

# South Dakota State University - SD

HLC ID 1654

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OPEN PATHWAY: Reaffirmation Review

Review Date: 11/4/2019

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## Context and Nature of Review

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### Review Date

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11/4/2019

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

*There are no forms assigned.*

## Institutional Context

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South Dakota State University, a public research and land grant university, was founded in 1881 and is the largest and most comprehensive university in the state of South Dakota. It is governed by the South Dakota Board of Regents, which also serves as the governing board for the five other universities in the state, as well as two special schools. The university is classified by the Carnegie Foundation as high research activity and it had research expenditures of \$67 million in fiscal year 2019.

South Dakota State University's strategic plan, *Imagine 2023*, was initiated in July of 2018 and focuses on excellence through transformative education, community engagement, innovation and increased scholarly activity, and growth. Over the course of the last decade, the university has increased its number of accredited programs from 32 to 47, enhanced its classrooms, implemented a responsibility centered management budget model, increased endowed professorships from 3 to 16, and implemented a comprehensive student success model. It has also made strong strides in the area of diversity: hiring a Chief Diversity Officer, building an American Indian Center, and implementing the Wokini Initiative, which is designed to enhance the success of American Indian students at SDSU. As a land grant university, SDSU also embraces its service role, the most visible part of which is SDSU Extension, an outreach model that emphasizes regional centers with high-tech learning classrooms and videoconferencing. This new model of extension is designed to more effectively connect learners and topical experts in real time.

During the site visit, the team was impressed by the number of faculty, staff, and students who attended the criterion

meetings and open forums. Among all constituents of the university there was a strong sense of pride in the institution and a commitment to its tripartite mission. Nevertheless, an ongoing challenge for the university is creating an environment of inclusivity for a diverse student body, faculty, and staff in a relatively homogeneous local community.

## **Interactions with Constituencies**

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Regent South Dakota Board of Regents

Executive Director and CEO South Dakota Board of Regents

System Vice President for Academic Affairs

President

Provost and Vice President for Academic Affairs

Vice President Finance and Administration

Vice President Technology and Security

Vice President Student Affairs

Vice President Research and Economic Development

Legal Counsel

Chief of Staff

Vice Provost for Academic Affairs

Assistant to the Provost

Assistant Sports Information Director

Dean College of Agriculture, Food and Environmental Sciences

Dean Van D. and Barbara Fishback Honors College

Dean College of Natural Sciences

Dean Jerome J. Lohr College of Engineering

Director of Shared Services

Director Ness School of Management and Economics

Director SD Agricultural Heritage Museum

Dean College of Arts, Humanities and Social Sciences

Dean College of Education and Human Sciences

Dean College of Pharmacy and Allied Health Professions

Dean College of Nursing

Dean College of Natural Resources

Interim Dean Graduate School

Chief University Librarian

Director University Marketing and Communications

Chief Diversity Officer

Associate Dean Natural Sciences

Associate Dean Nursing

Associate Dean Engineering

Associate Dean College of Arts, Humanities and Social Sciences

Associate Dean College of Pharmacy and Allied Health Professions

Assistant to the Dean of Agriculture, Food and Environmental Sciences

Associate Vice President Finance and Administration

Associate Vice President Finance and Budget

Associate Vice President Student Affairs

Retention Advisor Office of Multicultural Affairs

TRIO Director Academic Affairs

Director of International Students and Scholars International Affairs

Director Housing and Residential Life

Director Financial Aid and Scholarships

Director/Coordinator Student Success Center Wintered

Director Continuing and Distance Education

Director Continuous Improvement

Director EO/Title IX Human Resources

Director Finance and Administration

Director Center for the Enhancement of Teaching and Learning

Director Institutional Research and Assessment

Director of Operations McCrory Gardens

Director of Testing Center

Director School of Communication and Journalism

Director American Indian Student Center

Director School of Design

Director School of American and Global Studies

Director University Marketing, Image and Communications

Director of Payments Finance and Administration

Director of Athletics

Director Finance and Budget

Director of Career Development Career Development Office

Tutoring and TRIO Program Coordinator

Head of Public Services Library

Registrar

Transfer Services Coordinator

Associate Director for Living-Learning & Outreach Housing and Residential Life

Associate Director Ness School of Management and Economics

Associate Director Housing and Residential Life

Associate Controller Finance and Administration

Associate Athletic Director - Compliance

Operations Manager Performing Arts Center

Assistant Director of Student Activities

Assistant Director First Year Advising Center

Assistant Vice President Human Resources

Assistant Vice President Business Services

Assistant Vice President for International Affairs

Assistant Vice President Financial Services Finance and Administration

Assistant Director of Student Conduct

Research Integrity and Compliance Officer

Associate Dean Graduate Nursing

Assistant Vice President Financial Services

Assistant Director Grants and Contracts

Assistant Director Center for the Enhancement of Teaching and Learning

Assistant Director Continuing and Distance Education

Assistant Director of Student Activities

Assistant Director Financial Aid

Assistant Director Student Conduct

Assistant Director University Housing

Assistant General Counsel President's Office

Assistant to the Dean College of Agriculture, Food and Environmental Sciences

International Student Advisor International Affairs

Internal Auditor Finance and Administration

Coordinator Human Resources Information and Employment

Coordinator – Continuing Nursing Education Services Undergraduate Nursing

Coordinator of International Admissions Office of International Affairs

Communications Maintenance Tech Classroom Technology Services

Human Resources Generalist

Assistant to the Dean College of Nursing

Program Coordinator-Events and Employee Relations

Program Assistant Academic Shared Services

Program Assistant Office of International Affairs

Program Assistant English as a Second Language

Program Assistant II Shared Payroll Center

Program Assistant Academic Affairs

Program Advisor Student Activities

Program Advisor Student Activities

Program Advisor Student Activities

Program Advisor for Greek Life

Program Coordinator Wintrode Center

Program Advisor University Program Council

Coordinator – Graduate Student Services

Reference & Instruction Assistant Librarian

Financial Analyst

Financial and Business Specialist

Financial Program Assistant Business Services

Financial Program Assistant Academic Shared Services

Program Assistant II Finance and Administration

Program Assistant Student Services

Multicultural Advisor/Latino Retention

Purchasing Agent Finance and Administration

Purchasing Agent Finance and Administration

Program Assistant I Chemistry and Biochemistry

Program Assistant Institutional Research and Assessment

Program Assistant College of Natural Sciences

Program Assistant Graduate School

Program Assistant Academic Shared Services

Program Assistant Nursing

Program Assistant Engineering

Program Assistant I Chemistry and Biochemistry

Program Coordinator Career Development Office

First Year Experience Librarian

Shared Business Services Manager

Shared Payroll Center Supervisor

Lab Support Specialist College of Pharmacy

Secretary School of Design

Secretary Nursing

Secretary Natural Resource Management

Secretary Natural Resource Management

Secretary Division of Research and Economic Development

Secretary Housing and Residential Life

Senior Secretary Teaching, Learning, Leadership

Senior Secretary Admissions

Senior Secretary Nursing Research

Senior Secretary Physics

Senior Secretary English

Senior Secretary College of Arts, Humanities, and Social Sciences Dean's Office

Senior Accountant Accounting Office – Controller

Senior Accountant Accounting/Finance

Senior Communications Maintenance Tech Classroom Technology Services

Senior Programmer Analyst IT Programming

Temporary Research Associate III Pharmacy

Budget Coordinator Pharmacy

Grant Proposal Specialist

Plant Pathology Field Specialist

Extension Agronomy Field Specialist

Digital Media Assistant Coordinator University Marketing and Communications

Dietetics Internship Director Health and Nutritional Sciences



ADA Coordinator Office of Diversity and Inclusion

Coordinator Institutional Research Institutional Research Office

Academic Coordinator TRIO

Assistant to Dean Pharmacy

Financial Aid Assistant Financial Aid

Financial Aid Assistant Financial Aid

Financial Aid Counselor

Research Integrity and Compliance Officer

Human Resources Generalist III

Extension Associate – Beef Feedlot Management

Manager of Creative Services and Branding

Research and Data Specialist Office of Institutional Research and Assessment

Bindery Tech Library

Archivist Library

Internal Auditor Finance and Administration

Library Operations Manager

Administrative Operations Intercollegiate Athletics

Media Advisor Student Activities

Lab Manager Physics

Data Specialist Office of Institutional Research and Assessment

Advisor TRIO

Program Advisor – University Traditions Student Activities

Financial Aid Assistant Financial Aid

Title IX/EO Investigator Human Resources

Network Technician Classroom Technology Services

Employee Relations Specialist Human Resources

Library Associate Library

Extension Field Specialist II – Livestock Stewardship

Accounting Assistant Academic Affairs

Outreach Coordinator Teaching, Learning, Leadership

Training Specialist Family Resource Network

Budget Specialist Academic Affairs

Communications Network Analyst University Networking

Senior News Editor University Marketing and Communications

Manager Information Technology Research Computing

Grant Program Specialist College of Education and Human Sciences

Central Reservations Union

Cyber Infrastructure Engineer Specialist University Networking

Catalog and Curriculum Coordinator Academic Affairs

Executive Administration Assistant President's Office

Legal Affairs Specialist President's Office

Event Services Union

Professor School of Performing Arts

Distinguished Professor/Faculty Senate President

Emeritus Professor Political Science

Distinguished Professor of Plant Science

Professor/Department Head Animal Science

Professor/Department Head Department of English

Professor/Department Head Natural Resource Management

Professor/Department Head Mathematics and Statistics

Professor/Department Head/Associate Dean Consumer Sciences

Professor/Department Head Construction and Operations Management

Professor/Department Head Pharmacy

Professor of English

Professor Animal Sciences

Professor Education and Human Sciences

Professor Teaching, Learning, Leadership

Professor School of Performing Arts

Professor Animal Science

Professor School of American and Global Studies

Professor Communication and Journalism

Professor Teaching, Learning and Leadership

Professor Pharmacy

Professor Nursing

Professor Ness School of Management and Economics

Emeritus Professor of Political Science

Associate Professor/Department Head Geography

Associate Professor/Associate Director Communication and Journalism

Associate Professor of Biology and Microbiology

Associate Professor Engineering

Associate Professor Communication Studies

Associate Professor Communication and Journalism

Associate Professor Communication and Journalism

Associate Professor Nursing

Associate Professor Pharmacy Practice

Assistant Professor Nursing

Assistant Professor Health and Nutritional Sciences

Assistant Professor Health and Nutritional Sciences

Librarian

Senior Lecturer Chemistry/Biochemistry

Lecturer Nursing

Lecturer Health and Nutritional Services

Lecturer Sociology and Rural Studies

Instructor Geography

Assistant Librarian Reference and Instruction

Head of Technical Services Library

Head of Public Service Library

Associate Librarian

Librarian

Archivist Library

Systems and Discovery Librarian

Systems Librarian

Digital Initiatives Coordinator Library

In addition to the Administration, faculty, and staff members listed above, the team met with 46 students in a one hour open forum. Students identified themselves by their major, not by their association with student government. However, from comments received during the forum, it is clear that some members of student government were in attendance.

## **Additional Documents**

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None

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Rating

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Met

### Evidence

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**1.A. The institution's mission is broadly understood within the institution and guides its mission.**

**1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.**

South Dakota State University's (SDSU) Assurance Argument articulates an understanding of identity and responsibility as the state's land-grant university. This understanding extends to the tripartite mission of the 1862 Morrill Act with responsibility for teaching and learning; research, scholarship, and creative activity; and service and outreach. The current mission is included in SDSU's current strategic plan (Imagine 2023), and the SDSU Process Planning Guide highlights the process used for creating and updating the mission statement revealing an intentional effort to include internal and external constituent voices. The strategic plan and mission statement was approved by the South Dakota Board of Regents in May 2018.

**1.A.2 The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.**

Evidence provided through the Assurance Argument and the site visit confirms a responsible approach to insuring that academic programs and student support services align with SDSU's current mission. The process described for identifying and adopting new academic programs involves stakeholders, advisory groups, alumni and students. There is recognized sensitivity to an enrollment profile that reflects the state, but one that is committed to increasing and expanding diversity. Additional evidence exists supporting current students in matriculating to degree completion.

**1.A.3. The institution's planning and budgeting priorities align with and support the mission.**

The SDSU Operating Budget Authority 2020 highlights the priority for spending on instruction, research, and extension. Consistent with SDSU's land-grant mission, the allocation of resources and the decision-making process reveal a commitment to this mission.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

Met

### Evidence

#### **1.B. The mission is articulated publicly.**

##### **1.B.1 The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.**

A review of SDSU's online publications identifies the institution's mission statement on multiple and various websites, publications, and information targeting stakeholders. Documents provided to the review team in digital and print format consistently articulated the mission, core values and strategic priorities of the institution. University Marketing and Communications effectively enhances the awareness of SDSU and its mission to prospective students, donors, alumni, parents and other stakeholders.

##### **1.B.2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.**

Through various websites and publications an overarching commitment to the missions of teaching, research, and extension were provided. In open forum meetings for Criterion 1, faculty and staff affirmed the process used for creating the mission statement, core values and strategic priorities, and the subsequent programmatic decision-making that is based upon the institution's mission. There appears to be clear alignment between the communicated mission and investments of time and resources deployed. And, there is a clear understanding of this linkage between the institution's mission and the allocation of resources within the faculty, staff, and students.

##### **1.B.3 The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.**

The SDSU strategic plan, Imagine 2023, provides clear alignment of the institution's mission, purpose and strategic priorities, and evidence for how those activities create impact and outcomes on- and off-campus. SDSU's strategic plan provides an overarching set of initiatives whereby all campus employees can provide meaningful contributions, and where students and stakeholders can find intentional efforts on their behalf. Open forums for Criterion 1 and 4 provided substantial evidence for faculty and staff engaging in student-centered and customer-driven operations.

### **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*



## 1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

Met

### Evidence

**1.C. The institution understands the relationship between its mission and the diversity of society.**

**1.C.1 The institution addresses its role in a multicultural society.**

There is strong support within *Imagine 2023* for embracing the diversity of South Dakota, the region and beyond. The mission and core values found within the plan illustrate the emphasis on multiculturalism within the institution and a commitment to diversity and inclusion for all. In meetings with senior leadership and in open forums with faculty, staff, and students it is evident that the campus community desires an openness to all. In meeting with members of the SDBOR it's clear they recognize the significance of preparing students for a diverse world and the role they play in creating policies that contribute to greater diversity on the SDSU campus in recruiting and retaining underrepresented faculty, staff and students.

**1.C.2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

SDSU's *Diversity and Inclusion Report 2013-2018* has informed significant activities and initiatives since the last accreditation review. Chief among those is the creation and/or enhancement of units dedicated to diversity, equity and inclusion (Multicultural Center, Office of Disability Services, Veteran's Affairs Office), the establishment and hiring of a Coordinator of Multicultural Recruitment (2015), and offering new academic programs with an emphasis on enhancing the understanding of diversity, inclusion and equity for members of the campus community (Workplace Intercultural Competence, Inclusion and Equity). Corresponding to an awareness of intentional hiring practices, a diversity advocate has been established for all search committees on campus starting in 2016. Additionally, efforts to support racial/ethnic diversity has led to the creation of support groups for encouraging African-American students (Brothers' Circle, Sisters' Circle) and Latino students (Los Hombres' Circle). Finally, in a unique gesture, SDSU recognizes "origin of the land" and the Native Nations indigenous to South Dakota representing seven tribal nations currently living on nine reservations within the state. The Wokini Initiative articulates the significant efforts SDSU is making to insure access to higher education for Native Americans. This alignment recognizes the importance of insuring SDSU's mission applies to all people living within the state and region.

SDSU recognizes that disaggregating responses from the Campus Climate, Safety, and Sexual Assault Assessment provides an important opportunity to identify potentially unmet needs; however, this practice also poses a challenge because it exposes small pockets of students who have experienced marginalization. The institution has therefore instituted a practice of generating feedback via student groups, such as those housed in Multicultural Affairs, to meet student needs for student success.

It will be important going forward for SDSU to continue to strive to attract and retain students, faculty, and staff of color and to recognize the special efforts required to make the relatively homogeneous university, and community of Brookings, a welcoming environment for individuals who do not conform to that homogeneity.

### **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

Met

### Evidence

#### **1.D. The institution's mission demonstrates commitment to the public good.**

##### **1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.**

As part of its land-grant mission, SDSU has a robust research enterprise including, but not limited to, the South Dakota Agricultural Experiment Station, and is home to SDSU Extension, providing connection between scientists and South Dakota residents, taxpayers, and producers. Evidence provided in the Assurance Agreement reveals intentional and ongoing relationships that partner with business and industry (Animal Disease Research and Diagnostic Laboratory, Research Park at SDSU) providing avenues for leveraging university resources to improve the livelihood of all citizens. SDSU boasts two Governors Research Centers (Center for Biologics Research and Commercialization, BioSystems Networks/Translational Research) and several examples of local and/or statewide efforts to address societal needs (Family Resource Network, Tax Preparers' Workshops, Feeding Brookings, and contributing to the Brookings Food Pantry).

##### **1.D.2The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

Through conversations in open forums (Criterion 1 and 4) and with members of the South Dakota Board of Regents, it was clear that teaching, research, and extension are the priorities of the institution. SDBOR policies and operating documents for SDSU clearly articulate the institution's commitment to the students and stakeholders consuming the discovery, learning and engagement emanating from the university's faculty and staff. There was no evidence that suggested the institution deviates from its intended mission and purpose.

##### **1.D.3.The institution engages with its identified external constituencies and communities of**

**interest and responds to their needs as its mission and capacity allow.**

In every way, it appears that SDSU operates in alignment with its land grant mission. Within that mission is a strong commitment to extending the research discovery and best practices to producers and consumers across the state and region. Through evidence within the Assurance Argument, it's clear that SDSU engages the state through outreach and engagement activities (Science and Engineering Fair, South Dakota Governor's Research Centers, Family Resource Network, South Dakota Agricultural Experiment Stations). In addition, the Research Park at SDSU, the South Dakota Animal Disease Research and Diagnostic Laboratory, and the Tax Update Workshops are examples where SDSU's mission, capacity and desire to meet the needs of external constituents align very well.

### **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Evidence**

SDSU is an institution comprised of individuals who understand their mission as a land grant university and recognize their place within that mission. Administration, faculty, and staff are clearly engaged in co-creating the core values and strategic priorities they aspire to, and are committed to operationalizing those values and priorities every day to the students, alumni, stakeholders, producers, consumers and citizens of South Dakota and the broader region. The mission, values and priorities of the institution clearly guide day-to-day activities and decisions, and feedback from students, staff, and faculty provide evidence that supports the strong alignment between vision and practice at South Dakota State University.

## 2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Rating

Met

#### Evidence

**2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.**

SDSU is governed by the South Dakota Board of Regents (SDBOR). Within the institution, several offices are charged with maintaining financial integrity. The Division of Finance and Administration includes eight different offices: Budget and Finance; Facilities and Services; Business Services; Human Resources; Accounting and Financial Services; Continuous Improvement; Internal Audit (which recently hired a new auditor); and Institutional Research and Assessment. The controller and internal auditor play particularly important roles in maintaining financial integrity. Among other things, the Office of Internal Audit “serves as an independent, objective assurance and consulting activity designed to add value and improve South Dakota State University's operations.”

The University Counsel Office provides an electronic version of its University Policy and Procedure Manual. This site also provides links to other manuals and handbooks including the South Dakota Board of Regents Policy Manual, Student Handbook, University Faculty Collective Bargaining Agreement – 2016-2019, and South Dakota Administrative Rules.

The SDBOR has a Business Affairs Council (BAC), which “consists of the president's designated appointees representing fiscal responsibilities of each institution under the Board's control.” The BAC's responsibilities are clearly outlined on its website and include jurisdiction over accounting, audit, bonding, and budget, to name a few.

Academic policies are clearly stated in the SDBOR Policies Manual. Section 2, Academic Affairs, lists several items of interest including, but not limited to the external review of proposed graduate programs, undergraduate admissions, and transfer of credit (<https://www.sdbor.edu/policy/Pages/Section-2-Academic-Affairs.aspx>). SDSU provides links to both its undergraduate and graduate catalogs. Both catalogs include policies and general academic information. Within those sections of the catalogs, there is information about academic integrity. In

addition to student catalogs, there are handbooks for faculty and staff.

The institution does not 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 all benefits, services, and educational and employment opportunities” (SDSU Policy and Procedure Manual, Number 4:3a). In addition, SDSU, in conjunction with state and federal law and applicable SDBOR and University policies, is committed to the objectives of equal opportunity, non-discrimination, and affirmative action. There is an Office of Title IX/Equal Opportunity that “responds to reports, concerns and inquiries about harassment, discrimination and sexual misconduct, which includes sexual harassment, sexual assault, rape, domestic violence, dating violence and stalking.”

There are different ways complaints can be filed, including online (<https://www.sdstate.edu/office-title-ix-equal-opportunity>). The Resources website provides a list of on-campus and off-campus confidential resources. There is a **Student Disability Services Grievance Process** (<https://www.sdstate.edu/disability-services/grievance-process>).

### **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Rating

Met

### Evidence

**2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.**

The institution relies on its web pages to provide transparency regarding its programs, costs, and other pertinent information. For example, on the Explore Majors and Careers site, prospective and current students can learn about majors and careers by interest, degree type, locations and college or school. Another way of reaching out to students is through academic advising. Among the ways that Academic Advising presents information to students is through academic advising sheets that are available for undergraduate programs. These sheets “promote undergraduate student success by guiding all students to timely completion of an undergraduate degree.”

The undergraduate and graduate catalogs provide information about university organization and administration; as well as costs such as tuition, housing and meal plans, and special tuition rates. The Office of Financial Aid also provides information on costs, financial aid, and scholarships. Undergraduate students can also learn about different scholarships online under first-time freshmen, transfer students, and non-SDSU scholarship links.

The public can learn about faculty and staff through SDSU’s faculty and staff directory as well as by clicking on the “Our people” link for each academic department. In addition, information about SDSU’s accredited programs, academic accredited units, academic certified programs/units, and university accreditation is located on the Accreditation website.

SDSU is governed by the South Dakota Board of Regents (SDBOR). Information about the SDBOR is located under the University Facts and the Office of the President websites. Additionally, the SDBOR website provides information about student costs, scholarships, and admissions requirements.

### Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*



## 2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

Met

### Evidence

**2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.**

**2.C.1. The governing board's deliberations reflect priorities to preserve and enhance the institution.**

The nine members of the South Dakota Board of Regents are appointed by the governor and approved by the senate to serve six year terms. Evidence that the board's deliberations reflect priorities to preserve and enhance the institution can be found in the board's 2014-2020 strategic plan. The four priorities of the board are student success, academic quality and performance, research and economic development, and affordability and accountability. As indicated below, the board seeks to provide quality academic programs and reduce South Dakota tuition and fees, hence making college more affordable. These goals are clearly in the best interest of the institution.

1. Student Success – Grow degree production.
2. Academic Quality and Performance – Document that academic programs are of the highest quality.
3. Research and Economic Development – Increase annual system research and contract expenditures to \$150M by 2020 to advance knowledge, enhance technology transfer, commercialization, and catalyze economic development.
4. Affordability and Accountability – Reduce SD tuition and fees ranking to the regional average by 2020.

**2.C.2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations**

The SDBOR addresses many issues that impact SDSU at its meetings held throughout the year and it considers the interests of SDSU's constituents when making decisions. Once a year, it conducts its meeting on SDSU's campus ensuring familiarity with the campus and providing an opportunity for constituents of the university to address the board. The SDBOR also held an open forum as an "opportunity for members of the community and campus members to interact with the Board."

**2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.**

The governing board operates independently from donors, elected officials and other external parties. Moreover, the board operates under a stringent conflict of interest law, South Dakota Codified Law Chapter 3-23. This law states that "No elected or appointed member of a state . . . , board, . . . can have any interest in any contract or derive a direct benefit from any contract." Interviews with a BOR member during the site visit confirmed that BOR members must sign an annual conflict of interest statement. BOR members are also asked to review the agenda for each meeting and recuse themselves from discussion of any items for which they have a conflict of interest.

**2.C.4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.**

SDSU's president, who took the helm of SDSU in May 2016, was appointed by the SDBOR in spring 2016. The SD BOR's Policy Manual, Subject: Appointment, Authority, and Responsibilities of Presidents and Superintendents NUMBER: 1.6, states the "president . . . shall be responsible for the administration of the institution and the respective component entities."

The Constitution of the South Dakota State University Faculty Senate indicates the Senate acts for the University "in matters of concern to the faculty, the students, and the University community." It has jurisdiction and power over such entities as Academic Affairs, Faculty Affairs, and University and Community affairs, to name a few. Curriculum development is faculty driven at SDSU. The Curriculum Handbook also covers curricular definitions and curriculum review guidelines.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Rating

Met

### Evidence

#### **2.D The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.**

SDSU has a clear commitment to freedom of expression, which is documented in the Policy Manual of the South Dakota Board of Regents. Policy Manual, Number 3:3, ensures the “rights of free speech and expression” in compliance with the South Dakota Legislature’s Codified Law 3-6C-19.

Moreover, in response to recent state legislation, the university has been working to ensure that freedom of speech and intellectual diversity are respected on campus. Campus response to this legislation has included creation of the Intellectual Diversity Commission, which is charged with outreach to faculty, staff, administrators, and students in order to communicate the legislation and ensure compliance with its provisions. In interviews during the site visit, faculty and students both acknowledged the value of the Commission's outreach to the campus community in response to this legislation.

The university also adopted the Chicago Statement on Free Expression and Intellectual Diversity, and remains committed to ensuring academic freedom and pursuit of truth throughout the curriculum.

### Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

Met

### Evidence

**2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.**

**2.E.1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.**

Oversight and support services are in place to ensure the integrity of research and scholarly practice conducted at SDSU. In addition to the Research and Integrity Compliance Officer, there are three regulatory committees that provide oversight to research at SDSU. The Human Subject Committee "assures that risks to human research subjects are minimized." Among other things, the Institutional Biosafety Committee oversees research on genetically modified organisms and pathogens. Faculty, staff, and students conducting research must complete Collaborative Institutional Training Initiative (CITI) training. Safety training is required for those working with animals. Institutional Animal Care requires anyone working with animals for research to complete four different animal use forms and complete AG training in addition to CITI training.

All students and any postdoctoral researchers working on NSF- or NIH-supported projects must complete training. Several options are provided such as: CITI training; a course offered by the Graduate School, Graduate School and Research (GSR) 601; Research Regulations Compliance; or, programming offered by the Research Integrity and Compliance Office.

**2.E.2. Students are offered guidance in the ethical use of information resources.**

SDSU ensures that students are offered guidance in the ethical use of information resources by requiring all syllabi to include an academic integrity statement. For example, the Geography 103 syllabus states:

*The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2.4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The policy and its procedures*

*also set forth how charges of academic dishonesty are handled at the University. Academic dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.*

The “Hilton M. Briggs Library offers online and in-person instruction on ethical behavior.”

### **2.E.3. The institution has and enforces policies on academic honesty and integrity.**

The SDBOR’s Policy Manual, Number 2.3 provides definitions on the terms “Academic Misconduct, cheating and plagiarism”. It also outlines the misconduct process. SDSU has a policy (Number 2.4) in its Policy and Procedure Manual that aligns with the Board’s. It, too, provides definitions of terms, describes misconduct, academic appeals, procedures that are in place for allegations of academic misconduct, and formal resolutions. Page 39 of the *Undergraduate Student Handbook* provides information regarding academic integrity.

Faculty have access to Turnitin to review student assignments for plagiarism. In cases of misconduct, faculty complete an Academic Misconduct Resolution Form to initiate the process. If not resolved, the case is then turned over to the Office of Community Standards (OCS). Students can appeal decisions. The university saw a 60% decrease in the number of academic misconduct charges between 2015-16 and 2017-2018.

### **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

The institution acts with integrity; its conduct is ethical and responsible.

### **Evidence**

As indicated by the evidence above, SDSU has policies and procedures in place that ensures that it acts with integrity. In addition, the SDBOR requires that the institution acts in the same way. There are different means of communicating the policies and procedures to faculty, staff, and students.

### **3 - Teaching and Learning: Quality, Resources, and Support**

The institution provides high quality education, wherever and however its offerings are delivered.

#### **3.A - Core Component 3.A**

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

#### **Rating**

Met

#### **Evidence**

**3.A. The institution's degree programs are appropriate to higher education.**

**3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.**

The institution maintains systematic processes for approval and ongoing review of programs.

Curriculum is developed and approved by faculty in their areas of expertise, who are committed to assuring that programs remain current and relevant. Curriculum is further reviewed by the department, college, Graduate College (if applicable), and the Academic Affairs Committee of the Faculty Senate.

Oversight for the curriculum is specified by publicly stated BOR policies, and further oversight is provided through specialized accreditations and institutional program review. Thoroughness of these processes is demonstrated in the proposal for the MS program in Human Biology and documentation related to recent institutional program reviews of Biology and Microbiology, Communication Studies, Consumer Affairs, Modern Languages and Global Studies, and Pharmaceutical Sciences.

Program productivity, defined in terms of degrees awarded, is regularly reviewed and used as a basis for future decisions about program sustainability. Documentation of this procedure demonstrates that the process has led to discontinuation of programs, but also allows for programs to be retained if a case can be made that they should be retained due to critical need or because they can be consolidated with existing programs.

**3.A.2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.**

Well-articulated policies identify characteristics of learning goals for different degree levels. Learning goals for undergraduate programs are stated in the General Catalog, program documents and Learning Outcomes reports. Learning goals are not stated for all graduate programs in the Graduate Catalog or on department web sites, but a review of Learning Outcomes reports for a cross-section of departments (including Animal Science, English, Operations Management, Sociology, Sport and Recreation Administration, and Wildlife and Fisheries) provide evidence that the policies related to statement of learning goals are systematically implemented in graduate programs.

**3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).**

The institution states policies which govern programs across mode of delivery and location. Online degree programs share the same learning outcomes as their on-campus counterparts, and Board policy states that distance education courses should have equivalent standards, rigor, student outcomes, substance and assignments as courses offered on campus. The university provided summaries of course grades, exit exams, and licensure exams for programs offered online or at multiple locations, which provide evidence that the university has systems in place for monitoring comparability of outcomes across mode of delivery and location.

Board policy also specifies that coursework completed through concurrent enrollment is expected to cover the material and content at the same level required for the same course offered at the postsecondary institution, and students are held to the same college-level standards. Concurrent enrollment courses (offered only in Brookings area high schools) are taught by SDSU Master's trained high school teachers or SDSU faculty teaching in the high schools. Concurrent enrollment instructors work with the same course syllabus and assignments that are used on campus, and consult on a regular basis with SDSU faculty teaching the comparable course to SDSU students on campus.

Interviews with the instructional design staff, distance and online program leadership, and faculty who teach distance courses demonstrate that systems are in place to assure consistency of course design, provide technological and pedagogical support to faculty, and help faculty monitor student progress toward achievement of learning goals in online courses.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*



## 3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

Met

### Evidence

**3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.**

**3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.**

Undergraduates are required to complete 30 credits of System General Requirements (SGR) in six broad areas that provide a common foundation across degree programs and complement disciplinary learning goals. The foundational knowledge offered by SGR is extended into program-specific curriculum by the requirement for undergraduate programs to incorporate cross-curricular skills into program-specific learning outcomes and assessment.

Graduate programs are similarly expected to incorporate transferable skills into program-specific learning goals.

**3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.**

SGR is governed by the Board, and was developed through deliberative processes that sought to align institutional mission, programs, and course offerings with the nationally-recognized AACU LEAP framework. The resulting program is governed by Board policies and overseen by disciplinary councils, which include 2 SDSU representatives.

On campus, oversight for the SGR program is provided by the General Education Sub-Committee of the Academic Affairs Committee. The Board annually reviews new courses for SGR approval.

**3.B.3 Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.**

Through discipline-specific learning outcomes and SGR requirements, programs engage undergraduates in utilizing information, mastering modes of inquiry or creative work, and development of transferable skills. Graduate students are likewise expected to acquire both discipline-specific learning and transferable skills. Goals related to cross-disciplinary and transferable skills are not consistently stated for all programs in the General Catalog or on department web sites, but Learning Outcomes reports for a cross-section of undergraduate and graduate programs provided by the university offer evidence that systems are in place for identifying cross-curricular goals and transferable skills across the curriculum.

**3.B.4 The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.**

At the institution level, the importance of human and cultural diversity is recognized in both the SGR curriculum and in the expectation for discipline-specific Diversity, Inclusion, and Equity (DIE) learning outcomes for academic programs. DIE-related goals are not currently stated for all programs in the General Catalog or on department web sites, but Learning Outcomes reports provided by the university for a cross-section of programs demonstrate that systems are in place for implementing DIE-related goals within major programs.

Through the College of Arts, Humanities, and Social Sciences, the university offers major programs and elective coursework related to human and cultural diversity which are available to all students, including American Indian Studies, World Languages, and Global Studies.

In addition to integration of cultural diversity into SGR and across major programs, the university offers co-curricular opportunities, workshops, and more extended training through the Multicultural Center and the Office of Diversity, Inclusion, Equity, and Access. The university also conducted comprehensive campus climate surveys of faculty, staff, and students in 2017 and 2019, and used these surveys as a basis for identifying strategies for institutional improvement of campus climate.

**3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.**

The university supports research and discovery in multiple ways, consistent with its mission as a public land-grant, high-research activity institution; the Faculty Handbook provides evidence that ongoing scholarly work is a central expectation for faculty.

Research is central to the institution's graduate programs, and opportunities also exist for undergraduates to have mentored research experiences. Faculty support for undergraduate research is demonstrated through the work of the Research and Scholarship Committee to broaden student

participation and institutional support for undergraduate research. The university's scholarly work also engages the public through Extension, the Office of Technology Transfer and Commercialization, and exhibitions of faculty and student work.

### **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Rating

Met

### Evidence

**3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.**

**3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.**

The university's student-faculty ratio is similar to or lower than ratios at public universities in neighboring states, and faculty roles and responsibilities are delineated in the Faculty Handbook. Faculty Workload Allocation reports provide evidence that the university has systems in place for monitoring distribution of faculty workload by rank and tenure status.

Faculty responsibility for the curriculum is maintained through oversight of the department and the academic affairs committee of the faculty senate.

**3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.**

Faculty teaching in graduate programs must possess a terminal degree; faculty teaching in general

education and undergraduate programs must possess at least a master's degree. Faculty may be appointed without a terminal degree if they meet tested experience requirements.

Faculty teaching in Dual Credit programs are regular SDSU faculty, subject to the same requirements; faculty teaching in GPIDEA consortial programs are regular faculty at SDSU or other HLC-accredited consortium members, subject to the same requirements as regular campus faculty.

Faculty hired for concurrent enrollment programs are hired on the same basis as temporary faculty, and subject to the same requirements for appropriate degree level or tested experience.

The university maintains a system of checking credentials at time of hire. This process includes verifying degrees earned and obtaining official transcripts. The same process is used for tenure-track and instructional track faculty. Faculty are expected to hold a terminal degree. A random check of eight faculty dossiers from five departments during the site visit demonstrated this system for verification of credentials applied in all cases.

A review of Tested Experience Forms revealed a recurring pattern of hiring Master's prepared faculty to teach at 600 and 700 levels, primarily in Nursing and Counseling related coursework or practicum experiences. While there are instances of individuals appointed to co-teach a course with a regular faculty member, it is not clear in every case what criteria the institution is using to identify a sufficient level tested experience to allow individuals to teach courses at the same level as their highest earned degree. Two other Tested Experience forms revealed that individuals whose highest earned degree was at the bachelor's level, were appointed to teach entry level undergraduate courses in Construction Management and in Music.

We recommend articulating and documenting tested experience criteria more thoroughly and in ways that make it possible to consistently align faculty qualifications with assigned courses. In cases in which faculty members without a terminal degree are teaching at the level of their own highest degree, we further recommend closer supervision of instructors, such as assigning a co-teacher within the department to serve as a mentor or instructor of record.

### **3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.**

Review of faculty is guided by Board policies and implemented through annual reviews, tenure/promotion reviews, and third-year review. Reviews address scholarly work, teaching, advising, and service; reviews of teaching are required to incorporate a review of student opinions. Standards and expectation for faculty review are guided by department-specific standards for demonstration of university policies.

### **3.C.4 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.**

Faculty professional development is guided by the Professional Development Plan; the university invites faculty to apply for funding to support travel to professional conferences and to support sabbaticals and other professional development. In many instances, colleges or departments will match the funding provided by the university.

The university provides its own support for professional development related to teaching, assessment, and instructional design. Interviews with faculty members revealed a high degree of appreciation for the work of the Center for the Enhancement of Teaching and Learning, the Assessment Academy, and

Instructional Design Services. In multiple interviews, these offices were identified as highly valued locations for professional development, both for the services they provide and initiatives of each office that push resources out to faculty to help them remain current in their respective areas. The IDS provides a certificate for faculty who complete the master-level training.

### **3.C.5. Instructors are accessible for student inquiry.**

Instructors are required by policy to maintain availability to students through office hours and timely response to email inquiries; student survey data reveals levels of student satisfaction with faculty interactions that are comparable to those of peer institutions.

Interviews with students echoed the high level of satisfaction reported in the survey. Interviews with program leadership also demonstrated a commitment to respond to student concerns promptly if they became aware that faculty were not meeting student expectations for availability, and the Office of Continuing and Distance Education communicated a similar commitment to ensure that faculty remain accessible to students in distance and online courses.

### **3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.**

Student services staff receive mandatory university training regarding institution-level policies such as Title IX and FERPA, as well as unit-specific training in their areas of responsibility. Staff are also encouraged to participate in university training opportunities that are available to the campus community. During interviews, staff members noted in particular the value of opportunities for professional development through the Office of Continuous Improvement and the Office of Diversity, Inclusion, Equity, and Access.

Staff training schedules, annual reports, and personnel records provided by the institution provide evidence of systems in place to facilitate staff training, ongoing professional development, and assessment of services provided by university staff.

## **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Rating

Met

### Evidence

#### **3.D. The institution provides support for student learning and effective teaching.**

##### **3.D.1. The institution provides student support services suited to the needs of its student populations.**

The university provides a wide array of academic support services for students. Through the Wintrobe Student Success Center, for example, the university has worked to coordinate a number of academic success initiatives and support systems for students, including advising, tutoring, and supplemental instruction. The Director coordinates a network of professional advisors and retention advisors, facilitates regular communication among advisors, and facilitates workshops and training opportunities. As a recent participant in the Assessment Academy, the Success Center is also working to examine effectiveness of its services and systematically identify areas for improvement.

The assurance argument, evidence file, and materials included in the addendum provide numerous additional examples of services and centers that the university has put in place, many of which provide Annual Reports or regular assessments of their services to students.

The university seeks to address particular needs of distinct student populations, as demonstrated by the Wokini Initiative, the American Indian Student Center, the Multicultural Center, and Disability Services. Other evidence was provided during the site visit which demonstrated the university's commitment to supporting students. For example, with the increase in the number of graduate students enrolling and in need of housing, the new Southeast Housing Complex was built to address their needs. This enables them to be closer to campus and sign yearly leases. Mother rooms (i.e., lactation rooms) are now required in any new buildings which are constructed. In one interview, the staff gave

an example of a new single mother who recently enrolled and the various services they provided to her. The Veterans Affairs and Resource Center assists veterans, active duty students and dependents. The Center Coordinator works closely with the Vet Center in Sioux Falls to provide additional services as needed.

Thump Start is a new student orientation, begun in 2012, for all new students, including first-time and transfer students, and takes place the day after a student arrives. It generally lasts about 4 hours and helps students navigate the campus and learn where their courses are held. As there has been an increase in the number of students with mental health issues, Counseling Services has recently added more counselors and extended its hours. A new financial aid director was recently hired and now has a staff in place that is committed to providing better customer services for students.

**3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.**

The university offers an array of programs and support services appropriate to its size, student populations and institutional mission; Senior Exit Survey data reveal high levels of student satisfaction with the support services they receive. In addition to the examples cited in 3.D.1., the university also offers academic success support through implementation of entry-level course placement policies, first-year advising, supplemental instruction, and tutoring, as well as Help Centers for writing and for math.

**3.D.3. The institution provides academic advising suited to its programs and the needs of its students.**

Advising for the majority of first-year students is carried out by professional advisors in the First-Year Advising Center; regular assessment since this model was implemented in 2011 reveal substantial increases in student satisfaction with advising as a result of the change to this model. Some programs offer advising by professional advisors for first-year students within their home college including Nursing and Pharmacy & Allied Health Professions. Departments and colleges are also reported to be increasing their use of professional advisors and dedicated faculty advisors who work with students after the first year.

Advisors make use of EAB Student Success tools and an Early Alert program that allows them to respond promptly to evidence of students needing assistance and to faculty and staff referrals of students that they observe may require additional outreach. Advisors also use a Retention Risk Model to determine potential advising interventions. Student satisfaction with advising experiences has improved remarkably, as indicated by recent surveys; interviews with students on campus similarly revealed a high degree of satisfaction with advising experiences.

**3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).**

The university has systematically reviewed classroom space, and based on the data collected, developed a classroom improvement plan which has led to systematic investment in updating 99 classrooms over a five-year period. The university has also worked to maintain technology and laboratory infrastructure, and offers libraries, performance spaces, clinical sites, and museum



collections that are appropriate to its mission, programs, and student population. For example, the Oscar Larson Performing Arts Center recently opened and provides several venues for plays, concerts, and dance. The College of Pharmacy & Allied Health Professions, the only one in the state, provides hands-on training for students. Students can engage in simulated pharmaceutical activities. The University Student Union provides meeting rooms and several study outlets for students, enabling students to meet in groups or study alone.

Relative to technology and teaching and learning, Instructional Design Services provides several resources to assist faculty and students. For example, students have an opportunity to complete an online orientation before taking an online course. Students can email the IDS with questions or concerns. Student emails are monitored by IDS and the Office of Continuing and Distance Education to ensure that students receive a response in a timely manner. IDS offers several workshops and individual assistance to faculty and staff. In November, for example, 13 webinars or workshops are offered by IDS. IDS also offers a basic, advance, or master workshop. Upon completing the master workshop, individuals receive a certificate.

### **3.D.5. The institution provides to students guidance in the effective use of research and information resources.**

The university supports responsible conduct of research through CITI training and Institutional Review Board procedures that cover the research of faculty, staff, and students. Institution-wide, the university provides guidance in research and information resources to undergraduates through a set of three courses that are required for all students, and major-specific capstone courses which are required to have a component which focuses on synthesizing and applying information within the discipline. In addition to these curricular requirements, librarians provide workshops, tutorials, and individual consultations in person, by phone, and via email or chat.

## **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

Met

### Evidence

**3.E. The institution fulfills the claims it makes for an enriched educational environment.**

**3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.**

The university offers an array of student organizations, enrichment opportunities, and health and wellness support which are appropriate to its mission, programs, and student populations. A number of academic programs also offer co-curricular and community engagement opportunities that are particularly relevant to the work or the interests of individuals in those programs.

**3.E.2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.**

The university examines these programs at an institutional level by examining student satisfaction through the Senior Exit Survey and NSSE. Numerous co-curricular program assessment reports provided by the institution provide evidence of systematic assessment throughout these programs to determine the extent to which they are contributing to the educational experiences of students.

### Interim Monitoring (if applicable)

*No Interim Monitoring Recommended.*

### **3.S - Criterion 3 - Summary**

The institution provides high quality education, wherever and however its offerings are delivered.

#### **Evidence**

The institution maintains high quality programs appropriate to its location and mission as a land grant research university. Faculty oversight of the curriculum assures that programs remain current, relevant, and consistent across modes of delivery and location.

Programs have clearly stated learning goals that differentiate programs at different levels, and the university has recently undertaken a campus-wide effort to incorporate cross-curricular skills in undergraduate program outcomes, transferable skills in graduate program outcomes, and diversity-related outcomes across programs. We encourage the university to make these outcomes more uniformly visible to students and other member of the campus community through department web sites and the General Catalog, to support ongoing efforts to ensure that outcomes assessment plans are fully implemented across departments, and to assure that the identified outcomes continue to guide program planning.

The institution maintains a highly-qualified faculty and staff through clearly stated policies for hiring, verification of credentials, ongoing faculty and staff review procedures, and provision of opportunities for professional development. Within these policies, we strongly recommend creating a more transparently documented process for identifying the extent of tested experience required for faculty members without a terminal degree who are assigned to teach at the same level as their highest earned degree.

We strongly recommend articulating and documenting these criteria in ways that make it possible to consistently align faculty qualifications with assigned courses. In cases in which faculty members without a terminal degree are teaching at the level of their own highest degree, we further recommend creating mechanisms for assuring that courses remain aligned with expectations of the department and the discipline, such as assigning a co-teacher within the department to serve as a mentor or instructor of record.

The institution provides support for student learning through a variety of academic support, student services, and other campus resources. Support for students is regularly assessed through campus surveys and regular assessment and continuous improvement within the units themselves. Support for effective teaching is provided through the Center for Enhancement of Teaching and Learning, Instructional Design Services, and other professional development opportunities made available by the university.

Through a campus-wide commitment to assessment of both curricular and co-curricular programming, the university is creating a climate in which it is continually examining the extent to which it fulfills its claims for the educational experiences it makes available to its students.

## 4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Rating

Met

### Evidence

**4.A. The institution demonstrates responsibility for the quality of its educational programs.**

**4.A.1. The institution maintains a practice of regular program reviews.**

One means by which the institution seeks to regulate and evaluate the nature and quality of instruction is through program review. Rooted in SDBOR policy, the institution maintains a practice of regular program review via two paths: internal Institutional Program Review (IPR) or specialty accreditation review. The SDSU IPR Review Handbook is a dominant source of evidence and shows that these

reviews are conducted at 7-year intervals, include assessment plans, have designated sources of review and responsibility, and are supported by institutional data. The Department of Biology IPR example is consistent with the guidance set forth in the IPR Review Handbook. The process is supported with an annual workshop, demonstrating a commitment to providing professional development for successful implementation. Efforts to continuously improve programs is evidenced via the Program Review Report to South Dakota Board of Regents, which summarizes the program review (including external reviewer recommendations) and addresses future actions to undertake as a result of the review. Evidence of review via specialty accreditation was provided for the Doctor of Pharmacy program, including the self-study and the external reviewer report. The assurance argument narrative states that continuous improvement is a result of program reviews, including curriculum changes.

**4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.**

Evaluation of credits is primarily guided by SDBOR policies to determine the processes for earning credit for prior learning. The evidence files show that this process is applied to AP exams, military experience, and modern language learning- to name a few. The evidence illustrates clear credit policies for military experience.

**4.A.3. The institution has policies that assure the quality of the credit it accepts in transfer.**

Transfer credits are governed by SDBOR policy and is supported by transfer agreements and common course numbering between the six SDBOR universities, including SDSU. For courses that transfer from outside the SDBOR system, SDBOR policy provides guidance for reviewing and approving comparable course credit. Study Abroad courses are transferred in using the Study Abroad and Credit Transfer Agreement form.

**4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.**

The institution demonstrates a commitment to student learning through established policies for course prerequisites, course rigor, access to learning support resources, and faculty qualifications. The evidence reveals that course rigor and expectations, inclusive of prerequisites, involves faculty and is articulated in the SDSU Curriculum Handbook. Further, the SDBOR Dual Credit Guidelines and Dual Credit Handbook (both found in the evidence files) establish straightforward information for students, parents, and SDSU faculty/staff for transcribing credit for student learning. Further, quality of dual credit and concurrent credit courses (offered via high school partnerships) is assured by instructor qualifications, oversight of concurrent courses by an SDSU faculty coordinator, and use of a standardized curriculum that parallels standard course delivery.

**4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.**

The institution maintains specialized accreditation for programs, providing evidence for 47 SDSU academic programs/units in good standing with disciplinary accreditors. The institution has made a commitment to seek specialized accreditation for any program that could be aligned with this process.

**4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).**

The institution evaluates the success of its graduate through a First Destination Survey, a Senior Exit Survey, and exit interview at the college, school, departments, and/or program level. Regarding the First Destination Survey, the evidence provides a report from the 2018-2019 year, which indicates that this initiative is in the pilot phase. The response rate of 38.8% indicates a willingness among students to share information about their post-collegiate plans. The evidentiary report from the Senior Exit Survey demonstrates questions aligned with curricular goals, such as the general education, to contribute to continual improvement of the institution's learning environment.

### **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

Met

### Evidence

**4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.**

**4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.**

Clearly stated goals for student learning are found throughout the institution's assurance argument and evidence files. The six undergraduate learning goals are selected for each general education course and identified on the course syllabi, along with student learning outcomes and assessment methods. These student learning outcomes are further enhanced by alignment of cross-curricular skills, which are assessed at the program level.

Program-level assessment is conducted annually, using a common template and submitted via the Campus Labs AMS. The reports are reviewed by the University Assessment Sub-Committee, and feedback is provided to programs to support continuous improvement.

The processes for assessing student learning emerged from the SDSU Quality Initiative, which was accomplished via participation in the HLC Assessment Academy. The results of these efforts are documented in the assurance argument and evidence, including the re-establishment of the University Assessment Sub-Committee, administration of a Culture of Assessment Survey, and clear guidance for assessment via the SDSU Institutional Assessment Handbook and corresponding website. Faculty and staff demonstrated a commitment to and enthusiasm for the work accomplished via the Assessment Academy, and expressed a desire for this type of resource to continue in order to establish a culture of assessment.

**4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and cocurricular programs.**

Curricular assessment of learning outcomes is achieved through individual unit assessment plans. The evidence for two academic programs (Animal Science and Athletic Training) reveal the presence of clear and measurable student learning outcomes, aligned assessment activities using direct and indirect measures, and criteria for success.

Co-curricular program assessment occurs in parallel with academic programs. The evidence illustrates an example from the Student Success Center, which shows the presence of clear and measurable student learning outcomes, aligned assessment activities using direct and indirect measures, and criteria for success.

Assessment of the general education program was substantially revised in 2016 (following a substantive quality-driven internal review between 2014-2016), with the dissolution of the Collegiate Assessment of Academic Proficiency and a new set of guidelines for general education assessment managed by the SDBOR. It will be imperative for SDSU to establish a mechanism for documenting general education course- and program-level continuous improvement early in the assessment process to inform evidence-based use of results. For example, narratives describing how data are used to make changes to courses and programs will support the campus's efforts to close the assessment loop. This may require additional steps at the University-level that operate outside of the prescriptive SDBOR general education assessment process.

#### **4.B.3. The institution uses the information gained from assessment to improve student learning.**

Continuous improvement of student learning is evidenced in Annual Assessment Reports, where department leaders are asked to clearly identify how assessment results are used for change. Provided evidence demonstrates this commitment in undergraduate and graduate programs, as well as a student support unit. Evidence files include examples from the PhD in Nursing, a program that added a 1-credit hour course on informatics to assure students meet the faculty-identified benchmark. In addition, evidence from the SDSU Wellness Center illustrates the implementation of a sleep webinar based on the results of a college sleep questionnaire. These reports are reviewed by peers on the Assessment Subcommittee, which then provides feedback to program leaders to assure learning and quality improvement.

We strongly recommend that the institution build upon their commitment to assessment by documenting examples of continuous improvement based on results, and that continuous improvement efforts involve stakeholders at all levels.

#### **4.B.4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.**

The processes for assessing student learning include area experts, comprised of both faculty and staff, to support good practices in assessment. The processes adopted align with the HLC Assessment Academy, NILOA, and the AAHE. The campus community has been particularly motivated by participation in the Assessment Academy, which has now included at least one member from every academic department over a three-year period, in addition to numerous student support units from across campus.

### **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*



## 4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

Met

### Evidence

**4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.**

**4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.**

Drawing from the current Strategic Plan "Imagine 2023" and the SDSU Strategic Enrollment Management Plan, SDSU has identified a goal of achieving an 80% retention rate by 2023, slightly higher than the previous years' rates of 75.9-78.6%. The current rates and goals are grounded by comparable schools in the region and according to similar land-grant missions. Admission rates of 91-92% are supported by clearly stated admissions requirements. Students admitted by exception to these admissions requirements are provided with additional support, including a career exploration course. Furthermore, efforts to respond to student success needs based on available data were identified during the on-site visit, such as the Native American Nursing Education Center partnership with the College of Nursing, which has increased retention of American Indian nursing students through intentional mentoring.

**4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.**

At SDSU, the Office of Institutional Research and Assessment is charged with collecting and

analyzing information on student retention, persistence, and completion. Data are presented publicly via the evidentiary website, including disaggregating student success rates by sex and race/ethnicity. Further, the evidence shows that these data are shared regularly with student support and academic units for review and decision-making.

**4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.**

In 2010, SDSU launched a Student Success model to make improvements in the areas of student retention, persistence, and program completion. After 5 years, the model was evaluated and refreshed to include additional areas, including the incorporation of student risk data to improve retention of first-year students. Evidence is provided for the addition and enhancement of support services resulting from the analysis of student retention, persistence, and completion data, including a new building for the American Indian Student Center, encouragement for the establishing of first-year seminars in academic units, and the Academic Success and Recovery Program (additional support for students on probation or readmitted after suspension). Retention, persistence, and program completion efforts are supported by a contract with the EAB Student Success Collaborative, which provides early alert and targeted communication capabilities.

**4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)**

Good practices in collecting and analyzing student retention, persistence, and program completion data are managed by the SDSU Office of Institutional Research and Assessment. Alignment with good practices is evidenced by an IR Work Group that includes representatives from Academic Affairs, Admissions, Finance and Administration, Financial Aid, Housing and Residence Life, ITS, Mathematics, and OIRA.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## **4.S - Criterion 4 - Summary**

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Evidence**

SDSU demonstrates a commitment to quality throughout its educational programs, curricular and co-curricular learning environments, and support services, as evidenced by continuous improvement processes. Educational program quality is assured via documented processes of program review, evaluation of transfer credit, and appropriate course sequencing and rigor. Assessment of student learning occurs in curricular and co-curricular environments, substantially supported by the Assessment Academy and efforts undertaken by the Director of Institutional Assessment. Examples of a commitment to improvement through attention to retention, persistence, and completion are found across colleges and within both Academic Affairs and Student Affairs areas. We strongly recommend attentiveness to assure sustained efforts to use results for teaching and learning improvement, which will require attentiveness to documenting meaningful change actions.

## 5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Rating

Met

### Evidence

**5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.**

**5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.**

As indicated in the assurance Argument and validated through campus visit discussions with administration, SDSU has the financial resources to support all its operations.

The assets/liability ratio is within the recommended range of 2.5 to 3.5 for midsized research universities. The university is prioritizing its resources. It allocates them according to set priorities based on a strong strategic planning culture, a strategic plan and a RCM model that has been in place for five years. Information received from the University indicates that of the total University's current fund operations, all tuition and fees represent 34% of the funding and state sources represent 22%. Based on the RCM model, the funds distributed to a college are in a ratio of 59% tuition and 41% state appropriations. SDSU is currently in the leadership phase of a new capital campaign with a target goal of \$425 million.

During the open sessions, several campus leaders indicated that they have a strategic plan within each academic unit (i.e. college) with identified key performance indicators and with annual operating plans. The strategic plan and operating plans are used to strategically determine the annual budget allocations to support the mission of the unit.

The university has in place a plan to handle its enrollment challenges. A new SEM plan has been developed taking into consideration internal and external factors that impact enrollments. For the current academic year, SDSU was down 4.0% in SCH this fall and 4.9% in headcount. Therefore, for the FY20 a budget cut has been implemented through a transparent process. The President's office has created a Q&A page inside their university portal to provide information about the budget cut. Campus discussions indicate that to preserve the mission of the University, the academic units were protected as much as possible and that the non-academic units took the brunt of the cuts.

The assurance argument states that the University has the Human Resources needed to meet the needs of the operation. During the campus visit we have not received any information that states otherwise.

The Physical Infrastructure seems to be adequate to fulfill the institution's mission and to implement the strategic plan. SDSU is part of a state system. The Board of Regents is committed to supporting financially the maintenance of facilities through budgetary allocation and policies (SDBOR 5.5.1) aimed to fund new academic buildings and to ensure that SDSU has resources for maintenance and repair of its buildings. The State is funding the utility costs for academic buildings, so any increase in costs have been covered for the most part with corresponding increases in state general funds. SDSU also budgets an annual utility reserve in the tuition budget to cover utility costs if state general funds are not sufficient to cover any increases.

Information received from the VP for Finance and Administrations indicates that the Office of Facilities and Services developed an annual Maintenance and Repair Plan to ensure it matches the goals of the strategic plan while maintaining support for the needs of the University. SDSU's plan for projects upgrades is accessible via the university's portal Insidestate

<https://insidestate.sdstate.edu/collaborate/projects/ClassroomUpgrades/Pages/Main.aspx>

As explained in the assurance argument and validated through campus discussions, the technological infrastructure has been upgraded and it is supportive of the educational mission of the institution. Discussion with a Housing staff member indicated that as a result of a student survey done in early 2019 that identified challenges with the IT infrastructure in the residence halls, one or more of the residence halls' IT infrastructure has been updated.

HLC has reviewed the six off-campus attendance centers and found them to be adequate in physical infrastructure.

**5.A.2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenues to superordinate entity.**

Five years ago, the University adopted a Responsibility Centered Budget Model (RCM).

All units at SDSU are defined as either core units (these are the 7 core academic colleges) or support units. The budget model for support units allocates a budget which is funded by indirect expenses paid by the core units.

The budgeting process is input based and transparent as described in the assurance argument and validated through campus visit discussions. The governance of the RCM and the university budgetary process are working as described in the assurance argument and validated through campus visit discussions.

University Budget Oversight Committee (UBOC) is charged to monitor credit hour, financial and service outcomes to advise the President on how to prioritize opportunities based on the available resources. It oversees the RCM model and serves as counsel to the Risk Management fund, the Sponsored Programs Risk Management Fund and the Research Infrastructure Improvement Fund. It works collaboratively with the Faculty Budget Committee (FBC) to oversee the use of financial resources. The chair person for FBC reports UBOC recommendations and other work activities to the Faculty Senate and FBC.

The allocation of funding is done on an annual basis using a structured process that includes annual reporting, formal budget hearings between UBOC and each university unit. The budget hearings are open to the campus. Faculty Budget Committee members must attend the hearings. The minutes from the Faculty Budget Committee Meeting (FBC) held on 09/09/2019 validate FBC's involvement with UBOC, respectively that FBC's meeting agendas are aligned with the discussions that take place in UBOC meetings, so UBOC agendas determine what is discussed in FBC meetings. Per discussions with various constituents during the campus visit, we understand that at the last budget hearing over 30 people were in attendance.

An example of annual report used by UBOC has been provided for the Van D and Barbara B. Fishback Honors College. The annual report's operating plan provides information about action items for fiscal year, expected outcomes and metrics, budget implications, UBOC requests and justification, as well as how each action item connects to the strategic plan.

### **5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities**

University wide strategic planning sessions held in Spring 2017 led to realignment of academic units. The assurance argument, information received from SDSU and open campus discussions state that this realignment increases the visibility of academic programs, increases interdisciplinary learning and teamwork, fundraising/development. It provides opportunities to enhance student recruitment and better prepare students for the modern workplace through cross-disciplinary thinking. The realignment is supporting the implementation of the strategic plan.

SDSU formed a new College of Natural Sciences, restructured the College of Agriculture, Food and Environmental Sciences (CAFES) and the College of Arts, Humanities and Social Sciences (AHSS). AHSS has also created an internal structure of new Schools of Design, Performing Arts, Communication and Journalism, American and Global Studies and the Ness School of Management and Economics. The restructuring was transparent: the Provost has established a set of rules and an Implementation Team for each college impacted.

Open campus discussions indicate that these changes had no negative impact on faculty lines and no faculty were transferred from one department to another. They did not negatively impact the RCM budget model or the campus culture.

The SEM plan, implemented in 2019, had clearly defined enrollment goals by 2023 and a structured action plan. The campus discussions revealed that the colleges engaged in an exercise with EAB to

develop SEM target plans for each college and for each program.

The Classroom Improvement project, approved in 2014, revised in 2016 is an example of how the university responds to concerns raised thorough the strategic planning process.

**5.A.4. The institution's staff in all areas are appropriately qualified and trained.**

The University has a set of policies regarding the required qualifications for faculty (SDSU Policy 2:25). The appropriate qualifications needed for professional staff (non-faculty exempt) and Civil Service (CSA) staff are outlined in the SDSU Office of Human Resources recruitment and selection guidelines in the Supervisor's Toolkit.

The University has on-boarding processes for staff and faculty as described in the assurance document and validated through campus discussions. For example, the Division of Finance and Administration indicated that this academic year the Office of Human Resources will offer and deliver supervisor tool kit training on over 30 topics.

**5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expenses.**

The institution is using the RCM model for budgeting and monitoring expenses. Recently a review of the model has been performed. The resulting report lists eight recommendations which are also included in the assurance document. These recommendations aim at improving the RCM model.

Campus dialogues, dialogues with the Division of Finance and Administration staff, indicate that adoption of the RCM model led to transparency about the budget process and to collaboration among academic units.

An example of transparency is the process to cut the budget for FY20. The website <https://www.sdstate.edu/office-president/fy20-budget-faq> provides information about the cuts and university budgetary situation, as well as what is being done to address it. One example provided is the process of strategic hiring. The University provides its constituents with a venue to ask questions via e-mail ([budget@sdstate.edu](mailto:budget@sdstate.edu)).

Campus discussions with various stakeholders, the Faculty Senate minutes of 09/09/2019 indicate that RCM model functions as described in the assurance argument. The Faculty Senate Meetings state clearly that deans, division leaders, vice presidents, were involved in the process of budget redirections meant to prepare us for the enrollment losses for Fall 2019.

The Division of Finance and Administration has in place policies to ensure that funds are properly received, spend and reported (SDSU policies 5:3 and 5:4). In fact, the university has a website dedicated to all policies and procedures titled Policies and Procedure Manual that lists all approved policies, the new and revised policies, along with a link to Board of Regents policy manual.

### **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*



## 5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

Met

### Evidence

**5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.**

**5.B.1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.**

The South Dakota Board of Regents (SDBOR) as described in the assurance argument and validated during campus meetings with SDSU leadership, one Board of Regents member and staff of the South Dakota Board of Regents, is knowledgeable about SDSU's mission, work and provides oversight of the University. The SDBOR by-laws provides information about the scope of responsibility of the board.

Annually, the SDBOR publishes a SDBOR Factbook. The Factbook includes information about each institution in the system, such as student population size, retention and graduation rates.

The SDSU President has a close relationship with the SDBOR office. He has regular meetings with SDBOR and with the Presidents of the other institutions in the System.

**5.B.2. The institution has and employs policies and procedures to engage its internal constituencies - including its governing board, administration, faculty, staff, and students - in the institution's governance.**

The governance system at SDSU is well defined, transparent and collaborative as presented in the assurance argument and validated through campus dialogues with various constituents (administrators, faculty, staff, students). The assurance argument described the governance roles of groups such as the Faculty Senate, Civil Service Advisory Council, and Professional Staff Advisory Council. Discussions with these groups, and review of minutes from their meetings (posted on the

SDSU portal Insidestate) validate the participation of these groups in the governance structure as described in the assurance argument.

An example of participatory governance is the Faculty Senate, which collects ideas and faculty concerns, presents them to the University leadership, and invites Provost/leaders to address the issues at a Faculty Senate meeting. The Senate then works with the office of the Provost/leader to address a concern or implement an idea. For example, at the Faculty Senate Meeting 10/8/19 there was a discussion on how CETL needs to be focusing more on retention of faculty.

The Students' Association (SA) too is a strong participant in the governance system. SA leaders meet on the regular basis with the University leadership (once per month with the President, and Provost, twice/month with Vice-President for Student Affairs who also serves as their adviser). Students also serve on several university level committees.

**5.B.3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contributions and collaborative efforts.**

The assurance argument provides an example of campus constituents' contributions in the decision-making process. Campus dialogues validated that the university has an established, transparent, governance process.

During the campus visit constituents (administrators, faculty, staff) explained, with examples, how the governance process work. They explained that they have several venues to participate in the university's governance process, and emphasized that they feel that they have a voice in the decision-making process and that they are heard.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Rating

Met

### Evidence

#### **5.C. The institution engages in systematic and integrated planning.**

##### **5.C.1 The institution allocates its resources in alignment with its mission and priorities.**

South Dakota State University (SDSU) effectively plans for defined goals and allocates resources that are aligned with its priorities. SDSU published a strategic plan called "Impact 2018" since the last HLC visit and a new strategic plan "Imagine 2023" in 2018. An annual update on the campus strategic plan is provided to the Regents in the context of the SDBOR strategic goals by the president each year in the board meeting (as presented in the evidence in 2.C.2 PO\_BOR Updates file). The HLC Assurance statement from the multi-location visit in 2017 indicated that that was also true for the campus locations outside of Brookings (ACAD\_Multi-locations Visit Report 2017).

The campus has moved to a modified RCM allocation budget model (FB\_DBM White Paper) which prioritizes its resources to its core academic mission. It allocates a portion of tuition dollars to the areas that generate student credit hours and a portion to common services (bursar, registrar, administration, utilities, classroom improvements, etc.). It also allocates 80 percent of F&A derived from research to the units that generated the research. There was also a competitive process for colleges to leverage RCM hold-back (taxed) funds with strategic funds to advance mission related new ideas and programs. This process included faculty as the primary evaluators and recommendations to the administration. During the on-campus forums it was conveyed that this process is no longer in place, as it consistently favored some colleges over others.

##### **5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.**

The strategic plan is well aligned with student learning and continuous improvement of offerings that elevate student outcomes. The RCM model allocates a different weight to each academic unit, which ensures a base level of support necessary to sustain operations, even in the face of fluctuating enrollments. The UBOC reviews on an annual basis the budgets of colleges against their respective goals; the current and future operational plans of colleges; and, the budgets necessary to implement these plans. The deans serve on UBOC.

The institution has created a budget outside the RCM for assessment activities (IRA\_Assessment Budget FY19), student success collaborations, and strategic investments related to admissions, scholarships, and retention. SDSU hired a full-time Director of Institutional Assessment in 2015. Campus dialogues indicate that the Office of Assessment is working collaboratively with campus units and over 80% of campus is on-board with the assessment.

SDSU demonstrates working processes for the evaluation of operations in multiple ways. For example, the Scholarship Optimization Task Force Report (SA\_Financial Aid\_Scholarship Optimization Task Force Report\_Final) engages a broad constituency to identify areas where the scholarship process can facilitate success in recruitment, retention and growth prioritized by the strategic plan.

### **5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.**

SDSU used a well-defined model in developing their “Imagine 2023” Strategic Plan. The Collaborative Strategic Planning model engaged a wide range of stakeholders and diversity of ideas. They engaged EAB to better understand trends and WICHE data to analyze student demographics and future student flow. The planning also used Burning Glass and IPEDS and US BLS data to identify prospective pipelines to careers in the region and nation. By all measures, they had input and discussion at many levels and conducted a very inclusive process. The stakeholders included faculty, staff, alumni, community leaders, students and administrators. It is impressive to see the level of inclusion and ideas that were considered. Ultimately, they had broad buy-in from the SDSU community and approval by the President.

University committees are encouraged to connect campus activities and unit goals to the strategic plan. There have also been external conversations with constituencies regarding the attainment of goals.

### **5.C.4 The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.**

The university has a slowly declining enrollment base and capacity for modest growth. The on-campus visit confirmed that the university owned housing is at 94 percent capacity. SDSU has added classrooms and space capacity in the music school and theater departments. Additional capacity has also been added in agriculture. Revenue fluctuations are the key unknown in the long-term. However these are not likely to be crippling. The RCM model is a sound means of planning for modest declining revenue or aggressive growth.

SDSU has a \$1 MM revolving risk management fund to absorb fluctuations in expenditures. This amounts to 0.3% of its annual budget. This is a relatively small risk-management fund, but represents only one area where funds could be reduced, if fluctuations occurred. SDSU also

maintains cash reserves required by the State to cover the payroll between cash influx from tuition revenue periods.

The university implemented budget cuts in the past year to proactively address falling enrollment. The RCM has a built in fluctuation that would require the colleges to respond to downturns, as well. For example the F&A return is 80% to the unit. These funds are held to meet risk obligations from research contract non-payments and similar liabilities, start-up costs, or operations.

#### **5.C.5 Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.**

SDSU uses EAB to help them keep up with trends and labor analysis. The market research by EAB is helping them anticipate changes in demographics and demand. They have a dedicated technology fee to ensure continued investment in technology. The classroom initiative for infrastructure and strategic plan also include classroom and laboratory technologies in the on-going investment budgets.

The Offices of International Affairs and Continuing and Distance Education support students located outside to the community and around the world. The university also is using forecasting projections from “Forecasted Demographic and Demand Trends through 2032: Preparing South Dakota State University for a Strong Future”.

### **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Rating

Met

### Evidence

#### **5.D. The institution works systematically to improve its performance**

##### **5.D.1. The institution develops and documents evidence of performance in its operations.**

For the strategic plan “IMPACT 2018” the final report showed the progress for each goal and metric. For example retention rose from 75% to 77.2% over the course of the plan which had an 80% goal. Similar reporting is done on all metrics. The SDSU Key Performance Indicators (KPI) dashboard system shows the baseline and 2023 goals. There is a need to see the intermediate data as they move forward to truly call this an evaluative tool. They have defined forms for “crosswalk” to document a process of progress. Interviews at the university confirmed that most units conducted this assessment and have crosswalk documents. An example of the crosswalk document used by the VP of Finance and Administration is in the addendum document (Finance\_and\_Administration\_SDSU\_Strategic\_Planning\_Crosswalk\_Finance\_Administration\_6\_26\_19.pdf). There is no indication these existed on the past strategic plan.

SDSU also uses NSSE and FSSE and CFI to help document their progress on student, faculty and financial progress. The CFI values vary between 2.0 and 2.6 and indicate a healthy institution financially. Other auxiliary units of the university also develop their own annual reports.

Faculty Senate discusses new initiatives and the assessment of the performance of existing efforts on campus. This is documented in meeting minutes. For example, faculty senate discussion of retention initiatives is documented in the minutes over 1.5 years; the last occurring in the 10-8-19 meeting minutes.

Additionally, SDSU documents the performance of its units through annual reports across campus including:

1. Annual Security and Fire Report
2. Responsibility Centered Budget Model Reports
3. Wintrose Student Success Center Annual Report

4. SDSU Extension
5. SDSU Agricultural Experiment Station
6. College of Agriculture, Food and Environmental Sciences Annual Reports
7. Research and Economic Development Office - Grants and Contracts - Expenditures

**5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.**

SDSU has used its experience with IMPACT 2018 to build a more robust strategic plan with more frequent reporting, action points, and progress tracking and reporting in IMAGINE 2023. The new plan is much more focused, tied to metrics, and designed to strengthen the performance of the units of the institution. They have also used the lack of progress on the 2018 plan to create better strategies, responsibilities for progress and accountability in to the strategic plan.

Retention, persistence, and completion were identified as issues that needed improvement to fully meet the mission of SDSU and state expectations for the institution. Data are used to inform continuous improvement. For example, the number of students who have registered for the next semester is carefully monitored. In response, targeted outreach to students by academic and retention advisers is conducted with a focus on completing the registration process along with identifying support services as needed. Enrollment reports are shared on a regular basis and used to keep decision makers informed of year-over-year comparisons. These data sets are used to inform whether or not additional outreach efforts need to be employed.

SDSU also implemented a modified RCM budgeting system. During the first five years of the model, detailed accounting has led to a better understanding of the financial strength of the institution. For example, in FY17, it was determined that CFI ratios were incorrectly computed in previous years. A forensic look backward found the CFI was computed incorrectly for FY11-FY16. This information was used to recompute them and report the error. This is evidenced by the correction document attached in the addendum (Finance\_and\_Administration\_CFI\_correction.pdf). These have been corrected and the last 5 years of CFI indicate a sound financial outlook. The Office of Continuous Improvement helps analyze and improve processes, which allows units to improve efficiency and effectiveness.

The annual reports for the Agriculture Experimental station provide an example of the continuous use of past research to inform new research and innovations.

The faculty retention, promotion and tenure process is another example of how the institution uses annual reviews to improve faculty performance and takes action on the performance through a promotion process.

Some changes that have been implemented to increase efficiencies are seen by some civil service employees as having a negative impact on employee morale. An example cited during a meeting was a 2019 change in the Accountability and Competency Evaluation System (ACES) that made self-review optional rather than mandatory. Although the change was made in response to input by employees who felt there was little to no value in the self-review portion of ACES, it has led to the perception by some that employees now have no voice in the evaluation process. The administration counters that self-evaluation continues to be encouraged and recommended, and that supervisors are required to review the self evaluation with the employee prior to the final review being submitted. Some dialogue

to clarify how ACES works would serve the institution and its employees well.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*



## **5.S - Criterion 5 - Summary**

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### **Evidence**

The evidence articulated in 5.A, 5.B, 5.C, and 5.D indicates that South Dakota State University has sufficient resources, administrative and managerial structures, and well-established processes to fulfill its mission. Further, the robust response from staff, students, and faculty at the on-campus forums indicate the employees are supportive of these systems and processes. The capital infrastructure of the campus is well planned and resourced, despite recent budgetary declines.

The university demonstrated a strong commitment to continuous quality improvement in nearly all areas of operations. There is broad confidence in the leadership of the university and level of transparency they have afforded all employees and constituencies of the fiscal resources of the campus.

Nearly all units and areas of the university have strategic plans that are aligned with IMAGINE 2023 university strategic plan. Each of these plans are committed to improving the quality of educational offering, facilities and opportunities to students, employees and the community.

## FC - Federal Compliance

### INSTITUTIONS

Download the Federal Compliance Filing Form and Federal Compliance Overview at [hlcommission.org/federal-compliance](http://hlcommission.org/federal-compliance). After completing the form, combine it with all required appendices into a single PDF file. Bookmark the appendices in the combined PDF. Upload the PDF here by clicking the Choose File button below. The Federal Compliance Filing must be uploaded prior to locking the Assurance Argument.

### PEER REVIEWERS

Download the Federal Compliance Overview and Instructions for Peer Reviewers at [hlcommission.org/federal-compliance](http://hlcommission.org/federal-compliance). The institution's Federal Compliance Filing and supporting documentation are provided below.

**Federal Compliance reviewer:** Use the template provided in the Rationale section to enter the preliminary findings for each component of Federal Compliance. The findings should include one of the following conclusions for each component as well as a rationale that fully supports the conclusion:

The institution meets HLC's requirements.

The institution meets HLC's requirements, but additional monitoring is recommended.

The institution does not meet HLC's requirements and additional monitoring is recommended.

If the reviewer recommends monitoring for any Federal Compliance component, provide that information in the Interim Monitoring section. Describe what improvement is needed as well as how HLC would determine the institution has resolved the issue. In the Rating field, select the drop-down option that reflects the reviewer's preliminary findings.

Notify the team chair when the draft evaluation is complete, no later than one week before the team's on-site visit.

**Evaluation team:** While conducting the visit, the peer review team determines whether the preliminary findings made by the Federal Compliance reviewer accurately represent the institution's compliance with all applicable requirements. If necessary, adjust the rating, preliminary findings and rationale provided by the Federal Compliance reviewer. All information in the rationale should explain the findings ultimately selected. Specific instructions addressed directly to the evaluation team by the Federal Compliance Reviewer should be removed. Ensure that one of the conclusions listed above is provided for each Federal Compliance component in the Rationale section.

If the team finds that there are substantive issues related to the institution's compliance with the Criteria for Accreditation, address those issues within the appropriate Core Component sections of the Review tab.

### Rating

Does not require monitoring

## Federal Compliance Filing Form

FedCompFiling\_2019\_FRM\_South\_Dakota\_State\_September\_2019\_all

### Rationale

#### 1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

**Rationale:**

SDSU has provided ample information, including links to state and university policies, regarding the awarding of credit in relation to various courses, disciplines, programs, credential levels, and formats offered for different modalities. In addition, the reviewer sampled eighteen randomly chosen syllabi for courses offered in various modalities (e.g. online, face-to-face, compressed -- see Addendum) and 8 academic programs as described in the university's catalog to verify that SDSU follows these policies in practice. Programs reviewed included Agricultural Business (BS), American Indian Studies (BA), Architecture (BFA), Agricultural, Biosystems and Mechanical Engineering (Ph.D.), Nursing (MS and Ph.D.), and Interdisciplinary Studies (MS) as well as online programs in Nursing (MS), Interdisciplinary Studies (MS). All syllabi and program information comply with state and university guidelines.

SDSU follows South Dakota Board of Regents Policy on the assignment of credit hours. The policy therein follows what is known as the Carnegie guideline for the awarding of credit, 1 credit being defined as one contact hour per week plus two hours of out of class preparation per contact hour for 15 weeks. Allowance for variations is provided for lab courses, studio courses, internships, music instruction, etc. In order to assure consistency for courses offered in all modalities, the Office of Continuing and Distance Education works with departments and faculty regarding online and/or hybrid courses (See: SDSU Policy 2:21 Quality Assurance for Internet and Blended/Hybrid Courses).

SDBOR Policy Manual (2.29) sets the minimum number of credit hours for associate and bachelor's degrees, 60 and 120 credit hours. SDBOR Policy 2.1 covers certificates and graduate programs, but it includes a note that the guidelines are intended to "serve as an internal working document... [and not to] proscribe specific limits that cannot be abrogated with justification." Graduate SDSU Policy 2.17 provides specifics as to credit hour and other requirements for graduate courses, 30 to 35 for various programs at the master's level (e.g. thesis, non-thesis, research) and 90 for doctorates plus comprehensive exams and dissertations.

SDBOR Policy 2.6 addresses academic calendars for institutions of higher education. Academic calendars are to follow the traditional Fall/Spring/Summer semester plan with a minimum of 15 weeks of instruction. All state institutions of higher education are to follow a common calendar, medical and law schools excluded. The policy notes that distance education programs are to meet "equivalent" standards as those offered in a face-to-face format.

Finally, SDSU has included an explanation of its policy concerning its setting of tuition and variations by program. Following SDBOR policy, SDSU's tuition structure includes resident and non-resident

tuition rates for on-campus state support courses. In addition, SDSU charges discipline fees. Discipline fees are charged to off-set high cost courses and programs. Approval to charge these fees comes from the SDBOR. (See: <https://www.sdbor.edu/policy/documents/5-5-4.pdf>) All fees are posted on the university website: <https://www.sdstate.edu/tuition-and-fees>

## **2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS**

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

### **Rationale:**

SDSU provides information verifying that it utilizes a systematic complaint tracking process, and its policy allows students to make complaints, which are tracked and handled in a timely manner. SDSU provides links to several relevant university policies, as well as a document fully explaining the complaint procedure, which is posted on its website.

SDSU's policy statements address student academic misconduct; FERPA; student conduct, equal opportunity, non-discrimination, and affirmative action; sexual harassment; dating violence domestic violence; sexual assault, and stalking; and human rights.

The university's statement concerning the complaint process is detailed and includes offices that are directly involved in each complaint process. The academic complaint policy provides guidance for both minor concerns and more serious issues. Similarly, it offers several different options for those who have non-academic concerns, including information on EEO/Title IX policies.

SDSU provides information on filing a complaint with the Executive Director of the South Dakota Board of Regents; on pursuing allegations involving violation of consumer protection laws; on state agency or agencies that handle complaints against post-secondary education institutions offering distance learning or correspondence education within that state including out-of-state distance education students; and on filing a complaint with the Higher Learning Commission.

The on-site review showed the Lighthouse system typically only has 1 - 3 non-harassment or discrimination reports per month. Examples are in the Addendum submissions. They do not report any trends. While procedures are laid out to address these reported issues and where the issue was forwarded according to policy, there is no indication of the follow-up of final resolution of each case.

## **3. PUBLICATION OF TRANSFER POLICIES**

**Conclusion:** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

### **Rationale:**

**Conclusion:** SDSU provides several links to its transfer policies on its website, all of which are

accessible to students and the public. These include SDBOR Policy (2.5) on transfer credit for state institutions of higher education, SDSU's catalog pages on university transfer policies and the awarding of transfer credit for those seeking to transfer to the University, and more specific information from its undergraduate and graduate catalogs. SDSU also provides a link to its web page – "Transfer Agreements: Program to Program" <https://www.sdstate.edu/academics/transfer-information> -- which lists the institutions with which SDSU has articulation agreements with links from that list to the particular programs at each institution for more detailed information. It also provides a "transfer equivalency calculator" and information on how to request a course equivalency evaluation.

#### **4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY**

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

**Rationale:**

SDSU has a process in place whereby it verifies student identity in different course modalities, including distance courses. The practice is commonly used at other institutions and appears to be effective. The university reports that additional fees are charged directly to students utilizing certain verification methods.

The university explains that the primary method of ensuring identity is a required password and log-in to the student learning system, which is provided each student when s/he enrolls. Faculty are also encouraged to use other verification methods to ensure integrity of their courses. The Office of Continuing & Distance Education recently conducted a faculty survey to evaluate the methods faculty use within their courses to authenticate students. The results indicated that the most widely used methods of authenticating students beyond the log-in are proctored exams (in person and remote), writing style software, and some required video assignments/meetings. Given these various methods, in order to protect student privacy, all student information is protected as per FERPA guidelines. Its further states that where issues of protection of student identity are needed, a process is in place to allow students to use an alias to protect their anonymity in the online environment but fully participate in the course.

The university discloses additional costs related to their verification methods prior to enrollment in a distance course. The Office of Continuing & Distance Education's website – "Online Tuition and Fees" – links to another page – "Tuition and Fees" – which includes the statement: "Students enrolling in online courses may incur additional costs associated with online learning such as, but not limited to, test proctoring and technology (software/hardware)." (<https://www.sdstate.edu/continuing-distance-education/online-tuition-and-fees>). An email summarizing additional costs associated with proctoring and technology is sent to all new students, who selected the internet as their primary location. One-month prior to the start of the semester through add/drop dates, students enrolled in SDSU online courses receive communication which also notes potential for additional costs. The university does not charge a fee for exam proctoring at any of the universities under SDBOR purview. If a student desires to take a proctored test outside of the state, they may have to pay a testing center fee. SDSU does not add an additional fee.

#### **5. TITLE IV PROGRAM RESPONSIBILITIES**

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

**Rationale:**

SDSU provides ample information as to its general program responsibilities; financial responsibilities; campus crime information and other related reportable areas; student right to know/equity in athletics; and academic progress.

Among the several areas covered under General Program Responsibilities, SDSU reports that its Title IV program was recertified on June 13, 2018, and that its most recent Title IV program review was September 22-24, 2009. The institution has not been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since its last HLC comprehensive evaluation. Its most recent Title IV program review is included in Appendix A. Thus, questions c – g are not applicable, and the university reports that there have been no material weaknesses identified in the processing of financial aid for the three most recent audited financial statements. SDSU provides a list of Title IV programs in which it participates.

Under Financial Responsibility Requirements, SDSU reports that there were no material weaknesses for the three most recent Department audited financial statements.

As to Campus Crime Information, SDSU reports that the Dean of Students is responsible for ensuring the accuracy and publication of campus crime information. The Security and Fire Safety report is updated annually, and the Office of Safety & Security and the Emergency Management Team follows university policy on timely warnings and emergency notifications. The Director of Athletics is responsible for the submission of the Equity in Athletics Disclosure Act report, which provides Intercollegiate Athletic program participation rates and financial support data. The Office of Financial Aid is responsible for disclosing information on student financial aid. SDSU has not been the subject of any federal investigation related to any of the required disclosures for Title IV responsibilities. Related information is made public on the university's Consumer Information page: <https://www.sdstate.edu/about-us/consumer-information>

As to Student Right to Know/Equity in Athletics, SDSU provides a list of administrators/offices responsible for ensuring that disclosures are regularly compiled and published and are accurate for graduation/completion rates by gender, ethnicity, and receipt of Pell grants; information on withdrawals, cost of attendance, and policies on refunds and return of Title IV financial aid, as well as information on using financial aid to help with study abroad expenses; information on current academic programs and faculty and accrediting agencies; the faculty roster on the institutional directory; the description of facilities for students with disabilities; and data on the Equity in Athletics Disclosure Act, including Intercollegiate Athletic program participation rates and financial support data. The university reports that it has not been the subject of any federal investigation related to any of the required disclosures for Student Right to Know/Equity in Athletics. It provides public access to this information on its Consumer Information page: <https://www.sdstate.edu/about-us/consumer-information>

SDSU provides a link to its Satisfactory Academic Progress policy for determining whether an otherwise eligible student is making satisfactory academic progress in his or her educational program and may receive assistance under TITLE IV, HEA programs. <https://www.sdstate.edu/admissions/office-financial-aid/financial-aid-satisfactory-academic-progress->

policy The page meets federal requirements and is available to students. SDSU reports that there have no findings from the Department regarding this policy.

Finally, under Publication of Student Outcome Data, SDSU makes available to the public on its website appropriately detailed and accessible student outcome data, as defined in federal definitions.

The data are provided for multiple years for graduation rates by demographics, retention rates by demographics, pass rates on licensure and certification rates, College Scorecard data, first destination survey, and senior exit survey. <https://www.sdstate.edu/office-institutional-research-assessment/institutional-research/student-outcome-data>

## **6. PUBLICATION OF STUDENT OUTCOME DATA**

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

### **Rationale:**

SDSU makes student outcome data available and easily accessible to the public on its website: <https://www.sdstate.edu/office-institutional-research-assessment/institutional-research/student-outcome-data>. The site, prepared by the Institutional Research Office, provides graduation rates for first-time, full-time SDSU students by demographics – gender, race/ethnicity, Pell Grant eligibility – for classes entering 2006-2012. Importantly, SDSU also uses the Student Achievement Measure, explaining the advantages of such measure over traditional federal guidelines. Whereas the latter calls for data only on first-time, full-time students at that institution, the former provides data on students across post-secondary institutions. In this case, SDSU provides information on both its first-time, full-time students and students that transfer to other institutions over four to six years. Finally, the university makes available extensive detail on the several measures it uses in its tracking.

## **7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES**

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

### **Rationale:**

SDSU lists its numerous relationships with other specialized, professional and/or institutional accreditors, as well as with its state accrediting body for its teaching certification programs. All accreditations are current and absent any provisional accreditations or sanction. The university provides a link to its webpage, where this information is made public: <https://www.sdstate.edu/academics/accreditation>. HLC's logo is posted on the preceding link. Further information on HLC is provided on its Institutional Accreditation webpage: <https://www.usd.edu/about-usd/accreditation>.

## **Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*



## Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

## Review Summary

### Conclusion

The evidence presented to the site visit team in the Assurance Argument and during the visit demonstrates that South Dakota State University has a faculty, staff, and administration committed to its land grant mission and especially to providing a first-rate education to its students. The level of participation in the site visit, by all constituents of the university, was unusually robust and the conversations with constituents were wide-ranging and frank. The university faces continuing challenges with enrollment and creating a welcoming environment for all of its faculty, staff, and students, but it recognizes the challenges and is taking meaningful steps to address them. Overall, the commitment to excellence in every phase of the operation of the university was clear and shared.

The team's recommendation that South Dakota State University be eligible to choose its pathway is based on the enthusiasm of the faculty, staff and students for the mission of the university; the institution's commitment to excellence in teaching, research, and service; and, strong evidence of good fiscal management. SDSU is well-poised to continue to serve the state, region, and nation well.

### Overall Recommendations

#### Criteria For Accreditation

Met

#### Sanctions Recommendation

No Sanction

#### Pathways Recommendation

Eligible to choose

#### Federal Compliance

Does not require monitoring

*No Interim Monitoring Recommended.*



## Institutional Status and Requirements Worksheet

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<b>INSTITUTION and STATE:</b>	South Dakota State University, SD
<b>TYPE OF REVIEW:</b>	Open Pathway Comprehensive Evaluation
<b>DESCRIPTION OF REVIEW:</b>	Visit to include a Federal Compliance Reviewer: Dr. Brian LeBeau
<b>DATES OF REVIEW:</b>	11/4/2019 - 11/5/2019

☐ No Change in Institutional Status and Requirements

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: no change**

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Degrees Awarded: Associates, Bachelors, Masters, Doctors

**Recommended Change: no change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2019 - 2020

**Recommended Change: 2029-2030**

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### Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

**Recommended Change: no change**

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Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

**Recommended Change: no change**

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## Institutional Status and Requirements Worksheet

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Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: no change**

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### Accreditation Events

Accreditation Pathway

Open Pathway

**Recommended Change: Eligible to Choose**

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### Upcoming Events

#### Monitoring

Upcoming Events

None

**Recommended Change: no change**

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### Institutional Data

#### Educational Programs

##### Undergraduate

Certificate 30

Associate Degrees 7

Baccalaureate Degrees 82

##### Graduate

Master's Degrees 37

Specialist Degrees 0

Doctoral Degrees 17

**Recommended  
Change:**

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### Extended Operations

#### Branch Campuses

None

**Recommended Change: no change**

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#### Additional Locations



## Institutional Status and Requirements Worksheet

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Black Hills State University, 4300 Cheyenne Blvd, Rapid City, SD, 57703 - Active  
Capital University Center, 925 E Sioux Ave., Pierre, SD, 57501 - Active  
Community College for Sioux Falls, 4801 N. Career Ave., Sioux Falls, SD, 57107 - Active  
Lake Area Technical Institute, 1201 Arrow Ave., Watertown, SD, 57201 - Active  
Native American Nursing Education Center, 1220 Mt Rushmore Road, Rapid City, SD, 57701 - Active  
Rapid City site, 1011 11th Street, Rapid City, SD, 57701 - Active  
SDSU Aberdeen, 1200 S. Jay St. , Aberdeen, SD, 57401 - Active  
Sioux Falls Health Sciences , 2300 N. Career Ave , Sioux Falls , SD, 57107 - Active

**Recommended Change: no change**

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### Correspondence Education

None

**Recommended Change: no change**

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### Distance Delivery

01.0000 - Agriculture, General, Associate, AS in Agriculture - Agricultural Sciences  
01.0000 - Agriculture, General, Bachelor, BS in Agriculture - Agricultural Sciences  
01.0102 - Agribusiness/Agricultural Business Operations, Bachelor, BS in Agriculture - Agricultural Business  
01.0103 - Agricultural Economics, Bachelor, BS in Agriculture - Agricultural and Resource Economics  
01.0103 - Agricultural Economics, Certificate, Undergraduate Certificate in Agricultural and Environmental Law  
01.0901 - Animal Sciences, General, Bachelor, BS in Agriculture - Animal Science  
01.0905 - Dairy Science, Bachelor, BS in Agriculture - Dairy Manufacturing  
01.0905 - Dairy Science, Bachelor, BS in Agriculture - Dairy Production  
01.1106 - Range Science and Management, Certificate, Graduate Certificate in Grassland Management  
01.1106 - Range Science and Management, Certificate, Undergraduate Certificate in Swine Science  
03.0601 - Wildlife, Fish and Wildlands Science and Management, Bachelor, BS in Biological Science-Wildlife and Fisheries Sciences  
09.0101 - Speech Communication and Rhetoric, Bachelor, BS in Arts and Sciences - Speech Communication  
09.0401 - Journalism, Bachelor, BS/BA in Arts and Sciences - Journalism  
09.0499 - Journalism, Other, Master, MS in Journalism  
09.0903 - Advertising, Bachelor, BS/BA in Arts and Sciences - Advertising  
13.0301 - Curriculum and Instruction, Master, M.Ed. in Curriculum and Instruction  
13.0401 - Educational Leadership and Administration, General, Master, M.Ed. in Educational Administration  
13.1210 - Early Childhood Education and Teaching, Bachelor, BS in Early Childhood Education



## Institutional Status and Requirements Worksheet

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- 13.1301 - Agricultural Teacher Education, Bachelor, BS in Agriculture-Agricultural Education, Communication and Leadership
- 14.0301 - Agricultural Engineering, Certificate, Graduate Certificate in Bioenergy & Sustainable Technology
- 15.1501 - Engineering/Industrial Management, Master, MS in Operations Management
- 16.0501 - German Language and Literature, Bachelor, BA in Arts and Sciences - German
- 16.0901 - French Language and Literature, Bachelor, BA in Arts and Sciences - French Studies
- 16.0905 - Spanish Language and Literature, Bachelor, BA in Arts and Science - Spanish
- 19.0401 - Family Resource Management Studies, General, Certificate, Graduate Certificate in Family Financial Planning
- 19.0401 - Family Resource Management Studies, General, Certificate, Graduate Certificate in Financial and Housing Counseling
- 19.0401 - Family Resource Management Studies, General, Master, MS Human Sciences, Family Financial Planning
- 19.0401 - Family Resource Management Studies, General, Master, MS in Human Sciences, Family and Consumer Sciences Education Specialization (GPIDEA)
- 19.0402 - Consumer Economics, Bachelor, BS in Consumer Affairs
- 19.0501 - Foods, Nutrition, and Wellness Studies, General, Bachelor, BS in Nutrition and Food Science
- 19.0504 - Human Nutrition, Master, MS in Dietetics, GPIDEA
- 19.0504 - Human Nutrition, Master, MS in Nutrition, Exercise, and Food Sciences
- 19.0701 - Human Development and Family Studies, General, Bachelor, BS in Human Development and Family Studies
- 19.0905 - Apparel and Textile Marketing Management, Bachelor, BS in Apparel Merchandising
- 23.0101 - English Language and Literature, General, Bachelor, BA in Arts and Sciences - English
- 24.0101 - Liberal Arts and Sciences/Liberal Studies, Bachelor, BS in Arts and Sciences - Interdisciplinary Studies
- 24.0102 - General Studies, Associate, AA in Arts and Sciences - General Studies
- 24.0102 - General Studies, Bachelor, Bachelor of General Studies
- 27.0101 - Mathematics, General, Bachelor, BS in Mathematics
- 30.2001 - International/Global Studies, Bachelor, BA in Arts and Sciences - Global Studies
- 31.0301 - Parks, Recreation and Leisure Facilities Management, General, Bachelor, BS in Sport, Recreation and Park Management
- 31.0501 - Health and Physical Education/Fitness, General, Bachelor, BS in Health Education
- 31.0599 - Health and Physical Education/Fitness, Other, Bachelor, BS in Exercise Science
- 40.0501 - Chemistry, General, Master, MS in Chemistry, Chemical Education
- 42.0101 - Psychology, General, Bachelor, BS in Arts and Sciences - Psychology
- 45.0601 - Economics, General, Bachelor, BS/BA in Arts and Sciences - Economics
- 45.0701 - Geography, Bachelor, BS in Arts and Sciences - Geography
- 45.0799 - Geography, Other, Bachelor, BS in Arts and Sciences - Geographic Information Sciences
- 45.1001 - Political Science and Government, General, Bachelor, BS/BA in Arts and Sciences - Political Science
- 45.1101 - Sociology, Bachelor, BS/BA in Arts and Sciences - Sociology



## Institutional Status and Requirements Worksheet

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45.1101 - Sociology, Master, MS Sociology, Community Development Specialization, GPIDEA  
50.0101 - Visual and Performing Arts, General, Bachelor, BS in Arts and Sciences - Art Education  
50.0101 - Visual and Performing Arts, General, Bachelor, BS/BA in Arts and Sciences - Studio Arts  
50.0409 - Graphic Design, Bachelor, BS/BA in Arts and Sciences - Graphic Design  
50.0501 - Drama and Dramatics/Theatre Arts, General, Bachelor, BS in Arts and Sciences - Theatre  
50.0703 - Art History, Criticism and Conservation, Certificate, Undergraduate Certificate in Art History  
51.0913 - Athletic Training/Trainer, Bachelor, BS in Athletic Training  
51.1005 - Clinical Laboratory Science/Medical Technology/Technologist, Bachelor, BS in Arts and Sciences - Medical Laboratory Science (Upward Mobility)  
51.3801 - Registered Nursing/Registered Nurse, Bachelor, BS in Nursing (Upward Mobility)  
51.3801 - Registered Nursing/Registered Nurse, Master, MS in Nursing  
51.3817 - Nursing Education, Certificate, Graduate Certificate in Post Master's for Nurse Educators  
52.0701 - Entrepreneurship/Entrepreneurial Studies, Bachelor, BS in Arts and Sciences - Entrepreneurial Studies  
52.1899 - General Merchandising, Sales, and Related Marketing Operations, Other, Certificate, Graduate Certificate in Merchandising  
52.1899 - General Merchandising, Sales, and Related Marketing Operations, Other, Master, MS in Human Sciences, Merchandising Specialization (GPIDEA)  
54.0101 - History, General, Bachelor, BS/BA in Arts and Sciences - History

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### Contractual Arrangements

None

**Recommended Change: no change**

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### Consortial Arrangements

01.0000 - Agriculture, General - Associate - - Agreement to Deliver the A.S. Degree in Agricultural Science at Lake Area Technical Institute  
01.0103 - Agricultural Economics - Certificate - Agricultural/Environmental Law - Great Plains IDEA  
01.0901 - Animal Sciences, General - Certificate - Animal Science Certificate - AG IDEA a member of the Great Plains Interactive Distance Education Alliance (GPIDEA)  
01.0901 - Animal Sciences, General - Certificate - Swine Science Certificate - AG IDEA a member of the Great Plains Interactive Distance Education Alliance (GPIDEA)  
01.1106 - Range Science and Management - Certificate - Certificate - 01.1106 Range Science and Management (Grassland Management) - Great Plains Interactive Distance Education Alliance  
13.1210 - Early Childhood Education and Teaching - Bachelor - Birth through Age 8 Specialization - DSU/NSU Coop Agreement  
13.1210 - Early Childhood Education and Teaching - Bachelor - Early Education/Care - Great Plains IDEA  
13.1308 - Family and Consumer Sciences/Home Economics Teacher Education - Master - Master - 13.1308 Family and Consumer Sciences/Home Economics Teacher Education (Family and Consumer Sciences Education) - Great Plains Interactive Distance Education Alliance



## Institutional Status and Requirements Worksheet

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19.0403 - Consumer Services and Advocacy - Certificate - Certificate - 19.0403 Consumer Services and Advocacy (Family Financial Planning Graduate Certificate) - Great Plains Interactive Distance Education Alliance

19.0403 - Consumer Services and Advocacy - Certificate - Certificate - 19.0403 Consumer Services and Advocacy (Financial and Housing Counseling) - Great Plains Interactive Distance Education Alliance

19.0403 - Consumer Services and Advocacy - Master - Master - 19.0403 Consumer Services and Advocacy (Family Financial Planning ) - Great Plains Interactive Distance Education Alliance

19.0707 - Family and Community Services - Master - Master, Family and Community Services - Great Plains - Interactive Distance Education Alliance (GP-IDEA)

45.1101 - Sociology - Master - Master - 45.1101 Sociology (Rural Sociology-Community Development) - Great Plains Interactive Distance Education Alliance

51.2201 - Public Health, General - Master - - SDSU-USD Collaboration to offer the Master of Public Health

51.2201 - Public Health, General - Master - Public Health - South Dakota Board of Regents

51.3101 - Dietetics/Dietitian - Master - Dietetics - Great Plains IDEA

51.3801 - Registered Nursing/Registered Nurse - Master - Master - 51.3801 Registered Nursing/Registered Nurse (Master - Nursing/Registered Nurse (RN, ASN, BSN, MSN)) - University of Missouri, Columbia

51.3801 - Registered Nursing/Registered Nurse - Master - Master - 51.3801 Registered Nursing/Registered Nurse (Master - Nursing/Registered Nurse (RN, ASN, BSN, MSN)) - University of Missouri, Kansas City

52.1899 - General Merchandising, Sales, and Related Marketing Operations, Other - Certificate - Certificate - 52.1899 General Merchandising, Sales, and Related Marketing Operations, Other (Merchandising) - Great Plains Interactive Distance Education Alliance

52.1899 - General Merchandising, Sales, and Related Marketing Operations, Other - Master - Master - 52.1899 General Merchandising, Sales, and Related Marketing Operations, Other (Merchandising) - Great Plains Interactive Distance Education Alliance

**Recommended Change: no change**

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