a five-year transition to NCAA DI membership. SDSU's intercollegiate athletics program met the requirements by complying with DI rules, by meeting minimum financial aid and contest scheduling limits, by engaging in a rules compliance review, and by successfully completing the athletic certification process. SDSU officials submitted an extensive [self-study](#) to the NCAA in the spring of 2007 and a peer-review team completed the site visit to the Brookings campus in October 2007.

Systems for collecting, analyzing, and using organizational information

Beyond the processes described already, many other data systems are accessed or maintained for decision-making purposes. Three key offices, Office of Institutional Research (OIR), Academic Evaluation and Assessment (AEA), and Records and Registration, provide oversight and maintenance of many of the data systems. In addition, the Finance and Budget and Human Resources Offices are involved, particularly with the Banner system, along with the Regents Information System and Administrative and Research Computing (ARC).



Office of Institutional Research (OIR)

The OIR provides annual reports not only to university committees and administrative offices, but also to individual faculty and staff. Available information includes: credit hours and FTE's generated by each program, department, and college for both state and self support tuition revenue; a [University Fact Book](#); and college and university retention data. The OIR also uses national surveys to provide data related to faculty salaries and professional assignments (workload).

- The College and University Professional Association for Human Resources (CUPA-HR) survey is used to evaluate administrative and mid-level staff salaries. Data are used to make salary adjustments as needed.
- The Oklahoma Faculty Salary survey is used to evaluate faculty salaries, to establish annual market increases, and to determine new faculty salary levels. Regression analysis is then used in overall salary policy determinations to pinpoint any outliers that may emerge within a program or department due to characteristics such as ethnicity or gender. Typically, equity adjustments are made to bring individuals to acceptable salary levels.

Records and Registration

Records and Registration provides services to faculty, including support for transcript analyses, graduation audits, and class rosters. The Office uses the *Datatel Colleague* system to monitor student data. This system not only fulfills student records and registration functions but also provides analysis of incoming admissions' data, admission rates, retention numbers, course drop/withdrawal rates, and other information important to improvement. Data are used to identify areas of concern and to design interventions as necessary. For example, data are used to identify the students who withdraw due to financial, medical, or personal reasons and to check for enrollment the following term. In many cases, these students are registered for classes the following term; however, for those students who are not registered, a personal contact is made to explain the readmission and enrollment process.

Budget and human resources

The Banner system is used by the Finance and Budget and Human Resources offices for financial information, personnel records, and hiring procedures.

Regents Information System (RIS)

The Regents Information System (RIS) assists with data collection and report generation. The OIR requests data from RIS to assist with system-wide reports including an annual SDBOR Fact Book, a semi-monthly report of new hires, the faculty salary survey, and various budget worksheets.

Office of Academic Evaluation & Assessment (AEA)

The Office of AEA provides annual reports to offices that are used to inform colleges, departments and units with planning and program improvement. These include:

- Entering Student Reports which contain American College Testing (ACT) score data and information from the CIRP Freshman Survey.
- Student Success at SDSU: Summary of Assessments includes pass rates for the ACT CAAP, Student Experience Survey, IGR and Globalization Survey, and Alumni and Employer Surveys.

Administrative and Research Computing (ARC)

While not preparing specific reports, [Administrative and Research Computing \(ARC\)](#) provides computer programming and facilitates access to student and faculty data that are used by other offices and individuals.

Use of data and feedback loops to support on-going improvement

External feedback

As noted earlier, the University gathers external feedback using a variety of approaches including visits with constituency and advisory groups. For example, the University's recent exploration of architecture programs revealed that the architecture community is concerned about the limited number of architects in South Dakota. Since no architecture program is offered in the State, an advisory committee was formed to explore the feasibility of adding architecture programs; these programs were recently approved.

Similarly, a concern expressed for more education and advocacy on green design and sustainable practices resulted in the establishment of a "Project Sustainability" advocacy group on campus. This group partnered with Koch Hazard Architects in Sioux Falls and recently co-sponsored the second [Plain Green Conference](#).

Many Colleges and units have [external advisory committee\(s\)](#) to provide feedback on curriculum, graduate needs, fund raising and development, and other issues related to planning. Additionally, the SD CES, off-campus research stations, and attendance centers are closely tied to constituent groups that provide input and advice.

Internal feedback

During his first six months in office, President Chicoine visited colleges and departments to present the strategic planning framework and to express his vision for the institution. These bidirectional exchanges allowed him to share his goals and to hear dreams and concerns expressed by faculty and staff.

The University uses various reports for decision making. For example, the [ORSP](#) provides quarterly and annual reports on external grant submissions and awards as well as grants and contract expenditures. These reports allow departments and colleges to track productivity and provide benchmarks when compared with peers. These data were used to inform college level strategic plans related to external funding goals. The SDSU Foundation provides annual giving reports as well as an annual report on endowments. As previously noted, this feedback provides information for peer benchmarking and future planning.



Other types of feedback loops are evident within the University. Multiple survey instruments are used to gather input from students, and a significant number of majors cultivate feedback from senior capstone courses, portfolios, exhibits, and performances. Senior exit interviews are another feedback channel. These one-on-one and small group interviews enable administrators and faculty to learn more about student satisfaction levels, to discover perceived program strengths, and to hear student suggestions for

improvements. For example, the former dean of the College of Family and Consumer Sciences conducted exit interviews with all graduating seniors each semester. The summarized results are one feedback loop for program review and improvement.

Many committees assess and evaluate data and provide the necessary feedback to improve institutional performance. Some of these committees include:

- Administrative Staff Meeting (ASM) is for senior administrators from the University, along with representatives from the SDSU Foundation and the SDSU Alumni Association, and meets weekly with the President to discuss university-wide issues of importance.
- The Academic Council is convened by the provost with deans and senior administrators from support areas. The Council meets once monthly to discuss issues of importance to the academic colleges and support units.
- The Dean's Council is convened by the provost with the associate vice president for academic affairs and deans. The council meets once monthly to discuss issues of importance to the academic colleges.
- The University Assessment Committee (UAC) evaluates assessment plans, instruments and processes for program assessment.
- The Academic Advising Advisory Committee supports and informs policy related to academic advising for students.
- The Enrollment Advisory Committee (AAAC) provides feedback to the Vice President for Student Affairs on enrollment and student services.
- The General Education Core Committee is activated by the Academic Senate when changes in the general education curriculum are needed.
- The Students' Association (SA) senators who are elected from colleges meet weekly during the academic year to oversee student governance at SDSU.



South Dakota Board of Regents committees

The [SDBOR](#) Executive Director and the Regents receive feedback from representative [councils](#) and other administrative groups such as the Council of Presidents and Superintendents, the Academic Affairs Council, Business Affairs Council and others. Members serve as liaisons to their respective campuses on related SDBOR policies and implementation.

Academic and administrative subunit reviews

SDSU has policies and processes in place for ongoing evaluation and assessment at all levels. The assessment process enables the institution to review its mission and strategies, evaluate the effectiveness of its policies and practices, and strengthen its effectiveness.

Accreditation and Institutional Program Review

SDSU is evaluated every 10 years by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA). The self-study process evaluates all aspects of the University, considering strengths, challenges, opportunities, and plans for the future. External reviewers add insights and suggestions for improvement.

SDSU programs are accredited by 21 discipline-specific agencies, associations, boards, and societies. Each reaccreditation requires a self-study process and a site visit by an external review team. SDSU's continuous improvement is testament to the value of conducting a self-study and inviting experts to campus to review the institution or program. SDSU has recognized the value of accreditation in meeting high levels of performance and is examining the possibility of discipline-based accreditation for additional programs in the next seven years ([Phase I](#), [Phase II](#) and [Phase III](#)).

The SDBOR requires all academic units to undergo [Institutional Program Reviews](#) (IPR) every seven years. The process mirrors that of accreditation in that an internal self-study is conducted regarding the unit's effectiveness and the quality of the curricula. The review goals are to ensure that the curriculum is current and challenging, resources are adequate, and faculty research and service are vibrant and relevant. Departments and programs may use the information to support their requests for additional resources. Recent IPR reports to the SDBOR are found in Exhibit 2.2.

In addition, each academic program at SDSU has an approved assessment plan designed to evaluate the effectiveness of the program in meeting its stated student learning outcomes. These assessment plans are monitored by AEA and the University Assessment Committee (UAC). Academic departments and programs provide annual reports of their assessment of student learning. Plans are reviewed every three years by the UAC to ensure they are current, relevant, and useful for program improvement. More information about academic assessment is found in core component 3a.

Faculty evaluation

All faculty members are required to complete the annual Professional Staff Evaluation (PSE). The PSE is due each January. The content of the PSE reflects faculty accomplishments and progress on goals, and establishes goals for the upcoming year.

Each academic department has created a "Standards Paper" which sets forth expectations for performance. Led by the Office of Academic Affairs, a university task force drafted the [Achieving Excellence in Faculty Roles](#) document that was distributed to faculty. From this source, each department developed a discipline-specific companion paper. These complementary documents provide faculty and administration consistent guidance related to expectations for performance for each role (teaching/advising; research, scholarship, creative activity; service), in each rank (e.g. instructor, assistant professor, associate professor, professor) by discipline.

A new component of the faculty evaluation process is the [Professional Development Plan \(PDP\)](#). Every tenured and tenure-track faculty member must have an approved PDP. The professional development plan should describe how the faculty member will organize his or her effort over a three- or six-year period in order to reach the expected levels of achievement.

Students are asked to evaluate instructors and courses at the end of each semester. All colleges at SDSU use the IDEA student rating system. This student input provides direct feedback to the instructor and creates benchmarks within and outside the University. Faculty may use these student responses in materials

submitted as part of the promotion, tenure, or evaluation processes. Other course evaluation techniques include syllabi and course material review, peer review of materials and/or teaching, and the videotaping teaching for self- reflection and peer feedback. More information about faculty evaluation is found in core component 3b.

Unit leadership evaluation

A newly created [administrative review](#) process was piloted in 2008. When fully implemented, this 5-year review process will examine the effectiveness and overall performance of deans, department heads and administrative directors beyond their annual evaluations.

Evaluative summary: Core component 2c

The institution has in place a comprehensive, multilayered, evaluation and assessment plan. A wealth of data and reports are available and used to impact policy, practices and decisions with a goal of on-going institutional improvement. SDSU needs to continue to clearly articulate and identify all assessment and evaluation elements with a goal of systematizing and aligning efforts to decrease any duplication. Such a review would also increase the ease at which data can be accessed and used for continuous improvement.

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

In the past three years, planning has been strengthened at SDSU, resulting in uniformity at all levels of the University. Mission-driven planning is the basis for budget allocation, new program creation, time allocation to meet strategic priorities, and staffing decisions that provide critical resources around priorities. An inclusive and on-going planning process continues at the institution.

Planning aligned to mission

The University strategic plan, *Achieving National Distinction, Strengthening Local Relevance*, clearly lays out the mission, vision, values, goals, and priorities for SDSU. This University's mission document drives all strategic planning, and all planning documents referenced in this chapter uphold the mission and vision of the institution. SDSU has made significant gains in planning; current University leadership has put in place a highly coordinated planning effort. Colleges and other units submitted strategic plans in late 2007 that are aligned with the university plan and follow a common format. These documents were reviewed by the appropriate vice president and revisions made to strengthen the documents. Once revised, these plans were posted to *InsideState*. Strategic planning for the University is now on a common timeline, follows a similar format, and is aligned with the university mission.

Planning aligned to budgeting

Planning and budgeting are clearly linked. In each planning document, resource needs are identified. In many cases, resources are available within a college/unit and may be reallocated or realigned to meet strategic goals. During annual budget meetings, plans are reviewed and central budget needs are identified. To the extent possible allocations occur that enable units to meet planning goals. For example, when nearly

30 new FTE were made available summer of 2008, strategic plans became the driving force for decisions related to FTE distribution among colleges. Deans prioritized needs from their planning documents, and these priorities served as the basis for the allocations. In college and unit strategic plans, resource procurement strategies are identified to fund priorities. These included reallocation of base dollars, generation of new dollars through grants/contracts, and private fund raising.

Beyond the University's budget, capital campaign goals were derived from a comprehensive analysis of all planning documents. Once strategic plans were submitted, all units, central administration, and foundation leadership created a comprehensive list of needs. These were then translated into campaign goals. In some cases, goals included specific facility projects. In other cases, campaign goals were a summation of needs from all units such as scholarships, endowed chairs, or graduate assistantships.

Strategic plan aligned to mission

Each college and unit submitted annual operational plans on July 1, 2008 which further divide the five-year strategic plans into year-by-year operational plans. At the conclusion of each year, an annual report is submitted that outlines the degree to which annual goals were met. Cumulatively, annual operating plans become the full implementation of the five-year university strategic plan.



Some changes have been made to meet strategic priorities. For example, re-organization is occurring to address strategic priorities (e.g. university communications, re-conceptualizing academic colleges including the new College of Education and Human Sciences, or creating cross-cutting disciplines into units such as Management Sciences). Strategic plans will be revised to accommodate these new structures.

Planning is dynamic at SDSU. Plans are updated to accommodate changes within the institution or the surrounding environment. While plans were created for a five-year time period, updating is expected and encouraged in order to reflect operational and structural changes.

Likewise, SDSU monitors the external environment. Advisory committees enable the University to stay connected to the external environment. The SDBOR staff works closely with the South Dakota Legislature and other entities and continuously feeds information back to the higher education system. As changes occur within the State or beyond, institutional planning will accommodate these changes.

Planning processes

During the creation of the university 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 website was also made available for those external to the University. As part of the Foundation Capital Campaign Feasibility Study more than 2,000 alumni and friends were surveyed in order to gather their input for the University's future direction.

The feedback received was used to develop the final version of the planning document. A variety of processes were used by units as they created unit-specific plans. Faculty involvement varied by department and college. Faculty task forces or planning groups were common methods for creating college and other unit plans. In many cases, strategic planning committees monitor plans, make changes as needed, and are responsible for accountability reports. A large number of external advisory committees exist within units to provide feedback to planning.

Evaluative summary: Core component 2d

All planning documents are grounded in the SDSU mission. The most recent planning activities have fully embraced the need to link the mission with strategic goals and budget allocations. Current planning processes also recognize the need to seek input from internal and external constituencies.

Evaluative summary and recommendations: Criterion 2

While SDSU has had planning processes for many years, planning has been taken to a new level under the leadership of President Chicoine. The current plan, [*Achieving National Distinction, Strengthening Local Relevance*](#), was created in 2007-2008 using a highly engaged process both internally and externally. The website on planning provides evidence of the planning documents created throughout the planning process.

Planning is conducted at many levels, but it starts at the State level with planning documents that include the Governor's 2010 Initiative, through the SDBOR's planning documents and then to the campus level. Planning efforts include strategic planning, campus master planning, technology, diversity and college and unit plans. The many planning processes are connected and provide a deliberate and thoughtful process where external forces are integrated into strategic goals and priorities. From these goals, strategies are created and resource allocation, including the budgeting process, is aligned. As the institution moves forward with planning, the campus is becoming more aware of planning and more skillful in creating and using plans in a comprehensive way and in holding the institution and its units accountable for the implementation of the plan.

SDSU employs several robust strategies to evaluate its institutional effectiveness and to provide information needed to support continuous improvement. Comparisons are made on a number of indicators with 12 peer institutions (selected because of strong reputations for quality and compatibility with mission). Academic review processes include specialty accreditations for selected programs and Institutional Program Review for all academic programs every seven years.

SDSU leadership has identified performance measures that indicate the extent to which the institution is making progress toward its strategic goals. Annual measurement will be charted for internal and external feedback. Many other assessments are conducted on a regular basis on factors ranging from learning outcomes to faculty compensation and professional responsibilities, to overall satisfaction. Findings from these instruments are widely distributed and influence policies including annual compensation, professional assignments, learning outcomes, student activities, and general education requirements. As reported, the emphasis on assessment has had a profound impact on the University, and many annual processes are now directly tied to strategic planning.

Planning enables SDSU to be more deliberate about intentions and actions and helping the institution to change in ways that are beneficial to students, stakeholders, and the State. Planning has helped SDSU become more responsive and more accountable. The recently identified performance measures are evidence of the institution's desire to measure progress on planning and report these both internally and externally.

Perhaps the greatest challenge to SDSU is its need to mature in this process. While the institution has had various plans for many decades, the process has been taken to a new level in the past two years. The new level includes using benchmark data to help create competitive goals, performance metrics for accountability, breaking five-year strategic plans into annual operational plans, and reporting these in an annual report. In addition, the institution is working diligently on integrating planning documents into a seamless planning effort. For example, the university planning documents were used to create fund raising goals in the comprehensive campaign. Likewise, the planning documents were highly influential in the 2008 update of the Campus Master Plan and standards documents.

The institution will also continue to be challenged by current economic conditions. There is uncertainty in the State in regard to future budgets. SDSU will need to continue to rely on its planning and budgetary processes to meet the challenges of limited and potentially reduced resources. The evidence presented demonstrates that SDSU meets the core components for criteria 2.

Based on the findings of the self-study, the following are recommended:

1. Continue to mature in planning and in particular in implementing a comprehensive planning model which includes full integration, seamlessness across plans, accountability measures, and budget implications.
2. Increase the level of transparency in the planning and budgetary processes. Reporting on progress to internal and external constituents is critical to gain buy-in and support for SDSU.
3. Increase access to and visibility of the University's assessment and feedback loops.
4. Work with the SDBOR staff to ensure understanding of the complexities of a research land-grant institution and the need for policies which allow for responsiveness to opportunities that emerge.
5. Investigate possible strategies to ease the burden of specialized faculty and researchers related to management and administrative duties as a result of new financial and human resources software.
6. With the increased emphasis on assessment and performance measures as related to strategic planning, investigate ways to reorganize data gathering and management processes so that greater coordination can be achieved in the gathering and use of data.
7. Review the administrative structures relative to diversity, multicultural enhancement, and international issues to streamline reporting structures, identify the point of contact for students and faculty, and create synergy for recruitment and retention.

CHAPTER 3

CRITERION THREE:

STUDENT LEARNING AND EFFECTIVE TEACHING



South Dakota State University
HLC-NCA Self-Study



CHAPTER 3

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.

Introduction

Goal one of the South Dakota State University (SDSU) strategic plan, *Achieving National Distinction, Strengthening Local Relevance*, emphasizes “academic excellence.” This goal encompasses the educational purpose of the University that is to provide not only rich opportunities for improving student learning but also an environment and support services designed with student learning as the center of its activities. As part of the self-study process, SDSU faculty and staff were asked to study the concept of a learning focused organization, using the framework outlined by the Higher Learning Commission of the North Central Association (HLC-NCA). An additional committee, Evaluation and Assessment, concentrated on these overarching concepts as related to the University’s academic programs and as a whole.

The [Learning-Focused Organization Cross-cutting Theme Committee](#) concluded that learning needs to be placed at the center of all activities and decisions. Instruction is based on outcomes that recognize prior learning and connect learners’ understanding of theory to practice. Effective learning environments involve teachers who recognize the importance of using multiple teaching methods to support individual and cultural variations in the way people learn.

Student learning outcomes (SLOs) are defined and qualified program faculty deliver a sequenced curriculum with clear, reasonable, and challenging expectations. Assessment plans are developed, implemented, and used to inform program improvement. Additionally, the faculty are supported in their efforts to enhance the curriculum and learning environments, whether on or off campus.

Traditional classrooms, laboratories, and hands-on learning environments are enhanced by technology and electronically delivered courses and programs are available. Additionally, enrichment activities and support services augment and enable student learning.

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

SDSU is committed to sound assessment practices and has clearly stated goals for general education and all undergraduate and graduate programs. Sound assessment starts with clearly articulated SLOs which bridge the mission and purpose, the methods of teaching, assessment tool development, data collection, interpretation, and revision. Student outcomes are developed and assessed at multiple levels, including the classroom, program, and institutional levels. Student learning occurs both formally and informally in many venues through both academic and co-curricular programming.

Student learning assessment

The University’s mission is defined in the [South Dakota Board of Regents \(SDBOR\) Policy](#) and has remained consistent; however the strategic planning process ensures relevancy over time. The most recent [strategic planning document](#) outlines institutional goals and objectives which are accomplished in tandem with the outcomes articulated by the SDBOR. As part of the SDBOR system of higher education, [SDBOR Policy 2:11](#) drives assessment by universities. SDSU creates and implements an assessment plan which incorporates a variety of tools to assess learning at entry, at mid-program, and at program completion.

Assessment that applies to all SDSU students is facilitated by the [Office of Academic Evaluation and Assessment \(AEA\)](#). The Office coordinates institutional level general education assessments, validation of credit, academic program assessment, initial course placement, Institutional Program Review (IPR), and various student and faculty surveys such as the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program (CIRP) Freshman Survey, the Faculty Survey of Student Engagement (FSSE), the Higher Education Research Institute (HERI) Faculty Survey, and the student opinion surveys.

For incoming students, assessment includes the American College Testing Program, Inc. (ACT) test and ACT COMPASS, which guide advising and placement in mathematics, English, and reading. The CIRP Freshman Survey is administered to the incoming first-time, full-time students. These tools provide academic data and basic information about first-year students. For some students, entry-level assessment includes an evaluation of prior learning that builds upon previous education or life and work experiences.

General education learning outcomes

In 2005, following an extensive review with institutional input, the SDBOR developed the common system general education requirements (SGR), related goals and student learning outcomes (SLOs). The seven SGRs include written and oral communication, social sciences/diversity, humanities and arts/diversity, mathematics, natural sciences, and information literacy. As an example, the SDBOR outcomes for Social Sciences/Diversity state:

As a result of taking courses meeting this goal, students will:

1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts,
2. Apply selected social science concepts and theories to contemporary issues,

3. Identify and explain the social or aesthetic values of different cultures.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following:

1. The origin and evolution of human institutions,
2. The allocation of human or natural resources within societies,
3. The impact of diverse philosophical, ethical or religious views.

Course syllabi were reviewed to ensure rigor relative to the SGRs while allowing flexibility for faculty and program distinctiveness. This review ensured that the required SLOs, appropriate learning activities, and assessment strategies were incorporated. Any changes to the general education course listing must be approved by the SDBOR. The general education goals and SLOs are explained more completely in core component 4b.

Through the work of an Academic Senate committee, SDSU developed mission specific [Institutional Graduation Requirements \(IGRs\)](#). These IGRs, advanced writing and globalization requirements reflect the outcomes important for SDSU graduates. Again, courses syllabi were examined by curriculum committees to ensure that the required SLOs were included and assessed. System and institutional goals, learning outcomes, and approved courses are included in the current [Undergraduate Programs Bulletin](#).



The SDBOR selected the ACT Collegiate Assessment of Academic Proficiency (CAAP) exam to assess general education competencies in writing, mathematics, reading, and science reasoning. Direct assessments of information literacy, globalization, advanced writing, and the IGRs are conducted within the courses where the outcomes are addressed. A survey conducted at the time of graduation provides indirect measures of the IGR and globalization outcomes. The assessment data relative to the SGR, IGR, and globalization requirements are explained in Criterion 4, core components b and c.

Undergraduate program assessment

Faculty members have autonomy in course design; however, it is critical that they understand the relationship between individual courses, and the broader program and how courses relate to the university, college, and department mission. Teaching faculty are expected to have clearly articulated learning outcomes that drive teaching and evaluation methods.

SDSU has a strong commitment to embedding outcomes assessment, and all academic programs have assessment plans. Qualified program faculty who understand the knowledge, skills, and professional behaviors needed by graduates establish the SLOs, select the means of assessment, and establish criteria. Annual assessment reports include how the programs have used results for improvement. While there is flexibility, programs are expected to have a senior exit exam or other culminating experience and to include an assessment of advanced writing. Exhibit 3.1 contains copies of academic assessment findings for 2008-2009. Additionally, most specialized accreditation bodies require documentation of where and how SLOs are met. Demonstrated learning over time is expected as part of the continuing accreditation process.

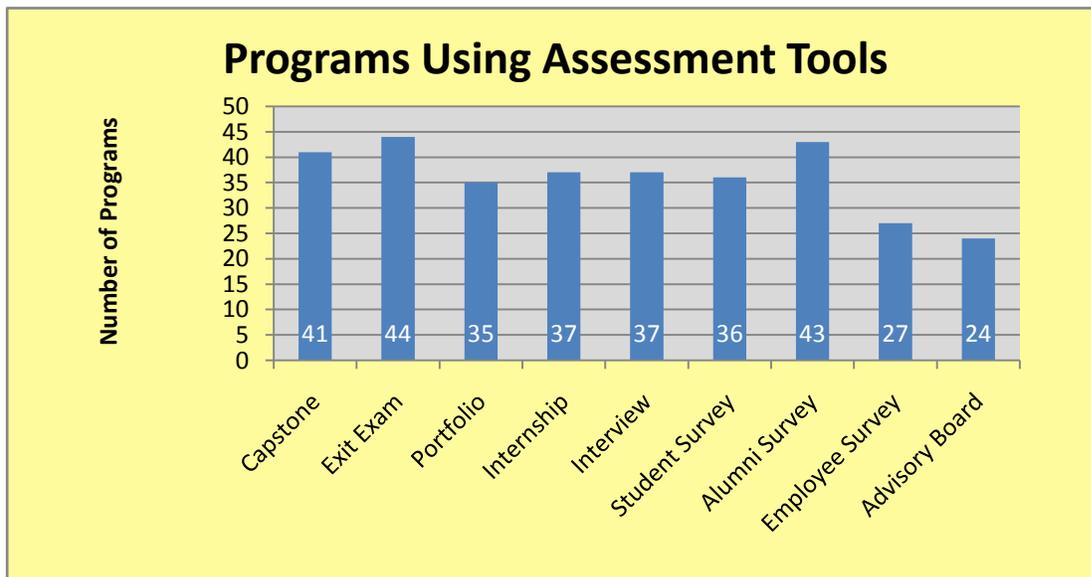
Assessment is also expected of online courses and programs. For example, the registered nurse (RN) Upward Mobility program which is the longest running 100% online degree program at SDSU includes assessment for both online and face-to-face students. Students in the RN Upward Mobility program are working nurses (Licensed Practical Nurse and diploma RN) who are returning to school for a bachelor's

degree. Online students must meet the same assessment requirements as on-campus students. For example, in NURS 416, Community Health Capstone course for 2008-2009, 56 of 61 the RN Upward Mobility students passed the requirement, and in fall 2008, 94 of 95 students in face-to-face courses passed.

Assessment tools

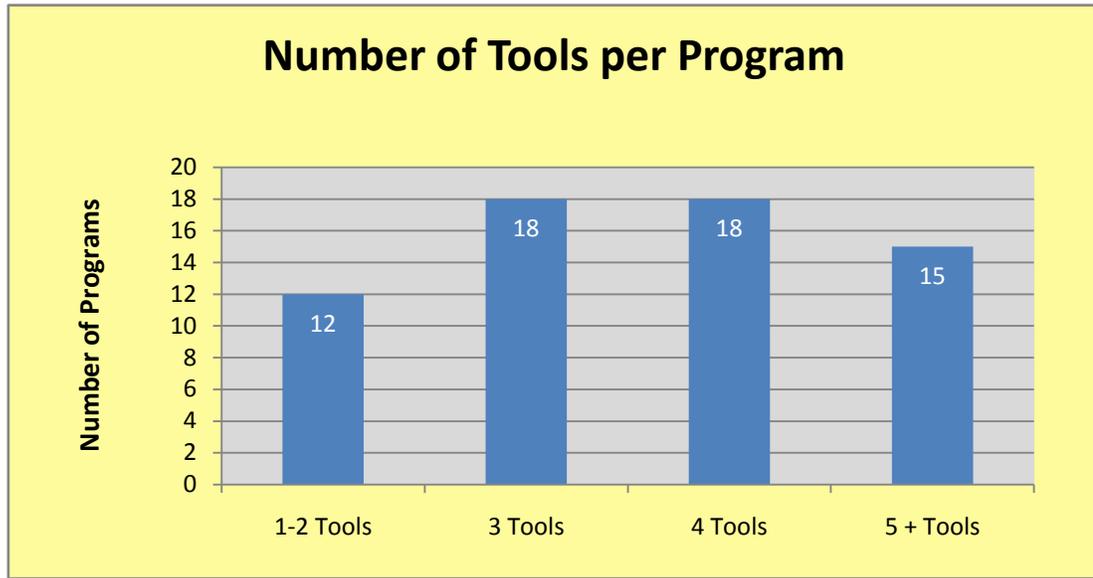
Based on a review of 62 assessment plans, it is apparent that programs use a variety of measures and strategies to gather data; direct measures include exams (licensure, national, or local), capstone course assessments, portfolio review, juried review of exhibits and performances, embedded assessments, and internship supervisor evaluations among others. Indirect measures include senior, alumni, and employer surveys; input from advisory board members; and senior interviews. Alumni surveys are a frequently used assessment tool. While many programs have advisory groups that inform curriculum, these groups are not always included as part of the formal assessment plan and are not reflected in these data. Other tools that are used are shown in Figure 3-1.

Figure 3-1 Programs using assessment tools



This same review revealed the number of outcomes and assessment tools used at the program level. Of the programs reviewed, 79% reported three to five SLOs and most (52%) use four or more tools. Fifteen programs use more than five assessment measures. Some programs, like those in engineering and pharmacy, have multiple outcomes that are required by the specific accrediting agency.

Figure 3-2 Number of tools per program



For assessment to make a difference, it must be reported, not only to the University, but also to the faculty who consider the results and implement appropriate program changes. The following examples indicate that program faculty members are using assessment data to improve student learning.

- The Department of Civil and Environmental Engineering faculty members use a variety of assessment tools including the Fundamentals of Engineering (FE) exam, employer survey, the senior design project, and other embedded activities. In response to feedback from students, faculty, and the advisory board, the senior design project was revised to include a clear set of objectives and related expectations. This revision included a standard grading rubric, a detailed handout outlining expectations, and a peer evaluation of team members' participation.
- Faculty from the Interior Design program made a number of changes in course content and assessment based on feedback from senior exit assessments. For example, the thesis project was revised so that students begin developing projects prior to their senior year. The project includes a review of literature, a project notebook, construction documents, and a graphic presentation. Changes required the integration of research into the design process and "real life" projects into the content of three additional courses.
- While the program assessment plan for the Department of Mathematics and Statistics has undergone revisions since 2002, one core outcome has remained consistent: Students will demonstrate their ability to communicate clearly and succinctly in writing in the discipline. Faculty concerns about students' writing ability were reinforced by lower-than-expected student performance, student exit survey data, and input from industry and employers. The faculty revised the writing rubric for clarity, and a manual was developed that describes both style and content of sound writing. Writing assignments were embedded in more courses, so students are now writing and receiving feedback earlier and more extensively. As a result, writing scores for graduating seniors are higher.

In summary, program assessment plans are developed by the program faculty and are tailored to meet the three to five outcomes identified at the program level. Both direct and indirect assessment tools, including

capstone courses, portfolios, internships, and senior interviews and surveys, are used to gather data, that programs are using for improvement.

Graduate program assessment

Graduate program assessment plans are developed by faculty at the program level. After reviewing the plans on file at AEA, it is apparent that graduate programs are using a balanced cross-section of tools, with a greater emphasis on direct performance, including comprehensive written and oral exams, oral presentations, department seminars, poster presentations, and written papers (thesis, paper, and dissertation). Indirect measures include student interviews, alumni and employer surveys, and advisory boards. Data are reported in the IPR and at the three-year assessment plan review.

In 2007 and 2008, reports indicated that graduate students' written and oral communication skills were deficient in programs as varied as Mechanical Engineering and Communications Studies and Theatre. The concern led to the recommendation that programs provide more opportunities for writing and speaking and to design and use standard writing and speaking rubrics. Such practices not only will provide students with a clear understanding of expectations but also consistent feedback.

Attention is paid to the quality of the online programs. For example, the Master's in Nursing program has been available 100% online since 2000. There are also face-to-face sections in Sioux Falls, Brookings, and Rapid City. Student outcomes data for both online and face-to-face classes are collected based on oral defense, portfolios, coursework, alumni surveys, presentations on evidence-based practice and others. Additionally, 100% of the graduates who took specialty certification exams passed them (26 in 2007-2008 and 6 as of July 8, 2009).

Because of the recent growth in the number of doctoral programs, the Graduate School and AEA reviewed the process for reporting student progress and the existing assessment plans. In January 2009, doctoral program faculty members were asked to review and update existing assessment plans or to develop a plan for new programs. These plans were reviewed by the University Assessment Committee in spring 2009 and will be moved to the Graduate Council for approval in the fall. Similar reviews and refinements are expected for all master's program assessment plans beginning fall 2009.



Transfer accommodations

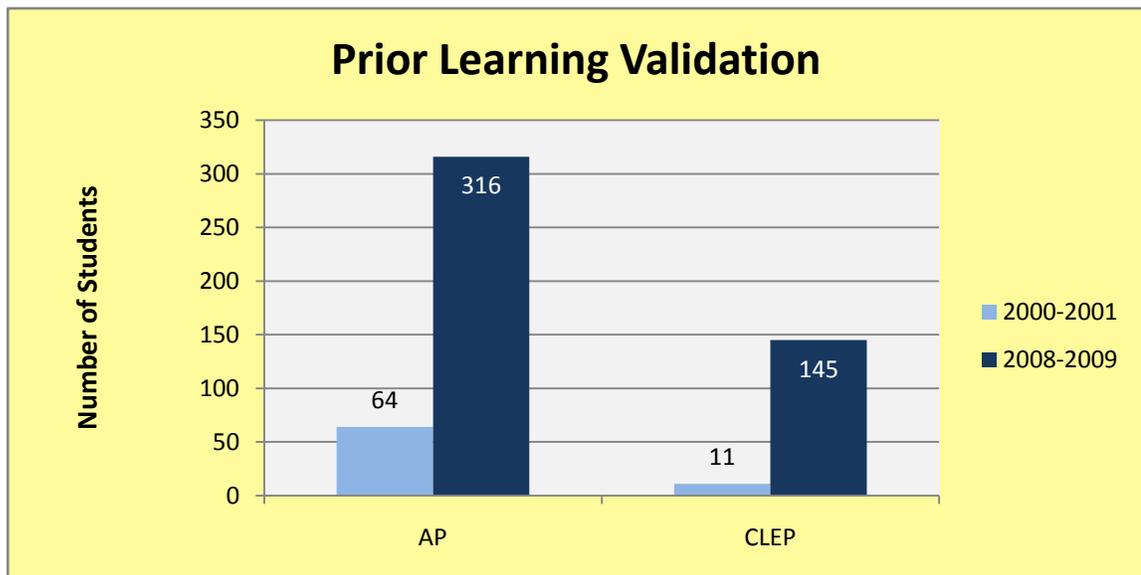
The [SDBOR Policy 2:5](#) and numerous SDSU articulation agreements and course-by-course equivalency guides facilitate student transfers. For example, the institution has developed 67 articulation agreements with the four South Dakota technical institutes in programs ranging from Athletic Training to Dairy Production and Economics. According to SDBOR Fact Books ([2003](#), [2004](#), [2005](#), [2006](#), [2007](#), [2008](#)), since 2002, these policies and agreements have facilitated between 650 and 750 transfer enrollments. Between 48% and 55% of these transfer enrollments were students from out-of-state institutions. Of the transfer enrollments, 22% to 32% were from other SDBOR institutions and 15% to 22% were from other South Dakota institutions.

Prior learning validation

Consistent with the HLC-NCA's *Guidelines for Assessing Prior Learning for Credit*, the SDBOR [guidelines to validate prior learning](#) enable students to receive credit based on course work that does not transfer or on a broad range of other school, work, and life experiences. High school students who earn the SDBOR approved Advanced Placement (AP) test scores can receive credit for specific courses. Additionally, the SDBOR has approved scores for the College Level Equivalency Program (CLEP), International Baccalaureate (IB), and Defense Activity for Non-Traditional Education Support (DANTES), DANTES Subject Standardized Test (DSST).

At SDSU, the use of AP and CLEP scores to validate learning is increasing. The number of students taking CLEP tests who meet the qualifying scores has increased from 11 in 2000 to 145 in calendar year 2008. Similarly, the number of students eligible to receive credit for AP courses has increased from 64 in 2000-2001 to 316 in 2008-2009. These increases reflect SDSU's enrollment growth, greater access to high schools AP courses, and greater awareness of CLEP testing to validate learning.

Figure 3-3 Prior learning validation



If a nationally recognized examination is not available, students may validate learning by preparing a Challenge by Portfolio or by taking a locally-developed Challenge by Exam. Most often, the Challenge by Portfolio is used by students whose technical institute course does not meet the transfer policy and by students who have long-term work and life experiences. In addition, some colleges, such as the College of Nursing's approval of Excelsior Exams, have approved the use of other exams to meet course requirements.

Assessment processes and reporting structure

Policies and guidelines are in place that strengthen and build the assessment capabilities. The Director of AEA works with program faculty to modify or develop assessment plans. At the departmental level, either the Department Head or [assessment coordinator](#)(s) manages the development and revision of assessment plans, ensure that meaningful data are collected, reported, and used for program improvement. However, because the assessment is derived from the program outcomes, each plan needs to emerge from faculty discussions. Faculty members' involvement allows for the individualization of plans and results in various

levels of development and implementation. Each program submits exit examinations reports, program assessment findings, and advanced writing findings.

While program assessment is a component of the IPR seven-year cycle, a thorough review occurs at the mid-point of the seven year cycle: the three-year assessment review. Both graduate and undergraduate faculty use the guidelines to review the outcomes, effectiveness of the tools, usefulness of data and make revisions if necessary. This review involves the [University Assessment Committee \(UAC\)](#) which is composed of one representative from each of the colleges, the Graduate School, and administration.

Based on an analysis done as part of the strategic planning process, AEA is developing a faculty Assessment Team who will consult, offer workshops, and review assessment tools. To begin, a faculty member attended the fall 2008 Indiana University-Purdue University at Indianapolis Assessment Institute. As this team develops, additional resource people in various disciplines will provide a broader knowledge-base and more support for assessment plan modification and implementation. Additional development opportunities will be provided as funds are allocated.

Evaluative summary: Core component 3a

In summary, assessment of student learning occurs at SDSU. Student learning outcomes are established for the general education, globalization, advanced writing, institutional graduation requirements, and for all academic programs. Academic assessment plans are tailored to meet program needs and use multiple tools selected by faculty. Programs with external accrediting bodies have more comprehensive and formal structures. Some programs have more difficulty collecting meaningful data to make changes. For programs that embrace assessment for the improvement of student learning, reporting is a time to reflect and to make improvements. In areas where strong evidence has been identified and reported, decisions related to resource allocation may be supported.

Academic assessment is integrated into the institutional culture and processes are in place to ensure student learning and the fulfillment of the institution's educational mission. The University began an "assessment of assessment" in June 2006, when an SDSU team participated in a week-long review of institutional assessment policies and practices. In summer 2008, the UAC began updating the University assessment plan to reflect the current practices and outcomes and began to match the goals and outcomes with the currently used assessment tools. Assessment efforts must be maximized to gather the most meaningful data in the most efficient way ([SDSU Assessment Overview](#)).

Graduate programs have assessment plans, and these plans are being updated or developed as needed to reflect current student learning outcomes. The Graduate School and AEA are collaborating to develop systems for gathering and reporting data that are meaningful yet not overly burdensome for faculty.

Core component 3b: The organization values and supports effective teaching.

The South Dakota legislature established SDSU as the comprehensive land-grant university to meet constituent needs by providing undergraduate and graduate programs of instruction. The mission is reaffirmed in the [strategic planning documents](#) which commit SDSU to "Excellence in education, in innovation and new knowledge creation, and in putting knowledge to work."

The strength of the commitment to excellence emerges in Strategic Goal 1, "Enhance academic excellence and strengthen scholarship and artistic activities." Several priorities related to effective teaching are

outlined in this goal and include a pursuit of excellence with a focus on student learning and recruitment and the retention of high performing faculty and staff. President David Chicoine in his 2007 Inaugural Address stated that it is the University's responsibility "To teach and foster learning of the highest quality." The SDSU [core values](#) reflect a commitment to excellence in teaching.

Excellence in teaching and learning is supported by faculty in curricular and pedagogical decisions, by departments in ensuring that qualified individuals are members of the faculty, by the colleges in applying rigorous and fair promotion and tenure review processes, and by the University in providing varied learning opportunities to meet faculty needs. This is in recognition that teaching and learning takes place in multiple contexts.

Curricular content and strategies for learning

Following an extensive review in 2003-2004 involving faculty and administrators from each of the South Dakota Regental institutions, general education curricula were approved by the SDBOR, and institutional requirements were determined by an Academic Senate committee. Program level curriculum, course sequencing, and strategies for learning and assessment are the responsibility of the faculty who have studied a discipline, are connected to the market and are, therefore, familiar with the work environment graduates will enter. Each course syllabus must follow a [common format](#) established by the SDBOR, and online courses must also meet the SDBOR guidelines. These requirements ensure that students receive the notification of [Americans with Disability Act](#) (ADA) services, the [Freedom of Learning](#) statement, and course related expectations.

Curricular decisions related to a graduate's entry into a global, diverse, and technological society are unique to each program, and assessment approaches reflect this distinctiveness. Advisory committees consisting of business, industry, and practicing professionals, and in some cases students, are used to maintain the relevancy and integrity of the curriculum. The composition, role, and focus of advisory boards differ, yet all focus on program improvement. Core component 4c includes discussion on advisory groups.

When faculty propose curricular changes, SDBOR and institutional processes are followed. Proposed changes must be reviewed and approved by the department before being forwarded to a college curriculum committee and the dean. Once approved at the college level, the changes are submitted to the Academic Affairs committee and the Academic Senate for final university approval. These steps ensure that faculty are involved in the processes outlined in the August 2009 university [Curriculum Handbook](#).

New online courses must meet specific requirements. The course developer, department head, dean and graduate dean (if a graduate course) must approve the course and agree to the course rotation plan. Additionally, faculty must be trained and a verification of Competencies for Distance Learning form must be signed and on file with the Coordinator of Distance Education. Following this process, the [SDBOR Quality Assurance Standards](#) (based on a modified version of the Quality Matters rubric), which are concrete guidelines for effective teaching in a technologically administered environment, must be met before the course can be offered. Quality reviews are completed at the University and System levels and are managed by the Electronic University Consortium (EUC).

Prior to approval, the department submits new online program site requests to the SDBOR. These requests include a proposed course rotation schedule, online course development schedule, and a completed rubric based on the "Best Practices for Electronically Offered Degree and Certificate Programs" developed by Western Interstate Commission for Higher Education (WICHE) and adopted by the eight regional accrediting agencies. The rubric specifies how the program, courses within the program, students, and faculty will be supported academically and technically by the institution. The rubric is used as a basis for

ensuring that the program plan meets the Best Practices standards. One year after a program is approved and implemented for online delivery, it undergoes a self-review revisiting the components of the “Best Practices” rubric. Periodic review of the online program then becomes a part of the program’s assessment review cycle. The EUC provides central management and oversight of these processes.

Faculty assignment and credentials

Faculty positions at SDSU consist of full-time 9-month and 12-month positions and part-time/adjunct positions. Since FY 2004, Integrated Postsecondary Education Data Systems (IPEDS) Human Resources (EXHIBIT 3.2) survey data show that the number of 9-month faculty positions increased from 299 to 370 and that those with the rank of instructor increased from 69 to 107. Also, between FY 2004 and FY 2008, there was an increase in the number of part-time faculty from 139 to 196.

Table 3-1 Number of nine month faculty by rank

Number of Nine Month Faculty by Rank						
Rank	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
Professor	84	82	85	86	89	94
Associate Professor	65	67	70	64	71	67
Assistant Professor	81	88	88	94	97	102
Instructor	69	76	75	78	107	107

During the same time period, the number of 12-month faculty positions increased from 93 to 100, and the number of individuals with the rank of full professor increased from 48 to 55. Typically, 12-month faculty are involved in research or serve as department heads. These changes reflect the increase in undergraduate enrollment and a need for more sections in the general education curriculum as well as an increase in positions devoted to research. Even with an increase in enrollment, the University has maintained a stable faculty-student ratio of between 18.3 in FY 2004 and 17.8 in FY 2009 as seen in Table 3-3.

Table 3-2 Number of twelve month faculty by rank

Number of Twelve Month Faculty by Rank						
Rank	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
Professor	48	46	51	56	64	55
Associate Professor	21	17	15	19	26	23
Assistant Professor	16	20	19	15	24	15
Instructor	8	9	7	7	7	7

Table 3-3 Student to faculty ratio

Student to Faculty Ratio	
Fiscal Year	Student FTE to Instructional FTE (including GTAs);
FY2009	17.8:1
FY2008	18.0:1
FY2007	17.6:1
FY2006	17.6:1
FY2005	18.7:1
FY2004	18.3:1

Source: SDBOR Fact Book-2009

The [SDBOR Fact Book \(2009\)](#) indicates that 71% of faculty members hold a terminal degree and 69% hold a doctorate. The percentage of faculty with either a terminal degree or a doctorate has decreased steadily

since 2003 when 76% of faculty had a terminal degree and 73% had doctorates. Additionally, 43% of the faculty are tenured compared to 52% in 2003. These changes may be attributed to an increase in the number of faculty teaching on a temporary, but full time basis.

Promotion and tenure

Faculty quality is integral to meeting the SDSU mission. Faculty members seeking promotion and tenure must demonstrate a high level of performance in all areas of responsibilities including teaching, scholarly activities, and service. The expectations and level of performance reflect the requirements of the discipline and are commensurate with promotion to the rank the faculty member is seeking. Recent additions to the process outlined in the [Handbook for Promotion and Tenure, 2009](#) include a review by an external panel.

Professional development to support effective teaching and learning

A wide range of [faculty development opportunities](#) focused primarily on teaching are available. These include conferences, workshops, discussion groups, learning communities, teaching with technology, study abroad, and faculty exchange. Travel funds and mini grants are also available for use to improve teaching.

Teaching Learning Center

SDSU faculty and staff benefit from many activities and events facilitated by the [Teaching and Learning Center \(TLC\)](#) which is assisted by the Faculty Development Committee (FDC) to develop, support, and promote a culture of excellence in teaching and learning. The TLC, which is staffed by a faculty member (50 % time) and a student, and is supported by staff from the Office of Academic Affairs, has a [Resource Library](#) related to pedagogy, and plans and implements a year-long [New Faculty Orientation](#) program. Samples of TLC publications and brochures are found in Exhibit 3.3.

SDSU Faculty Development Conference

Among the activities facilitated by the TLC is the annual [Faculty Development Conference](#) which has been offered since 2000. Historically, the conference is theme focused and features a nationally known speaker such as Dr. Mary Ellen Weimer (2008) and Dr. George Kuh (2007). Breakout sessions are presented by SDSU colleagues and between 250 and 400 faculty and staff attended. A sampling of feedback from participants includes the following comments:

- “Very good quality and very informative.”
- “I walked away with new ideas. These conferences help to energize me for the new semester.”
- “It was wonderful. Very uplifting and helpful. Keep doing these lectures.”
- “Useful and interesting ideas on ways to improve our institution’s relationship with our students and our student relationship with higher education. Well done. Thank you.”
- “Appreciate straight forward approach – constructive ideas for how to improve SDSU.”

In response to the need for a more robust evaluation, in fall 2008, a new strategy was developed to encourage reflection. All attendees were asked to identify two practices they were going to employ as a result of their learning. At the end of fall 2008, the committee surveyed 46 individuals to assess progress. Fourteen (14) responded and identified 28 strategies with 22 strategies reported as being either effective or very effective.

Learning communities



In an effort to facilitate interdisciplinary relationships and collaborative conversations, [faculty learning communities](#) were added to the TLC's programming. Recent learning communities include: "Exploring Ways to Engage, Encourage, and Stimulate Student Learning;" "Learner-Centered Teaching; Scholarship of Teaching and Learning (SoTL)," and "Online Learning: How Technology is Changing the Face of Higher Education." Other topics include service-learning, economics and the sustainable future, and studying religion in the 21st century. Generally, six to seven faculty members attend each discussion.

Summer Teaching Academy

Each summer the TLC organizes and facilitates a week long [academy](#). In 2008, SoTL was studied and 14 attendees developed SoTL projects, began a literature review, and shared concepts. These faculty members met throughout the 2008-2009 academic year to collaborate and refine their projects.

While it is difficult to evaluate the impact on effective teaching, the number of faculty members participating indicates interest. The activities promoted by the TLC are directly tied to improving teaching and learning.

International opportunities



A number of international opportunities are available to SDSU faculty, staff, and students through short-term study tours and semester-long exchange opportunities. The [Office of International Affairs \(OIA\)](#) provides information and initiates, coordinates, and manages international study abroad. The Office is advised by a representative faculty group, the International Advisory Council (IAC), which facilitates communication to the university community. SDSU is a member of several study abroad consortia which are listed in core component 1b.

The OIA facilitates the development of international agreements and has established exchanges with the following: Chungnam National University in Daejeon, South Korea; Manchester Metropolitan University in Manchester, England; the Institut National Polytechnique in Toulouse, France; University of Jankoping, Sweden; University of Vaxjo, Sweden; the American University in Cairo, Egypt; University of Hyderabad, India; Yunnan Agricultural University and Yunnan Normal University, Kunming, China; Warsaw Agricultural University, Poland; University of Salford, England; Ataturk University in Erzurum, Turkey; University of Manitoba, Canada; and the University of Winnipeg, Canada.

One long-running exchange with Chungnam National University (CNU), South Korea enables SDSU faculty members to serve as exchange professors each spring. A CNU faculty member joins SDSU each fall. Both positions are jointly sponsored by SDSU and CNU.

SDSU faculty who have traveled abroad have incorporated materials and experiences that enrich the curriculum. For example:

- A Nursing professor who studied birthing practices in India, Egypt, and Poland includes diverse medical and patient care relationships reflecting the cultural and religious beliefs of the countries.
- In England, Engineering faculty explored the industrial revolution and the history of technology and engineering related to transportation systems, civil engineering, and textiles.
- Visual Arts faculty who have visited China and Italy incorporated visual aspects of design into assignments. Students who accompanied them return with more empathy for different perspectives—cultural, religious, social—and infuse broader knowledge, professionalism, motivation and confidence in their work and image making.
- Family and Consumer Sciences (FCS) faculty members' travel informs curriculum through such topics as ideals and norms of appearance, aesthetics, cultural groups, and textile production. Students benefit from the experiences in the classroom, as evidenced by student projects and insightful responses to exam questions focused on international issues.
- Journalism and Mass Communications created a course on International Media to focus on laws that regulate the news media abroad.

In addition, other international travel and partnerships, not facilitated by OIA, have developed as a result of research and faculty contacts. One noteworthy relationship with the Universidad Académica Campesina-Carmen Pampa (UAC-CP) has enabled SDSU faculty and students to learn in a range of environments. UAC-CP was established in the mid-1990s to serve the local indigenous population in a remote area of Bolivia. Since its inception, SDSU has consulted with UAC-CP on such items as setting up teaching labs and establishing agricultural research and outreach projects designed after the land-grant model. The relationship now focuses on collaborative research projects as well as cultural and educational exchange, including a visit to UAC-CP by several SDSU Native American graduate students from the “Prairie Ph.D.” program.



Other development opportunities

SDSU is a charter member of The Collaboration for the Advancement of College Teaching and Learning, based in St. Paul, Minnesota. In the past decade, faculty have served in leadership roles and over 125 individuals have participated in spring and fall conferences. New ideas, such as the faculty learning communities, are generated and participation in the Assessment and Diversity Colloquia have broadened the network of resources. In spring 2008, the Assessment Colloquium members reviewed and provided input on the reliability and validity of an instrument to assess the effectiveness of academic advising.

Colleges and other units offer professional development opportunities. One example is the yearly educators, deans and directors conference which features topics on teaching methodologies in nursing. Service-learning workshops include three-day and week-long experiences and feature guests such as Dr.

Edward Zlotkowski, who visited with faculty and staff about engaged learning and offered workshops on service-learning course development.

In an attempt to gather information on faculty participation in campus workshops, items were added to the HLC-NCA Self-Study Survey. Responses reflected varying degrees of participation in developmental activities. Most respondents indicated attendance at the TLC workshops and work-related professional development. Fewer indicated attendance at workshops to develop leadership abilities. Results indicate that the University encourages and supports attendance at available workshops. However, there is a need to explore reasons for non-attendance, and to conduct annual needs assessment on topics of interest.

Table 3-4 Faculty workshop attendance

Faculty Workshop Attendance								
	Faculty Meetings, TLC Workshops		General Workshops on Campus		Leadership Workshops		Work-related Professional Development	
Yes	N = 152	92%	N = 129	79%	N = 39	24%	N = 125	76%

Note: 700 Faculty invited to participate; 164 responded; 23% response rate.

Technology training and support for faculty

Complementing the work of the TLC are the activities of Instructional Design Services (IDS) that provide learning opportunities not only on the use of equipment and software, but also on curriculum and technology-enhanced course design and delivery. The multi-media laboratory is staffed with an instructional designer, assistant designer, training specialist, computer support associate, and an instructional technology specialist. Instructional multi-media includes graphics, animation, video, and audio. Consultation is available for exploring the pedagogical potential of emerging technologies.

Workshops focus on the course management system, Desire2Learn (D2L) and on authoring applications for online course delivery. Through a partnership between IDS and the TLC, an annual Teaching and Technology Expo is offered where new technologies appropriate for the learning environment are



demonstrated. Also, each summer IDS hosts a two-week e-Learning Academy where faculty learn new computer programs, are expected to design and deliver a course, and then to conduct workshops for colleagues.

The IDS staff provides valuable support for integrating technology into teaching. Recently, a faculty member who received national recognition as a Distinguished e-Learning Educator through the Instructional Technology Council at e-Learning 2009 attributed the award to the “top-of-the-line technology and training,” provided by the skilled people in IDS. Additionally, a faculty member in Veterinary Science stated that the staff “. . . has been invaluable in helping me develop new materials and online course material.” Also, data from the 2004-05 and [2007-2008 Higher Education Research Institute \(HERI\) Faculty Surveys](#) show that over 75% of the faculty responding to the survey agreed that there was adequate support for use of technology.

Classroom Technology Services (CTS) support instruction. Digital classrooms, cable broadcasting, and satellite communications are available. Four classrooms provide interactive distance learning; three, equipped with two-way audio and video, are connected to Dakota Digital Network (DDN); another accesses satellite downlinks or IP-based video conferencing. The Physics and Modern Languages Departments deliver and receive program courses through collaborative agreements with the University of South Dakota, Northern State University, and South Dakota School of Mines and Technology.

Traditional learning environments are also equipped with state-of-the-art technology for the enhancement of face-to-face and electronically delivered courses. Eighty technology-enhanced classrooms are equipped with internet access, desktop PCs, a high resolution video/data projector, AMX control, sound system, visual presenter (“ELMO”), computer interface, VCR/DVD/CD player, auxiliary audio/video input, and video fiber output. The manager of CTS maintains and educates faculty members on the use of these technology-enhanced facilities. Also since 2000, the [Student Technology Fellows Program](#) annually funds 73 undergraduate fellowships to assist faculty in incorporating technology into courses or scholarly activities, in creating and preparing 100% on-line and web-enhanced D2L courses, and in supporting technology-enhanced classrooms.

Assessment of teaching effectiveness

SDBOR Policy 4:13 requires yearly faculty evaluation. The SDBOR/COHE agreement states, “the evaluation . . . will include student opinion surveys . . . if the faculty unit member’s duties include teaching” (Section XI:11.2.2). Evaluation of effective teaching is a complex process. Ideally, multiple sources of evidence such as classroom observation, reflective portfolios, class artifacts (syllabi, learning activities), student comments and other qualitative strategies are used. In addition, the quantitative ratings provided through the student opinion surveys are used as a component of the evaluation process.

To gather student feedback, a SDBOR committee of administrative and faculty representatives selected the Individual Development and Educational Assessment (IDEA) diagnostic form, which has an online version. The instrument is used to assess teaching effectiveness, to measure student ratings of progress on relevant learning objectives, and to provide information to support improvement. Prior to using IDEA, SDBOR universities used a variety of instruments.

The Student Opinion Survey [guidelines](#) set by the SDBOR require that the IDEA instrument is administered in every class every term. The Office of AEA manages the distribution, collection, and shipment of between 32,000 and 38,500 student forms each term for between 1,506 and 1,763 classes. The [IDEA Center](#) reports are returned to the faculty member; the appropriate supervisor receives a second copy, along with student comments which are summarized as a part of the annual professional staff evaluation.

To facilitate understanding and use of the reports, a team of faculty members representing all colleges is trained to assist colleagues. Each year the team presents workshops on selecting relevant objectives and on interpreting and using of the reports for administrative decision making. To assist faculty, the IDEA instrument was the basis for faculty development activities in 2007.

Recognition of excellence in teaching

Public recognition of excellence and achievement confirms the University’s commitment to excellence in teaching. The University has formal awards related to effective teaching: the Distinguished Professor Program, Edward Patrick Hogan Award for Teaching Excellence, and the F.O. Butler Award.

[The Distinguished Professor](#) designation recognizes excellence in all areas of a faculty member's role. Individuals receiving this recognition excel in all inter-related functions of the land-grant mission: teaching and advising, research, scholarship and creative activity, and service. Since this program started in 1988, 23 faculty from across the University have received the Distinguished Professor designation.

[The Edward Patrick Hogan Award for Teaching Excellence](#) was established to recognize faculty excellence in teaching and devotion to students' learning experiences. This award, endowed by the Larson Foundation, provides \$2,500 annually. Recipients must demonstrate scholarship directly related to teaching and possess high scholarly standards for both the rigor and currency of course content and level of student performance. This award enables the University to retain good teachers who develop in their teaching roles.

The F. O. Butler Award promotes excellence through public recognition for outstanding contributions in the following areas: (1) teaching, (2) extension,



(3) service to students/academic advising, (4) research, scholarship or creative activity. Because of market conditions, no awards were granted in 2008-09; however, historically up to three annual awards of \$2,000 were awarded.

In addition, the SDBOR recognizes faculty excellence in e-learning through an annual awards program. To be eligible, the faculty member must deliver a newly designed course electronically. The best overall award winner receives \$2,000. Three honorable mention

winner receive \$1,000 awards. No awards were given in 2008 because of pending changes in the quality assurance tool and standards.

The Students' Association (SA) recognizes excellence in teaching by selecting a faculty member to receive the Teacher of the Year award for each college. In addition, colleges and departments recognize teaching and advising excellence. Additional faculty recognition activities are discussed in core component 4a.

Professional organizations

Faculty members indicate their involvement in professional organizations on the annual professional staff evaluation documents. Additionally, 161 faculty (98%) responding to the recent HLC-NCA Self-Study Survey have traveled to workshops or conferences during the past five years; and 59% of the 165 faculty responding indicated that they held a leadership position in an organization in their field within the same time period.

Evaluative summary: Core component 3b

The University's commitment to student learning and effective teaching is evident in the enrichment resources and opportunities provided. Qualified faculty, who are promoted and tenured following a rigorous review, develop, sequence, and design the curriculum. Curricular changes emanate from the faculty who are informed by advisory boards that are aware of market trends and the employment environment graduates will enter. Professional enrichment is available to keep faculty abreast of scholarship and practice in the areas of teaching and technology. Faculty members who avail themselves of

these learning opportunities, receive recognition for their efforts, and share their skills and talents by serving as leaders in professional organizations.

While the University has been able to maintain a stable student-faculty ratio during this time of enrollment growth, care must be taken to maintain this ratio. Additionally, recruiting and retaining quality full-time temporary and part-time faculty are critical for establishing the foundational learning abilities necessary for progress. While data indicate that faculty participate in workshops related to their professional roles, the University should explore additional ways to identify and develop leadership skills.

Core component 3c: The organization creates effective learning environments.

Effective learning environments are critical to teaching and learning. Comfortable and accessible physical spaces, technology, specialized laboratories and facilities, hands-on learning opportunities, library, and other resources all facilitate learning. Learning takes place in a variety of locations, both in and out of the classroom, via numerous experiences, and modes of delivery. While much has been done to ensure quality in the traditional classroom, SDSU has developed additional enhanced environments to support effective learning including delivery systems for off-campus learners. A number of academic support programs have been implemented to help students achieve academic success.

Enhanced learning environments and laboratories

The University has developed a variety of learning environments both on and off-campus that complement traditional classroom learning and allow students hands-on experiences to apply and integrate knowledge and skills. Several examples are described.

[The Oak Lake Field Station](#) is a unique learning environment located on the Coteau Des Prairies and consists of grassland, oak forest, wetlands, and lake environments, plus a classroom, laboratory, bunkhouse, and meeting facilities. The station facilitates active learning in biology, botany, wildlife, and range science courses. A number of research projects use the field station to study fire ecology, lake ecology, water quality, disturbance ecology, and population biology.

[The Fishback Center for Early Childhood Education](#), a state-of-the-art facility, offers educational opportunities for pre-school, kindergarten, and SDSU students. A large motor lab, assessment room, student workroom, and a kindergarten classroom are part of the Center. The Center offers pre-school classes to the community at-large and one section of kindergarten which is part of the Brookings School District. The pre-school and kindergarten enroll up to 116 children per year, and demand consistently exceeds capacity.



SDSU Early Childhood Education (ECE) students are actively involved with the children and parents, participate in on-site care and education, and spend time observing. Some ECE students do their student teaching in the Center, and other majors provide activities or make observations in the preschool.

Approximately five graduate students per year serve as mentor teachers in the pre-school or assistant teachers in the kindergarten.

The collaborative relationship with the Brookings School District provides an opportunity for ECE students to be involved in the kindergarten classroom. The kindergarten uses the Reggio Emilio approach to inquiry-based curriculum. Each year, over 40 SDSU students enroll in courses including participation in the Fishback Center.

The [Human Anatomy Laboratory](#) is an effective teaching and learning resource that prepares students for professional schools in the health sciences. The undergraduate anatomy teaching lab uses human cadavers and includes extensive technological enhancements to improve hands-on learning. This facility is used for in-depth internship opportunities and individualized instruction. The positive impact of participating in an anatomy internship, an undergraduate teaching assistantship is seen in the 61% medical school admission rate. The admission rate increases to 86% for students who, in addition to the anatomy lab experience, earned a 3.5 grade point average (GPA) and 27 Medical College Admission Test (MCAT) score. From 2002 to 2009, the national medical school matriculation rate was 45%. Many current medical school students and alumni contact the anatomy faculty each year to praise the anatomy lab's effectiveness in preparing them for the rigors of the medical school curriculum.

Experiential learning: Internships, field experience, and cooperative education

Experiential learning adds a practical dimension to the student's program and enhances theoretical learning. Experiential learning is facilitated in two major ways: 1) a series of courses offered and 2) on- and off-



campus learning facilities and environments other than traditional labs. Independent study, workshop, internship, practicum, field experience, cooperative education, and undergraduate research/scholarship courses are included. Of the 82 undergraduate majors, approximately 30 require one type of experiential learning, with many others offering similar courses. Programs such as education, athletic training, nursing, and pharmacy require specific and extensive experiential coursework. Senior-level [clinical experiences](#) at hospitals and other clinical settings are required. Students seeking a teaching credential must participate in field-based experiences and complete an on-site student teaching experience.

The Dairy Science Department offers undergraduate majors in Dairy Production and Dairy Manufacturing exemplifying a program that combines traditional coursework with hands-on learning in an industry-like setting. Each semester, approximately 20 students work in the campus [dairy processing plant](#) and about 10 are employed at the SDSU dairy farm. During DS 496, Field Experience, students gain first-hand experience in ice cream and cheese processing, and because the processing plant and the farm both undergo mandatory food safety inspections, students are exposed to regulatory aspects of the dairy industry. SDSU students graduating in either dairy science major experience 100% placement.

Hands-on learning also takes place throughout the campus, as exemplified by the following areas: [Human Anatomy Lab](#), [Meat Lab](#), [Beef Feedlot Research Unit](#), [State University Theater](#), [Civic Symphony](#), [Geographic Information Systems Lab](#), [Aviation Program \(Brookings Airport\)](#), [Counseling Labs](#), [Lohr Structures Lab](#), [HDR Environmental Lab](#), Cafe NFA, and the student art exhibition space, the Ritz Gallery. Such activities add value to the overall program and assist students in the employment process.

One indirect assessment of the degree of participation in experiential learning is the [NSSE Survey](#). In spring 2008, close to 90% of senior respondents and over 80% of first year SDSU students indicated that they had completed or plan to complete a practicum, internship, field or co-op experience, or clinical assignment.



Service-learning

Service-learning has emerged as a way to expand the learning environment and diversity programming by enabling students to apply knowledge and practice skills within the broader community. SDSU's expanded efforts in recent years have required the addition of staff and have been supported by the [Office for Diversity Enhancement](#) (ODE). Exhibit 3.4 includes newsletters and materials about service-learning.

Since 1988, the University has worked with the New York City-based International Partnership for Service-Learning and Leadership (IPSL) to place students on Native American reservations. Students are oriented to Lakota culture by faculty from sociology, literature, education, and anthropology. This orientation is followed by visits to Rosebud, Pine Ridge, Sisseton, Standing Rock, Cheyenne River, Crow Creek, and Lower Brule reservations where participants will be serving and living with a Native family. Students visit historic, geographic, and cultural locations such as the site of the Wounded Knee massacre. Once oriented, students serve for ten weeks and then return to campus for writing and reflection. Approximately 130 students from U.S. universities have served in Native American communities through this program.



To expand its service-learning, SDSU joined the Midwest Consortium for Service-Learning in Higher Education in fall 2004. Since then, six grants totaling \$74,000 have been obtained to support faculty activities including workshops in pedagogy, travel to potential sites, visits to established programs, and attendance at conferences. Additionally, funds have been used to recruit students and to identify and train community partners. Recently, in partnership with the Midwest Consortium, SDSU received a grant for \$450,000 to study the use of social media (MySpace, FaceBook, Twitter) to attract students and to facilitate service-learning activities.

The number of faculty and student participants in service-learning activities has increased from 188 volunteers from 14 courses in fall 2006 to 403 in 17 courses in fall 2008. Service is provided to local

agencies and organizations that serve children, low-income families, and the elderly. Examples of service-learning projects include:

- Human development students provided Habitat for Humanity with grant proposal writing assistance and created an intergenerational garden;
- Nursing students worked with public health service to address local health related topics;
- Therapeutic Recreation students designed a portable mini-golf course for a retirement home;
- Health Promotion students created and integrated recess activities for elementary students;
- Communications students presented information to fourth graders about hearing protection and prepared and presented a conflict management workshop.

Enhanced learning environments for the adult or nontraditional learners

Many higher education practices focus on the needs of adult learners and address barriers which include availability of learning services, scheduling, and modes of instruction. SDSU addresses these issues through the use of multiple approaches to the delivery of courses. More information about academic services for adult learners is included in core components 5b and c.

Off-campus attendance centers

Currently, SDSU offers face-to-face courses and programs to students at attendance centers in Sioux Falls, Pierre, and Rapid City. Thirty-eight general education courses (sixteen with laboratories) and 15 degree programs are offered at the Sioux Falls location and planning is underway to offer a number of hybrid courses and programs. Off-campus courses and programs are under the supervision of the department head.

Electronic delivery of courses and programs

Students who reside outside of Brookings and who live at a distance from an off-campus attendance center can take courses through the internet or receive a “live” course via the DDN system. Additionally, SDSU has offered online courses for ten years, and 12 degree programs are entirely online. Online courses provide freedom of scheduling and are attractive to students who are balancing work, family, and school commitments. Each course and program is monitored for quality and must meet SDBOR/EUC quality assurance guidelines discussed in core component 3b.

Web conferencing connects a live class to students’ computers and is emerging as useful to education. Microphones and webcams allow two-way audio and video technologies which are controlled by the instructor. Classes are being developed that will use web conferencing exclusively.

Enrichment opportunities and activities

The Honors College

Since 1999, the [SDSU Honors College](#) has provided high quality academic and enrichment opportunities for motivated and talented undergraduate students. Entering students with an American College Testing (ACT) composite score of 27 (or higher) are in the top 10% of their high school graduation class are invited to participate. In addition to a freshman experience course, the Honors College offers 30 sections of general education including art, chemistry, economics, history, mathematics, philosophy, physics, theatre, and others. Honors colloquia seminars, capstone courses, and the thesis project promote the integration of

learning. Generally, these courses feature small enrollments from many majors that facilitate discussion, active, and inter-disciplinary learning. The number of students enrolled in at least one honors course increased from 130 in fall 1999 to 374 in fall 2008. The number of students graduating with formal Honors College Distinction has increased from about two per year to over 26 in 2008-2009.

The Honors College Student Organization and an Honors Living-Learning Community offer opportunities for honor students to form study groups and interact with others through national and regional honors conferences, and to provide community service and leadership experiences. The [Griffith Honors Forum Lecture](#), sponsored by the Griffith Foundation, brings nationally renowned speakers to the campus and community each year. The Dean's List, Honors College designation and Honor Medallion Ceremony publicly recognize scholarly excellence.

Undergraduate research and creative activities

The learning environment is enhanced through undergraduate research and creative activities. Support for and participation in undergraduate scholarship has increased dramatically in recent years. While most undergraduates who participate in research do so without academic credit, the number of students enrolled in undergraduate research for credit has more than doubled over the past five years. In the Department of Biology and Microbiology alone, the number of students enrolled in BIOL 498, Undergraduate Research has increased from none in FY 2004 to 34 in FY 2008.

The Chemistry and Biochemistry majors are required to take CHEM 498, Undergraduate Research. Annually the department gives the Dobberstein Research Award to the outstanding undergraduate research paper.

The Office of Research and Sponsored Programs (ORSP) also encourages [undergraduate research](#). The *SDSU Journal of Undergraduate Research*, first published in 2003, is a venue for recognition. Students have presented their research at scientific meetings including the [SDSU Undergraduate Research, Scholarship, and Creative Activities Day](#). Additionally, University awards and mentorship programs support applied learning via research and creative activity and are discussed in core component 4a.



Residence halls

[Residence halls](#) provide an alternative and supportive learning environment offering many educational programs. Various delivery methods are used including live presentations, bulletin boards, brochures, games, and small group discussions. Examples of educational topics include: stress management, global awareness, nutrition and health, time management, date rape and drug education, sleep habits and tips, environmental awareness, winter driving safety, resume writing, and celebrating diverse cultures. During the 2007-2008, the Department of Residential Life sponsored approximately 480 instructional programs.

Student development and advising

SDSU identifies academic advising as a critical mechanism whereby students make connections and are encouraged to be engaged in the learning experience, resulting in a higher student retention rate. Research

indicates that the lack of advising is “risky” for first year students in terms of retention-promoting potential. J. Cuseo in *Improving the First Year of College: Research and Practice* (2005) states, “Delivery of high-quality developmental advising during the first-semester of college is one way to implement the principle of front-loading and promote student persistence to graduation.” Exhibit 3.5

Academic advising

To assist students upon entry, SDSU assigns an academic advisor. The expectations for advisors and advisees are outlined in the SDSU 2009-2010 [Undergraduate Programs Bulletin](#). Various advisory models are used with the majority of programs assigning faculty advisors. Student advising is not limited to traditional advising activities such as selecting courses and writing letters of recommendation. While such activities remain important, advising and mentoring are provided in numerous forms and settings that contribute to learning environments. For example:

- [Student Health and Counseling Services](#), housed in the SDSU Wellness Center, have as a goal the promotion of academic success and enhanced retention. A dietician is available through the Wellness Center and provides educational programming and individual nutritional advising.
- Four colleges have full-time advising positions to support students and programs designed to improve student retention.
- A pre-health professional advisor position was created in 2007 to support students who are preparing for professional schools such as medicine, dentistry, chiropractics, physical therapy, occupational therapy and optometry. This individual works with faculty advisors, instructs freshmen orientation and career exploration courses, and conducts a 36-hour MCAT preparation workshop.
- The College of General Studies incorporates GS 100, University Experience, into its advising system which helps undeclared students determine an appropriate major and career path.



At the Institutional level, there have been many efforts to improve advising. The Academic Advising Advisory Committee (AAAC) consists of a representative from each college, one from Student Affairs and two students. This group makes recommendations concerning academic advising needs and improvements that will enhance the advising effectiveness for undergraduates and graduate students. Recent workshops include advising students with unique scheduling needs, electronic advising tools, working with transfer students, and advising student athletes.

Student-athlete advising

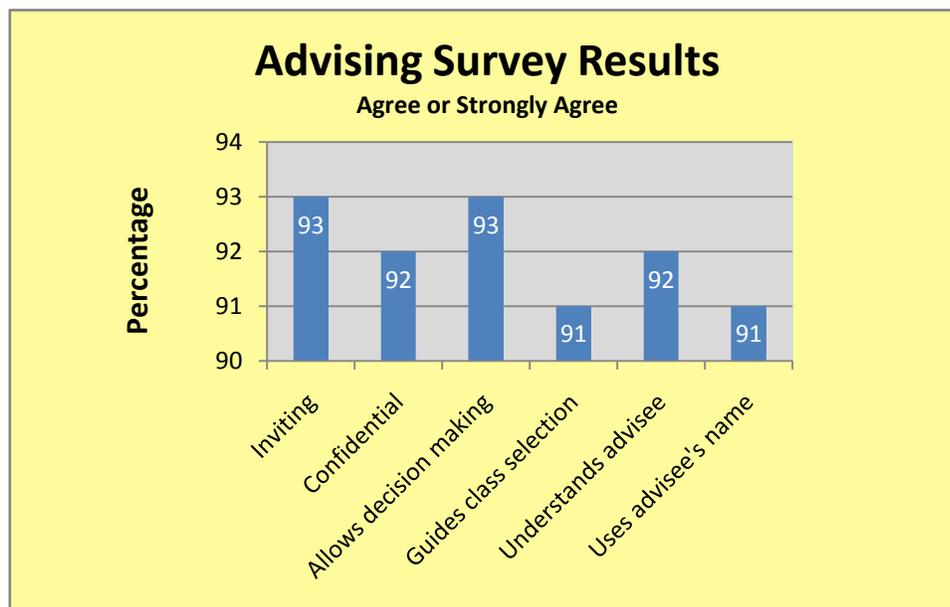
As a result of the move to NCAA Division I athletics, the University established College Athletic Representatives (CARs) who serve as student-athlete advisors. Each college has designated one or more individuals who are knowledgeable about NCAA policies regarding progress toward a degree and eligibility. The CARs coordinate efforts to advise student-athletes, and they are the “go to” people for information. All CARs are supported by the NCAA Compliance Officer and the AAAC.

Assessment of academic advising effectiveness

In response to a faculty call for a mechanism to document and reward academic advising excellence, the Assessment of Academic Advising Effectiveness project began in 2005 and focused on undergraduate advising. Based on best practices in academic advising, two surveys were created: the Advisee Assessment of Advisor and the Advisor Self-Assessment. The surveys were designed to gather student feedback and to provide faculty with a tool to reflect on their own advising practices. Individual data are available only to the advisor. The aggregate results are shared with AAAC and the FDC. At the institutional level, workshops and other learning opportunities relative to advising may result.

Participation is voluntary for both advisors and students. Two years of University-wide data are currently [available](#). Data reveal that most students are satisfied with their advising experiences. Of the 2,348 students responding 90% or more agreed or strongly agreed that their advisor provides an inviting (93%) and confidential (92%) place to visit, allows students to make decisions (93%), and guides them in the selection of classes (91%), understands them (92%), and calls them by name (91%). For an 11 items, more than 80% of the students agreed or strongly agreed. Student satisfaction with advising demonstrated through the locally developed survey is consistent with the data collected through the NSSE. In both [2006 and 2008](#), the NSSE means for the quality of academic advising were higher than the Carnegie peers' both the first year and senior classes.

Figure 3-4 Advising survey results



Both the [local survey](#) and NSSE findings indicate overall student satisfaction with undergraduate academic advising. However, colleges and departments are encouraged to examine the advising models, to determine which fits faculty professional responsibilities, and to select the one best suited for specific programs and student needs. Increased focus on graduate-level advising is needed. Efforts are now underway to develop a better understanding of the role played by graduate advisors.

Evaluative summary: Core component 3c

In summary, learning takes place in a variety of locations and formats. Recognizing this, the University expanded beyond bricks and mortar to optimize learning. Courses and programs are delivered in off-campus sites and through electronic technologies. On campus, the University developed enhanced learning environments and the Honors curriculum. Hands on experiences, including undergraduate research, laboratories, internships, clinical, field experience, cooperative education, service-learning, and study-abroad ensure that students have opportunities to apply their learning in real-life settings. Additionally, efforts to expand resources for student development and to improve academic advising is evidence of SDSU's commitment to creating effective and varied learning environments.

While it is clear that the University has created an array of learning environments that appeal to the diversity of learners, increased emphasis on undergraduate research should be considered. The undergraduate advising assessment is a valuable tool and the University needs to study the data and develop targeted workshops to improve advising and retention. A study of graduate student advising and mentoring needs to be developed.

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

SDSU makes on-going investments to support teaching and learning. New and remodeled physical facilities, additional faculty and staff, new academic and support programs, and a systematic program evaluation process all help to ensure continuous program improvement and effective learning.

Classrooms



Classrooms are one of many learning resources that need to be carefully managed to create effective learning environments. SDSU regularly assesses the adequacy of classroom space to ensure efficient use of resources for optimal learning. Because of growing enrollment pressures, a comprehensive study of space utilization was conducted by the consulting firm, JBA Incorporated, in 2005. This study provided a dynamic space model that the University has updated and used to develop campus standards, to evaluate space quantities, and to plan for new program development or growth of existing programs. Based on self-determined standards, the model identifies opportunities and challenges in space quantity on campus. The model did not address space quality issues.

Additionally, the Classroom Improvement Task Force is charged with reviewing classroom facilities to strengthen and improve the capacity for student learning. The task force membership consists of the Associate Vice President for Academic Affairs, the Assistant Vice President for Student Affairs/Registrar, the Assistant Director of Facilities and Services, the Manager of Classroom Technology Services, the Dean of the College of Arts and Sciences, the Senior Budget Analyst, a faculty member from the College of

Education and Human Sciences, and the Senior Secretary in Records and Registration who assigns classrooms. This Task Force was asked to:

- Formulate and prioritize plans to systematically evaluate, refurbish, equip, and maintain classrooms;
- Review plans and provide input for physical and technological improvements that enhance learning environments;
- Review annual classroom utilization statistics; and
- Make recommendations for more efficient use of classrooms.

Annually, the task force considers classroom usage, renovation, and new construction. Additionally, using a rubric, the task force reviews on-campus learning spaces including the physical environment, (heating, cooling, lighting), aesthetics (paint, windows, floor covering), comfort (seating), level of technology, etc. The classrooms with the lowest scores are then studied and given priority for improvements.

The University continues to invest in classroom improvements including the addition of technology enhanced classrooms, refurbished classrooms and laboratories. For example, the College of Engineering partnered with the University to update Crothers Engineering Hall.

The new Avera Health and Science Center facility was designed to maximize flexibility in teaching style and pedagogy. Once this facility is completed, auditoriums will feature mobile furniture and a four-tier platform design that can be organized to facilitate student learning in group settings. The building will also feature several student gathering and study areas that can be utilized for “breakout” sessions.

Enrollment increases have led to a growing demand for additional classrooms in the 50-100 seat range and an additional classroom to seat 200 or more students. In response, several new classrooms have been added, and classes have been moved to early morning, late afternoon, and evening. Approximately 53% of undergraduate sections at SDSU have fewer than 20 students; 76% have fewer than 30 students; 91% have fewer than 50. These figures include lecture and discussion sections that meet in classrooms, but not labs, clinical, or distance-delivered sections. The additional large classroom has not yet been addressed. Table 3-5 provides the current number of classrooms and their capacity.

Table 3-5 Classroom capacity

Classroom Capacity		
Number of Seats or Stations	Number of Classrooms	
	Fall 2008	Fall 2010
15-35	18	20
36-49	28	30
50-100	13	18
110-172	7	7
378	1	1

Enrollment has also pressured science lab sections, and a number of biology and chemistry lab sections have been moved to the evening. Because of the age and inadequate condition of the teaching and research laboratories in existing buildings, the 2008 State Legislature authorized the financing of construction, renovation, and modernization of science laboratories. Before the renovations could take place, the construction of six new laboratories and related preparatory spaces in the Northern Plains BioStress Building began in summer 2009. Once these facilities are in place, renovation work will begin on the older laboratories with a goal of having all completed in November 2010. Funding for new equipment and furniture needs to be generated by grant funds.

Academic support and tutoring programs

The Offices of Academic Affairs and Student Affairs have partnered to provide programs and support services focused on student success. These programs range from individual tutoring to more comprehensive assistance involving counseling and in-depth advising.

The Office of Disability Services (ODS)

SDSU is committed to providing equal access and opportunity to educational programs for students with qualified disabilities. The [Office of Disability Services \(ODS\)](#) staff review documents and authorize accommodations. Accommodations may include large print or Braille materials, adaptive software, preferential seating in classrooms, sign language interpretation, assistive technology, and special testing services (e.g., free of distractions, extra time, and reader/scribe services provided in AEA). Between fall 2003 and fall 2008 the average number of students approved for accommodations was 141 with a high of 181 in spring 2007. Students visiting the ODS are frequently referred to additional support programs such as free tutoring and TRiO. While informal, staff members at both the ODS and AEA receive thank you notes, graduation announcements, and bouquets of flowers indicating student satisfaction with services.

Wintrode Student Success Center

A recent donation provided funding to develop and support the Wintrode Student Success Center, which houses several academic support programs. A free [Tutoring Program](#) is available for courses that serve large numbers of students in disciplines such as accounting, biology, chemistry, economics, physics, and Spanish. Tutors are paid students who have participated in mandatory training. Tutoring occurs on a one-on-one basis or in small groups. Between spring of 2005 and fall 2008, usage has increased from 116 to 546 students. Student and faculty comments are positive and include:

- “I got a 42% on my first exam and a 39% on my second exam. After that I started meeting with a tutor and got an 84% on my third exam.”
- “This tutoring program helped me achieve a grade that I didn’t think was possible for me in this class.”
- “. . . when I think back someday, I will realize that best thing I got from my college days was that someone took the time to believe in me and help me believe in myself. I hope that I can take the time to help others reach their goals and dreams someday as you have helped me.”
- “I’ve noted a marked improvement in the students who were having trouble with (subject) in the beginning of the semester and then started a tutoring program with you.”
- “Students from the tutoring program ask good, focused question both in class and during my office hours.”



Writing Center

The [Writing Center](#) staff consists of English instructors and trained graduate students who provide assistance to both undergraduates and graduate students on writing assignments and projects. With the move to the Wintrode Center, space more than tripled and more computers, study tables, and tutoring stations were added. Between spring 2004 and fall 2007, six tutors provided assistance to many students enrolled in undergraduate English courses and a few international graduate students. During spring 2009, nine tutors were available, making it easier to schedule tutoring sessions. More than 248 students received assistance, reflecting an increase from 192 students in fall 2005. Additionally, in spring 2009, one individual was dedicated to tutoring students enrolled in ENGL 032, Basic Writing II and ENGL 033, Basic Writing III.

Federally funded TRiO programs

[TRiO Student Support Services](#) and [TRiO Upward Bound](#) are federally funded programs. These programs serve first generation students, those with a documented disabilities, and individuals from economically disadvantaged families. TRiO Student Support serves up to 160 at-risk students with goals of improved retention and graduation rates. Each selected student is assigned a TRiO advisor who partners with the student's academic advisor. The six-year graduation rate of TRiO participants exceeds that of the overall SDSU undergraduate population (71% versus 54%).

Table 3-6 TRiO student support services compared to SDSU population

TRiO Student Support Services Compared to SDSU Population				
	SDSU Population		TRiO	
Persistence to Third Semester	N = 1,787	77%	N = 160	98%
Graduation (six year time frame)	N = 1,414	54%	N = 220	71%

The TRiO Upward Bound program enrolls students from Sioux Falls Roosevelt and Washington High Schools, Flandreau Indian School, and Flandreau High School. Students participate in academic coursework and cultural community activities with the goal of enrollment and success in post-secondary education. Since the program began in 2004, 29 of the 30 participants who expected to graduate received their high school diplomas. Of those 29, 22 enrolled in a post-secondary institution. Twenty of the 22 students are still enrolled in post-secondary institutions; nine of those are minority students.

Math Help Center and Chemistry Resource Room

Currently located in the remodeled space in Harding Hall, the [Math Help Center](#) offers free tutoring for math classes ranging from MATH 021, Basic Algebra to MATH 125, Calculus II and STAT 281, Introduction to Statistics. All tutors are paid and have completed Calculus II or higher. This Center is operated by the Mathematics and Statistics Department. The [Department of Chemistry & Biochemistry's Resource Room](#) in Shepherd Hall provides a location where students can receive help with questions relating to both chemistry lecture and laboratory materials and exercises. The room is staffed Monday through Friday.



Living-Learning Communities

[Living-Learning Communities](#) are available to foster shared learning and social networking for students with common academic interests. Study groups, co-enrollment in certain courses, and special social and educational activities are among the features of these groups. Living-learning communities began in fall 2000 following a study of engineering students. Data comparing the GPAs of engineering students living in a learning community and similar majors living off campus showed a relationship between the living arrangement and students' GPAs. Engineering students in the living-learning community reported an average GPA of 2.94, and the off-campus students averaged a 2.74 GPA.

The general agriculture major community emerged as a result of the IPR which indicated that students in this multi-disciplinary program needed additional engagement and a stronger sense of community. In addition, health pre-professionals, and Honors College students also participate in living-learning communities.

Non-residential learning communities are available for some disciplines. For example, the Department of Agricultural and Biosystems Engineering enrolls departmental freshmen in common sections of several general education courses including chemistry, English, and calculus. The calculus classes are followed with study sessions facilitated by an upper class student. One student recently commented, "I would like to thank you for getting me started on the right foot here at SDSU, especially by putting all freshmen together that first semester. [It] was a great help. I have made many great connections from that."

The Health Professionals Living-Learning Community (pre-nursing, pre-pharmacy, pre-dental, pre-medical, and other pre-professional program majors) has tracked student retention since fall 2005. The number of students living in the community has varied from 82 to 98. The retention rate for this group of students remains steady at over 84% with a 91.5% retention rate for students living in the community in fall 2008. SDSU entering student retention rate remains 75% for the general student population.

Retention and academic success data from other formal living-learning communities have not been collected. The NSSE Team has discussed the possible impact the communities may have on fostering student engagement and enhancing retention. Members of the NSSE Team, which includes representatives from all colleges and Student Affairs, continue to explore avenues for increasing communications between the academic programs and residential life with the goal of meeting the goals of both and build an enriching educational environment.

Office of Continuing and Extended Education

The [Office of Continuing and Extended Education](#) provides overall leadership and support for distance-delivered (internet and DDN) and off-campus courses and programs. The Office was created to develop and manage the growth in off-campus program delivery. Staff members work closely with IDS to provide faculty development opportunities, such as the Summer eLearning Academy, and to provide troubleshooting support for distance courses. The Office assists colleges in participating in collaborative agreements including the [Great Plains Interactive Distance Education Alliance \(GP-IDEA\)](#). Additional information on distance learning is found in core components 5b and 5c.

Hilton M. Briggs Library

The [Hilton M. Briggs Library](#) (Briggs Library) is one of the largest library facilities in the Dakotas. The library balances a traditional collection of more than 926,000 print items, including government documents,

with extensive online resources, numbering 150 electronic reference and aggregation services and over 44,000 journal titles. Special collections of archival, state, and local history and curriculum materials are also available for students, faculty, and researchers.

The Briggs Library is a founding member of the South Dakota Library Network (SDLN) of 70 academic, public, school and special libraries that provide cooperative licensing for several research databases and statewide free interlibrary loans. In addition, membership in MINITEX and Online Computer Library Center, Inc. (OCLC) enables learners to borrow material from thousands of libraries worldwide. Partnerships with the Wegner Health Science Information Center in Sioux Falls and hospital libraries within the state help support graduate programs in Nursing and Pharmacy.



Access to the physical facilities and materials in the library is insured by generous library hours: 98 hours per week during fall and spring semesters. In addition, the library provides 24/7 remote access to nearly all of its online research databases, full-text periodicals, and electronic reserves.

Briggs Library creates physical spaces that support the diversity of learners and houses individual study carrels, private study rooms, over 60 public internet-accessible workstations, a general use computer lab; computer lab furnished to facilitate small-group work, graduate studies computer lab, and two classrooms for library instruction. Additionally, the library collaborates with other campus entities to meet learner needs. For example, space on the main level is set aside for use by TRiO Student Support Services and the Office of Disability Services.

Briggs Library provides services to off-campus students and faculty at other locations. Librarians respond to thousands of information requests annually through personal contacts, telephone, e-mail, and instant messaging. In 2008-2009, over 12,000 information inquiries were handled by public services librarians and staff, as well as over 11,500 requests to borrow books and articles. Approximately 570 articles and books were supplied to SDSU distance learners.

A 2004-05 user survey indicated that users wanted more network connectivity for laptops, more electronic information resources, additional study space, the elimination of interlibrary loan charges, and additional journals, in that order. As a result, the main level periodicals collection was consolidated making room for two additional group study rooms; wireless internet connectivity was expanded to all user areas; the number of wired computer workstations was upgraded and expanded; and a laptop checkout service was added. In fall 2007, wireless printing and a new computer lab for graduate students were completed. Suggestions for library improvements are also received via an online comment book, in-person, or by email. Those suggestions are acted upon when feasible; in fact, a new main floor fiction browsing area was created as a result of user requests. Following these improvements, the library experienced an increased count of patrons each month indicating that these improvements are filling student and faculty needs.

Increased use of the services and resources of Briggs Library should continue for both on-campus and remote users. Additional enhancements for 2009 and beyond include a coffee and sandwich service; the incorporation of the Honors College offices and classroom into the main level; renovated group study

rooms; the opening of the Thomas A. Daschle congressional papers to scholars; and the renovation and expansion of Archives and Special Collections.

While there have been many improvements to the Briggs Library and its services, challenges remain. Small budget increases are inadequate to meet rapidly increasing journal costs and the additional subscriptions required to support new graduate programs. In spite of enhancements, the library reflects its 1970s heritage and is inadequate in design and décor for the 21st century services expected by students and faculty.

Overall, the resources and services of Briggs Library are relatively strong for an institution of SDSU’s size and scope, providing excellent support for undergraduate education and adequate support for graduate programs.

Career consulting

[Career consulting services](#) include identifying student interests and strengths, internship development, and employment development. These services help students understand their strengths and interests and guide them to courses and programs that engage their interests and aid their learning. The [College of General Studies](#) and departments offer courses that assist students in evaluating majors and careers and in transitioning from student life to the workplace.

Career consulting staff, housed in the College of General Studies, offer one-on-one career counseling, the Myer-Briggs Type Indicator (MBTI) and additional individual assessments, such as the “Choices Planner” online resource to assist students (and alumni) in understanding and choosing academic and career paths.

In spring 2007, the College conducted a formal assessment of services by surveying students and conducting focus groups. A majority (88%) of the 67 respondents who had used the career development services indicated satisfaction and 74% were able to make a decision because of the assistance provided. Based on these assessments several changes were implemented: a “What Can I Do with a Major” website was created that provided broad employment information; staff revised the appointment intake process; and a follow-up meeting process was added. Personnel indicated that these changes have increased the effectiveness and engagement among students seeking assistance. Table 3-7 Career consulting contacts summarizes student usage of the career counseling and consulting services.

Table 3-7 Career consulting contacts

Career Consulting Contacts					
	2004	2005	2006	2007	2008
Individual career counseling sessions	81	157	163	151	120
Strong Interest Inventories	60	69	147	240	213
Myer-Briggs Type Indicator (new in 2007)	NA	NA	NA	174	249
Choices Planner Portfolios Created	961	1,018	1,040	799	455
Choices Sessions	NA	NA	2,540	2,826	2,301
Choices Pages Viewed (available Aug 2006)	NA	NA	*28,586	63,837	55,327
Choices Interest profiler	502	943	894	538	133
Choices Work Values Sorter	29	127	128	126	33

*Data available from August – December 2006.

In 2008, the number of individual career counseling sessions and Strong Interest Inventory declined due to changes in how GS 101, Academic & Career Exploration, is delivered. The course is now offered in smaller sections which results in more engaged students who need less individual follow-up. Demand for MBTI workshops for specific courses continues to increase. All 2008 “Choices” data should be treated with

caution due to software upgrade that resulted in the loss of portfolio and profiler data. The actual numbers are likely higher than what was reported by the Choices Reporting tools; more than 400 students enrolled in WEL 100, Wellness for Life were required to take the Choices Work Values Sorter, yet only 33 were listed on the report tool.

Based on survey responses, student requests and in partnership with the Students' Association and the Office of Academic Affairs, a new university-wide internship coordinator position was created in 2008 to promote and develop internship experiences that provide work experience.

Employment development including resume development, interviewing skills, and other workshops are offered to students. Through the "Campanile Connections" website, employers provide a company overview, post position announcements and interview schedules. The employment development staff facilitate on-campus interviews and host university-wide and college level career fairs.

Evaluative summary: Core component 3d

SDSU has multiple systems in place to support learning and teaching. The University's physical facilities are adequate for the teaching and learning environment. The financing of the laboratory construction and renovation will provide safe and up-dated teaching and research laboratories and may ease scheduling issues. The Avera Health and Science Center will provide a model for future classroom construction and renovation as its spaces are adaptable for active learning environments. Off-campus sites offer face-to-face courses and technology is in place to make educational offerings available to place-bound students. New and expanded academic and student support programs are now housed in the Wintrode Student Success Center. The H.M. Brigg Library supports the University community through holdings, research databases, and interlibrary loan. The Briggs Library makes access to online resources possible and provides services to students located at a distance. Student success programs include the Honors College curriculum and undergraduate research. Multiple academic and student support services ranging from initial academic placement to career consulting and job placement are available to support student learning.

While multiple support services are available, the assessment of these programs' effectiveness relative to student learning and retention needs to develop. The undergraduate advising assessment is a valuable tool and the University needs to study the data and develop targeted workshops to improve advising.

Evaluative summary and recommendations: Criterion 3

SDSU has made excellent progress defining student learning outcomes and implementing academic assessment that improves the curriculum, pedagogy, services, and resource utilization that fulfill its educational mission. SDSU clearly values, supports, and recognizes effective teaching and learning, as demonstrated through numerous program enhancements, faculty development opportunities, a new Wintrode Student Success Center, technology integration, and a diverse array of learning environments and support services that enrich learning.

Qualified faculty design curriculum to enable student success, and participate in a variety of enrichment activities. Face-to-face classroom facilities are reviewed annually for improvement, and the teaching and research laboratories are undergoing significant modernization. The need for a new large classroom to seat 300 or more students has emerged due to recent enrollment growth. New facilities, such as the Avera Health and Science Center, are designed to maximize flexibility in teaching style and pedagogy and will serve a model for future construction.

Student learning is clearly the center of the University, and while challenges continue and new ones will arise, SDSU has fulfilled the accreditation expectations associated with Criterion 3.

Based on the findings of the self-study, the following are recommended:

1. Strategically assign faculty FTE and resources to support changing enrollment and research expansion. Beyond the FTE provided in FY 2009 and FY 2010, additional faculty FTEs are needed to ensure instructional quality and to provide additional intellectual capacity for research that enhances student learning.
2. Strengthen the academic assessment plans and reporting structure for graduate programs; complete the “assessment of assessments” to determine which instruments provide the most meaningful information for improvement.
3. Develop mechanisms to assess the impact of any new initiatives on student learning and retention including service-learning and the Scholarship of Teaching and Learning (SoTL).
4. Increase budget support for professional development.
5. Strengthen efforts to enhance academic advising and support services for students both on- and off-campus. Graduate level advising/mentoring needs to be assessed.
6. Continue to invest University resources for the enhancement of learning environments.

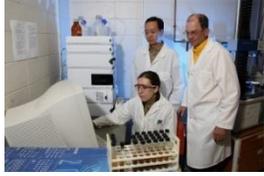
CHAPTER 4

CRITERION FOUR:

ACQUISITION, DISCOVERY AND
APPLICATION OF KNOWLEDGE



South Dakota State University
HLC-NCA Self-Study



CHAPTER 4

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.

Introduction

The European Commission (1995) defined lifelong learning as “the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills, and understanding they will require throughout their lifetimes and to apply them with confidence, creativity, and enjoyment in all roles, circumstances, and environments” ([Life Long Learning Advocacy Center](#), 2007).

South Dakota State University (SDSU) addresses these issues through general education, required degree courses, electives, and graduate courses. Students develop skills through internships, research collaborations, service learning, special projects, student organizations, travel, and study abroad. Faculty, staff, and administrators have opportunities to continue learning through professional development activities, conference attendance, scholarship, collaboration, and domestic and international travel.

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

SDSU engages in a life of learning as an organization and creates supportive policies and environments that model the behaviors required for developing lifelong learners. The South Dakota Board of Regents (SDBOR) and SDSU policies promote a life of learning for its faculty, administrators, staff, and students.

Policies to support a life of learning

Multiple policy statements reflect the institution’s dedication to creating an environment that promotes continual learning. These policy statements build upon the SDBOR’s commitment to foundational knowledge articulated in the [System Mission Statement](#).

The primary mission of the institutions in the Regental System is to utilize available resources to provide an environment in which students are encouraged and supported in their intellectual, cultural, and ethical development through interaction with the scholarly communities at the institutions. The System and its institutions must assist students in their search for knowledge, in understanding themselves and their cultural and physical environments, and in developing the wisdom and skills necessary to function as responsible citizens in a democracy.

The Board affirms a commitment to the fundamental values of higher education in which programs and experiences promote curiosity; stimulate thought; encourage self-reflection; foster a genuine desire for lifelong learning; engender a global view of society which embodies a free interchange of ideas; and reflect a concern for creating a responsible, ethical society.

The [SDSU Mission Statement](#) focuses on meeting the needs of the state and region by delivering undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in a wide range of disciplines. The University complements this goal by conducting nationally competitive research, scholarship, and creative activities, and by providing service.

The SDBOR policy on [Academic Freedom and Responsibility](#) ensures free and orderly discussion, inquiry, and expression. Additional SDBOR policies create systems and structures which invite continued learning. These policies include the creation of off-campus attendance centers and the electronic delivery of courses and programs.

Academic programs

Academic programs build the foundational skills and knowledge-base needed to enrich students' lives. Discipline content knowledge becomes more complex as learners move from the undergraduate to graduate levels. Through the curriculum, the development of critical thinking, problem solving, decision making, and oral and written communication abilities are emphasized and fostered with a variety of pedagogical approaches. Recognizing the diverse abilities, talents, interests, and time commitments of the student population, the University has developed mechanisms to encourage student engagement and development through a life of learning.

Undergraduate research, scholarship and creative activity

Research, scholarship, and creative activities foster an appreciation for discovery and learning. Undergraduates are introduced to scholarly work throughout their programs and may partner with faculty to conduct research or explore interests beyond classroom expectations. Faculty provide opportunities for



undergraduate research, and the Higher Education Research Institute (HERI) Faculty Survey data reflect these efforts. In 2007-2008, a total of 608 surveys were distributed with 219 undergraduate faculty responding for a response rate of 36%. Of the respondents, 45% indicated that they had engaged undergraduates in their research. Students also indicate an interest in participating in research. Forty-five percent (760) of the seniors responded to the 2008 National Survey of Student Engagement (NSSE). Of the 760 respondents, 21% indicated that

they had worked on a research project with a faculty member outside of course or program requirements. On the 2008 HLC-NCA Self-Study Student Survey, 27% of the 429 students responded affirmatively to the item, "I have participated in research," and many expressed an interest in having more research-related opportunities.

Commitment to research, scholarship, and creative activity is demonstrated through incentives and awards, special activities, and events. Selected examples follow:

- The [Schultz-Werth Award](#) was established in 1964 based on the Schultz family's belief in the importance of investing in people through education. The monetary award is designed to stimulate and recognize scholarly achievement of undergraduates for outstanding papers or research reports.
- The [Joseph F. Nelson Undergraduate Research Mentorship](#) is designed to encourage undergraduate research in science, technology, engineering, and mathematics (STEM) disciplines with the guidance of a mentor. Selected students receive a \$3,000 stipend and funding to present their work.
- *The Griffith and Bentley Undergraduate Research Award* is administered by the South Dakota Agricultural Experiment Station (SDAES) and provides monetary awards.
- Two *Tanaka Undergraduate Research Fellowships* are awarded annually to chemistry majors to encourage careers in chemical research, and the Twyla Oaken Summer Undergraduate Research Fellowship provides an annual summer stipend of \$3,000 to a junior or senior chemistry major.

At the University level, the Research Advisory Council (RAC) and the Office of Research and Sponsored Programs (ORSP) facilitates the [Undergraduate Research, Scholarship, and Creative Activity Day](#) (URSCAD), open to all students. The event is an opportunity for undergraduate students to present their work and recognizes outstanding effort.

Additionally, the *SDSU Journal of Undergraduate Research* ([SDSU Undergraduate Research](#)) provides a venue to publish undergraduate research papers with topics ranging from art history to molecular biology. Undergraduates from all majors are encouraged to submit their scholarly work for publication. The 2008 publication marks the sixth volume (Exhibit 4.1) and features 11 articles by undergraduates who conducted formal research.



College and departmental exhibitions, productions, and publications feature student talent and recognize student accomplishments. Often the recognition is discipline specific as shown in the following examples:

- In 2007, the American Society of Interior Designers (ASID) awarded a \$2000 scholarship to an SDSU student following review of her application and design work. In 2008, another undergraduate received honorable mention in the ASID *ACCESS* Winter Design Challenge.
- In 2007, the American Society of Mining and Reclamation recognized an Agronomy undergraduate with the top national undergraduate research award. The award acknowledged her work in reclamation of disturbed mine soils.
- Art history students received national recognition for their collaborative paper on artist George Green, published in June 2008 in a special edition of the *Kappa Omicron Nu Undergraduate Research Journal for the Human Sciences*.

At other times, public events and contests feature student talent and knowledge: juried art competitions, theatre productions, and performances by the Pride of the Dakotas Marching Band and the Concert Choir are examples. In fall 2008, the Dairy Products Judging Team earned first at the 2008 National Collegiate Dairy Products Evaluation Contest, and SDSU students took first place in the four year division at the National North American Colleges and Teachers of Agriculture (NACTA) Collegiate Soil Judging Contest.

Graduate student research recognition

Graduate students' abilities in research, scholarship, and creative activities are developed through classes and projects that are the basis for their work as scholars and professionals. Graduate students prepare professional publications, reports, and presentations based on their research projects. These professional opportunities not only connect students with industry and professional organizations, but also honor the students and programs.

Students are recognized for their research in local, state, and regional publications and through presentations. The Midwest Nursing Research Society showcases graduate student research with SDSU students' posters and papers presented annually. Recently, a doctoral student received the national J. Frances Allen Award from the American Fisheries Society which recognizes research, publication, and service. The local Sigma Xi chapter honors graduate students with cash awards for original work.

Faculty and staff scholarly development

The University provides opportunities for professional growth for faculty and non-faculty exempt staff. The University's strategic plan specifically calls for strengthening research, discovery, creative activities, and for supporting interdisciplinary scholarship (Goal 1); strengthening the arts and humanities and creating dynamic, viable, and sustainable communities (Goal 2); and increasing funds for research, scholarship, and creative activities (Goal 4). These goals are linked to activities that support and complement the economic development efforts of the State.

Responding to emerging state needs

During the past decade, State government has allocated funds to support research centers that build on the University's strengths to develop research infrastructure and enhance programs that support its initiatives and economic development goals. The SDBOR has authorized the expansion of the Ph.D. degree offerings; and since 2004, SDSU has added several Ph.D. and professional doctoral programs which are discussed in core component 4b. With the addition of these funds and centers, SDSU enhances its ability to promote a life of learning for faculty, students, staff and administration. For example:

Geographic Information Science Center of Excellence (GIScCE)

The [GIScCE](#) partners SDSU scientists with researchers located at the US Geological Survey Earth Resources Observation and Science (EROS) Data Center located north of Sioux Falls. The GIScCE studies the science of earth observation and monitoring to document and understand the changing earth. The Center's research scientists come from all over the world, and currently 14 international graduate students are studying at the Center. The scientists teach undergraduate Geographic Information Science (GISc) majors and partner with junior and senior students to work on specific research projects. The establishment of the GIScCE provided the foundation of scientists needed for the creation of the Ph.D. in Geospatial Science in Engineering (GSE).

2010 Centers

Through State funding, several research centers have emerged.

- The 2010 Center for Infectious Disease Research and Vaccinology focuses on infectious diseases of animals and humans. Four faculty researchers have been hired and research dollars increased from \$171,600 in 2002 to \$1,520,700 in 2008.

- The 2010 Research Center of Excellence for Drought Tolerance Biotechnology will focus research on emerging technologies for development and management of drought tolerant crops. The South Dakota Crop Improvement Association, crop research and promotion boards, and individual biotechnology companies have provided more the \$6 million in private funds to build the Seed Technology Center, which broke ground at the Innovation Campus in April 2009.
- The 2010 Research Center for the Biological Control and Analysis by Applied Photonics (BCAAP) will explore photonics which is the science of generating, controlling, and detecting visible light particles.
- The Center for Translational Cancer Research will develop and move discoveries for cancer prevention, detection, and treatment from the laboratory to the bedside.



Additionally, SDSU faculty are involved in SDBOR collaborative research in the 2010 Centers for Bioprocessing Research and Development, for Accelerated Applications at the Nanoscale, and for the Research and Development of Light-Activated Materials.

Other research initiatives

SDSU scientists are involved with several national research initiatives. The [North Central Sun Grant Center](#) works to solve America's energy needs and to revitalize rural communities through research on renewable energy and bio-based industries. Other biofuels research includes the analysis of biomass potential for switchgrass, genetic mapping of prairie cordgrass, and the development of pre-treatment strategies for bioconversion processes.

University researchers serve in one of seven Vanguard Centers for the National Institutes of Health [National Children's Study](#), the nation's largest, long-term study of environmental effects on human health. The researchers developed the original protocols and are recruiting the first participants.



SDSU serves as the State office for the National Science Foundation and Department of Energy Experimental Program to Stimulate Competitive Research (EPSCoR). Scientists from across the state secured a research infrastructure improvement grant and work collaboratively to strengthen research in Photo-Activated Nanoscale Systems (PANS). SDSU also houses the Core Campus Mass Spectrometry Facility which provides unique chemical analysis capabilities in the upper Midwest.

Scholarship of Teaching and Learning (SoTL)

The University acknowledges the broad definition of scholarship promulgated by the late Ernest Boyer and recognizes not only the traditional scholarship of discovery, application, and integration, but also the scholarship of teaching and learning (SoTL). In 1995, SoTL was first included in the University document *Achieving Excellence in Faculty Roles*, and during recent revisions, all college and departmental documents were required to include SoTL standards of performance in the research section. The University has built its capacity for and understanding of SoTL by sending faculty teams to national

and regional conferences. In 2008, the SoTL Council was formalized and is developing processes and activities for integrating SoTL more completely into the institution. In 2009, the Office of Academic Affairs created a fund of \$30,000 to support and stimulate faculty scholarly endeavors in this area.

Financial support for faculty scholarship

SDSU financially supports faculty scholarship, travel, and instructional innovation. Three pools of funds are administered by the Office of Academic Affairs. Between 2002 and 2008, the following funds were distributed:

- The New Ideas program dispersed over \$313,000 to 166 faculty members (\$250 to \$6,000 in FY08). Many projects have used New Ideas resources (\$50,000 annually). Recently, funds were used to certify Spanish faculty in the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview testing protocol. Also, the College of Nursing purchased four human simulator mannequins which are able to breathe, talk, and demonstrate many human capabilities.
- The Mini-Grants program dispersed almost \$106,000 to 536 faculty members. Most often these funds are used to support travel to professional conferences.
- The Research/Scholarship Start-up Support Fund of \$30,000 per year provided \$175,949 to 50 faculty members.

The Research/Scholarship Support Fund (R/S SF) of \$50,000 is administered through the ORSP. Awards ranging from \$500 to \$7,500 have funded faculty projects in history, biology and microbiology, apparel merchandising, mathematics, and pharmaceutical sciences. Colleges and departments supplement funds on a cost matching basis by providing release time or other considerations.

While the amount of funding is limited, faculty members are offered the opportunity to attend conferences, to build research collaborations, and to access resources that allows them to generate data as a catalyst for other grant applications. One faculty member used the R/S SF grant as a bridge between his post-doctoral career to his role as faculty member. The data collected as a result of the R/S SF grant led to contractual awards for the college.

Faculty leaves and sabbaticals

The SDBOR and the SDSU administration support paid [faculty leaves and sabbaticals](#) for enhancing the lifelong learning and professional development of its faculty. Since FY 2004, 58 faculty members have benefited either from academic-year or semester-long paid leaves. In the recent past, all sabbatical requests have been approved at the University level. In 2008-2009, fifteen faculty members were granted sabbatical leave.

Table 4-1 Faculty leaves and sabbaticals

Faculty Leaves and Sabbaticals		
Year	Improvement Leave	Sabbaticals
2004-2005	2	11
2005-2006	2	7
2006-2007	0	11
2007-2008	0	10
2008-2009	0	15

Note: Does not include FMLA or leave without pay.

Faculty recognition

Public recognition affirms the University's commitment to faculty and staff. The F.O. Butler and other awards focused on teaching were discussed in core component 3b. In addition to those, deserving faculty members are recognized through the [Distinguished Professor Program](#) which honors faculty who have demonstrated exceptional teaching, scholarship, and service reflecting initiative and energy beyond the expected standards of excellence. Annually, college and department awards are given; among these are the following:

- The College of Family and Consumer Sciences has honored two faculty members who have demonstrated excellence in all roles.
- The College of Nursing recognizes faculty who demonstrate significant achievements in leadership, teaching, and scholarship.
- The College of Engineering honors a Researcher of the Year.
- The College of Education and Counseling recognized a faculty member for excellence in scholarship and creativity.
- The College of Agriculture and Biological Sciences recognizes excellence in undergraduate advising with the Walt McCarty Academic Advising Award. An endowment fund supports a cash stipend for the recipient.

The first annual University recognition event, [Learning, Discovery and Engagement: Celebrating Faculty Excellence](#), was held in February 2009. The event included faculty presentations, performances, and poster sessions. An awards dinner featured poetry readings and musical performances and celebrated faculty achievements. The Dr. Sherwood and Elizabeth Berg Young Scientist Award and Distinguished Researchers and Scholars awards were presented. A program for the faculty recognition event is located in Exhibit 4.2.

SDSU events such as the [Honor Society of Phi Kappa Phi Victor Webster 2008 Faculty Lectureship](#) and the Academic Senate's [Charles L. Sewrey Faculty Colloquium](#) enable faculty members to present their scholarship. Through these and other events, faculty members' work is valued and recognized by others. The [2007-2008 HERI Faculty Survey](#) data indicate that over 70% of faculty members responding (219 of 608) agreed that their research is valued by colleagues in their department and 89% of responding faculty felt their teaching was valued by colleagues.

National faculty exchange

The University encourages travel that introduces scholars to different perspectives, cultures and societies, that provides context to enriching the curriculum, and that builds empathy for international students. These experiences are itemized in core components 1b and 3b.

Exchanges with U.S. colleges and universities that serve minority populations are a means of enhancing the diversity experiences for SDSU students and faculty. Memoranda of understanding exist with Lincoln University of Missouri, Oglala Lakota College, and Sinte Gleska University in South Dakota. Through spring of 2009, two faculty exchanges have occurred with Lincoln University of Missouri, three with Oglala Lakota College and one with Sinte Gleska University. Faculty members of minority ethnicity from the respective schools visit and provide lectures. These direct interactions provide invaluable diversity experiences for SDSU students.

Reduced tuition and educational release time

Based on SDBOR policy, all SDSU permanent employees are eligible for [reduced tuition and release time](#) to continue their education at SDBOR institutions. Reduced tuition and/or educational release time was granted to 34 non-faculty exempt employees, 21 career service employees, and 15 faculty members in fall 2007. In spring 2008, reduced tuition and/or educational release time was granted to 30 non-faculty exempt, 18 career service, and 13 faculty employees indicating that individuals use this benefit.

Professional opportunities and recognition for career service employees and non-faculty exempt staff

To encourage career service employees' educational growth, in 1986 the [Career Service Advisory Council](#) (CSAC) established the *CSAC Personal Improvement Scholarship* which is awarded to a career service employee who attends classes at SDSU and has demonstrated potential for personal development. In addition, the [Oliver A. Gottschalk Memorial Scholarship](#), established in 1993, is awarded annually to a deserving SDSU undergraduate who is a dependent of an SDSU career service employee. Additional recognition and informational events include the [Career Service Mass Meetings](#) and the [Career Service Employee of the Month](#) recognition program.

Seminars and workshops are available to career service employees, and most faculty development events are open to non-faculty exempt staff. The University encourages supervisors to grant release time so employees can attend and to provide departmental financial support. The data from both the [HLC-NCA Self-Study Survey: Career Service](#) and [HLC-NCA Self-Study Survey: Non-Faculty Exempt](#) confirm that these critical employee groups believe they have opportunities for learning and that they participate.

Encouraging and supporting a life of learning for the larger community

Creating a life of learning for members of the local, state and regional communities is important to the University. The University provides resources, events, and activities that enrich the lives of the broader community. A few examples of these resources follow:

Hilton M. Briggs Library

The [Hilton M. Briggs Library](#) mission statement is consistent with the American Library Association's (ALA) commitment to have "libraries in every community cooperate to provide lifelong learning services to all" ([ALA Mission, Priority Areas and Goals](#)). The Hilton M. Briggs Library serves as the intellectual axis of SDSU, providing user-centered services supporting research, lifelong learning, academic excellence, and outreach. Briggs Library is an information portal and general cultural resource.

Briggs Library policies, collections, and services are designed to foster a life of learning and to provide resources for SDSU students and for the citizens of South Dakota and the nation. [Information Services](#) assist anyone who requests information at the service desks and via telephone, e-mail, and instant messaging. All residents of South Dakota who are at least 16 years old may borrow library materials. The [Interlibrary Loan Service](#) (ILS) obtains books, copies of journal articles, videos, and other materials from libraries throughout the United States and other countries. In addition, Briggs Library lends materials to users throughout the world.

Briggs Library resources are available to everyone who visits the library building. Of special note are the extensive holdings of Archives and Special Collections, which are resources for developing a life of

learning. Two of numerous examples include the literary papers of the Native American writer Elizabeth Cook-Lynn and the papers of former Congressman and Senator Thomas A. Daschle.

Briggs Library's primary responsibility is to meet the information needs of the SDSU community. Therefore, resources that specifically address the needs of students and faculty are featured. More than 100 [Library Research Databases](#), covering a broad range of disciplines with thousands of full-text journals and other periodical publications, are available 24/7 via the web and are especially useful to distance students and faculty. Additionally, the [Distance Library Services](#) staff provides materials from the print collection and obtains those not available through the library's databases via interlibrary loan for distance students and faculty.

Co-curricular and campus events

Co-curricular experiences also develop life skills, supplement the formal curriculum, and provide enrichment opportunities. The Division of Student Affairs supports student organizations and provides educational programs that promote personal growth, stress responsible behavior, and encourage community involvement. Speakers, seminars, panel discussions, festivals, and theatrical, musical, and athletic events enrich the learning experience.

Examples of student organizations and programs are provided in core component 1b.

Students' participation in organizations is robust, and students also attend workshops to develop leadership capacity. Over 43% of students responding (N = 433) to this HLC-NCA Student Survey item indicated they participate in student organizations. Additionally, 21% of the respondents indicated that they attended a leadership program or held a leadership position.



Respondents mentioned that they were members of the following organizations: music (orchestra, band, and choir), honor societies, fraternities and sororities, major and disciplinary clubs, and institution-wide groups such as the Hobo Day Committee, Staters for State, and Future Farmers of America (FFA). [NSSE data](#) also indicate that senior students spend more time participating in co-curricular activities than the Carnegie peer group.

Campus events enrich the Brookings community and the State. Theatre performances, music recitals, professional performances, speakers, conferences, visual art exhibitions, and athletic events are open to the public. Among the many events are the following:

- The SDSU Festival of Cultures, sponsored by the International Relations Club and Office for Diversity Enhancement, features performance, food and exhibits from diverse cultures.
- The SDSU Native American Club Wacipi (Powwow) attracts approximately 1,400 spectators and 160 Native American dancers to compete in 21 dance categories.
- SDSU Little International (Little I) is an annual two-day agricultural exposition planned and implemented by SDSU students for the benefit of high school and collegiate students. Little I is considered the largest two-day agricultural exposition in the country.
- The Harding Distinguished Lecture series, established in 1963, honors the memory of Albert S. Harding, an 1892 graduate and professor of economics who began his career with SDSU in 1897. The lecture series has brought to campus over 100 people of national and international reputation and importance to speak on timely topics.

Evaluative summary: Core component 4a

SDSU clearly demonstrates through its actions that it values lifelong learning for its students, faculty, staff, and administrators. Faculty research, scholarship, and creative activity are emphasized in the strategic plans, and the recently revised document, *Achieving Excellence in Faculty Role*, embraces a broad definition. These documents guide departments and faculty as they establish scholarship programs, build research infrastructure, and determine faculty and staff development initiatives to strengthen faculty, staff, and students for continuous learning. The increased emphasis on the SoTL provides opportunities for teaching faculty. The SoTL must also permeate the institution and receive recognition similar to other research efforts. Enrichment and recognition are available through research, judging teams, presentations, performances, and exhibitions.

Scholarship and research stimulates organizational and educational improvements. The University supports faculty, students, and staff in pursuit of personal and professional development via sabbatical, workshops, and travel. While the number of sabbaticals and other leaves may seem small, in recent years all applications received at the University level have been granted. Reduced tuition and educational release time, workshops, and other development opportunities are available to all employees. Additionally, events that promote a life of learning are available to the public.

Faculty travel and exchange are rich sources of learning for faculty and students. While both international and domestic agreements exist, additional efforts need to be made to increase financial support and extend the length of the visits so that more meaningful exchanges can occur.

Research initiatives are increasing which provide opportunities for discovery and learning. These initiatives are slowly changing the culture of the University. Efforts have been made to realign teaching responsibilities to enable research; more professional assignment adjustments need to be made as many faculty continue to teach several courses each year.

Core component 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.

SDSU affirms that a broad-based set of skills, knowledge, and attitudes forms the basis of a university education and provides the foundation that supports learning throughout a lifetime. The University provides a range of learning experiences and curricula for both undergraduate and graduate students. Strong undergraduate programs are informed by scholarship, research, and creative activities that emerge from the work of scholars across the University. The research activities create opportunities for undergraduate and graduate students to learn and practice the important skills and intellectual processes necessary for professional success.

This scholarly environment is built upon a foundation of courses that instill in students, not only depth and breadth of knowledge of their academic discipline, but also the communication, critical thinking, and inquiry skills that will support them throughout their lifetime. Graduates will be called upon to be responsible change agents, solve problems, and create new knowledge in an increasingly complex, global community. Learners must be critical thinkers with solid humanistic values, who are socially committed, and possess superior communication and numeracy skills. The foundation of diverse skills, abilities, and understandings required for an educated citizenry enables learners to bring perspective and values to their specializations and to consider alternative and creative points of view as they develop as professionals.

General education requirements

Since the last HLC-NCA self-study, changes have occurred both in the South Dakota system general education requirements (SGRs) and the institutional graduation requirement (IGRs). In 2003-2004, the SDBOR conducted a study of general education which involved representatives of each System institution. To ease the transfer of credits, a common set of system requirements including articulated student learning outcomes (SLOs) was developed. Additionally, each institution was required to address globalization and advanced writing and was invited to include mission-specific institutional graduation requirements (IGRs). Syllabi for all courses identified as meeting an SGR, IGR, globalization, or advanced writing outcome underwent a review to ensure that the SLOs were included and assessed.

Traditionally, instruction of general education courses has been a shared responsibility of all faculty. Strong teaching at the undergraduate level is critical to retention, and departments have committed professors for these entry level classes. However, because of the recent enrollment growth and the increased emphasis on research and scholarship, the staffing patterns for general education courses have evolved, yet many continue to be taught by full-time, doctoral-prepared professors. Part-time, temporary faculty are often hired, and graduate teaching assistants (GTAs) are used in departments with graduate programs.

Frequently, laboratory science sections or courses with multiple sections such as ENGL 101, Composition I, are taught by graduate students under the supervision of a faculty member and typically use a common syllabus designed by a faculty member. The departments provide initial orientation, ongoing mentoring, and written guidelines for GTAs who are closely supervised.

Because of the breadth of the courses across numerous disciplines, there is no consistent enrollment cap in general education. Some classes occur in large lecture formats, while others are better suited to smaller numbers. Enrollment caps range from 24 in SPCM 101, Fundamentals of Speech and 40 in MATH 102, College Algebra to 387 in CHEM 112, General Chemistry (lecture only). Enrollment limits reflect history, pedagogical effectiveness, and pressures due to growth and are controlled by the respective department heads.

To facilitate transfer and insure quality, SDSU offers the general education courses at both Lake Area Technical Institute (LATI) in Watertown, SD and Southeast Technical Institute (STI) in Sioux Falls. For these general education courses, whether technical institute or SDSU faculty, syllabi, and student opinion surveys must meet the SDBOR's and SDSU's requirements.

Student success in general education is critical to retention and progress toward a degree. Similarly, offering challenging entry-level courses stimulate students for future growth and exploration. The University provides support systems for students who do not meet the college readiness benchmarks, and the [SDBOR Policy 2:7](#) ensures that students are not enrolled in courses beyond their abilities. Honors curriculum exists for those students who are ready for more rigorous learning experiences. More information on these support services is found in core component 3d.

System General Education Requirements (SGRs)

General education is composed of the system (SGRs), the institutional (IGRs), globalization, and advanced writing requirements. The seven broad SGRs were designed to ensure mastery of goals with articulated student learning outcomes (SLOs) and include the following:

Table 4-2 System general education requirements

System General Education Requirements	
1: Written Communication	Students will write effectively and responsibly and will understand and interpret the written expression of others.
2: Oral Communication	Students will communicate effectively and responsibly through listening and speaking.
3: Social Sciences/Diversity	Students will understand the organization, potential, and diversity of the human community through study of social sciences.
4: Humanities and Arts/Diversity	Students will understand the diversity and complexity of the human experience through study of the arts and humanities.
5: Mathematics	Students will understand and apply fundamental mathematical processes and reasoning.
6: Natural Sciences	Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.
7: Information Literacy (IL)	Students will recognize when information is needed and have the ability to locate, organize, critically evaluate and effectively use information from a variety of sources with intellectual integrity.

Institutional Graduation Requirements (IGRs)

At SDSU, the General Education Committee of the Academic Senate developed three goals that reflect the land-grant mission. SDSU graduates need to understand the natural environment and their responsibility for its sustainability, to practice healthy lifestyle choices and take responsibility for their wellness, and to behave responsibly as citizens who recognize and value differences and preserve culture.

Table 4-3 Institutional graduation requirements

Institutional Graduation Requirements	
1: Land and Natural Resources	Students will learn to be responsible for the land and other natural resources.
2: Personal Wellness	Students will demonstrate a holistic approach to personal wellness.
3: Social Responsibility/Cultural and Aesthetic Awareness	Students will demonstrate social responsibility or cultural and aesthetic awareness to foster individual responsibility and creativity.

[South Dakota State University 2009-2010 Undergraduate Programs Bulletin](#)

Globalization and advanced writing requirements

At SDSU, the globalization and advanced writing requirements are embedded within each discipline, and students must select courses that have been identified as fulfilling these requirements. The globalization requirement helps students develop an understanding of how the process of globalization affects the human community. Courses identified as meeting the globalization goal enable students to identify benefits and costs of globalization, analyze, and interpret global issues and data using discipline specific analytical and/or philosophical tools. The advanced writing courses are discipline-based and require students to use a scholarly and research-based focus while refining their writing skills.

Assessment of system general education outcomes

Various instruments are used to evaluate the effectiveness of general education: the ACT Collegiate Assessment of Academic Proficiency (CAAP), the Information Literacy (IL) assignments and mid-term exam, IGR and globalization survey, and the alumni and employer surveys.

Since 1998, the standardized CAAP examination, known locally as the proficiency exam, has been used by the SDBOR ([BOR Policy 2:28](#)) to measure students' attainment of general education competency in writing skills, mathematics, reading, and science reasoning. These exams are administered to students when they complete 48 credits toward a bachelor's degree and 32 credits for an associate degree. Students who fail to achieve passing scores must remediate and have two retest opportunities. Over 90% of all SDSU first time testers pass all sections of the CAAP exam.



SDSU's pass rate is highest in science reasoning with over 99% passing since fall 2004. The mathematics pass rate is approximately 98%, while the pass rate for writing ranges from 94% to 97% and reading's rate ranges from 95% to 98%.

Table 4-4 SDSU Proficiency examination pass rates by subject area

SDSU Proficiency Examination Pass Rates by Subject Area						
Semester	N*	SDSU Pass Rates				
		Writing Skills	Mathematics	Reading	Science Reasoning	Overall (passing all 4 sections)
Fall 2006	886	95.8%	98.9%	95.1%	99.9%	91.4%
Spring 2007	959	96.8%	99.2%	97.1%	99.9%	94.4%
Fall 2007	823	93.8%	98.8%	96.7%	99.9%	91.7%
Spring 2008	963	97.0%	99.8%	97.8%	99.8%	95.2%
Fall 2008	889	94.6%	98.8%	94.8%	99.7%	90.6%
Spring 2009	998	96.3%	99.4%	96.3%	99.9%	94.0%

*Note: Bold numbers represent the highest pass rate per subject during the past three-year period.

Includes special accommodations testers

Few students fail all four sections of the CAAP. Students most often fail only one section of the exam with the highest percent failing the writing section. English placement policy exists, and incoming freshmen who do not meet the college readiness benchmarks are enrolled in pre-general education courses prior to enrollment in first year composition classes. Remediation programs are in place for students who fail the writing portion of the proficiency.

Proficiency data show that frequently students who fail writing also fail reading. In response, the University developed a reading policy to provide early support for entering students with ACT reading sub-scores of 17 and lower. The READ 041, Reading for College Success, course underscores the relationship between basic reading comprehension and analysis, writing, and the ability to learn across the educational spectrum. Since this policy went into effect in fall 2007, most students impacted by this

requirement have not completed the 48 credits needed for CAAP testing. The University will monitor the effect of this reading requirement on the reading proficiency pass rate.

Table 4-5 SDSU students requiring remediation

SDSU Students Requiring Remediation												
	Fall 2006		Spring 2007		Fall 2007		Spring 2008		Fall 2008		Spring 2009	
	N	%	N	%	N	%	N	%	N	%	N	%
First Time Testers*	886	100%	957	100%	823	100%	963	100%	889	100%	994	100%
Students Failing:												
1 Area	62	7.0%	41	4.3%	50	6.1%	37	3.8%	65	7.3%	43	4.3%
2 Areas	13	1.5%	12	1.3%	16	1.9%	8	0.8%	14	1.6%	13	1.3%
3 Areas	1	0.1%	1	0.1%	1	0.1%	1	0.1%	3	0.3%	4	0.4%
4 Areas	0	-	0	-	1	0.1%	0	-	1	0.1%	0	-
Unduplicated Total	76	8.6%	54	5.6%	68	8.3%	46	4.8%	83	9.3%	60	6.0%
Number of Students Failing per CAAP Section:												
Writing Skills	37	4.2%	31	3.2%	51	6.2%	29	3.0%	48	5.4%	37	3.7%
Mathematics	10	1.1%	8	0.8%	10	1.2%	2	0.2%	11	1.2%	6	0.6%
Reading	43	4.9%	28	2.9%	27	3.3%	21	2.2%	46	5.2%	37	3.7%
Science Reasoning	1	0.1%	1	0.1%	1	0.1%	2	0.2%	3	0.3%	1	0.1%
Total Number of Test Sections Failed	91		68		89		54		108		81	

*Note: Includes special accommodations testers

Scores are reported to students and advisors and are used to establish eligibility for upper-division work and to improve programs and student learning. Aggregate data are reported to the University community each year in the [Student Success at SDSU 2007-2008](#) reports.

The SDBOR IL Goal 7 is assessed in required speech and English courses. For the academic year 2007-2008, results found 85% of the 1,756 students passed ENGL 101, Composition I, a required course. Since 2007, 3,580 students have taken the midterm exam in Fundamentals of Speech and over 50% answered all the embedded test items correctly. In both academic years, students had the most difficulty with the items related to the format for citations. These results were shared with the department faculty and librarians in order to strengthen learning activities ([Student Success at SDSU 2007-2008](#)).

Assessment of IGRs, advanced writing and globalization requirements

The outcomes for the IGRs, advanced writing, and globalization requirements are assessed in the courses that meet these goals. Successful completion of the courses indicates attainment of the outcomes. Each term the required advanced writing course is taught, an Advanced Writing Assessment Findings report is submitted to Academic Evaluation and Assessment (AEA).

Additionally, graduating seniors are asked to evaluate how their experiences at SDSU, both in and outside the classroom, have contributed to their personal understanding and development relative to the SLOs for the IGRs and globalization. Since fall 2007, 1,949 graduating seniors have completed IGR surveys and

responded to 18 questions using a five-point Likert scale, ranging from extensively (5) to not at all (1). Data from both 2007-2008 and 2008-2009 academic years were similar and indicate that seniors believe their University experiences have contributed to their ability to meet the outcomes. Item mean scores ranged from 3.12 to 4.22. Three of the five highest mean scores were in the areas of personal wellness, IGR 2; the other two of the five highest related to IGR 3, cultural and aesthetic awareness. The student responses to the items related to globalization indicated less confidence in the development in this competency ([Student Success at SDSU 2007-2008](#)).



The area of personal wellness contains common concepts, and this goal was a component of the IGRs prior to the general education review. The concept of globalization is a new requirement, and indeed, the Diversity, Globalization and Internationalization HLC-NCA Theme Committee struggled with the definition. Also, because the globalization outcomes were first embedded into coursework in fall 2005, some of the seniors returning surveys may have already completed the coursework required for their major. The University needs to monitor the students' understanding of the globalization-related SLOs.

Alumni and employer surveys

Institutional alumni and employers surveys include questions related to general education and are distributed every two years to graduates who completed their undergraduate degrees between 1.5 and 3.5 years earlier. Both the 2005 and 2007 alumni and employer surveys indicate that the general education competencies are important to one's professional life. Included in the top three competencies as being important to their field are the following: function as a knowledgeable professional, listen effectively, and speak effectively. Collaboration with others on a team, adapting to change, and solving complex work and life problems are among the top six items in the area of importance for work. In both years, alumni, recognizing the importance for their professional life, indicate a need for more preparation in the general education competencies of writing, speaking, and listening.

However, the competency needing the most attention during the students' education is the ability to "solve complex work/life problems." The open-ended responses returned by both alumni and employers confirm this finding. Alumni asked for increased opportunities for internships and hands-on experiences while employers stated that more time for senior level projects that require solving complex problems is needed. Data from these surveys are summarized and reported to the University community in the [Student Success at SDSU 2007-2008](#) report. However, the 2008 NSSE data show that 65% of the 704 senior respondents have completed a "practicum, internship, field" or similar experience which is up from the 62% of the 244 seniors responding in 2006.

National Survey of Student Engagement (NSSE)

Every two years, SDSU participates in the National Survey of Student Engagement (NSSE) which contains items important to the development of general education competencies. Data from the past three administrations in [2004](#), [2006](#) and [2008](#) indicate that students, particularly at the freshman level, write fewer papers of various lengths, read fewer books, and use fewer higher level thinking skills including analysis, synthesis, making judgments, and applying theories when compared to students at Carnegie peer institutions.

To further study these results, the Offices of Academic Affairs and AEA convened a NSSE Team in fall 2008, consisting of one representative from each college, Student Affairs staff, and Students' Association (SA) leadership. This team is exploring the NSSE data with the goal of making recommendations that will improve the level of academic challenge and engagement for both freshman and senior students.

Research and scholarship enhancement

Research and scholarship provide opportunities for graduate students to build inquiry and problem solving skills. In 2006, SDSU was reclassified by the Carnegie Foundation for the Advancement of Teaching as a Research University with High Research Activity. This reclassification is an example of an external group recognizing the quality of scholarship at SDSU, the only institution in South Dakota with this distinction.

Both the SDSU Graduate School and the ORSP are centrally involved in the enhancement of research. The Graduate School defines and maintains rigorous academic standards for graduate programs and ensures that the scholarship of discovery, application, integration, and teaching reflect the mission of the University and are woven into its fiber. As SDSU's research expands, the Graduate School reviews all of its policies to ensure program quality for a research-oriented campus.

The 2008-2012 SDSU Strategic Plan capitalizes on the state and local initiatives and captures the University's research aspirations. The number of doctoral programs has grown to 14 with the growth in science, technology, engineering and mathematics (STEM) disciplines that are tied to economic development. Electrical engineering, computational science and statistics, and pharmaceutical sciences received state appropriated funds. Financial redirection enabled the addition of doctorates in nutritional sciences, nursing, and wildlife and fisheries. Substantial fees were added to support the recently approved Doctorate of Nursing Practice.

Doctoral programs
Agronomy
Animal Science
Biological Sciences
Chemistry
Computational Science & Statistics
Electrical Engineering
Geospatial Science & Engineering
Nursing
Nursing Practice (DNP)
Nutritional Sciences
Pharmaceutical Sciences
Pharmacy (PHARM.D.)
Sociology
Wildlife and Fisheries Sciences

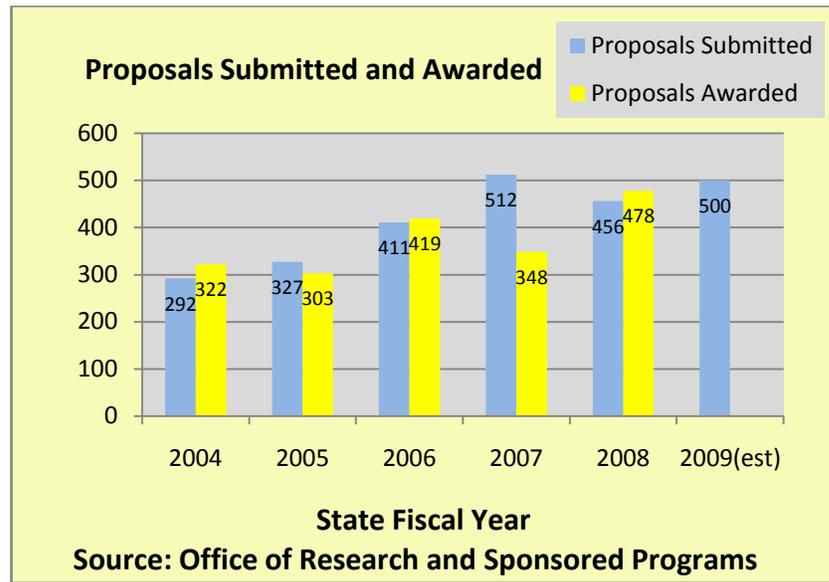
Since fall 2004, the number of degree-seeking graduate students has increased slightly from 1,421 or 12.9% of the student body to 1,490 or 13.3% in fall 2008 (SDBOR Fact Books: [2005](#), [2006](#), [2007](#), [2008](#), [2009](#)). As mentioned in core component 5a, there is capacity for increased enrollment in graduate programs.

Additional graduate programs include the planned MFA in Applied Design and the recently approved Master of Architecture degree. Increased breadth in Ph.D. programs would align SDSU more closely with peer institutions where from 35% to 95% of Ph.D. graduates are from programs that are not offered at SDSU. Ph.D. graduate numbers indicate capability (depth) in existing programs, but SDSU is limited by the number (breadth) of doctoral program offerings.

Research funding

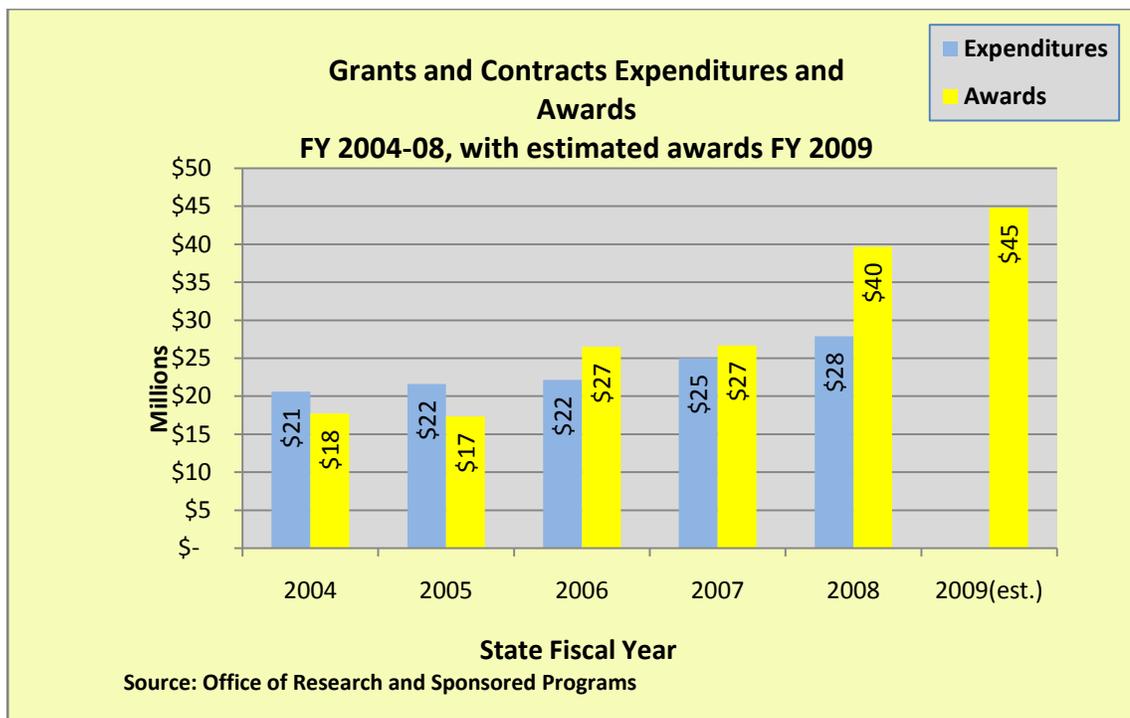
Over the past six years, the total number of proposals submitted for funding increased by 76%. This increase was due to a more active environment for submissions. Figure 4-1, Proposals Submitted and Awarded, shows the number of proposals and contracts submitted for funding consideration by SDSU colleges and research units during the past six fiscal years.

Figure 4-1 Proposals submitted and awarded



Additionally, sponsored project expenditures have risen from just under \$18 M in fiscal year 2004 to nearly \$28 M in fiscal year 2008. The competition for and completion of this funded-research work requires the effective teamwork of faculty investigators and students. With this growth in research has come the growth of many opportunities for students to be personally engaged in the process of inquiry, discovery, and application of new knowledge in ways that support the Institutional mission.

Figure 4-2 Grants and contracts expenditures and awards



Research funding and expenditures are only part of the picture. Not all forms of faculty scholarship include the submission of grant proposals. Many academic books and most articles published in scholarly journals, as well as many literary and artistic presentations, are supported through internal funding sources. The University subscribes to Academic Analytics, LLC the creator of the *Faculty Scholarly Productivity Index*. Academic Analytics provides a customized report of faculty research publications. The recent report is found in Exhibit 4.3.

Table 4-6 reflects faculty responses to the HLC-NCA Self-Study Survey about their engagement in research, scholarly, and creative activities during the past five years. Variation in the percentage of engagement in research, scholarship, and creative activity reflect the professional assignments of faculty and their discipline.

Table 4-6 Faculty engaged in research, scholarship, and creative activity

Faculty Engaged in Research, Scholarship, and Creative Activity		
Survey Item	Yes	No
Engaged in Research	86%	14%
Engage in Scholarly Activities	92%	6.7%
Engaged in Creative Activities	49%	42%
Published a Peer Reviewed Article	68%	31%
Published a non-peer Reviewed Article	51%	48%

Response rate: Faculty 165/700 = 24%

Evaluative summary: Core component 4b

Because the first two years in a student’s academic career have a significant impact on subsequent success, the system and institutional general education requirements help students develop knowledge, abilities, and behaviors that enable students to continue learning. The SDBOR placement policy and other requirements help ensure that students are prepared for upper level courses. The assessment tools provide data used to develop intervention strategies that strengthen students’ abilities prior to enrolling in more challenging courses. Building upon the foundation of the SGRs and IGRs, the academic programs continue to develop students’ thinking skills, abilities to conduct research, skills in developing solutions and provide the opportunity to practice writing in the disciplines. Attention is focused on building students’ inquiry skills and recognizing their accomplishments.

Students’ abilities in the areas of writing and reading are viewed by the Institution as an area for improvement. A more thorough assessment tool that would identify specific areas of weakness would enable the University to develop targeted remediation strategies. Additionally, stronger linkages could assist in communicating these concerns to the K-12 system. The concept of globalization is emerging as one of increasing importance in the world today. Student understanding is critical to their preparation as future leaders.

Graduate programs and research centers have been developed to respond to the State’s needs and build on the University’s expertise. The growing number of submitted grant applications and related expenditures are testament to the increased research activity that has resulted from the addition of the new graduate programs, and increased emphasis and investment by the State. The new doctoral programs are a necessary part of the research infrastructure required for competitive research and expanded opportunities for faculty and students to be engaged in the process of inquiry, discovery, and application of new knowledge in ways that support the Institution’s mission.

Core component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Assessment of student learning is foundational to program improvement, and the University conducts various assessments to inform program curricula, to maintain currency, and to integrate activities that prepare students to work in a global, diverse, and technological society. The strategic plan emphasizes initiatives to enhance the international, global, and technological focus of the curricula and growing research base.

The University provides diverse learning opportunities to engage students and broaden perspectives. The integration of diverse cultural beliefs, activities to enhance global awareness, and opportunities that develop technological skills have emerged. In 2005, basic computer competencies became an admissions requirement. Diversity-focused outcomes remained a critical component of the SGRs and IGRs. Globalization emerged as an important concept and became a stand-alone goal. Additionally, the University's Global Studies major, Global Agriculture minor, and many programs have integrated relevant learning outcomes.



The program-level Institutional Program Review (IPR) is conducted every seven years and program three-year assessment reviews are used to assess the currency of the curriculum. During the IPR process, program faculty are asked to consider major international, national, regional, state, and local trends. Additionally, the guidelines specifically require programs to consider their assessment plans relative to globalization. Another program assessment process is the three-year assessment review which is discussed in core components 2c and 3a.

Preparing students to live and work in a global, diverse, and technological society is critical for any land-grant university. With numerous SDSU students originating in rural, farm, and ranch communities, many have experienced first-hand both the positive and negative impacts of technology (herbicide, pesticide, genetic modifications, and breeding) and global marketing of commodities on the agricultural and small town economies. Development of knowledge about the global community is critical to society. The challenge is to provide perspective and to hone the skills and knowledge necessary to provide ethical leadership for the future.

Evaluation of academic programs

The extent to which specific outcomes related to global awareness, technology, and diversity have been incorporated into curricula varies by department. SDSU degree programs receive input from constituencies relative to currency, rigor, and appropriateness for today's changing environment. The University seeks external validation where possible, and programs that secure specialty accreditation by external agencies must meet stated requirements and maintain standards. Others use advisory boards, alumni, and employer surveys to gather assessment data.

Accrediting agencies

National accreditation within the discipline provides a rigorous review of the program. Program accreditation standards and expectations are guided by the discipline and include expectations that address preparation of students to live and work in a “global, diverse and technological society.” Many University programs ranging from Construction Management to Interior Design and Music are accredited by external agencies. In most cases, programs are accredited for the maximum allowable time.

Beginning in January 2007, SDSU reviewed all programs where national accreditation is available resulting in a planned effort to earn accreditation in all programs where possible. Multiple programs are in various stages ([Phase I](#), [Phase II](#) and [Phase III](#)) of accreditation including new programs which are still under development.

Advisory boards

Multiple programs use [advisory boards](#) that provide input on current issues in business, industry, and the non-profit sector and assist the programs in remaining current. The composition, role, and focus of these boards differ. In some areas, discipline specific advisory boards exist that provide curricular advice, share industry trends, work on fund raising and development, and build relationships on behalf of the University and program. Accredited programs’ advisory groups may review curriculum, discuss program goals and related outcomes, examine assessment results, and serve as resources for practitioner input into academic programs. Alumni may serve as advisory board members; some advisory boards include student representatives who provide input into new teaching processes.

Pass Rate on Licensure Exams

Applied learning experiences contribute to student success rates on required licensure exams. For example, SDSU’s pass rate for the athletic trainer’s certification exam and the registered dietician exam are at or above the national pass rate. Additionally, the number of SDSU nursing graduates passing the RN licensure exam exceeded the national pass rate in 2007, and graduates of the family nurse practitioner program have had a 100% pass rate for the past several years. Graduates of the pharmacy program at SDSU have exceeded the national pass rate for at least the past 10 years and typically have a 100% pass rate on the national examination. For a complete list of licensure exam pass rates see the [South Dakota Board of Regents Performance of University Graduates on Licensure and Certification Exams Report, 2008](#).

Global and diverse society

Engagement, service, stewardship, and civic responsibility are values expressed in the strategic plan. The University’s commitment to developing world citizens who behave responsibly emerges in the purpose statement, is emphasized in general education, and occurs in the multiple courses and co-curricular activities that introduce students to the broader society. Incorporating concepts relative to diverse cultures and belief systems enhance students’ understanding and ability to work with individuals of different backgrounds and life experiences. Efforts to develop students’ understanding of diverse values and structures relative to global opportunities and challenges are many.

As discussed in core component 1b, minors are available in specialized areas such as American Indian Studies. The



interdisciplinary Global Studies major and minor provide an intensive study of global issues. The number of majors in Global Studies has increased from fewer than 10 students in 2004 to 100 in 2009.

Service-learning is another avenue for blending global and diversity awareness as demonstrated by a 2008 study abroad experience to Guatemala. Participating students completed at least 20 hours of service at a school, a free medical clinic, a reforestation project, or a trade organization. Because of the student feedback, plans are to have a similar program each year. Students' reflections about this experience include the following:

- “My newfound awareness of and personal interest in the future of Guatemala has really broadened my global citizenry and indeed made me feel like a part of a wider community.”
- “The only question remaining for me in going back to work in the medical field in a developing country is when;”
- “It opened my eyes to the idea that teaching is not just an adult transferring information to children, but a group of individuals who genuinely care about the well-being of the future.”

Additionally, departments incorporate content on global and diverse perspectives and assess the effectiveness. The Teacher Education program uses an Inventory of Cross-Cultural Sensitivity in a pre-post-course design to gauge the attitudes of aspiring teachers to intercultural experiences. Results can be found in Exhibit 4.4. Other departments use a number of instruments including senior projects and portfolios, student surveys and/or interviews, and the satisfactory completion of required departmental or extra-departmental courses. Based on assessment data, a number of changes have been made, including the following:

- Apparel Merchandising increased emphasis on completing the required practicum in urban rather than rural communities so that students can contrast local retail practice with those of diverse consumers in another geographic region.
- The Interior Design program requires a thesis project and a portfolio exhibit which integrates global elements.
- The Civil and Environmental Engineering program added a senior capstone component which requires students to evaluate the possible social and environmental impacts of their engineering design solutions at the local, regional, and global levels.
- The ABS 475, Integrated Natural Resources Management capstone class has students examine the interconnectedness of natural resource management with cultural, social, historical, and ethical decision making.

Educational activities within the United States expose students to different cultures and populations. For example, students have an opportunity to complete their student teaching in Houston, TX. Because the Aldine Public School system's student population is urban and serves 90% African American and Hispanic learners, SDSU students are exposed to experiences that are not common in rural South Dakota. Another example that builds awareness of socio-economic diversity is a community-based project of the SDSU Construction Management Program. In its second year, this two-week Habitat for Humanity “blitz-build” requires the construction of a house in two weeks, and each student put in 90 hours of labor.

The SDSU institutional-level [employer survey](#) data report that SDSU graduates are competent in their ability to work with others and in an international arena. Eighty (41%) of the employers contacted returned surveys in spring 2008 and rated alumni competence on a scale from “1” very little to “4” very much.” The mean scores for educational preparation were 3.7 for ability to collaborate with others on a team. Employers rated alumni educational preparation with a mean score slightly lower for ability to live and work in an international and multicultural environment (3.4). Employers also were asked to rate on a

scale of “0” not important to “2” very important for the level of importance for each competency in their field. The employers’ survey results reflected a mean score of 1.2 for level of importance in the field for ability to work in an international and multicultural environment. Over 84% of the 80 employers returning surveys indicated that they would definitely hire SDSU graduates in the future.

Table 4-7 Employer survey ratings based on alumni educational preparation and importance in the field

Employer Survey Ratings Based on Alumni Educational Preparation and Importance in the Field		
Competency	Educational preparation mean*	Importance in the field mean**
Function as a knowledgeable professional	3.7	2.0
Collaborate with others on a team	3.7	2.0
Adapt to change	3.6	1.9
Solve complex work/life problems	3.5	1.9
Live and work in an international and multicultural environment	3.4	1.2

* "4" Highly competent; "3" Somewhat competent; "2" Somewhat less than competent; "1" Incompetent

** "2" Very important; "1" Somewhat important; "0" Not important

When alumni were asked to rate their own competency based on educational preparation in the same areas, their self-reported mean scores were lower than the employers’ mean scores. Four hundred and six (406) alumni returned surveys in 2007-2008 for a response rate of 14.3%.

Table 4-8 Alumni survey ratings based on education preparation

Alumni Survey Ratings Based on Education Preparation	
Competency	Alumni surveys*
Collaborate with others on a team	3.2
Function as a knowledgeable professional	3.3
Adapt to change	3.0
Solve complex work/life problems	3.0
Live and work in an international and multicultural environment	2.3

*"4" Very much; "3" Quite a bit; "2" Some; "1" Very little

Students are requesting more course offerings in international issues and area studies. The University offers over 20 non-foreign language programs that include courses containing significant global and/or multicultural components. Data from the [2007-2008 SDSU Student Experiences Survey](#) provides evidence that students are increasingly gaining the experiences they need to live and work in a global and diverse society. This survey is administered prior to the CAAP exam each term with 1,596 students responding in 2007-2008. In 2007-2008, 70% of respondents had experienced SDSU presentations by students or faculty who had traveled abroad, 64% had taken courses featuring other cultures, and 53% interacted with international students.

Technology

Students graduating from the SDSU will be challenged to live and work in a society that is becoming ever more reliant on technology. Competence involves not only knowledge of basic computer applications, but also the ability to access and select appropriate electronic resources and to operate discipline specific technology needed for entry level positions. Entering students are expected to have basic computer competencies or are required to take CSC 105, Introduction to Computers.

In the past ten years, various disciplines developed plans and integrated technology into the curriculum. In most cases, programs began using laptop technology that facilitates graduates' transitions to work environments where discipline-specific technology applications were commonplace. The requirement that students use laptops to take notes, access resources, and take computer-based exams moved the University to provide wireless access. Currently, wireless infrastructure is available in several facilities with priority tied to the academic programs that require students to use a variety of technological devices. Examples of the programs using electronic devices include the following:

- The Department of Journalism and Mass Communications uses a variety of mobile devices to reflect changes in the media industry. Curriculum changes were necessary because of the variety of mobile devices. Classroom spaces can be rearranged and students are more engaged. Blogs, webcasts, and podcasts are used to convey information. Internship supervisors, advisory board members, and employers have commented on the students' ability to "hit the ground running." Students working at smaller news media outlets sometimes find themselves in teaching roles.
- Over the past three years, teacher education programs upgraded the secondary school teachers' curriculum to reflect the K-12 environment. At SDSU, smart boards, wireless internet connectivity and tablet computers are available in teacher education classrooms.
- The Department of Biology and Microbiology requires laptops for its majors. This requirement was driven by three factors: pedagogy, a need to modernize equipment, and feedback from alumni and employers' surveys. As new laboratory equipment was acquired, the pedagogy for teaching laboratory classes changed to take advantage of computer interfaces and the sophisticated software for data analysis and simulation. Now these computer-related laboratory skills are seen as strengths and an incentive for hiring SDSU biology graduates.

Recently, the SDBOR approved an SDSU plan to more fully integrate a robust device-neutral infrastructure and to support faculty development efforts that enable the adaptation of discipline specific pedagogies that enhance student learning. SDSU's plan, *The AL Cloud: Active Learning on the 21st Century Campus*, is designed to enable active teaching-learning environments appropriate for the curricula and to increase access to electronic resources via a variety of mobile devices. The implementation, funded by an increase in student fees, includes the sequential integration of information technologies customized to the disciplines and will be completed by fall 2012. Once in place, the University's graduates will be positioned for personal and professional success in an increasingly technologically-dependent world.

Employers report satisfaction with graduates' ability to use information technology. As shown in Table 4-9, there has been steady growth in the percent of employers who report that graduates are competent in the use of technology. In the past three surveys, no employers rated SDSU graduates as incompetent.

Table 4-9 Employer ratings of alumni competencies in information technology

Employer Ratings of Alumni Competencies in Information Technology							
Competency: Use of information technology	Mean	Highly Competent		Somewhat Competent		Somewhat Less Than Competent	
2003-04	3.531	N = 75	58%	N = 49	38%	N = 6	5%
2005-06	3.713	N = 59	71%	N = 19	23%	N = 2	2%
2007-08	3.753	N = 58	72%	N = 19	24%	-	-

Note: "4" Highly competent; "3" Somewhat competent; "2" Somewhat less than competent; "1" Incompetent
Response rate: Employers 80/195 = 41%

Evaluative summary: Core component 4c

The University strives to provide curricula that prepare students who will live and work in a global, diverse, and technological society. General education goals focus on globalization and building students' understanding of diverse cultures. To broaden student opportunities, additional majors and minors include courses that focus on diverse populations, service-learning activities, and other efforts that expose students to populations of differing ethnicity and social-economic status. Basic technology competencies are an admission requirement and programs develop specific abilities. Additionally, the new AL Cloud will enable the use of a variety of wireless learning devices.

SDSU uses a variety of strategies to assess the usefulness of its curricula to students with a focus on globalization, diversity, and technology. External accrediting bodies, program advisory boards, employers and alumni all have a role in ensuring that the curricula reflect the skills, abilities, and behaviors that are needed by learners. Student, alumni, and employer surveys indicate that university experiences impact students' learning in these critical areas. Ongoing efforts continue to prepare students for a work-life in South Dakota and beyond. Continuous input from these important constituency groups is needed to insure currency.

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

SDSU has processes in place to ensure the responsible discovery and application of knowledge. Regulatory and compliance offices and bodies review and monitor research protocols, not only to ensure the safety of faculty, students, staff, and research subjects, but also to provide educational opportunities for development of ethical perspectives and attitudes relative to the use of knowledge.

SDSU research and scholarly activity includes measures to protect human subjects, animal subjects, and to ensure safety related to bio-hazards. Federal compliance rules are followed and grant applications are reviewed to ensure adherence to federal regulations. The review process also confirms that protocols conform to ethical standards. Because research productivity has increased, additional oversight staff have been hired to ensure compliance and for the management of intellectual property and commercialization. Since 2007, policies for human subjects' protections, animal care and use, recombinant DNA, and scientific misconduct have been revised to reflect current practices.

The Office of Research and Sponsored Programs

The [Office of Research and Sponsored Programs \(ORSP\)](#) oversees the University's research efforts and ensures compliance for federal funding agencies. The ORSP serves the University in research development and external funding for research, scholarship, creative activities, and other sponsored projects. It provides leadership for identifying funding opportunities and notifies interested investigators, facilitates interdisciplinary projects, responds to and creates opportunities for faculty and student research and scholarship. The Office facilitates review and submission of grant applications and contract proposals, insures that grant applications conform to University and SDBOR policies, and complies with federal regulations. This Office serves as the communication link to Congressional offices, negotiates with funding agencies, and manages the applications for intellectual property arising from SDSU employees. The [Research Advisory Council \(RAC\)](#) advises the ORSP on research policy and grant and

contract management. The RAC works with the University to build the research environment and to develop incentives for research and scholarly activity.

For example, to encourage and reward additional research, scholarship, and sponsored program projects, the University developed a [Faculty Research and Scholarship Incentive Plan](#) to provide monetary incentives, in the form of a year-end bonus, to faculty who are successful in securing extramural funds. The plan is designed to encourage entrepreneurial behavior and enhance the recruitment and retention of outstanding faculty.

Research Compliance Office

The Research Compliance Office (RCO) housed within the ORSP oversees compliance in several areas including, human subjects, animal care and use, recombinant DNA, conflict of interest, research misconduct, export controls, HIPPA, and other requirements for research at the University. In 2007, due to increased research activity, a compliance coordinator was hired to review research activities and revise policies. This position has strengthened SDSU's research infrastructure, streamlined the approval of proposals, and bolstered the University's compliance programs.



The [SDSU Human Subjects Committee/Institutional Review Board \(IRB\)](#) underwent a change in structure and revised its policies and procedures in 2007. Specifically, the Human Subjects Committee changed its procedures for the review of exempt and expedited research to more closely follow federal regulation and guidance. This revision reduced the burden on the Committee, enabling it to concentrate on projects with the greatest potential of risk to participants. SDSU's Federal Wide Assurance (FWA) for human subjects' protections was submitted in May 2007 and re-approved for three years.

The Institutional Animal Care and Use Committee (IACUC) oversees SDSU's animal programs, facilities, and procedures and provides assurance to federal agencies that SDSU is in compliance with federal regulations on the humane care and use of animals in research. An external review of SDSU's animal care and use program was conducted in November 2007 by Mary Lou James, a national expert in animal care and use. IACUC policies and procedures were revised in 2008. The Public Health Service (PHS) Animal Welfare Assurance four-year renewal was approved in July 2008.

New training in human subjects' protections and animal care and use was implemented in 2008 through a membership in the Collaborative Institutional Training Initiative (CITI). This computer-based training program enables researchers and students to receive basic knowledge of the regulations in an asynchronous learning environment. Video tapes and other resources relative to human subjects' and animal care are also available for researchers.

Research methods classes in education and counseling; health, physical education, and recreation; nursing; psychology; and rural sociology have incorporated CITI training into their curricula. Between January 1, 2008 and April 1, 2009, over 200 graduate and undergraduate students completed CITI training for student research. In addition, 346 faculty and students completed basic CITI human subjects training in social/behavioral or biomedical research, and 196 faculty and students have completed a CITI training program in animal care and use.

The Institutional Biosafety Committee (IBC) was reorganized in response to a concern brought against SDSU's compliance with recombinant DNA regulations, and new policies and procedures were implemented in 2007. The IBC helps ensure that individuals and the environment are protected when research using genetically modified organisms is conducted and oversees the institution's work with recombinant DNA molecules.

Policy statements – Research Integrity and Misconduct in Science Policy

Policy statements exist relative to research as the University develops its research capabilities and expands the commercialization of discoveries. Policies relative to misconduct in science and conflict of interest in research are located on the [Research Compliance webpage](#).

Technology transfer

One of the strategic goals of SDSU is to promote research related to economic development in the region, the state, and beyond. Employees interested in entrepreneurial development of work-related activities must work with SDSU's Technology Transfer Office.

The goals of SDSU technology transfer are to identify and protect intellectual property, to provide legal and technical assistance, to approve material transfer agreements, to ensure public benefit, to generate revenue for the University and scholars, and to ensure compliance with SDBOR and Federal policies. In order to accomplish these goals, a Director of Technology Transfer was hired in 2008. Any discovery or invention having potential intellectual property value must be reported to the Technology Transfer Office.



Technology transfer at universities is strongly influenced by the Bayh-Dole Act (1980) and subsequent federal regulations have implemented patent and licensing policies. Under the Bayh-Dole Act, universities (a) come under a uniform federal patent policy, (b) are permitted to retain title to inventions made under federally funded research programs, and (c) must ensure that those inventions are transferred to the private sector and commercialized expeditiously.

The [SDBOR Policy 4:34 Intellectual Property](#), provides a basis for SDSU's intellectual property activities. SDSU policies and procedures associated with intellectual property, invention disclosures, confidentiality agreements, and material transfer agreement are available on the University Research web page on [Technology Transfer](#).

Environmental Health and Safety

The [Environmental Health and Safety Office](#) assists in creating a safe environment for faculty, staff, and students and covers a broad area of compliance including biological safety (e.g., blood borne pathogens, release of genetically modified organisms), chemical safety (chemical hygiene plan), Nuclear Regulatory Commission (NRC) safety and compliance, and Occupational Safety and Health Administration (OSHA) standards and Environment Protection Agency (EPA) regulations for laboratory safety. The Environmental Health and Safety Office is responsible for ensuring that the emergency operation plans and procedures are current, planning for potential local or national crises (Avian Flu), managing hazardous waste, recycling and for chemical, laboratory, radiation, and biosafety.

Opportunities to learn about ethical use of information and research practices

The ORSP supports research projects and grant application development through seminars and workshops for investigators and provides individual assistance in the preparation and submission of grant applications. A graduate level course, GSR 601, [Research Regulations Compliance](#), provides faculty, staff, and students with an understanding of federal research compliance issues and promotes the responsible conduct of research and sponsored projects. Topics include compliance with federal regulations for grants and contracts, research integrity, chemical and environmental safety, intellectual property, financial accountability, animal care and use, human subjects, biological safety and recombinant DNA, and radiation safety. This course is required for students enrolled in the Biological Sciences Ph.D. Program, but is an elective for other program majors.

The Dean of Libraries, as [Copyright](#) Compliance Officer, and the campus librarians assist faculty, staff, and students in the ethical use of copyrighted materials. Such assistance includes individual consultation, classroom instruction and development of university policies on copyright and fair use. Librarians also cooperate with Office of Information Technology (OIT) in correcting problems with improper downloading of online copyrighted materials.

Undergraduate students learn about the responsible use of knowledge through the presentation of concepts and the practice of ethical conduct, intellectual honesty, and responsibility within the curriculum. SDSU librarians partner with faculty from English, speech, and other disciplines to ensure that students achieve the learning outcomes of SGR Goal 7. This goal addresses information literacy and focuses on the appropriate use of information. This goal is reinforced throughout the curriculum in disciplinary courses, the advanced writing course, and student learning outcomes.

The SDSU IGRs also contribute to the development of ethical and responsible individuals. The IGRs focus on development of personal responsibility relative to land and environmental resources, personal health and wellness, and the social and cultural aspects of our society. The IGRs and related SLOs express the land-grant mission and align the University's priorities with those of the broader society which is experiencing multiple environmental changes and balancing the moral and ethical aspects of personal, industrial, and social activity that influence cultures and historic learning. Over 100 courses are listed as meeting the SLOs for these requirements. Additionally, capstone courses reinforce the evaluation of approaches and strategies in problem-solving.

Judicial Affairs

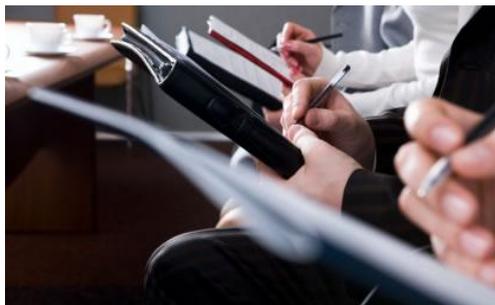
The University's Student Code contains specific rules and regulations, as well as general guidelines of good citizenship and responsible behavior. The Student Code was developed by students, faculty, and staff and approved by the Academic Senate to help students understand the University's expectations and to obtain the maximum benefits from their educational experience. By virtue of enrollment, all students enter into an agreement with the University to abide by the Institution's rules and regulations and to observe the standards expected of students.

Student Affairs developed a judicial system which maintains the standards of the University by helping students understand their responsibilities to the university community. Judicial Affairs processes are designed to protect the rights of all persons within the University and community and the property of the University. The system attempts to educate through the use of appropriate sanctions and educational conditions rather than to punish.

Student Code of Conduct

The [University's Student Code](#) includes the statement of principles and procedures and addresses student rights, responsibilities, due process, and ramifications for misconduct. While the focus is on instilling and promoting intellectual and academic honesty, effort is also placed on personal responsibility and exercise of responsibility in individual actions.

Student programs sponsored by the Division of Student Affairs emphasize student responsibility and ethical behavior. Student advisory boards have been created to guide programming efforts and to guide behaviors. Advisory boards include Disability Services, International Student Affairs, Intramurals, Judicial Affairs, Office of Multicultural Affairs, Residential Life, Residential Hall Association, Student Health and Counseling, Student Union and Activities, TRIO Programs, and the Wellness Center.



Additional co-curricular opportunities exist to develop ethical perspectives and behaviors. Black History Month, Civil Education Month, Coming Out Week, Cultural Awareness Month, Human Rights Day, International Week, and Woman's History Week are all recognized and celebrated with special programming and events around the themes.

Evaluative Summary: Core component 4d

The University has provided substantial support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. The Office of Research and Sponsored Programs (OSPR) staff have updated and streamlined application processes and also monitor compliance requirements. Additional personnel with the appropriate expertise have been added to answer questions and facilitate technology transfer. The OSPR staff and others provide workshops and learning activities. The Student Code provides regulations for good citizenship and responsible behavior.

Evaluative Summary and recommendations: Criterion 4

Creating opportunities and supporting practices that enable a life of learning are critical to the University. Policies are in place that allow for the free exchange of ideas and transfer of credit. Learning centers have been created and technologies incorporated to make learning available to constituents across the State. SDSU students, faculty, and staff are recognized for their scholarship, and the University is actively pursuing partnerships and funding to strengthen research infrastructures. Additionally, graduate programs have been approved to address critical State initiatives. Research capacity is increasing and faculty members are active and successful in their efforts to secure grant funding that support graduate students and additional research. Development opportunities are available for faculty, staff, and career service employees. Sabbatical leaves and exchange programs enrich the University by providing continued learning in an environment offering diverse perspectives.

Through the system requirements, students are provided a broad general education that helps them develop an understanding of and a responsibility for the environment, their own personal wellness, and an appreciation for cultural diversity and their heritage. The University uses advisory boards, employers, and alumni feedback in its assessment strategy to insure the currency of the curriculum that reflects the global, diverse, and technological society. Policies and offices are in place that monitor and ensure the

ethical and safe conduct of research and use of data. Based on the evidence, the University meets the core components for criterion 4.

Based on the finding of the self-study, the following are recommended:

1. Expand budget, facility, and human capacity for research and scholarship. Capitalize on research strengths to develop additional opportunities for undergraduate and graduate research, scholarship, and creative activities.
2. Identify additional strategies for recognizing and rewarding faculty and staff.
3. Create strategies for optimizing faculty strengths and interests.
4. Pursue specialized program accreditations as needed.
5. Explore the benefit of developing external advisory groups: i.e. arts and humanities; professional graduate programs.
6. More effectively promote the professional lifelong learning opportunities of faculty sabbaticals and grow the number of those who participate.

CHAPTER 5

CRITERION FIVE:

ENGAGEMENT AND SERVICE



South Dakota State University
HLC-NCA Self-Study



CHAPTER 5

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction

As the State's largest land-grant university, South Dakota State University (SDSU) has a history of reaching out to the State's citizens, seeking input, and responding to identified needs. The concept of engagement, recently explored by the [Kellogg Commission](#), is integral to and embraced by SDSU. The University's land-grant heritage originates from local and national legislation dating back to 1862 when educational institutions were created that would provide a broad segment of the population with education needed for daily living. The Hatch Act of 1887 established the South Dakota Agricultural Experiment Stations (SDAES) to conduct relevant research. Building upon this foundation, the South Dakota Cooperative Extension Service (SD CES) was established in 1914 to support the application of research and to extend education beyond the campus. For SDSU, engagement is characterized by mutual respect, communication, and partnerships.

As the strategic plan articulates, SDSU adds value to South Dakota by developing social capital and by contributing to healthy and prosperous communities. SDSU's services are valued by its constituents and are essential to the vitality of the State. The on- and off-campus research and extension networks facilitate knowledge generation, transfer, and service. Listening to and learning from its constituents enables the University to respond to societal needs and to remain future-oriented.

SDSU is committed to using its resources to address social issues relevant to its constituents. By engaging its students and faculty with important issues and projects, SDSU fosters an informed citizenry and educates leaders who are prepared to tackle the society's complex problems. Through the expanded use of technology and the rapid growth of distance programs, SDSU is making a positive difference.

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

SDSU's distinctive mission in teaching; research, scholarship, and creative activity; and service drives the University's commitments. To ensure that SDSU can meet its mission and the changing needs of its constituents, the University analyzes its capacity, conducts environmental scanning, and solicits input from diverse constituent groups.

Analysis of capacity

Numerous strategies are used to analyze the institution's capacity to be engaged and serve its constituencies. Strategies include [strategic planning processes](#), the comfort enrollment project, and the refreshed campus master plan. These on-going planning efforts inform the University's long-range goals and objectives and are used to guide enrollment, curriculum, fundraising, and other development projections.

The mission, vision, and values statements included in the strategic plan acknowledge the importance of engagement and of broadening the University's influence. 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. The process provided a vision and plan for growth, engagement, and inclusion for constituents of a future-oriented SDSU.



In 2008, the University completed an extensive study of the campus physical facilities and space which resulted in a detailed [Campus Master Plan](#). The plan identifies current campus facilities and anticipates possible additional facilities through 2025.

In support of strategic planning, the SDSU Foundation with the assistance of a nationally recognized development consulting firm, J.F. Smith Group, conducted a feasibility study for a comprehensive fundraising campaign. The extensive study involved nearly 2,200 alumni, supporters, and campus leaders. The study identified perceptions of strengths and weaknesses and top priorities for projects, new construction, and campus revitalization (Exhibit 5.1).

Strategic environmental scanning

Environmental scanning is a part of on-going strategic planning; each college and unit identified key environmental forces and trends, including demographic, educational, economic, and political. These periodic analyses enable the University to be a more connected organization, to understand the changing needs of its constituencies, to identify challenges, and to realize emerging opportunities. Various environmental scanning methods were used including the following examples.

Annually, the SD CES hosts community leader meetings throughout the State. The SD CES staff members listen to citizen concerns and share goals and updates. Community input informs ongoing planning and program development. For example, the Community Innovation and Leadership program

was added as a result of community requests for assistance with both economic and leadership development. The program promotes community sustainability and social capital expansion through green technology, ecology, and sustainable design.

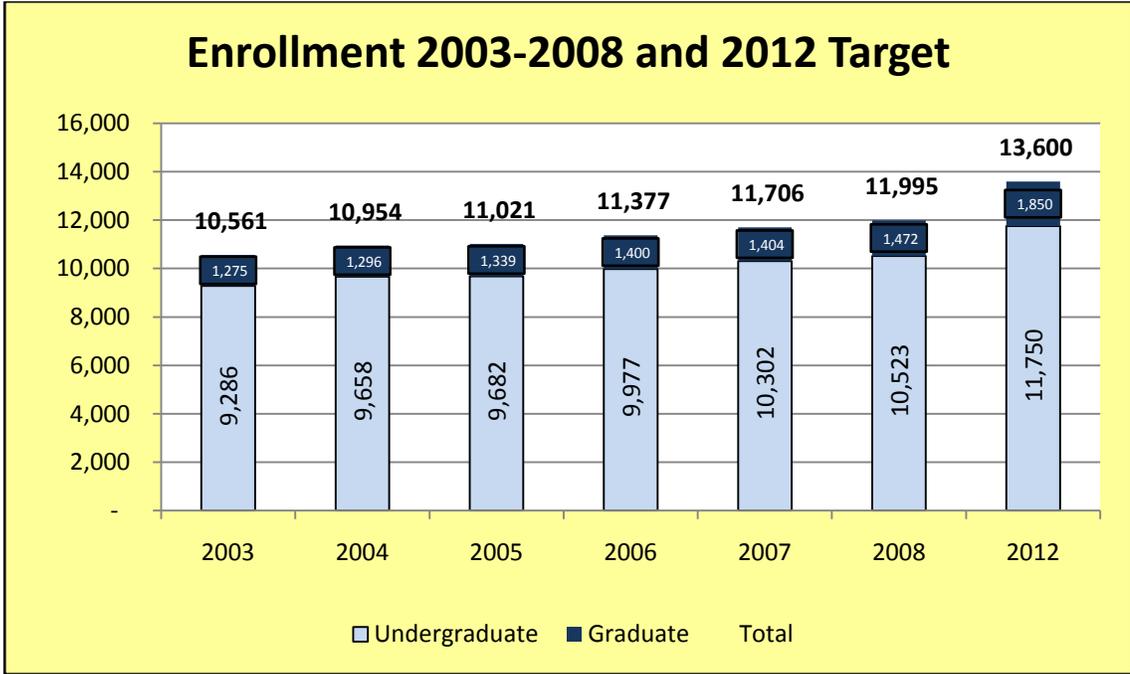
The [SDSU Rural Life & Census Data Center](#) helps maintain awareness of constituent composition by gathering state and local population information concerning family, education, government, agriculture, business, and employment; preparing indicators of the socio-demographic characteristics of the state and local areas; and analyzing rural societal trends. For example, data from the Center were used to secure grants that addressed rural poverty in Native and non-Native communities, the needs of an aging population, and economic development initiatives.

A recent University-sponsored study, the [Aslanian Study](#), reflects SDSU’s commitment to understand and address the changing needs of non-traditional students. The study analyzed demographics, employers, current higher educational programs, and the needs of learners over 25. For example, because working adults requested courses that are ten weeks in length, accelerated course offerings are becoming more frequent. Additionally, faculty are developing skills in teaching hybrid-courses that include more technology-enhanced learning and that have less face-to-face time. To appeal to targeted student populations, courses are marketed under the broad headings of education, health care, and business.

Comfort enrollment

Recognizing that the University’s enrollment has increased by over 1,000 students since 2004 and that the University has limited resources, the Deans were asked to analyze capacity and project enrollment using the fall 2007 enrollment and resources as a baseline. The “comfort enrollment” projections identified a capacity for 16% growth or 1,894 students for an annual average increase of 378 students per year between 2007 and 2012. A greater capacity for growth, approximately 32%, is at the graduate level.

Figure 5-1 Enrollment 2003-2008 and 2012 target



Constituent information sources

Information provided by advisory boards, collaborative groups, and internal bodies keep the University abreast of trends and validate observations.

External advisory boards

Advisory boards provide a direct connection to constituency groups. Many agriculture, engineering, and health care industry groups provide direct input into educational, research, and outreach activities.



Colleges and academic programs have [advisory committees and councils](#) that facilitate a continuous connection to diverse constituent groups, including external representatives from business, industry, and government. These groups convene throughout the year and provide advice on policy, budget, planning, public relations, fund raising, and industry trends and needs. They serve as mechanisms to strengthen community relations and create avenues for collaboration, develop student and faculty opportunities, and provide feedback on curriculum. More information is available in core component 4c.

The SD CES has an extensive network of 65 county boards, 13 Field Education Unit (FEU) boards, and a State Extension Advisory Board (SEAB). These boards serve as an extension of the staff, have the pulse of their local communities, and advance grassroots issues and programming priorities.

Tribal college collaboration

In his first year as SDSU President, David Chicoine visited four regional tribal colleges: Sinte Gleska University, Oglala Lakota College, Sitting Bull College, and Sisseton Wahpeton College. These visits cultivated stronger relationships and provided a venue for conversations with tribal leaders. Other Presidential visits are outlined in core component 2a. Linkages with tribal colleges and universities are also made by faculty, students and other administrators.

South Dakota Agricultural Heritage Museum

The [South Dakota Agricultural Heritage Museum's](#) mission is to collect, preserve, study, and display materials representative of the farming and ranching heritage of the State and region and to develop and



maintain exhibits and programs of an educational nature. Exhibits feature farm and ranch equipment and household tools, needlework, and items used in prairie homes. To gain a better understanding of its audience and to improve programming, the Museum gathered input from diverse audiences. The information helped the Museum re-define its community with SDSU as the primary audience, followed by agricultural affinity groups, and then traditional museum audiences, for example, tourists and families.

Internal constituencies

To be a truly connected organization, one must not only seek and use input from external constituents but also establish mechanisms to gather suggestions and to communicate with internal stakeholders. Input from internal groups is facilitated through various governance bodies including the: the Students' Association (SA), the Academic Senate, and the Career Service Advisory Council (CSAC). More information on these and other internal bodies is found in core component 1d.

Other internal communication links are being refined to gather input and to share information. The strategic planning documents are refreshed annually to share accomplishments and to identify emerging issues. In spring 2009, the University hosted a Town Hall Meeting to outline the 2010 budget and related implications and to answer questions. These opportunities for communication are critical if the University is to emerge stronger following current budget adjustments.

Evaluative summary: Core component 5a

The University prides itself on its strong relationship with constituencies. In the land-grant tradition, SD CES and SDAES provide a long established infrastructure that links the University and the citizens. On-going strategic planning reinforces the Institution's engagement with its constituencies by learning of and responding to their needs and expectations through advisory boards and collaborative groups. As the University changes its culture, redesigns its physical space, and faces budget challenges, efforts to engage internal constituencies on critical issues need to be frequent and honest in order to build trust, commitment, and a stronger relationship with this important group.

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

As the State's 1862 land-grant institution, SDSU is to engage with its constituencies and is committed to serve the State's needs. Engagement and outreach activities permeate all parts of the University and are evident through the University's specialized service units.

Engagement with learners

Through the [Office of Continuing and Extended Education](#) online courses have been offered since 1998, and the first online degree, the RN Upward Mobility program, moved to fully online delivery in 2000. SDSU now has 12 online degree programs and two certificate programs. During 2007-2008, the headcount enrollment for students taking one or more online courses was 4,322, or roughly 38% of the total student enrollment. In spring 2009, SDSU offered 121 unique courses (356 sections) of which six were labs. Since 1998, 388 different courses have been offered online.

In 2000, SDSU and the other SDBOR institutions formed the [South Dakota Electronic University Consortium \(EUC\)](#). Through this relationship, courses that support online degree programs are shared throughout the entire SDBOR system. Many of the SDSU programs are offered through consortium arrangements with EUC and the [Great Plains Interactive Distance Education Alliance \(GP-IDEA\)](#), which offers programs in human sciences and agriculture.

Off-campus attendance centers

Off-campus learners are a constituency of growing importance to the SDBOR and the University. The SDBOR off-campus centers serve as outreach sites for the six public institutions and are based in Sioux Falls, Pierre, and Rapid City. At these centers, the universities collaborate to offer courses and degree programs that meet the needs of these learners.

- [University Center \(UC\)](#) has served as SDSU's Sioux Falls presence since 2001. Because of enrollment growth, two buildings were built and courses relocated in 2009. Through the University Center, SDSU provides high-quality courses and programs that meet the needs and expectations of non-traditional students.
- [Capital University Center \(CUC\)](#) is a partnership between a local foundation, the city of Pierre, and the SDBOR. CUC operated for many years as a private non-profit organization before coming under the administrative control of the SDBOR in 2005. SDSU offers an associate degree in General Studies and a bachelor's degree in Interdisciplinary Studies. A new facility was recently completed.
- [Higher Education Center-West River](#) serves as the administrative office for the graduate programs in education and counseling in Rapid City, SD. Nursing has a large program, and its central offices are located at the Rapid City Regional Health Science Building.



Pharmacy outreach

The SDSU College of Pharmacy is accredited by the Accreditation Council on Pharmacy Education (ACPE) as a provider of Continuing Pharmacy Education (CPE). Educational activities are available through the College to pharmacists and technicians throughout the US and as far away as Australia (Exhibit 5.2). The College works closely with the South Dakota Society of Health System Pharmacists and the South Dakota Pharmacists Association to develop and administer state-wide CPE programs and annually co-sponsors Pharmat home study CPE volumes. Additionally, the College co-sponsors home-study CPE programs (1.5 hours each, authored by Thomas A. Gossel, R.Ph., Ph.D. and J. Richard Wuest, Pharm.D.) developed by the Ohio Pharmacists Association.



Nursing outreach

The College of Nursing's [RN Upward Mobility](#) program provides professional development opportunities for nurses. The complete, online program offers courses so that registered nurses (RNs) can complete the requirements for a BS in Nursing without coming to the main campus. Additionally, a Master's of Nursing is available online.

Engagement with business and industry

South Dakota Cooperative Extension Service (SD CES)

Established in 1914 with the passage of the Smith-Lever Act, the SD CES serves South Dakota citizens and communities with educational programs and provides research-based information. While the SD CES mission remains the same, a series of organizational changes were implemented to increase capacity and to serve more effectively. District Extension Directors lead the state's four extension districts and support local programs and initiatives. The directors support extension educators and Team Leaders, who serve as liaisons between the educators and extension administration. This structure provides system-wide support, enhances communication, and increases responsiveness.



Over the past several years, the SD CES provided funding for extension educators to return to school for advanced degrees. Of the 97 county extension educators, 33 had master's degrees and one had a Ph.D. Of the remaining 63, seven will complete master's degrees in 2009. In all, 41 individuals (13 with master's degrees) took courses through the program and increased the SD CES's ability to serve the State's citizens.

Public service laboratories

SDSU has many public service laboratories and resource centers operating on the Brookings campus for the purpose of meeting the specific needs identified by its constituents. These units provide research, consultation, specimen analysis and reports to farmers, ranchers, industries, municipalities and government agencies. Examples include the following:

- The Animal Disease Research and Diagnostic Laboratory (ADRDL) is integrated into SDSU's [Veterinary Science](#) Department. The ADRDL supports the University's mission by providing high quality veterinary diagnostic services and by conducting research to identify causes of animal health problems. The laboratory, which performs approximately 500,000 test procedures annually, is fully accredited by the *American Association of Veterinary Laboratory Diagnosticians*, is a member of the *National Animal Health Laboratory Network*, and the *Food Emergency Response Network*.
- The [Oscar E. Olson Biochemistry Laboratory \(OBL\)](#) supports agricultural research, producers, and government agencies. The laboratory conducts analyses of feed, forage, fertilizer, pesticide, and water samples that are received from the State's constituents. The OBL analyzes approximately 15,000 samples annually, generating over 100,000 test results.
- The State Dairy Laboratory analyzes raw and finished milk and other dairy products and provides results to farmers, dairy processors, and the SD Department of Agriculture. The lab receives approximately 1,500 samples per year and generates about 5,000 test results.

Other units provide analyses and research. Among these are the [South Dakota Water Resource Institute](#), the [SDSU Soil and Plant Analysis Service Laboratory](#), the Food Science Laboratory, and the [Seed Testing Laboratory](#), and the [Water and Environmental Engineering Research Center](#) (Exhibit 5.2).

Direct support to business, industry, and government for engineering related concerns is the focus of the [Engineering Resource Center \(ERC\)](#), the outreach arm of the College of Engineering. The ERC consists of the SD Space Grant Consortium, the Office of Remote Sensing, the SD Local Transportation Assistance Program, and University/Industry Technology Service entities.

Another component of ERC is Engineering Extension which provides the State's private and public sectors with technical safety and health information. The federally funded Occupational Safety and Health Administration (OSHA) Consultation Program is a key effort of Engineering Extension. During 2008, it conducted 176 visits with 146 of these linked to OSHA's national strategic goals. In FY 2008, 18 companies qualified for the OSHA Safety and Health Achievement Recognition Program (SHARP), which exempts participants from OSHA inspections. Engineering Extension staff provides safety and health seminars tailored to the identified needs of various industries.

Engagement with citizens

While the service laboratories and ERC provide services that impact the economic viability of the State, other campus resources enrich its quality of life and contribute to work-life balance for citizens. In addition to the SD Agricultural Heritage Museum, which interprets the development of agriculture, agricultural science, and the agrarian lifestyle discussed in core component 5a, examples of resources that contribute to the State's quality of life include the following:

- The [Wellness Center](#), a multi-use facility serving the students, faculty, and the Brookings community, opened in fall 2008. The Wellness Center provides a holistic approach to health and well-being through health and fitness areas, group and individual exercise programs, fitness evaluations, personal training, nutrition, and weight control counseling. As of February 2009, the Wellness Center had recorded 125,877 student and 27,321 community members' visits.
- The [Performing Arts Center \(PAC\)](#) was built in 2003 in partnership with the city of Brookings. The PAC contains a 1,000 seat performance hall, a small studio theater, and several practice areas and offices. Each year the PAC hosts concerts, theater productions, guest lectures, and special events. Local public schools and community theaters also utilize the facility.
- [Prairie Repertory Theater](#), recognized as one of the region's premiere theater companies, produces award winning performances that attract thousands of attendees each summer. A cast of students, and occasionally faculty and community members perform four productions in Brookings and Brandon, SD as an outreach of the theater program.
- The [South Dakota Art Museum \(SDAM\)](#) serves as a steward of the State's art treasures. The museum's permanent collections include the works of Harvey Dunn, Marghab Linens, Oscar Howe, Paul Goble, Native American, and other South Dakota artists. Outreach services include film series, traveling exhibits, community events, workshops, and programs for educators, children, and the public. The SDAM has displays at the Sioux Falls airport, coordinates the South Dakota I-29 Cultural Corridor project and collaborates with the U.S. Fish and Wildlife Service on the Harvey Dunn Grassland Preservation Project.
- [McCrary Gardens](#) harbors a wide variety of flowers, trees, shrubs, and grasses. The area contains about 20 acres of floral botanical gardens and 45 acres of arboretum (a place for the scientific study and public exhibition of many species of trees and shrubs). Ongoing research provides new information to the scientific community and the public on the introduction, cultivation, and



arrangement of native and domesticated plants. The Gardens serve as an outdoor teaching laboratory for undergraduate and graduate students and is accessible to primary and secondary school children and students from other regional colleges and universities.

- As a member of the South Dakota Library Network (SDLN), the [Briggs Library](#) provides books, journals and electronic materials to the State's constituents through its interlibrary loan service. The Documents Department is a resource for federal and state publications, and the library's Archives and Special Collections preserve the State's history in manuscripts and archival materials.
- The [SDSU Fishback Center for Early Childhood Education](#) houses a preschool and kindergarten that provide hands-on experiences for early childhood education students. The Fishback Center, not only operates as a community resource by caring for and educating young children, but also is an environment for conducting research that has long-term impacts on education and child development initiatives.



Evaluative summary: Core component 5b

The University has the commitment and the capacity to engage with its constituencies. Growth in attendance centers and the internet enables the University to deliver courses and programs via a variety of means. The University's commitment to engage with the community involves the University with the surrounding community, state agencies, industries, and other SDBOR institutions for the delivery of academic programs, enrichment activities, and services. Public service laboratories and other units provide data analysis, consultation, and education. The SD CES is an integral link to constituents and enables the University to engage in on-going conversations throughout the State.

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

The ability of SDSU to adapt to change and to partner with others to address current issues is paramount to the outreach and service mission. Evidence of responsiveness is provided for SDSU students, business/industry, educational partners, state citizenry, and diverse communities.

Responsiveness to learners

Students are SDSU's most important constituent group, and the University must be connected to them in order to develop strategies to meet their needs. The Students' Association serves as the official representative body, and students serve on multiple university committees. Student leadership is active in advancing initiatives. As discussed in core component 1d, the Wellness Center was developed through student initiatives. Also at the request of the Students' Association (SA), an [internship coordinator](#) was hired in 2007 to provide university-level leadership and coordination that complements existing efforts. In 2008, more than 4,700 students participated in internships for credit, compared to approximately 3,500 in 2004. Residence halls and food service development models were designed with student input.

The Individual Development and Educational Assessment (IDEA) student ratings of instruction tool is used to gather student input on courses, and the University participates in the National Survey of Student Engagement (NSSE) to gather input on the broader educational environment. These instruments provide information that is used for faculty development and for initiatives that will increase students' levels of



engagement. IDEA themes such as stimulating student interest, fostering student collaboration, and building rapport have been the focus of fall faculty workshops. More information on the [fall workshops](#) is found in core component 3b.

The University has also responded to NSSE results in the formulation of its strategic plan. The results from the NSSE surveys were used as benchmark indicators for several of the goals in the areas of student development and diversity enhancement. Additionally, many academic and student enrichment programs housed in the Wintrode Student Success Center reflect responsiveness to the diverse needs of SDSU's student body. These services and activities are discussed in more detail in core component 3d.

Today's students will graduate and enter an increasingly globalized, multi-cultural workforce. In response, SDSU's international emphasis has expanded and a new [Global Studies major](#) was added in 2004. [Travel and study experiences](#) respond to issues of interest to a land-grant institution. For example, bio-renewable energy production was featured on a trip to South America; hunger and health issues were considered on West African study tours; the impact of globalization and industrialization were explored in China; and climate change was examined by following the polar bear migration in Canada. More information on international opportunities is found in core components 1b and 3b.



Distance education

Technological savvy and a desire for 'anytime, anywhere' access to higher education are characteristics of today's student population. In response, SDSU's has enhanced programs in [distance education and internet-based course delivery](#). Academic programs are developed to meet the needs of the learners. Some of these are offered at the off-campus attendance centers while others are delivered via technology or on-site for specific industries. Examples include:

- The [Accelerated option](#) for a B.S. in Nursing was developed in response to a nursing shortage in the State. The Accelerated option accepts students who already have a Bachelor's degree and concentrates 2 ½ years of academic work into one calendar year. Since 2002, 192 students have graduated on-time for a completion rate of 93%. Students are eligible for the National Council Licensure Examination (NCLEX) and the first attempt passing rate for this group of nurses is

93% compared to the state average of 81% and the national average of 85%. The legislature increased the regular budget to fund this program.

- The Ph.D. in Nursing was initiated in 2005 in response to the lack of qualified faculty in South Dakota and surrounding region and the reality that potential faculty who left the state for doctoral study often did not return. In order to accommodate students with busy careers, an executive delivery model is used with once a month face-to-face sessions combined with web-enhanced activities. This delivery model has clear advantages for student recruitment and retention, with a number of students choosing the program because of the executive delivery model. Since 2005, 8 to 10 students are admitted every other year.
- The Department of Veterinary Science offers an M.S. in Biological Sciences to professionals working at Novartis Animal Health, a biotechnology industry. This program was developed in direct response to industry leaders' requests for opportunities for their professional workforce to obtain advanced degrees in a technical, scientific discipline.

Employment development

To respond to students' career needs, SDSU's employment development service hosts more than 200 employers for on campus interviews. Resume writing and practice interview workshops are available. *Campanile Connections*, the Career Consulting services online presence provides links to employment-development related resources and facilitates students' electronic job postings, interview scheduling, and resume distribution. The Career Consulting services are discussed in more detail in core component 3d.

Responsiveness to business and industry

In addition to the service units that provide specimen analysis and results, the University initiates partnerships, projects, and programs to respond to emerging needs.

- [The Enterprise Institute](#), a non-profit corporation, was initiated by SDSU Foundation Board members and local business leaders. The Institute provides assistance with intellectual property and patent searches, business plan reviews, competitive analysis, business strategy development, financial analysis, capital sourcing, and linking participants with SDSU faculty. Since 2001, the Institute has helped over 1,200 researchers, inventors, and entrepreneurs to commercialize their ideas and has strengthened the region's equity infrastructure by supporting angel funds and networks. One client says of the Enterprise Institute personnel, "They have a lot of good information for anyone that wants to start up their own business. There are a lot of stumbling blocks you can avoid by talking to them."
- Through faculty efforts in the emerging viticulture industry, over 180 prospective and experienced growers learned about the costs, time, and labor requirements. Workshops have helped participants analyze the potential risks and benefits of growing grapes, avoid errors in cultivar selection, and make their vineyards more economically viable.
- SDSU research and education are a part of a state-wide effort, the [South Dakota Value Added Agriculture Development Center](#) to assure consumers that U.S. beef is safe. Efforts have an estimated annual value of \$142 million for the State's economy.

Responsiveness to educational partners

The pre-K-12 system in South Dakota works with the University to enrich learning experiences for primary, elementary and secondary students. For example, the Department of Counseling and Human

Resource Development provided graduate level courses to school counselors at the Rosebud reservation, and twelve graduated in 2005. Additionally, the Department of Chemistry developed a distance delivered content-based masters program to enrich the chemistry content knowledge of teachers throughout the State.



The South Dakota Art Museum, a Brookings elementary school, and the new College of Education and Human Sciences are developing a Visual Thinking Strategies (VTS) curriculum for four and five year olds. The VTS uses selected images of diverse art forms to engage students and improve writing and critical thinking abilities.

The University hosts a number of camps and conferences each year that bring K-12 students and their teachers to campus to interact with faculty, staff, and University students. The East Central South Dakota Water District's Water Festival brings 1,000 to 2,000 area fourth graders to campus each spring and is a collaborative effort with the US Department of Agriculture. The Regional [Science and Engineering Fair](#), held each March, features exhibits of more than 500 middle and high school students. SDSU contributes over \$10,000 in scholarships and cash awards to science fair participants.

Other campus events that link the University to educational partners include the following:

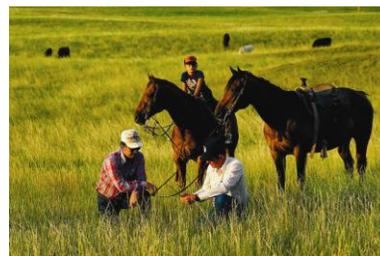
- The College of Arts and Sciences hosts yearly sports and theater camps, the annual 'Freedom Forum' for Native American journalists, oral interpretation and one-act play contests, and All-State Music Camp.
- The College of Engineering hosts [events](#) to enhance knowledge, awareness, and excitement for science, technology, engineering, and mathematics. Each year, the College sponsors GEMS (Girls: Engineering, Math and Science); Ready, SET (Science, Engineering and Technology) Go!, and Youth Engineering Adventure (YEA), and Engineering Expo.
- The College of Agriculture and Biological Sciences hosts the State Future Farmers of America (FFA) Convention, attended by more than 2,000 students. Tours of the human anatomy lab are provided annually to more than 1,000 advanced biology students and hundreds more attend hands-on environmental education programs at [Oak Lake Field Station](#).
- The Character Counts! program delivered by SD CES infuses character education into K-12 curricula. Results show improvement in students' honesty, fairness, trustworthiness, and responsibility. A parallel program, 'We Are All Related,' developed by SD CES, links the four traditional Lakota, Dakota, and Nakota values of wisdom, bravery, generosity, and fortitude to the Character Counts! framework.

Course equivalency guides and memoranda of understanding exist for regional community and tribal colleges or universities in surrounding states including Nebraska, Iowa, and Minnesota. [Program-to-program articulation agreements](#) were developed with the State's technical institutes and agreements exist which allow the seamless transfer of credits in identified academic areas. Through the Bachelor of Applied Technical Science (BATS) program, which blends technical competence with general education, technical institute transfer students can complete a baccalaureate degree. Like the program-to-program agreements, BATS curricula were developed in response to the interests expressed by technical institute students and faculty.

Responsiveness to citizenry

Agricultural research, economic development, and SD CES programs are resources for agricultural growth and economic development in South Dakota. Agriculture remains a major contributor to the State's economic health with \$19.2 billion in annual economic impact. SDSU's network of extension educators are positioned to respond quickly to crises that impact the State's citizens. In addition to the Annual Report (Exhibit 5.3), highlights of the responsive nature of the [SD CES](#) are provided.

- Because of rising prices, households changed transportation, shopping, and eating patterns. Educators and specialists responded with a series of workshops and publications including the following: *When Prices Rise: Living on Your Income and Supermarket Food Sense: Eat Smart for Less*.
- In 2008, livestock feed input costs increased more than 50% when compared to the costs for the previous 5 years. The SD CES staff prepared workshops and publications focused on developing least cost rations, use of alternative feeds such as distillers' grains, syrups, soy hulls and lesser-known forages to improve the profitability of livestock operations. Producers benefited from these educational efforts. For example, lamb producers who substituted distillers' dried grains with solubles (DDGS) and pelleted soy hulls for all or a portion of the corn and commercial protein supplements, had a cost savings of \$35 to \$60 per ton.
- Since 2006, the nation and South Dakota have [planned and prepared](#) for pandemic influenza. Most recently, these efforts allowed for a rapid response to the H1N1 pandemic influenza outbreak at the local, state, and national levels. South Dakota led the development of two national [Extension Disaster Education Network \(EDEN\)](#), resource pages: Influenza H1N1 and Pandemic Influenza which are linked to [eXtension](#), a nationwide public resource.
- 4-H activities have been broadened to include integrated after-school programs as well as the traditional 4-H clubs. Citizenship development, healthy living, and science, engineering and technology related programs are priorities. Involvement in 4-H contributes to a spirit of volunteerism and develops communication, leadership, and teamwork skills among youth.
- When Medicare Part D Prescription Drug Insurance was introduced, the SD CES staff provided [free personalized plan comparisons](#) for 2,904 Medicare beneficiaries and their caretakers and assisted 1,703 enrollments in Medicare Part D. Also, 9,867 individual received instruction on the principles of prescription drug insurance and consumer fraud protection strategies.



Other examples of the University's responsiveness to citizen needs include the Family Resource Network which initially was developed in response to childcare needs in the local community. The Network's focus is on early care and education. The Network facilitates the Child and Adult Care Food Program (CACFP) that provides healthy meals and snacks to participating family child care programs and assists the state in efforts to recruit and retain quality child care providers. Additionally, the Clinical and Laboratory Sciences program is seeking accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) to meet the needs of the partner hospitals.

Responsiveness to diverse communities

The State's Native American communities embody a rich history and culture that enrich the surrounding communities. The Hispanic communities of the State are emerging as resources for learning and for developing responsive programs. The University has developed mechanisms to learn from these rich cultures, to share ideas and resources, and to honor various perspectives.



Two annual conferences provide forums for students, faculty, and the general public to learn from native people. “Consider the Century: Native American Perspectives on the Past 100 Years” and the “Conference on American Indian Histories and Cultures” feature native speakers, tribal elders, and student presenters. Topics have included the role of native women in culture, native people’s views on the native land, veteran’s perspectives and family dynamics.

The culturally based Oak Lake Writer’s Retreat serves aspiring Lakota, Dakota, and Nakota writers and is co-mentored by Dakota author Elizabeth Cook Lynn and other Native American authors, including N. Scott Momaday and James Welch. The Oak Lake Writers’ Society participants have published stories, poems, memoirs, and essays in the local and national press. The 2006

volume, *This Stretch of the River: Lakota, Dakota, and Nakota Responses to the Lewis and Clark Expedition and Bicentennial* edited by Craig Howe and Kim TallBear, is a recent publication.

The 2+2+2 collaborative program involved reservation high schools, tribal colleges, and SDSU. Its goal was to help Native American students complete baccalaureate degrees in agriculture, biological sciences, and family and consumer sciences; more than 20 Native students have graduated in the past 10 years. Following this, the Prairie Ph.D. program was developed to address the expressed needs of tribal college faculty and agriculture and natural resource professionals. The cohort-based, distance-delivered coursework helped build the faculty-base at the partner tribal colleges. To date, 11 M.S. and four Ph.D. students have graduated with two more completing doctorates in fall 2009.

In collaboration with the Flandreau Indian School (FIS), a Native American boarding school, the University developed the FIS-SDSU Success Academy in 2001. The college preparatory program familiarizes the FIS students with a university education through multiple campus visits, offers college courses for concurrently enrolled FIS seniors, assists in the application process, and offers retention programs. The program involves over 250 SDSU faculty, staff, and students from every academic college at SDSU. To date, 29 Success Academy students have enrolled at SDSU as degree-seeking students. In fall 2009, six students will be enrolled: one a fifth year engineering student, who has been in the program since he was a high school freshman, a junior, and four freshmen. Six Success Academy students transferred to other colleges and universities to continue their education.

While no Success Academy students have yet graduated from SDSU, the Success Academy serves as a strong diversity program that brings between 60 and 120 Native American people to campus each week for an entire semester. It involves our faculty, staff, students, and administrators with Native American issues, customs, concerns, and history on a weekly basis.

In response to the high proportion of ‘at risk’ youth and high youth suicide rates in the State’s reservation communities, the Parks and Recreation Management faculty and staff and the Rosebud Sioux Tribe have worked together to establish youth sports and recreation programs on the reservation. SDSU students

constructed a playground for tribal youth, dramatically increasing the numbers of youth baseball teams, and sponsored a first-ever Rosebud Hershey Track Meet.

South Dakota is part of the “new frontier” for the Hispanic population, many who come to South Dakota work in agriculture and manufacturing. In response, faculty work to improve communications and educate and Spanish-speaking dairy workers and health care providers. A SD CES dairy specialist linked the Department of Modern Languages with a dairy farm, and a service-learning course was established that focused on immigration issues and on teaching English to the workers. Additionally, service-learning students worked with English-as-a-Second-Language (ESL) children and teachers. A local teacher noted with appreciation, “I saw great progress in the student that the service-learning students worked with. She wouldn’t have learned as much English without them.” Because of the positive impact, the course has been offered four consecutive semesters with students now working in several communities.

The nursing and modern language faculty created SPAN 308, Spanish for the Health Profession, to prepare future nurses who may be working in Spanish-speaking communities. Enrollment in the course, offered each spring since 2005, has grown and now two sections are required to meet the needs. The faculty work together to assure nursing majors can complete Spanish minors.

Evaluative summary: Core component 5c

SDSU responds to the needs of its constituencies. Learning opportunities address the needs of the State, and programs are designed that enable working people to earn degrees. The faculty and units develop relationships and programs for diverse communities including Pre-K-12 children and teachers, entrepreneurs, families, the elderly, ethnic populations, and agricultural producers. As needs are identified, the University responds in ways that are consistent with its service mission.

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

SDSU takes seriously its mission to serve the greater good through outreach to its constituents. Partnerships, use of laboratories and customer satisfaction, event attendance, voluntary service, and the demonstrated willingness of SDSU’s constituents to invest in facilities, scholarships and other needs, all indicate that the University’s services are valued.

Evidence of engagement and service

Partnerships

As a land-grant university, SDSU collaborates with industries that are critical to the State’s economic viability. Improved crop varieties, animal nutrition and husbandry methods, and animal vaccines are noteworthy examples of SDSU’s collaborations with the food and fiber industries. Another effort is the development of cloned transgenic cattle to produce products for the human medical market.

Collaborations also exist with other industry sectors including health care, manufacturing, engineering, business and financial services. Degree programs, fellowships, and facilities are also developed in response to citizen and state needs. For example, a Health Resources and Services Administration grant of approximately \$750,000 supported the start-up of the Ph.D. in nursing, which focuses on preparing

nurse scientists to serve underserved and rural populations with an emphasis on health promotion and disease prevention.

The Image Processing Laboratory enables graduate students to collaborate on projects that meet the needs of the NASA Goddard Space Flight Center and the Earth Resources Observation and Science (EROS) Data Center. The pharmaceutical industry (Astra Zeneca) and the American Society of Pharmacology and Experimental Therapeutics provide funding for doctoral students with travel awards. Additionally, pharmacy students collaborate on research projects related to molecular genetics of human behavioral disorders at the Avera Institute of Human Behavioral Genetics in Sioux Falls; topical delivery of antibiotics with Minotech Engineering Inc.; and nano-particle-based vaccine delivery with Novartis Animal Health.

Another recently developed key partnership is with several architecture firms and individuals who have agreed to provide faculty and funding for start-up of the Master's in Architecture and the BA/BS in Architectural Studies degrees. These commitments are critical to establishing a foundation that will enable the program to achieve financial stability and success. Additionally, Capital Card Services established a \$100,000 Fellowship Fund to support statistics graduate students, and Avera Health Systems donated \$15 million for a new building that once completed, will provide state-of-the-art research infrastructure.

Sharing facilities

The University, city, and state communities share facilities. As described in section 5b, University facilities as varied as the Performing Arts Center, SD Art Museum, and McCrory Gardens and the State Arboretum attract thousands of visitors each year and contribute to the State's quality of life.

The value placed on the expertise and resources of SDSU by the South Dakota Governor's Office and State's citizens is evidenced by the fact that five of the Governor's 2010 Centers of Research Excellence have researchers located at SDSU. These centers are discussed in more detail in core component 4a.

The athletics program has worked in partnership with the community by sharing facilities at various locations including the following: Coughlin Alumni Stadium, Wellness Center, Frost Arena, Nathelle and Lawrence DeHaan Equestrian Center, Jackrabbit Softball Field, Erv Heuther Baseball Field, and the city-operated Fishback Soccer Park.



The Innovation Campus

The Innovation Campus, a collaborative effort between the Governor's Office of Economic Development, the Brookings community, and SDSU, provides a working environment for high-tech enterprises, research institutes, and laboratories. This environment will foster partnerships between the University, business, government, and the community. Business partners located at the Innovation Campus have access to the knowledge, expertise, and services of SDSU research faculty, graduate, and undergraduate students.

Public service laboratories

As described in core component 5b, public service laboratories and other centers are heavily used by constituents in the State and region. Because of the University's expertise, State and national entities including the SD Department of Agriculture; the SD Animal Industry Board, and the Food and Drug Administration have partnered with SDSU to provide public services. Hundreds of thousands of tests are run and results analyzed at the ADRDL, the OBL, the SDSU Seed Testing Laboratory, which demonstrate the demand for service provided by SDSU. These partnerships benefit both the University and the State through shared facilities and equipment, through training opportunities for undergraduate and graduate students, and through direct access to industry.

During 2006, the ADRDL gathered input regarding its service from veterinarians, government regulators, and state agencies such as the SD Departments of Agriculture and Game, Fish and Parks. Responses demonstrate that the external constituencies value the services:

Table 5-1 ADRDL users' survey

ADRDL Users' Survey	
Survey Item:	Strongly agreed or agreed
The results were clear and easy to understand.	90%
Laboratory findings were useful for their practice.	94%
Their concerns were addressed properly and promptly.	93%
Overall they were quite satisfied with the laboratory's services.	93%

Response rate: 80/350 = 23%

South Dakota Agriculture Experiment Station

Created in 1887 through the Hatch Act as part of South Dakota's land-grant institution, the *South Dakota Agriculture Experiment Station (SDAES)* is integral to the University's research mission. The SDAES conducts research that enhances the quality of life in South Dakota through the use and development of human, economic, and natural resources. The SDAES operating budget of \$30.5 million, includes \$10.8 million in state support, \$10.4 million in federal support, and \$9.2 million from grants and contracts. This level of funding clearly demonstrates constituent support and stakeholder engagement.

South Dakota Cooperative Extension Service

A testament to an organization's value is evident in the extensiveness of its volunteers and attendance at events. Volunteer advisory boards provide input throughout the University and citizen volunteers that serve the SD CES at local and state levels. Citizens, including crop and livestock producers, consumers, and allied industry professionals attend educational programs prepared and presented by extension staff. Volunteers partner with extension to offer services to youth and communities. For example, more than 1,100 volunteers have completed Master Gardener training and have volunteered more than 61,000 hours of time to educate the public, work with youth gardens, and participate in other projects.

The level of youth involvement in 4-H activities provides evidence of the program's value to youth and families. In 2008, 40,712 young people participated in activities ranging from school enrichment, camping, after school and school-aged child care programs, and traditional club activities.

Event attendance

Attendance figures for University-sponsored events and activities are strong. In 2007-2008, recorded attendance at theatre, music, athletic, and other events numbered 193,011. In 2008-2009, 31,826 attended theatre, music concerts, and recitals and 145,473 attended athletic events for a total of 181,858. The University Program Council also sponsors numerous events that are free and open to the public.

Fundraising

Another measure of the value constituents place on the University's services is the level of financial support provided to the Institution. The SDSU Foundation secured more than \$21 million in private gifts in 2007, a record fundraising year. The total of \$21,160,311 represents a 50 percent increase from 2006. The 2007 record-breaking amount does not include the \$15 million investment from Avera Health for construction of the new \$50.4 million Avera Health Science Complex. By the end of 2007, the Foundation's assets reached \$120 million; it manages more than \$75 million in permanent endowments that provided \$4.5 million in scholarships.

In addition, the Foundation is raising funds for other building projects that were primarily or exclusively reliant upon private funds. These include the \$3.6 million Nathelle and Lawrence DeHaan Equestrian Center, \$6.5 million Electrical Engineering and Computer Science Building, and the more than \$6 million in commitments to the Dykhouse Student-Athlete Center.

Most recently, the foundation initiated a \$190 million comprehensive campaign. The official start date for counting campaign gifts and pledges was January 1, 2007. As of July 8, 2009 the total gifts, pledges, and bequests reached over \$89.5 million.



The 64,343 living alumni of SDSU remain connected to and value their alma mater by giving freely of their time and treasure. The alumni represent the largest single source of gifts to the SDSU Foundation representing nearly 50% of the total dollars. When the percentage of alumni giving is compared to the twelve identified peer institutions, SDSU ranks second only to Kansas State University in the percentage of alumni who donate to the University.

Evaluative summary: Core component 5d

Constituents value the services of the University. People give time, energy, and other resources to organizations that hold meaning and give value to their lives. Volunteer work, use of University resources whether service laboratories or research expertise and data, partnerships that maximize the use of facilities, and philanthropic efforts that develop additional resources all reflect the value of the University to its constituents.

Evaluative summary and recommendations: Criterion 5

Evidence shows that through its structures and processes, SDSU reflects a capacity and commitment to engage with and effectively serve its constituents, and this engagement is highly valued by both. As a land-grant university, SDSU has a long and proud tradition of engaging stakeholders and working together to address identified needs.

The University is strongly engaged with its constituents through its numerous advisory boards, committees, research and consulting centers, and its public service centers such as the Cooperative Extension Service. The goals and objectives of these entities are continuously assessed, evaluated and refreshed with constituents through the University's ongoing strategic planning process. There is strong evidence that shows effective engagement that is highly valued by the University and its many identified constituents. Based on the evidence provided, SDSU meets the core components for criterion 5.

Based on the findings of the self-study, the following are recommended:

1. Explore additional mechanisms, such as the town hall meeting, to solicit and use meaningful feedback.
2. Continue to use strategic planning, environmental scanning, and input to inform initiatives and set priorities.
3. Further enhance connections with the Tribal Colleges and K-12 schools.
4. Target new academic program development in response to workforce needs.
5. Maintain ongoing communication about Institutional priorities with constituents and explain the long-term benefits.

CHAPTER 6

CROSS-CUTTING THEMES:

THE FUTURE-ORIENTED ORGANIZATION
THE LEARNING-FOCUSED ORGANIZATION
THE CONNECTED ORGANIZATION
THE DISTINCTIVE ORGANIZATION
EVALUATION AND ASSESSMENT
DIVERSITY, GLOBALIZATION, INTERNATIONALIZATION



South Dakota State University
HLC-NCA Self-Study



CHAPTER 6

Cross-Cutting Themes

Introduction

At the beginning of the self-study process, South Dakota State University (SDSU) created six cross-cutting theme committees (CCTC) to inform the process and to set the context for the self-study. The six CCTC included the four identified by HLC-NCA and two additional themes of importance for the University:

- The Future-Oriented Organization
- The Learning-Focused Organization
- The Connected Organization
- The Distinctive Organization
- Evaluation and Assessment
- Diversity, Globalization, and Internationalization

The committees studied each theme from both a national and local perspective; reviewed current literature, and developed a definition and concept paper used to inform the work of the criteria committees. In October 2007, CCTC chairs provided overviews and definitions of the key concepts, and committees used the concepts to inform their work.

During 2007, the first year of the self-study, all institutional units were involved in the development of the University's strategic plan: *Achieving National Distinction, Strengthening Local Relevance*. The historic land-grant mission of teaching; research, scholarship, and creative activity; and service was renewed while being contextualized for the future. The planning effort was a time of reflection and study, brought focus to the Institution's values and vision which guide its operation, and resulted in clearly enumerated outcomes. This planning effort is reflected in all self-study committees' work.

The Future-Oriented Organization

The Future-Oriented Organization Theme Committee identified "transformation" as a key concept of a future-oriented organization. To be future-oriented, the Committee wrote that a land-grant University

Must have a firm and complete grasp of its current position while also realizing it must evolve with national and international economic, technological, political, and social trends. SDSU must be positioned for the future by creating an inclusive, dynamic, and engaging environment that embraces continuous institutional transformation while remaining true to the land-grant mission ... Transformation ... occurs through action, driven by recurrent questioning, introspection, innovation, assessment, analysis, and a re-envisioning of the University's future.

Strategic planning efforts that considered workforce needs, the changing demographics, and new and emerging technology were identified as evidence of the University's future-orientation. The insight gained through planning allows the University to set priorities, identify resources, and initiate programs that will move it to the desired future. The Future-Oriented Organization Theme Committee also focused on the importance of the Deming cycle (Plan, Do, Check, Act) that informs organizational learning and provides a basis for accountability and improvement efforts. This closed-loop process also appears in the work of two other CCTC including the Learning-Focused Organization and Evaluation and Assessment.

The Learning-Focused Organization

The Learning-Focused Organization CCTC placed learning at the center of all activities and decisions. Because learning is central, the organization, administrators, faculty, staff, and students learn through continuous review and improvement processes. In the strategic planning process, the University, departments, and units used a learning-focused approach to align strategic goals, to develop performance measures, to identify data sources, and to establish accountability measures and timelines.

In addition to the University's strategic planning, indicators of a learning-focused organization that the Committee identified were the following:

- Clear expectations for performance are articulated for faculty in their teaching and advising; research, scholarship and creative activity; and service roles. Discipline specific performance standards have been developed to aid promotion and tenure efforts.
- Student learning outcomes are in place for the general education curriculum and faculty members in all academic programs have developed program learning outcomes critical to their disciplines. This makes assessment possible and enables improvement in student learning.
- New technology is incorporated into courses and programs where it will enhance learning.
- Various teaching methods and learning environments support individual and cultural variation in the ways people learn.

The Connected Organization

The Connected Organization CCTC identified three critical concepts:

- Engagement: reciprocal, respectful relationships enable productive involvement in communities.
- Connection: relationships are built at multiple levels, solidifying interactions, and enabling constituents to develop ownership.
- Responsiveness: listening to constituent needs and concerns and providing appropriate services.

This CCTC recognized that relationships are built at the individual level and that all, administrators, faculty, staff, students, parents, alumni, community partners, and others contribute to the multiple connections that exist. A connected organization must maintain communication once relationships exist. The Connected Organization CCTC understood that being connected involves a matrix of diverse and

reciprocal relationships between the University and internal and external constituents, and that while various virtual technologies may appeal to the key student constituency, other media may be more appropriate for, accessible to, preferred by other constituencies.

Because of its presence throughout the State, the South Dakota Cooperative Extension Service (SD CES) serves as a conduit for the flow of information between the citizens and the Institution. The Committee also recognized that the SD CES is not the sole linkage; connections are also made by SDSU alumni, volunteer board members, and organizational and community leaders.

The Distinctive Organization

The Distinctive Organization Committee considered the University's land-grant mission and how the mission permeates the work of the University, drives its functions, and establishes its boundaries. The Committee identified the Institution's goals, vision, and value statements as defining a guide for behaviors and the broad culture of the University. When combined, the mission, goals, vision, and values provide the perspective from which individuals approach their work and create The Distinctive Organization.

The Committee identified several indicators of SDSU as a Distinctive Organization. Among these is the importance of the University's land-grant mission and its impact on educational requirements. An Academic Senate Committee considered the mission and developed three Institutional Graduation Requirements (IGRs) that reflect the land-grant mission of the University:

- Land and Natural Resources enhances knowledge of the physical world.
- Personal Wellness advances self-responsibility of physical and mental health.
- Social Responsibility/Cultural Aesthetic Awareness builds responsibility and fosters respect for diverse cultures.

These goals prepare graduates to be stewards of the world's resources, to be responsible for their life choices, to be engaged citizens, and to honor the diverse cultural heritage that enriches life. An understanding of these critical concepts distinguishes our graduates from others within the State and nation.

The Committee identified other mission-driven priorities; these include the range of academic programs and excellent faculty that build interdisciplinary opportunities, challenge learners, use the physical environment as a classroom, and provide student support services.

Building the University's research capacity through planning, infrastructure development, and partnerships are also hallmarks. Student and faculty research, presentations, performances, and exhibitions, the work of the South Dakota Agricultural Experiment Station (SDAES) and other units were all identified as examples that make the University distinct. Examples of service and engagement abound through the work of the South Dakota Cooperative Extension Service (SD CES), distance learning centers, and other units. These are but a few of the examples mentioned by the Distinctive Organization Committee.

Evaluation and Assessment

The Evaluation and Assessment CCTC also captured the need for a closed-loop cycle similar to the design of the strategic planning process and discussed in both the Future-Oriented and the Learning-Focused Organization reports. As conceptualized by the Evaluation and Assessment CCTC, evaluation involves the purposeful comparison of "products, services, and outcome" to gauge effectiveness and identify opportunities for improvement, and assessment is a "decision making process that uses evaluative findings to make quality improvements in service."

The Committee identified the University's use of evaluation and assessment in the following areas:

- Academic program assessment and Institutional Program Review processes,
- Course evaluation (student surveys),
- Campus Master Plan development,
- Comfort enrollment analysis.

Diversity, Globalization, and Internationalization

The Diversity, Globalization, and Internationalization CCTC focused on initiatives that create a welcoming, inclusive environment that serves many constituents – young, old, rural, urban, international, Native American, Black, and Hispanic. Initiatives identified include the following:

- Multi-cultural recruitment and enrichment activities: celebrations of heritage, food, culture (art, dance, and music).
- Exchange agreements with tribal and historically black institutions.
- Development of Global Studies and other academic programs.
- Support for international travel for faculty and students via exchange agreements.
- Integrating emphases on diversity, globalization, and internationalization in the curriculum.

The cross-cutting themes and the work of the CCTCs helped frame the issues and provided additional lenses through which the criteria committees viewed the work of the University.

CHAPTER 7

FEDERAL COMPLIANCE



South Dakota State University
HLC-NCA Self-Study



CHAPTER 7

Federal Compliance

Credits, Program Length, and Tuition

The Commission expects an affiliated institution to be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of high education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Affiliated institutions notify the Commission of any significant changes in the relationships among credits, program length, and tuition.

South Dakota State University (SDSU) operates on three terms per year: fall, spring, and summer. A term is typically 16 weeks in length. Semester lengths vary slightly in number of class days only because of the calendar variations across calendar years. Depending on the intensity and/or independent level of the experiential learning laboratory credit varies from one credit for two contact hours to one credit for four contact hours. All courses are recorded on transcripts in terms of academic semester credits.

SDSU's academic programs are consistent with national norms in length and content. The bachelor's degree requirement, a minimum of 128 semester hours, includes between 36 and 37 hours of general education requirements. All engineering programs accredited by the Accreditation Board of Engineering and Technology (ABET) require 136 credit hours. Many degree programs are evaluated by specialized accrediting agencies and meet the agencies' requirements.

Graduate master's program minimum credit hours requirements range from 30 to 36 credits depending upon the option. However, four specializations in Counseling and Human Resource Development require 48 credits. The doctoral level requirements require 60 credits beyond the master's degree.

The South Dakota Board of Regents (SDBOR) sets tuition and fees and related policies. These are available on the [SDBOR website](#). For FY 2010, the annual tuition and fees for fulltime resident undergraduate students and graduate students are \$3,282 (16 credits) and \$2,272 (9 credits) and for non-residents \$4014 and \$3,669, respectively. Also, the University publishes its tuition and fee rates in recruitment materials, in news releases, in the *SDSU Course Schedule*, and on the [SDSU financial aid and admissions websites](#), and financial aid sheets are available for each major.

SDSU differentiates between undergraduate and graduate, resident and nonresident, and internet and distance learners' tuition. SDSU's discipline fees are approved by the SDBOR. These exist for pharmacy, nursing, engineering, clinical laboratory sciences, athletic training, selected laboratory sciences, and other

majors. Some of discipline fees have been in existence for many years; others have been added recently and reflect the higher operations and maintenance costs of these programs. All of these fees were originally justified and annual increases must be justified and approved by the SDBOR. All such fees are in separate accounts held for the specified discipline for specific purposes and must stand review by state legislative audit. Special discipline fees can be found on the SDBOR website.

Institutional Records of Student Complaints

To comply with federal regulations, the Commission expects an affiliated institution to maintain records of formal, written student complaints filed with the office of the Chief Executive Officer, Chief Academic Officer, or Chief of Student Affairs Officer. The records should include information about the disposition of the complaints, including those referred to external agencies for final resolution. These records will be available to the next NCA comprehensive evaluation team for review.

SDSU has a policy statement on this matter. It is titled “Implementation of Policy on Institutional Records of Student Complaints” dated 12/1998. SDSU tracks student complaints. The Offices of the President, the Provost and Vice President for Academic Affairs, and Vice President for Student Affairs track formal complaints submitted by students and are handled on a case-by-case basis as dictated by the circumstances of the complaint. These offices also maintain written complaints that are referred to them by other offices or individuals within the University.

Reporting of Crime Statistics

SDSU reports campus crime statistics to the U.S. Department of Education, as authorized by Congress with the 1998 amendment to the Higher Education Act of 1965 to help potential college students and their parent research criminal offenses on college campuses. The University’s statistics and campus safety information can be found on the [SDSU website](#) and are also available through the University Police Department in the Sorenson Building on campus.

If an incident of an on-going threatening nature (e.g. armed individual or a bomb threat) is reported on or near the campus, a Campus Alert is texted to all registered cell phones and an e-mailed is sent to all university students, staff, and faculty. Additionally, information is posted electronically to *InsideState* (employee portal) and *MyState* Online (student portal). Tests of the Campus Alert system are conducted periodically, and SDSU works closely with software vendor to ensure the operating system is well maintained.

Transfer of Credit

Each institution shall determine its own policies and procedures for accepting transfer credits, including credits from accredited and non-accredited institutions, from foreign institutions, and from institutions which grant credit for experiential learning and for non-traditional adult learner programs. The policy requires that an institution demonstrate that it discloses its transfer policies to students and to the public and that its policies contain information about the criteria it uses to make transfer decisions.

SDSU adheres to the [SDBOR Transfer of Credit Policy \(2:5\)](#). The transfer policy is available in the [SDSU 2009-2010 Undergraduate Programs Bulletin](#), p. 11-14, and the 2008-2009 [Graduate Bulletin](#), p. 10 .

A [transfer equivalency calculator](#) assists students in determining which courses from other institutions that have been equated to SDSU coursework.

Verification of Identity of Students in Distance or Correspondence Education

Institutions offering distance education or correspondence education shall have processes through which the institution establishes that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.

The University verifies distance students' identity for distance education courses. Secure login and pass codes (IDs and passwords) are used for courses that award credit and/or are part of a degree or certificate program. Proctored examinations are at the discretion of the faculty member. As new or other identification technologies are adopted on a university-wide basis, student will be notified of any additional costs. The following statement is displayed prominently on the each course main page and appropriate websites.

Courses that have content material and/or assessments either partially or entirely online require that students have a unique ID and password to access the material. This is to protect student privacy and verify student identity.

Institutional Compliance with the Higher Education Reauthorization Act

The Commission expects that its affiliated institutions comply if required with the Title IV requirements of the Higher Education Reauthorization Act as amended in 1998. Therefore, institutions will provide teams for review and consideration the most recent default rates (and any default reduction plans approved by the Department of Education) and any other documents concerning the institution's program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews.

In order to assure continued eligibility for the federal student aid program, SDSU complies with all aspects of Title IV of the Higher Education Act, as amended. SDSU has no institutional findings of financial or compliance audits/program reviews during the last five years. Also, no default reduction plans are required. The most recent default rates for FY 2005 to FY 2009 Federal Stafford Loans, Federal Perkins Loans, Federal Nursing, and Federal Health Professions shown in Table 7-1 are among the lowest in the nation, and therefore, under federal regulations no special actions need to be taken by the University.

Table 7-1 Federal default rates

Federal Default Rates				
Fiscal Year	Family Education Loan – Stafford Loan	Perkins Loans	Nursing	Health Professions
FY 2009	Available 9-30-10	Available 9-09	Available 9-09	Available 9-09
FY 2008	Available 9-30-09	4.07%	1.26%	0.07%
FY 2007	1.20%	3.64%	1.22%	0.0%
FY 2006	1.10%	4.44%	1.20%	0.0%
FY 2005	1.00%	2.19%	0.95%	0.0%

The SDSU Financial Aid Office has copies of Department of Education Program Agreements, Federal Fiscal Reports, and other forms as needed for student financial aid administration.

Composite Ratios and Financial Audits

SDSU has not received a request for a review of its composite ratios or financial audits by the Department of Labor or the Higher Learning Commission.

Satisfactory Academic Progress and Attendance Policies

The institution must document that it has a satisfactory academic progress policy, readily available to students. The institution must also document an attendance policy.

South Dakota State University adheres to the Academic Progress standard outlined in the [SDBOR Policy 2:10: Grades and Use of Grade Point Averages \(GPA\)](#). Attendance policy is outlined in the [SDSU 2009-2010 Undergraduate Programs Bulletin](#), p. 23.

Contractual Relationships

The institution must disclose its contracts with third-party entities not accredited by a federally recognized accrediting agency whereby such third-party entities provide 25-50% of the academic content of any degree program.

South Dakota State University has no contracts with third-party entities that are not accredited by a federally recognized accrediting agency.

Institutional Disclosures and Advertising and Recruitment Materials

Whenever an institution makes reference to its affiliation with the Commission, it will include the Commission's address and telephone number.

Affiliations and Accreditations are addressed on page 410 of the *South Dakota State University, 2009-2010 Undergraduate Programs Bulletin*. Reference to HLC-NCA is as follows:

The North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, IL, 60602-2504; Phone 312-263-0456) is the regional accrediting agency. Its purpose is to maintain high standards of instructional work and educational programs. The University is accredited through the doctoral level. Its next comprehensive evaluation is 2010.

Documents that refer to the institutions' affiliation with the commission are being revised to include the URL to the Commission's website rather than the street address. To ensure consistency, colleges and departments will be informed of this change for use in future revisions of material.

Professional or Specialized Accreditation and Requirements of Institutions Holding Dual Institutional Accreditation

These policies define two specific situations that are of concern to the Commission:

- 1. Where an institution holds specialized accreditation with a single agency the status of which covers one-third or more of either the institution's offerings or its students, and*
- 2. Where an institution is also accredited by another institutional accrediting body.*

Commission policy now states that in both situations, when notified of an adverse action taken by another agency, the Commission will review the rationale for the adverse action and determine whether further institutional review is appropriate. If the Commission takes an adverse action against the institution, it will notify the other agency within 30 working days. Federal law and policy dictate sharing of specific information among accrediting associations and call for all agencies to include that information as appropriate in deliberations.

Many University programs hold specialized accreditation and can be found in the [SDSU 2009-2010 Undergraduate Programs Bulletin](#). None of the programs or accrediting agencies involves either one-third of the University's offerings or students.

The HLC-NCA is the only regional accrediting body granting institutional accreditation to SDSU.

Public Notification of Comprehensive Evaluation Visit and Third-Party Comment

The Commission seeks comments from third parties about institutions being evaluated for accreditation or candidacy. Institutions scheduled for comprehensive evaluations publicize the forthcoming evaluation in accordance with established Commission procedures regarding content, dissemination, and timing. The commission publishes the names of institutions scheduled for evaluation through appropriate Commission vehicles.

The SDSU Coordinating Team and the Steering Committee identify its public constituencies and used a variety of internal and external media to make the accreditation process visible. The University's media office distributed press releases to the SDSU Alumni Association and SDSU Foundation to include in their publications. The press releases were also distributed to *The Collegian*, the campus newspaper, the local Brookings newspaper, and to papers where there are SDSU attendance centers: Sioux Falls, Pierre, and Rapid City. These communities are also among the largest in South Dakota. Electronic releases were distributed to students and all University personnel. These releases described the accreditation process, announced the dates for the site visit, provided the HLC-NCA address, and invited written comments to be submitted directly to the HLC.

Federal Compliance Visits to Off-Campus Locations

Federal regulations for recognition of accrediting agencies require the Commission to conduct a variety of evaluation activities to review and monitor the development of off-campus sites and campuses. Some activities occur at the time of approval of a new site, while other activities occur after the site or campus has been in operation for a period of time or when the institution has multiple sites in place.

Neither the U.S. Department of Education nor other governmental agency has identified deficiencies concerning off-campus locations used by SDSU.

APPENDICES



South Dakota State University
HLC-NCA Self-Study

APPENDICES

Appendix A

Institutional Snapshot

Table 1 (Appendix A) Student Demography: Undergraduate enrollments by class level

1. Student Demography					
A. Undergraduate Enrollments by Class Level					
Class Level	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Freshman	3,411	2,994	3,014	3,227	3,313
Sophomore	1,914	2,042	1,975	1,912	1,986
Junior	1,542	1,693	1,832	1,858	1,766
Senior	1,826	1,950	2,109	2,269	2,313
Pharmacy	118	121	125	134	135
Special/Terminal	840	878	922	932	1,019
TOTAL	9,651	9,678	9,977	10,332	10,532

Source: Official enrollment numbers, SDBOR Fact Book

Table 2 (Appendix A) Student demography: Undergraduate students, degree seeking by gender and ethnicity

1. Student Demography							
B. Undergraduate Students – Degree Seeking – by Gender and Ethnicity							
Gender	Ethnicity	Fall 2006		Fall 2007		Fall 2008*	
		Number	%	Number	%	Number	%
Female	Amer. Indian/Alaskan Native	88	1.95%	102	2.18%	100	2.08%
	Asian/Pacific Islander	35	0.78%	46	0.98%	46	0.96%
	Black, Non-Hispanic	19	0.42%	26	0.56%	28	0.58%
	Hispanic	37	0.82%	52	1.11%	39	0.81%
	White, Non-Hispanic	4,152	92.16%	4,242	90.70%	4,317	89.69%
	Non-Resident/International Race/Ethnicity	14	0.31%	21	0.45%	34	0.71%
	Unknown	160	3.55%	188	4.02%	249	5.17%
	TOTAL FEMALE	4,505	100.00%	4,677	100.00%	4,813	100.00%
Male	Amer. Indian/Alaskan Native	50	1.11%	63	1.35%	68	1.45%
	Asian/Pacific Islander	36	0.80%	36	0.77%	40	0.85%
	Black, Non-Hispanic	51	1.13%	66	1.41%	56	1.19%
	Hispanic	26	0.58%	25	0.53%	25	0.53%
	White, Non-Hispanic	4,064	90.35%	4,154	88.84%	4,142	88.07%
	Non-Resident/International Race/Ethnicity	22	0.49%	32	0.68%	53	1.13%
	Unknown	249	5.54%	300	6.42%	319	6.78%
	TOTAL MALE	4,498	100.00%	4,676	100.00%	4,703	100.00%
Total	Amer. Indian/Alaskan Native	138	1.53%	165	1.76%	168	1.77%
	Asian/Pacific Islander	71	0.79%	82	0.88%	86	0.90%
	Black, Non-Hispanic	70	0.78%	92	0.98%	84	0.88%
	Hispanic	63	0.70%	77	0.82%	64	0.67%
	White, Non-Hispanic	8,216	91.26%	8,396	89.77%	8,459	88.89%
	Non-Resident/International Race/Ethnicity	36	0.40%	53	0.57%	87	0.91%
	Unknown	409	4.54%	488	5.22%	568	5.97%
	TOTAL	9,003	100.00%	9,353	100.00%	9,516	100.00%

Source: IPEDS Fall Enrollment survey

* Note: Beginning fall 2008, the IPEDS data were extracted using the Census Day (generally around Oct 1). Prior to fall 2008, the data were pulled as of Oct 15.

Table 3 (Appendix A) Student demography: Undergraduate students, non-degree seeking by gender and ethnicity

1. Student Demography							
B. Undergraduate Students – Non-Degree Seeking – by Gender and Ethnicity							
Gender	Ethnicity	Fall 2006		Fall 2007		Fall 2008*	
		Number	%	Number	%	Number	%
Female	Amer. Indian/Alaskan Native	13	2.12%	21	3.39%	22	3.14%
	Asian/Pacific Islander	9	1.47%	7	1.13%	14	2.00%
	Black, Non-Hispanic	8	1.31%	5	0.81%	5	0.71%
	Hispanic	3	0.49%	6	0.97%	9	1.28%
	White, Non-Hispanic	516	84.31%	518	83.55%	590	84.17%
	Non-Resident/International Race/Ethnicity	8	1.31%	10	1.61%	18	2.57%
	Unknown	55	8.99%	53	8.55%	43	6.13%
	TOTAL FEMALE	612	100.00%	620	100.00%	701	100.00%
Male	Amer. Indian/Alaskan Native	4	1.42%	14	4.93%	9	2.86%
	Asian/Pacific Islander	6	2.14%	0	0.00%	6	1.90%
	Black, Non-Hispanic	6	2.14%	3	1.06%	7	2.22%
	Hispanic	2	0.71%	2	0.70%	3	0.95%
	White, Non-Hispanic	227	80.78%	231	81.34%	246	78.10%
	Non-Resident/International Race/Ethnicity	4	1.42%	6	2.11%	12	3.81%
	Unknown	32	11.39%	28	9.86%	32	10.16%
	TOTAL MALE	281	100.00%	284	100.00%	315	100.00%
Total	Amer. Indian/Alaskan Native	17	1.90%	35	3.87%	31	3.05%
	Asian/Pacific Islander	15	1.68%	7	0.77%	20	1.97%
	Black, Non-Hispanic	14	1.57%	8	0.88%	12	1.18%
	Hispanic	5	0.56%	8	0.88%	12	1.18%
	White, Non-Hispanic	743	83.20%	749	82.85%	836	82.28%
	Non-Resident/International Race/Ethnicity	12	1.34%	16	1.77%	30	2.95%
	Unknown	87	9.74%	81	8.96%	75	7.38%
	TOTAL	893	100.00%	904	100.00%	1,016	100.00%

Source: IPEDS Fall Enrollment survey

* Note: Beginning fall 2008, the IPEDS data were extracted using the Census Day (generally around Oct 1). Prior to fall 2008, the data were pulled as of Oct 15.

Table 4 (Appendix A) Student demography: Graduate & professional students, all by gender and ethnicity

1. Student Demography C. Graduate & Professional Students – All – by Gender and Ethnicity							
Gender	Ethnicity	Fall 2006		Fall 2007		Fall 2008*	
		Number	%	Number	%	Number	%
Female	Amer. Indian/Alaskan Native	19	2.31%	26	3.22%	25	3.06%
	Asian/Pacific Islander	5	0.61%	5	0.62%	9	1.10%
	Black, Non-Hispanic	4	0.49%	6	0.74%	7	0.86%
	Hispanic	6	0.73%	4	0.50%	6	0.74%
	White, Non-Hispanic	697	84.90%	667	82.65%	667	81.74%
	Non-Resident/International Race/Ethnicity	63	7.67%	72	8.92%	81	9.93%
	Unknown	27	3.29%	27	3.35%	21	2.57%
	TOTAL FEMALE	821	100.00 %	807	100.00 %	816	100.00%
	Male	Amer. Indian/Alaskan Native	4	0.68%	8	1.38%	9
Asian/Pacific Islander		8	1.37%	6	1.03%	6	0.93%
Black, Non-Hispanic		10	1.71%	8	1.38%	10	1.55%
Hispanic		4	0.68%	4	0.69%	3	0.46%
White, Non-Hispanic		399	68.21%	382	65.75%	420	64.91%
Non-Resident/International Race/Ethnicity		141	24.10%	145	24.96%	176	27.20%
Unknown		19	3.25%	28	4.82%	23	3.55%
TOTAL MALE		585	100.00%	581	100.00%	647	100.00%
Total		Amer. Indian/Alaskan Native	23	1.64%	34	2.45%	34
	Asian/Pacific Islander	13	0.92%	11	0.79%	15	1.03%
	Black, Non-Hispanic	14	1.00%	14	1.01%	17	1.16%
	Hispanic	10	0.71%	8	0.58%	9	0.62%
	White, Non-Hispanic	1,096	77.95%	1,049	75.58%	1,087	74.30%
	Non-Resident/International Race/Ethnicity	204	14.51%	217	15.63%	257	17.57%
	Unknown	46	3.27%	55	3.96%	44	3.01%
	TOTAL	1,406	100.00%	1,388	100.00%	1,463	100.00%

Source: IPEDS Fall Enrollment survey (for fall 2008 about 8% or 116 were non-degree seeking)

* Note: Beginning fall 2008, the IPEDS data were extracted using the Census Day (generally around Oct 1). Prior to fall 2008, the data were pulled as of Oct 15.

Table 5 (Appendix A) Student demography, age range of undergraduate students

1. Student Demography					
D. Age Range of Undergraduate Students					
Age Range	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008*
24 and Under	8,222	8,285	8,540	8,928	9,017
25 and Older	1,350	1,309	1,357	1,329	1,515
TOTAL	9,572	9,594	9,897	10,257	10,532

Source: IPEDS Fall Enrollment survey

* Note: Beginning fall 2008, the IPEDS data were extracted using the Census Day (generally around Oct 1). Prior to fall 2008, the data were pulled as of Oct 15..

Table 6 (Appendix A) Student demography, credit-seeking students by residency status

1. Student Demography					
E. Credit Seeking Students by Residency Status					
Residency	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008*
Resident	7,851	7,787	7,967	8,124	8,132
Non-Resident	2,875	2,994	3,158	3,296	3,489
Non-Res/International	228	240	252	286	374
TOTAL	10,954	11,021	11,377	11,706	11,995

Source: SDBOR Fact Book and IPEDS Fall Enrollment survey

* Note: Beginning fall 2008, the IPEDS data were extracted using the Census Day (generally around Oct 1). Prior to fall 2008, the data were pulled as of Oct 15.

Table 7 (Appendix A) Student recruitment and admissions: Number of applications, acceptances, and matriculations

2. Student Recruitment and Admissions				
A. Number of Applications, Acceptances, and Matriculations				
Entering Student	Admission Status	Fall 2006	Fall 2007	Fall 2008
Freshman	Applications	3,597	3,738	3,961
	Acceptances	3,378	3,519	3,688
	Enrollments	1,917	2,022	2,101
Undergraduate Transfer	Applications	1,123	1,300	1,399
	Acceptances	994	1,097	1,172
	Enrollments	680	772	794
Graduate/ Professional	Applications	1,137	951	1,015
	Acceptances	634	638	743
	Enrollments	1,483	1,440	1,541

Table 8 (Appendix A) Student recruitment and admissions, mean scores of first-time, full-time undergraduate students

2. Student Recruitment and Admissions				
B. Mean Scores of First-Time, Full-Time Undergraduate Students*				
	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Number in Cohort	1,788	1,836	2,014	2,009
Number with ACTs	1,761	1,798	1,954	1,968
ACT Composite	22.8	22.9	22.9	23.1
ACT English	21.9	22.0	22.0	22.2
ACT Math	22.6	22.8	22.7	23.0

Source: IPEDS Fall Enrollment survey data

* Includes associate and bachelor degree-seeking students

Table 9 (Appendix A) Financial assistance for students: Undergraduates & graduates applying for any type of financial aid

3. Financial Assistance for Students				
A. Undergraduates & Graduates Applying for Any Type of Financial Aid				
Level	Financial Assistance	Fall 2006	Fall 2007	Fall 2008
Undergraduate (incl UG PharmD)	Applications	8,078	8,344	8,478
	Total UG	9,977	10,332	10,532
	Application %	81.0%	80.8%	80.5%
Graduate/ Professional	Applications	606	636	661
	Total GR	1,400	1,374	1,463
	Application %	43.3%	46.3%	45.2%

Table 10 (Appendix A) Financial assistance for students: Undergraduate & graduate students receiving aid

3. Financial Assistance for Students					
B. Undergraduate & Graduate Students Receiving Aid					
Level	Financial Assistance		Fall 2006	Fall 2007	Fall 2008
	Category	Recipients			
Undergraduate (incl UG PharmD)	A. Any type of aid	UG Receiving Aid	7,781	8,038	8,151
		Total UG	9,977	10,332	10,532
		% Receiving Aid	78.0%	77.8%	77.4%
	B. Loans	UG Receiving Aid	6,408	6,569	6,564
		Total UG	9,977	10,332	10,532
		% Receiving Aid	64.2%	63.6%	62.3%
	C. Work Study	UG Receiving Aid	584	577	476
		Total UG	9,977	10,332	10,532
		% Receiving Aid	5.9%	5.6%	4.5%
	D. Scholarships/ Grants	UG Receiving Aid	5,359	5,597	5,724
		Total UG	9,977	10,332	10,532
		% Receiving Aid	53.7%	54.2%	54.3%
	E. Academic/Merit Based Scholarships	UG Receiving Aid	3,202	3,279	3,424
		Total UG	9,977	10,332	10,532
		% Receiving Aid	32.1%	31.7%	32.5%
Graduate/ Professional	A. Any type of aid	GR Receiving Aid	560	587	623
		Total GR	1,400	1,374	1,463
		% Receiving Aid	40.0%	42.7%	42.6%
	B. Loans	GR Receiving Aid	511	520	563
		Total GR	1,400	1,374	1,463
		% Receiving Aid	36.5%	37.8%	38.5%
	C. Work Study	GR Receiving Aid	171	184	149
		Total GR	1,400	1,374	1,463
		% Receiving Aid	12.2%	13.4%	10.2%
	D. Scholarships/ Grants	GR Receiving Aid	140	166	154
		Total GR	1,400	1,374	1,463
		% Receiving Aid	10.0%	12.1%	10.5%
	E. Academic/Merit Based Scholarships	GR Receiving Aid	88	87	102
		Total GR	1,400	1,374	1,463
		% Receiving Aid	6.3%	6.3%	7.0%

Table 11 (Appendix A) Financial assistance for students: Tuition discount rate

3. Financial Assistance for Students			
C. Tuition Discount Rate			
Semester	Institutional Financial Aid Dollars Awarded for Tuition (1)	Payments of Tuition Expected of Students (P)	TDR - Tuition Discount Rate $1/(1 + P)$
Fall 2006			
Fall 2007			
Fall 2008			

SDSU does not have tuition discounting

Table 12 (Appendix A) Student retention and program productivity: Percentage of returning undergraduates

4. Student Retention and Program Productivity				
A. Percentage of Returning Undergraduates				
Cohort	Race/Ethnicity	First-Time, Full-Time Entering Students*		
		# Entering	# Returning	% Returning
Entered Fall 2006 & Returned Fall 2007	American Indian/Alaskan Native	28	14	50.00%
	Asian/Pacific Islander	21	15	71.43%
	Black, Non-Hispanic	16	11	68.75%
	Hispanic	8	6	75.00%
	White, Non-Hispanic	1,667	1,288	77.26%
	Non-Resident/International	12	7	58.33%
	Race/Ethnicity Unknown	85	53	62.35%
	Total	1,837	1,394	75.88%
Entered Fall 2007 & Returned Fall 2008	American Indian/Alaskan Native	45	26	57.78%
	Asian/Pacific Islander	19	14	73.68%
	Black, Non-Hispanic	22	15	68.18%
	Hispanic	20	17	85.00%
	White, Non-Hispanic	1,722	1,305	75.78%
	Non-Resident/International	20	17	85.00%
	Race/Ethnicity Unknown	165	121	73.33%
	Total	2,013	1,515	75.26%

Source: IPEDS Fall Enrollment survey data

* Includes associate and bachelor degree seeking students

Table 13 (Appendix A) Student retention and program productivity: Graduate degrees by race/ethnicity

4. Student Retention and Program Productivity				
B. Graduate Degrees by Race/Ethnicity				
Degree Year: 2007-2008	Graduate Degrees Awarded			
Race/Ethnicity	Master's	Doctorate	Professional	Total
American Indian or Alaskan Native	7			7
Asian or Pacific Islander	1			1
Black, Non-Hispanic	2	1		3
Hispanic	1			1
White, Non-Hispanic	224	12	57	236
Non-Resident/International	35	8		43
Race/Ethnicity Unknown	5		5	5
Total	275	21	62	296

Source: IPEDS Completions survey

Table 14 (Appendix A) Student retention and program productivity: Completions by classifications of instructional program (CIP)

4. Student Retention and Program Productivity						
C. Completions by Classification of Instructional Program (CIP)						
Degree Year: 2007-2008 Programs with 2-Digit CIP Codes	Degrees Awarded					
	Assoc	Bachelor	Master	Doctor	Prof	Total
Agriculture/Natural Resources (01, 03)	6	253	14	3		276
Architecture/Engineering/Engineering Technology (04, 14, 15)		262	40			302
Biological & Physical Science (26, 40, 41)		112	24	11		147
Business (52)		22				22
Communications/Communication Technology/Fine Arts (09, 10, 50)		94	9			103
Education/Liberal Studies/Library Science (13, 21, 25)	10	54	49			113
Health (51)		146	2		62	210
Humanities/Interdisciplinary (05, 16, 23, 24, 30, 38, 39, 54)		378	27	1		406
Law (22)						
Mathematics/Computer Science (11, 27)		26	7			33
Military Technology/Protective Services (29, 43)						
Personal Services/Consumer Services/Fitness (12, 19, 31)		161	29			190
Psychology/Social Sciences & Services (42, 44, 45)		215	74	6		295
Trades/Production/Transportation Health (46, 47, 48, 49)		12				12
Totals	16	1,735	275	21	62	2,109

Source: IPEDS Completions survey

Note: The CIP codes in red are those programs that had completions.

Table 15 (Appendix A) Student retention and program productivity: First-time pass rates by test

4. Student Retention and Program Productivity				
D. First Time Pass Rates by Test				
College	Discipline	Name of Test	Pass Rate (as of 12-31-07)	
			Under-graduate	Graduate/Professional
Arts & Sciences	Athletic Training	Athletic Trainer's Certification Exam (New test format this year; national pass rate was 39.1%)	46.7%	
Nutrition Food Science	Dietetics	National Examination for Registered Dietitian Licensure (repeat rate is 100%)	67%	
Nursing	Nursing Licensure	National Council Licensure Examination of Registered Nurses	92%	
Nursing	Family Nurse Practitioner	National Certification Exam for Neonatal Nurse Practitioner - National Certification Corporation		100%
Nursing	Family Nurse Practitioner	National Certification Exam for Family Nurse Practitioner-American Academy of Nurse Practitioners		100%
Nursing	Family Nurse Practitioner	National Certification Exam for Family Nurse Practitioner-American Nurse Credentialing Center		100%
Nursing	Psychiatric Nurse Practitioner	National Certification Exam for Psychiatric Nurse Practitioner-American Nurse Credentialing Center		100%
Pharmacy	Pharmacist Licensure	North American Pharmacist Licensure Examination		100%

Table 16 (Appendix A) Faculty demography: Headcount of instructional faculty by degree

5. Faculty Demography			
A. Headcount of Instructional Faculty by Degree			
Highest Degree Earned	FT-PT	Fall 2007	Fall 2008
PhD or Other Terminal Degree	Full Time	346	324
	Part Time	26	26
	Total	372	350
Master's Non-Terminal	Full Time	126	137
	Part Time	42	54
	Total	168	191
Bachelor's	Full Time	21	17
	Part Time	41	54
	Total	62	71
Unknown	Full Time	-	-
	Part Time	69	62
	Total	69	62
Total	Full Time	493	478
	Part Time	178	196
	Total	671	674

Source: IPEDS HR survey data

Table 17 (Appendix A) Faculty demography: Headcount of instructional faculty by race/ethnicity

5. Faculty Demography			
B.1. Headcount of Instructional Faculty by Race/Ethnicity			
Race/Ethnicity	FT-PT	Fall 2007	Fall 2008
Amer. Indian/Alaskan Native	Full Time	1	1
	Part Time	4	2
	Total	5	3
Asian/Pacific Islander	Full Time	22	26
	Part Time	3	1
	Total	25	27
Black, Non-Hispanic	Full Time	3	3
	Part Time	-	1
	Total	3	4
Hispanic	Full Time	10	8
	Part Time	-	1
	Total	10	9
White, Non-Hispanic	Full Time	420	421
	Part Time	150	169
	Total	570	590
Non-Resident/International	Full Time	23	11
	Part Time	1	2
	Total	24	13
Race/Ethnicity Unknown	Full Time	14	8
	Part Time	20	20
	Total	34	28
TOTAL	Full Time	493	478
	Part Time	178	196
	Total	671	674

Source: IPEDS HR survey data

Table 18 (Appendix A) Faculty demography: Headcount of instructional faculty by gender

5. Faculty Demography			
B.2. Headcount of Instructional Faculty by Gender			
Gender	FT-PT	Fall 2007	Fall 2008
Female	Full Time	208	212
	Part Time	120	130
	Total	328	342
Male	Full Time	285	266
	Part Time	58	66
	Total	343	332
Total	Full Time	493	478
	Part Time	178	196
	Total	671	674

Source: IPEDS HR survey data

Table 19 (Appendix A) Faculty demography: Headcount of instructional faculty by rank

5. Faculty Demography			
B.3. Headcount of Instructional Faculty by Rank			
Rank	FT-PT	Fall 2007	Fall 2008
Professor	Full Time	153	149
	Part Time	11	14
	Total	164	163
Associate Professor	Full Time	97	90
	Part Time	4	4
	Total	101	94
Assistant Professor	Full Time	121	117
	Part Time	41	35
	Total	162	152
Instructor	Full Time	114	114
	Part Time	113	93
	Total	227	207
Lecturer	Full Time	8	8
	Part Time	9	50
	Total	17	58
Total	Full Time	493	478
	Part Time	178	196
	Total	671	674

Source: IPEDS HR survey data

Table 20 (Appendix A) Faculty demography: Headcount of instructional faculty by program area

5. Faculty Demography			
C. Headcount of Instructional Faculty by Program Area			
Programs with CIP 2-Digit Codes	FT-PT	Fall 2007	Fall 2008
Agriculture/Natural Resources (01, 03)	Full Time	47	24
	Part Time	2	3
	Total	49*	27
Architecture/Engineering/Eng.Technology (04, 14, 15)	Full Time	58	61
	Part Time	5	10
	Total	63	71
Biological & Physical Science (26, 40, 41)	Full Time	58	55
	Part Time	6	11
	Total	64	66
Business (52)	Full Time	7	7
	Part Time	-	-
	Total	7	7
Communications/Comm. Technology/Fine Arts (09, 10, 50)	Full Time	42	46
	Part Time	14	15
	Total	56	61
Education/Library Science (13, 21, 25)	Full Time	33	38
	Part Time	23	16
	Total	56	54
Health (51)	Full Time	91	90
	Part Time	63	71
	Total	154	161
Humanities/Interdisciplinary (05, 16, 23, 24, 30, 38, 39, 54)	Full Time	64	66
	Part Time	23	24
	Total	87	90
Mathematics/Computer Science (11, 27)	Full Time	37	37
	Part Time	5	8
	Total	42	45
Military Technology/Protective Services (29, 43)	Full Time	-	-
	Part Time	-	-
	Total	-	-
Personal Services/Consumer Services/Fitness (12, 19, 31)	Full Time	22	19
	Part Time	4	10
	Total	26	29
Psychology/Social Sciences & Services (42, 44, 45)	Full Time	33	34
	Part Time	12	23
	Total	45	57
Trades/Production/Transportation Health (46, 47, 48, 49)	Full Time	1	1
	Part Time	2	1
	Total	3	2
Unclassified	Part Time	19	4
TOTAL	Full Time	493	478
	Part Time	178	196
CIP codes in red are those present at SDSU.	Total	671	674

Source: IPEDS HR survey data

* Banner HRFIS was implemented in FY07; non-instructional faculty were removed for the count for Agriculture and Natural Resources.

Table 21 (Appendix A) Information technology: Resources supporting student learning, FY 2009

6. Information Technology Resources Supporting Student Learning, FY2009

Classroom Setups and Usage

Technology enhanced classrooms (TECs)

- 66 general use - 13 semi-enhanced, general use - 3 portable classrooms
- 18 college specific TECs - 25 semi-enhanced, college TECs

Specialized classrooms

- 3 DDN rooms - 1 access grid room
- Computer labs (see information and map at <https://insidestate.sdstate.edu/technology/complabsgeneraluse/default.aspx>)
- 11 general use labs (including 3 laptop labs) - 43 restricted use labs

Campus network and wireless access

- One port per student in the residence halls with high-speed Internet access.
- Wireless access in the Student Union (open access), Library and others. (See information and map at <https://insidestate.sdstate.edu/technology/wireless/default.aspx>.)
- Student Union laptop checkout program: 1,115 checkouts in FY09.
- Student and staff portals are available for timesheets and information dissemination. The University also provides e-mail addresses with secure access.
- Adequate bandwidth is monitored and purchased as needed to keep the campus functioning at an acceptable level. Several research and Ph.D. programs, such as GSE, require extreme amounts of bandwidth due to the work being performed.

Library access and usage

- General use computer lab (23 PCs) and other stations (44 PCs); adaptive lab with 7 PCs for TRiO and special needs usage; graduate lab with 8 PCs for graduate student use.
- Laptop checkout program: 686 checkouts in FY09

Instructional programs with laptop requirements

Biology and Microbiology, Graphic Design, Interior Design, Mass Communications, Landscape Architecture, and Nursing programs all require laptops. This totals 1,424 students. More programs are scheduled to participate over the next 3 years.

Instruction using the Internet and Desire2Learn software (D2L)

Currently in FY 2009, there were about 24,369 credit hours generated through Internet course delivery. This has increased from 21,563 in FY08 and 16,346 in FY07 for a total of almost 50% since FY07.

Academic Computer Technology Services (ACTS)

Prior to the AL Cloud, faculty were allocated new computers on a rotating basis. In FY08 faculty were issued 117 PCs and 35 laptops under this program.

Monitoring of usage

- Most monitoring is done through the actual technology being used as well as by the IT department that does the purchasing.
- Checkout programs do manual monitoring using sign-out sheets, etc.

Active Learning Cloud

As of Summer 2009, a new era of technology is being implemented: *The AL Cloud: Active Learning on the 21st Century Campus*. The AL Cloud is discussed at length elsewhere in the self study.

Table 22 (Appendix A) Financial data: Actual unrestricted revenues and expenses

7. Financial Data		
Actual Unrestricted Revenues and Expenses		
A. Actual Unrestricted Revenues	FY 2006-2007	FY 2007-2008
Tuition and Fees	\$44,826,694	\$50,266,273
State General Fund Appropriations	\$60,022,353	\$63,703,663
Investment Income	\$221,228	\$313,624
Auxiliary	\$19,879,210	\$19,633,205
Other	\$18,119,961	\$23,912,810
TOTAL	\$143,069,445	\$157,829,574
B. Actual Unrestricted Expenses	FY 2006-2007	FY 2007-2008
Instruction	\$59,802,181	\$52,717,242
Research	\$13,076,824	\$17,627,484
Public Service	\$13,863,669	\$15,474,028
Academic Support incl Library	\$8,952,851	\$12,612,901
Student Services	\$12,490,573	\$13,888,861
Institutional Support (Administration)	\$10,170,483	\$14,496,476
Operation and Maintenance of Plant	\$7,481,818	\$9,240,819
Auxiliary Enterprises	\$18,273,559	\$20,367,774
Other	\$371	\$2,688
TOTAL	\$144,112,331	\$156,428,272
C. Revenues less Expenses*	\$(1,042,885)	\$1,401,302
<p>Note: This is presented on the accrual basis of accounting so this total reflects expenses which are paid in the subsequent year.</p>		

Source: SDSU Financial Statements

Appendix B

List of Exhibits

- Exhibit I.1 Progress Reports from the 2000 Self-Study
- Exhibit 1.1 Dunkle and Smith (2003). *College on the Hill*.
- Exhibit 2.1 Residential Life & Dining Services Master Plan 2008-2018
- Exhibit 2.2 Institutional Program Reviews, Report to the SDBOR
- Exhibit 3.1 Program Assessment Findings Reports
- Exhibit 3.2 FY 2008 and FY 2009 Integrated Postsecondary Education Data Systems (IPEDS) Surveys
- Exhibit 3.3 Teaching Learning Center Publications
- Exhibit 3.4 Service-Learning Materials
- Exhibit 3.5 Cuseo, J. (2005). “Decided, undecided,” and “in transition”: Implications for academic advisement, career counseling, and student retention.
- Exhibit 4.1 *SDSU Journals of Undergraduate Research*
- Exhibit 4.2 *Learning, Discovery and Engagement: Celebrating Faculty Excellence* Program (February 2009)
- Exhibit 4.3 *South Dakota State University 2006-07 Faculty Scholarly Productivity Index*, Academic Analytics, LLC
- Exhibit 4.4 *Inventory of Cross-Cultural Sensitivity*, Teacher Education
- Exhibit 5.1 *A Fund-raising Feasibility Study Executive Summary*, J.F. Smith Foundation Capital Campaign
- Exhibit 5.2 Letters of support
- Exhibit 5.3 *2008 Annual Report of Accomplishments*, South Dakota Cooperative Extension Service

Appendix C

List of Abbreviations and Acronyms

Abbreviation	Reference
A&S	Arts and Sciences
AAAC	Academic Advising Advisory Committee
AAFCS	American Association of Family and Consumer Sciences
AAUP	American Association of University Professors
ABS	Agriculture and Biological Sciences
ACE	American Council for Education
ACOP	Academic Programs Committee on Organization and Policy
ACPE	Accreditation Council on Pharmacy Education
ACT	American College Testing Program, Inc.
ACTFL	American Council on the Teaching of Foreign Languages
ACUI	Association of College Unions International
ADA	Americans with Disabilities Act
ADRDL	Animal Disease Research and Diagnostic Laboratory
AEA	Office of Academic Evaluation and Assessment
AL Cloud	Active Learning Cloud
ALA	American Library Association
AP	Advanced Placement
ARC	Department of Administrative and Research Computing
ASID	American Society of Interior Designers
ASM	Administrative Staff Meeting
Banner	Sungard Higher Education Banner Software
BATS	Bachelor of Applied Technical Science
BCAAP	Biological Control and Analysis by Applied Photonics
CAAP	Collegiate Assessment of Academic Proficiency
CACFP	Child and Adult Care Food Program
CARS	College Athletic Representative
CASE	Council for Advancement and Support of Education
CCIS	College Consortium for International Studies
CCSA	Cooperative Center for Study Abroad
CCTC	Cross-cutting Themes Committee
CEO	Chief Executive Officer
CIDRV	Center for Infectious Research and Vaccinology
CIEE	Council on International Educational Exchange
CIRP	Cooperative Institutional Research Program
CITI	Collaborative Institutional Training Initiative
CLEP	College Level Equivalency Program
CNU	Chungnam National University
COHE	Council of Higher Education
CPE	Continuing Pharmacy Education
CSA	Career Service Act Employees
CSAC	Career Service Advisory Council
CTS	Classroom Technology Services
CUC	Capital University Center
CUPA-HR	College and University Professional Association for Human Resources
D2L	Desire2Learn
DANTES	Defense Activity for Non-Traditional Education Support

DDGS	Distillers Dried Grains with Soluble
DDN	Dakota Digital Network
DEC	Diversity Enhancement Council
DED	District Extension Directors
DI	Division I
DNP	Doctor of Nursing Practice
DSST	Dantes Subject Standardized Test
EBI	EBI Residence Survey (satisfaction with residence hall experience)
ECE	Early Childhood Education
EDEN	Extension Disaster Education Network
EPA	Environmental Protection Agency
EPSCoR	Experimental Program to Stimulate Competitive Research
ERC	Engineering Resource Center
EROS	Earth Resources Observation and Science
ESCOP	Experiment Station Committee on Organization and Policy
ESL	English as a Second Language
EUC	Electronic University Consortium
FCS	Family and Consumer Sciences
FDC	Faculty Development Committee
FE	Fundamentals of Engineering
FERPA	Family Educational Rights and Privacy Act
FEU	Field Education Unit
FFA	Future Farmers of America
FIS	Flandreau Indian School
FSSE	Faculty Survey of Student Engagement
FTE	Full-Time Equivalent
FWA	Federal Wide Assurance
GEMS	Girls: Engineering, Math and Science
GISc	Geographic Information Sciences
GIScCE	Geographic Information Science Center of Excellence
GPA	Grade Point Average
GP-IDEA	Great Plains Interactive Distance Education Alliance
GSE	Geospatial Science in Engineering
GTAs	Graduate Teaching Assistants
HEFF	Higher Education Facility Fund
HERI	Higher Education Research Institute
HIPPA	Health Insurance Portability and Accountability Act of 1996
HLC	Higher Learning Commission
IAC	International Advisory Council
IACUC	Institutional Animal Care and Use Committee
IB	International Baccalaureate
IBC	Institutional Biosafety Committee
IDEA	Individual Development and Educational Assessment
IDS	Instructional Design Service
IGRs	Institutional Graduation Requirements
IL	Information Literacy
ILS	Interlibrary Loan Service
IPEDS	Integrated Postsecondary Education Data System
IPR	Institutional Program Review
IPSL	International Partnership for Service Learning and Leadership
IRB	SDSU Human Subjects Committee/Institutional Review Board
ISEP	International Student Exchange Program
LATI	Lake Area Technical Institute

LFLG	Lead-Forward Land Grant
Little I	Little International
LPN	Licensed Practical Nurses
MBTI	Myers-Briggs Type Indicator
MCAT	Medical College Admission Test
MPMP	Minority Peer Mentoring Program
NAACLS	National Accrediting Agency for Clinical Laboratory Sciences
NACTA	North American Colleges and Teachers of Agriculture
NCA	North Central Association
NCAA	National Collegiate Athletic Association
NCLEX	National Council Licensure Examination
NFE	Non-Faculty Exempt
NRC	Nuclear Regulatory Commission
NSF	National Science Foundation
NSSE	National Survey of Student Engagement
OBL	Olson Biochemistry Laboratory
OCLC	Online Computer Library Center, Inc.
ODE	Office of Diversity Enhancement
ODS	Office of Disability Services
OE	Operating Expenses
OIA	Office of International Affairs
OIR	Office of Institutional Research
OIT	Office of Information Technology
OMA	Office of Multicultural Affairs
ORSP	Office of Research and Sponsored Programs
OSHA	Occupational Safety and Health Administration
PAC	Performing Arts Center
PANS	Photo-Activated Nanoscale Systems
Pharm.D.	Doctor of Pharmacy
PHS	Public Health Service
PSE	Professional Staff Evaluation
R/S SF	Research/Scholarship Support Fund
RAC	Research Advisory Council
RCO	Research Compliance Office
REED	Research, Education and Economic Development
RIS	Regents Information System
RN	Registered Nurse
SA	Students' Association
SDAES	South Dakota Agricultural Experiment Station
SDAGC	South Dakota Associated General Contractors
SDAM	South Dakota Art Museum
SDBOR	South Dakota Board of Regents
SDCES	South Dakota Cooperative Extension Service
SDLN	South Dakota Library Network
SDSU	South Dakota State University
SEAB	State Extension Advisory Board
SET	Ready, SET (Science, Engineering and Technology) Go
SGRs	System General Education Requirements
SHARP	Safety and Health Achievement Recognition Program
SIS	Student Information System
SLOs	Student Learning Outcomes
SOFY	Save Our Farm Youth
SoTL	Scholarship of Teaching and Learning

STEM	Science, Technology, Engineering and Mathematics
STI	Southeast Technical Institute
TLC	Teaching and Learning Center
UAC	University Assessment Committee
UAC-CP	Universidad Academica Campesina-Carmen Pampa
UC	University Center
UPC	University Program Council
URSCAD	Undergraduate Research, Scholarship and Creative Activity Day
USDA	United States Department of Agriculture
USDA CSREES	(See USDA) Cooperative State Research, Education, and Extension Service
VSA	Voluntary System of Accountability
VTS	Visual Thinking Strategies
WICHE	Western Interstate Commission for Higher Education

Appendix D

Membership: SDSU HLC-NCA Self-Study Steering Committee

TITLE	PERSON	RATIONALE FOR APPOINTMENT
Chair, Academic Senate 2007-2008	Dr. Madeleine Andrawis (Engineering)	Former Chair Academic Senate/College Faculty
Chair, Academic Senate 2008-2009	Dr. Doug Malo * (Agriculture & Biological Sciences)	Former Chair Academic Senate/College Faculty
Chair, Academic Senate 2009-2010	Dr. Larry Rogers (Education & Human Sciences)	Chair Academic Senate 2009-2010, Faculty member
One Dean/Associate Dean, Academic Council	Dr. Lew Brown (Engineering)	Senior Dean
One Dean/Associate Dean, Academic Council	Dr. Diane Rickerl (Administration)	Representative of Grad/Research
President, Students' Association 2007-2008	Mr. Alex Brown * (Arts & Sciences)	Position in Students' Association/Graduated
President, Students' Association 2008-2009	Chris Daugaard * (Arts & Sciences)	Position in Students' Association/Graduated
President, Students' Association 2009-2010	Matt Tollefson (Agriculture & Biological Sciences)	Position in Students' Association
Chair, CSA Advisory Council 2007-2009	Ms. Mary Kidwiler (Agriculture & Biological Sciences)	Position in Career Service Advisory Council
Chair, CSA Advisory Council 2009-2010	Ms. Sally Krueger (Engineering)	Position in Career Service Advisory Council
Two Exempt Staff Members	Ms. Lolita Foss (Administration)	Registrar's Office
	Mr. Dean Kattelmann (Administration)	Position in University (Facilities and Services)
College Faculty Representatives	Dr. Tom Stenvig (Nursing)	Faculty experienced in program accreditation
	Dr. Janet Gritzner (Arts & Sciences)	Self-study Administrative Associate in 1997-1999
	Dr. Doug Malo (Agriculture & Biological Sciences)	Experienced faculty in self study process, committees.
	Dr. Annette Johnson (Pharmacy)	Faculty experienced in professional accreditation
	Mr. Mark Binkley (General Studies)	Works extensively with assessment/remediation
	Dr. Ken Emo (Education and Human Sciences)	Teacher Education - relatively new faculty member
	Dr. Ann Michelle Daniels (Education & Human Sciences)	Extension Specialist and Berg Research Award Winner

*Change in committee membership

Membership: SDSU HLC-NCA Self-Study Steering Committee Staff and Ex Officio Members

Self Study Staff

Director

Dr. Carol J. Peterson
*Provost and Vice President for Academic
Affairs Emeriti*

Coordinators

Dr. Mary Kay Helling
*Associate Vice President for Academic
Affairs*

Dr. Jo Ann Sckerl
*Director of Academic Evaluation and
Assessment*

Administrative Associates

Dr. Harriet Svec
Associate Professor of Computer Science

Mr. Greg Heiberger
*Pre Professional Advisor, College of
General Studies*

Ms. Kyrsten Zimmerman
Academic Advisor, College of Pharmacy

Ex Officio Members

President David L. Chicoine
Chief Executive Officer

Dr. Michael P. Reger
Executive Vice President for Administration

David Hanson
Director of Human Resources

Dr. Jeri Kurtz
Institutional Research Director

Dr. David Gleim
Dean of Libraries

HLC-NCA Self-Study Committees

Criterion One: Mission and Integrity		
<i>Mission and Integrity</i>		
Name	Dept. or College Unit	Title
Matt Aschenbrener, Chair	Student Affairs	Assistant Vice President/Registrar
Nancy Hartenhoff-Crooks	Disability Services	Coordinator
Mylo Hellickson	Agricultural & Biosystems Engineering	Professor
Brian Kaatz**	Pharmacy	Dean/Resigned
Marie Langham	Plant Science	Professor
Karen Pearson	Cooperative Extension Service	Interim Associate Director
Greg Peterson	Philosophy-Religion	Associate Professor/Acting Head
Ron Utecht	Chemistry & Biochemistry	Professor
Ben Wise	Agriculture & Biological Sciences	Student
Cody Wright	Animal & Range Science	Associate Professor
Matt Tollefson*	Agriculture & Biological Sciences	Student
Eric Haiar	Arts & Sciences	Student
<i>Governance and Administrative Structure</i>		
Jerry Jorgensen, Chair	Arts & Sciences	Dean/Professor
Gary Aguiar	Political Science	Associate Professor
Mary Arnold	Journalism & Mass Communication	Head/Professor
Karyn Weber	VP for Administration	Assistant to the Exc. Vice President
Erik Hanson	Engineering	Student
Michael Reger*	Administration	Executive Vice President
Larry Rogers	Education & Human Sciences	Professor
Trevor Roiger	Health, Physical Education and Recreation	Instructor/Assistant Athletic Trainer
Harriet Svec	Electrical Engineering & Computer Science	Associate Professor
Scott Wallace	Visual Arts	Professor

Criterion Two: Preparing for the Future		
<i>Strategic Planning</i>		
Laurie Nichols, Chair	Administration	Dean/Professor/Provost
Gary Anderson	Agricultural & Biosystems Engineering	Professor
Venkateswara Bommisetty	Electrical Engineering & Computer Science	Associate Professor
Sandra Bunkers	Nursing	Head/ Professor
Keith Corbett	General Studies	Dean
Dennis Hedge	Pharmacy Practice	Head/Professor/Dean
Jeri Kurtz	Finance and Budget	Director of Institutional Research
Melody Lichty	Information Technology Services	Manager
Chris Schaefer**	Agriculture & Biological Sciences	Student/Graduated
Doug Wermedal	Student Affairs	Assistant Vice President
Gary Yarrow	Environmental Health & Safety	Director
Bob Otterson	President's Office	President's Executive Assistant
Eric Hanson**	Arts & Sciences	Student/Graduated
Kayley Lyons	Pharmacy	Student
<i>Financial and Other Resources</i>		
Wes Tschetter, Chair	Finance & Budget	Associate Vice President
Dan Landes	Arts & Sciences	Assistant Dean
Steve Erpenbach	SDSU Foundation	President & CEO
Elizabeth Gorham	Human Development	Associate Professor/Extension Specialist
Larry Janssen	Economics	Professor
Darwin Longieliere	Administration	Internal Auditor
Jackie Nelson	Grants Administration	Grants Administrator
John Sandstrom**	Pharmacy	Student/Graduated
Rose Stee	Cooperative Extension Service	Extension Educator/Retired
Tim Steele	Visual Arts	Professor
Tim Goldammer	Education and Human Sciences	Student

Criterion Three: Student Learning and Effective Teaching		
<i>Teaching Effectiveness</i>		
Bernadette Olson, Chair	Health, Physical Education & Recreation	Acting Department Head/Assistant Professor
Madeleine Andrawis*	Electrical Engineering & Computer Science/TLC	Professor/ TLC Coordinator
Fatih Benzer	Visual Arts	Assistant Professor
Kelly Bruns	Animal & Range Sciences	Associate Professor
Deb DeBates	Human Development	Associate Professor
Katie McGuire**	Arts & Sciences	Student/Graduated
Amy L. Jones	Nursing	Assistant Professor
Tony Rogness	Education & Human Sciences	Assistant Professor
Gus Scully	Education & Human Sciences (RC)	Assistant Professor
Bob Thaler	Animal & Range Sciences	Professor/Head
Liz Tolman	Communication Studies & Theatre	Associate Professor
Branson Lindstrom**	Arts & Sciences	Student/Graduated
Sara Pepper	Agriculture & Biological Sciences	Student
<i>Learning Environment and Resources</i>		
Don Marshall, Chair	Agriculture & Biological Sciences	Associate Dean/Interim Dean
April Brooks	History	Professor/ Program Coordinator
Patty Hacker	Health, Physical Education & Recreation	Professor
Amy Jones	Facilities & Services	Project Engineer
Mary Kraljic	Briggs Library	Professor/Access Services Librarian
Susanna Marking**	Arts & Sciences	Student/Graduated
Vikram Mistry	Dairy Science	Professor/Head
Jody Owen	Career & Academic Planning	Instructor
Jim Paulson	Journalism & Mass Communication	Associate Professor
Jennifer Quail	Facilities & Services	Building Engineer Assistant
John Taylor	English	Professor
Shouhong Zhang	Instructional Design Services	Manager
Dave Leiferman	Education and Human Sciences	Student

Criterion Four: Acquisition, Discovery, and Application of Knowledge		
<i>Lifelong Learning</i>		
Clark Hallman, Chair	Library	Professor
Gregg Carlson	Plant Science/Cooperative Extension Service	Professor
Kevin Dalsted	Engineering Resource Center	Director
Jack Getz	Journalism & Mass Communication	Professor
John Howard	Distance Education	Coordinator
Nancy Marshall	Library	Associate Professor
Rebecca Martin	Psychology	Assistant Professor
Alberto Orellano-Campos**	Arts & Sciences	Student/Graduated
Loye Romereim-Holmes	Education & Human Sciences	Professor
Karen Zagrodnik**	English	Associate Professor/Resigned
Kory Hunter	Pharmacy	Student
Maria Tracy	Family and Consumer Sciences	Student
<i>General Education</i>		
Kathleen Donovan, Chair	English	Head/Professor
Mark Binkley*	General Studies	Academic Development Specialist
Robert Burns**	History & Political Science/ Honors College	Distinguished Professor & Acting Head/ Dean/Retired
Donna Flint	Mathematic & Statistics	Associate Professor
Fred Foland**	Agriculture & Biological Sciences	Student/Graduated
Laurie Haleta	Communication Studies & Theatre	Head/Professor
Jerome Krueger	Biology & Microbiology	Assistant Professor/Resigned
Matt Miller	Chemistry & Biochemistry	Assistant Professor
Kathryn Penrod	Education & Human Sciences	Professor
Kate Wegehaupt	Arts & Sciences	Student

<i>Research, Scholarship, Creative Activity</i>		
John Ruffolo, Chair	Research Office	Associate Vice President Research
J.D. Ackman	Communication Studies & Theatre	Professor
Bill Adamson	Economics	Associate Professor
Ann Marie Bahr	Philosophy-Religion	Professor
Christopher Chase	Veterinary Science	Professor
Nancy Fahrenwald	Nursing	Coordinator of Nursing Research
Geoffrey Henebry	Geographic Information Science Center	Professor/ Senior Research Scientist
John Kirby	Agricultural Experiment Station	Director
Padu Krishnan	Nutrition, Food Science & Hospitality	Professor
James Rice	Chemistry & Biochemistry	Head/Professor
Debra Spear	Psychology	Professor
Tony Temple**	Arts & Sciences	Student/Graduated
Emily Carruth	Arts & Sciences	Student
<i>Programs and Curricula</i>		
Lois Tschetter, Chair	Nursing	Associate Professor
Brandon Bausch	Engineering	Student
Van Kelley	Agricultural & Biosystems Engineering	Associate Professor/ Head
Linda Nussbaumer	Design, Merchandising, and Consumer Sciences	Associate Professor
Lyle Olson	Journalism & Mass Communication	Professor
Doug Raynie	Chemistry & Biochemistry	Assistant Professor
Maria Spitz	Modern Language	Assistant Professor
Nels Troelstrup	Biology	Professor
Sharon Vestal	Mathematics & Statistics	Assistant Professor

Criterion Five: Engagement and Service		
<i>Engagement and Service</i>		
Gail Tidemann, Co-Chair	Continuing & Extended Education	Dean
Tim Nichols, Co-Chair	Honors College	Dean
Mary Bowne	Human Development	Assistant Professor
Rhoda Burrows	Horticulture, Forestry, Landscape and Parks	Associate Professor
Russ Daly	Veterinary Science	Assistant Professor
Kathleen Danker	English	Professor
Matthew Diersen	Economics	Associate Professor
Joan Hegerfeld	Nutrition, Food Science & Hospitality	Instructor/ Extension Food Safety Specialist
Brady Mallory**	Arts & Sciences	Student/Graduated
Dianne Nagy	Office for Diversity Enhancement	Service Learning Associate
Maria Ramos	Modern Language	Head/Associate Professor
David Zeman	Veterinary Science	Head/Professor
John Zierke	Education & Human Sciences	Student
Melanie Zinter	Engineering	Student
Cross-Cutting Themes		
<i>The Future – Oriented Organization</i>		
Roberta Olson, Co-Chair	Nursing	Dean
Teresa Hall, Co-Chair	Engineering Technology & Management	Professor/ Head/ Director
Matt Cecil	Journalism & Mass Communication	Assistant Professor
Jihong Cole-Dai	Chemistry & Biochemistry	Associate Professor
Laura Diddle	Music	Assistant Professor
Jeannie French	Visual Arts	Professor
Jason McEntee	English	Assistant Professor
L.J. Osborne	Community & Youth Development	Extension Youth Development Specialist
William Reed**	Arts & Sciences	Student/Graduated
Thomas E. Stenvig	Nursing	Associate Professor
Todd Tietchen	English	Assistant Professor
Zeno Wicks	Plant Science	Professor
Jonathan York	History	Assistant Professor
Aaron Merchen	Arts & Sciences	Student
Michael Preszler	Arts & Sciences	Student

<i>The Learning – Focused Organization</i>		
Jane Mort, Co-Chair	Pharmacy	Professor
Andy Stremmel, Co-Chair	Human Development	Head/Professor
Audrey Bloemendaal	Engineering	Student
David Cartrette	Chemistry & Biochemistry	Assistant Professor
Don Crowe	Music	Professor
Ruth Harper	Education & Human Sciences	Professor
Denise Peterson	General Studies	Assistant to the Dean
Brady Phelps	Psychology	Professor
Robert Watrel	Geography	Assistant Professor
Laura Wight	Library	Assistant Professor
Howard Woodard	Plant Science	Professor
<i>The Connected Organization</i>		
Jennifer Novotny, Co-Chair	University Student Union	Director
Karla Trautman, Co-Chair	Cooperative Extension Service	Program Director
Suzette Burckhard	Civil & Environmental Engineering	Associate Professor
Leda Cempellin	Visual Arts	Assistant Professor
Dennis Hinde	Journalism & Mass Communication	Associate Professor
Melody Jewell	Chemistry & Biochemistry	Assistant Professor
Gary Lemme	Plant Science	Professor
Holly Marshall**	Agriculture & Biological Sciences	Student/Graduated
Ken Rasmussen	Education & Human Sciences	Head/Associate Professor
John Sondey	Economics	Professor
Stephen VanBuren	Library	Associate Professor/ Archivist
Rachel Lewis	Nursing	Student
Brett Monson	Agriculture & Biological Sciences	Student
<i>The Distinctive Organization</i>		
C.Y. Wang, Co-Chair	Nutrition, Food Science & Hospitality	Head
Allen Jones, Co-Chair	Civil & Environmental Engineering	Associate Professor
Matthew Fuks	Alumni Association	Director
Nate Graff**	Arts & Sciences	Student/Graduated
Del Johnson	Admin & Research Computing	Director
Kendra Kattelmann	Nutrition, Food Science & Hospitality	Professor
Roxanne Lucchesi	Journalism & Mass Communication	Associate Professor
Charles Vollan	History	Assistant Professor
Thomas West	Biology & Microbiology	Professor
Kathy Heylands	Intercollegiate Athletics	Senior Woman Administrator/ Associate Athletic Director
Michael Kendall	Arts & Sciences	Student

<i>Evaluation and Assessment</i>		
Marge Hegge, Co-Chair	Nursing	Distinguished Professor
Chris Schmit, Co-Chair	Civil & Environmental Engineering	Associate Professor
Howard Bonnemann	Dairy Science	Instructor/ Dairy Plant Manager
Andrew Creer	Health, Physical Education & Recreation	Assistant Professor
Dan Friedrichs**	Engineering	Student/Graduated
Norman Gambill	Visual Arts	Professor/ Head
Fathi Halaweish	Chemistry & Biochemistry	Associate Professor
Jason Kemnitz	Communication Studies & Theatre	Assistant Professor
Mike Kervin**	University Housing	Director/Resigned
Douglas Malo*	Plant Science	Distinguished Professor
Michele Sage	Physical Plant-Engineering	Draftsperson
Jim Schmaedeke	Student Services Administration	Coordinator of Judicial Affairs
Jay Trenhaile	Education & Human Sciences	Head/ Professor
Larry Youngren	Finance & Business	Accounts Receivable Supervisor
Ryan Stee	Arts & Sciences	Student
<i>Diversity, Globalization, Internationalization</i>		
C.D. Douglas, Co-Chair	TRiO	Executive Director
Karl Schmidt, Co-Chair	International Affairs	Director
Al Branum**	Diversity Enhancement	Director/Retired
Doris Giago	Journalism & Mass Communication	Associate Professor
Nels H. Granholm	Biology & Microbiology	Distinguished Professor
Matt Hansen	Geographic Information Science Center	Co-Director
Jane Hegland	Design, Merchandising, & Consumer Sciences	Head/Professor
Jeff Heinle	Communication Studies & Theatre	Assistant Professor
Joann Jorgensen**	Geographic Information Science Center	Senior Secretary/Resigned
MaryJo Benton Lee	Engineering Resource Center	Diversity Coordinator
Marla Muxen	Education & Human Sciences	Professor
Charles Woodard	English	Distinguished Professor
Kelsey Wuttke**	Education & Human Sciences	Student/Graduated
Alisha Kropuenske	Arts & Sciences	Student
Schley Dumke	Arts & Sciences	Student

* Member of HLC-NCA Steering Committee

** Change in committee membership

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