Assurance Argument

South Dakota State University - SD

Review date: 11/4/2019

1 - Mission

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

1.A - Core Component 1.A

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.)

Argument

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.

As South Dakota's 1862 Morrill Act land-grant university, and based on South Dakota State Statute and South Dakota Board of Regents (SDBOR) policy, the South Dakota State University (SDSU) mission statement is grounded in the tripartite mission of teaching and learning; research, scholarship, and creative activity; and service and outreach.

As part of each strategic planning process over the past decade, the mission, vision, and values are reviewed and refreshed. Initiated in January 2017, development of the current strategic plan, Imagine 2023, included an update of the mission statement, culminating in the final plan that was approved by the SDSU President in December 2017 and then subsequently endorsed by the SDBOR in May 2018. An inclusive process providing engagement opportunities for faculty, staff, and students was led by the Provost/Vice President for Academic Affairs and the Vice President for Student Affairs.

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

Academic Programs

Academic programs reflect the land-grant mission (agriculture, sciences, engineering, family and consumer sciences, etc.), and they also evolve as the needs of the state's constituents change with associated economic progress. For example, the new program in Precision Agriculture was approved by the SDBOR in June 2016 in response to technological advances and workforce needs. Numerous additional academic programs (Natural Resources Law Enforcement, Leadership & Management of Nonprofit Organizations, and Data Science, for example) have been added over the past decade, reflecting new and emerging areas of study within the scope of the land-grant mission. Additional associate's level degrees (Human Development and Family Services; Construction Technology, Data

Science), which provide pathways to bachelor's degrees, have also been developed in response to workforce needs.

As part of the curriculum development and review process, all proposals for new programs must identify how the proposed program relates both to the university's mission and the strategic plan. All new program proposals must be reviewed and approved by the SDBOR.

Student Support Services

SDSU offers a variety of student support services designed to be student-centered and inclusive. As demonstrated in the Student Success Model, students have access to a number of services to help them prepare for and acclimate to college life. In addition, enrolled students are provided with academic support and co-curricular experiences that empower them to be successful. For example, the First-Year Advising Center uses a holistic advising approach as well as an early alert system to foster student success. The institution also offers developmental and co-requisite coursework for students who need more academic preparation in English, math, and/or reading. Finally, SDSU also has over 200 student clubs and organizations providing numerous opportunities for student engagement.

Enrollment Profile

SDSU's enrollment reflects its mission as a public institution that offers a comprehensive array of high-quality undergraduate, graduate, and professional programs for students from South Dakota and beyond. The profile also reflects the institution's commitment to increasing student diversity.

Total fall 2018 enrollment was 12,107 students with 86% undergraduates (N=10,390), 11% graduate students (N=1,329), and 3% professional students (N=388). Students from South Dakota make up 54.1% of the student body, with students coming from all counties in the state. Students from Minnesota comprise 21.7% of the student body, and students from Iowa comprise 6.7% (from census extract file for 2018FA). Finally, international students from 84 countries are enrolled at SDSU.

Fall 2018 Student Profile:

Undergraduate - 10,390

- *52.93% women*
- *9.34% racial/ethnic minority*
- *3.83% international*
- *20.1% first-generation*
- *4.74% transfer*

Graduate - 1,329

- *54.93% women*
- *9.48% racial/ethnic minority*
- *30.47% international*

Professional - 388

- *72.68% women*
- *4.12% racial/ethnic minority*

- *1.80% international*

Notes: For racial/ethnic minority, the percentage includes students who self-report a race/ethnicity of American Indian/Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races. Does not includes non-resident aliens. Used IPEDS calculated race/ethnicity field.

For international, these are the students who are defined as non-resident aliens.

Transfer students include students from within the SDBOR system and transfers from outside the SDBOR system.

A large percentage of students who attend SDSU receive some type of financial aid. SDSU continually works to reduce student debt through greater financial support, including both awarding scholarships and providing transparent estimates on the cost of education.

Additional information about enrollment can be found in the University Facts report on the SDSU website and in the enrollment related dashboards.

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

SDSU's planning and budgetary priorities are consistent with the tripartite mission of teaching/learning, research, scholarship, and creative activity, and service/outreach. All strategic plans since the previous HLC comprehensive review (2009-10) have been organized around the three parts of the mission. Top items identified in the operating budget authority are instruction (42.2%), research (20.5%), and public service (9.7%), each of which aligns with the tripartite mission.

One of the goals of Imagine 2023 is to increase the number of accredited and certified programs in support of teaching and learning. Funds are provided for programs undertaking this process through the Office of Academic Affairs and the Fishback Fund for Excellence, resulting in over $400,000 of support. Other indicators of planning and budgetary support for teaching and learning include the investment in the Student Success Collaborative - Navigate (ConnectState) (since FY14 - $992,288) which supports academic advising and early alert, tutoring for online students through *Smarthinking* ($27,900 since FY17), and the Classroom Improvement Project which has an investment of approximately 1.4 million

Since 2009, over $207 million has been invested in new or renovated facilities which support the teaching and learning mission at SDSU. Some of the academic buildings included in this figure are: Daktronics Engineering Hall and addition, Avera Health & Science Center, Alfred Dairy Science Hall renovation and addition, Architecture, Mathematics & Engineering, Harding Hall renovation, and M&R projects (totaling over $12 million).

Since 2010-2011, 25 new majors at the associate and/or baccalaureate levels have been authorized for delivery in response to workforce and community needs. Some of these new majors were specializations attached to other majors (Advertising; Business Economics) or combined programs (Communication Studies; Theatre). The new AS/AA degree programs (Human Development and Family Services, Construction Technology, and Data Science) are stackable to existing majors, further supporting access to higher education.

Imagine 2023 includes the strategic goal of fostering innovation and increasing research,

scholarship, and creative activity (RSCA). Over the preceding decade, SDSU has invested over $150 million in facilities intended both wholly and partly for RSCA purposes. New construction and improvements encompass a wide breadth of RSCA, from remote field stations, to specialized plant and animal research and teaching facilities, to specialized engineering research and development laboratories, and to new space for interpreting the arts to the public, for example.

Each year, faculty time equating to $10-$12 million is directed to RSCA, including base funding secured from the state legislature through a grass-roots campaign explicitly for building research capacity. Professorial-rank faculty members with primarily teaching/advising responsibilities are given a minimum of 20% release time (equivalent to six workload units) for RSCA each academic year (Section 10.3 BOR COHE Agreement). Library faculty members with professorial rank are given a minimum of 10% release time (equivalent to one, three credit class) for RSCA each academic year (Faculty Handbook, 2018-19, VII, II.A., page 5). In academic year 2018, the average faculty workload allocation to RSCA was 30.9%, equating to $10.7 million of faculty time.

Other campaigns secured $1.5 million (e.g. SD Senate Bill 45) in legislatively-mandated annual research support funds. The university is also in the process of establishing full-time RSCA leadership at the associate dean level in all academic colleges along with both pre-award and post-award support.

Cultivating and strengthening community engagement and outreach is another goal that aligns with the Imagine 2023 strategic plan. Investments in facilities linking the university to the community both locally and beyond include the Oscar Larson Performing Arts Center, the Alumni Center, and the Animal Disease Research and Diagnostic Laboratory.

As one of the primary outreach units at SDSU, the South Dakota Cooperative Extension Service, early in 2011, underwent a re-organization process that was driven by a $1.4 million federal and state budget reduction. The re-organization resulted in the creation of SDSU Extension -- an outreach model that was marked by change from an historic and traditional place and person-bound system to that of a regional, technology-based system designed to provide innovative and progressive outreach services demanded by a changing clientele base. It features a professional staffing model in which masters' prepared Field Specialists were hired to provide a greater level of expertise and leadership. The model moved from a county extension office framework to a regional center concept focused on high-tech learning classrooms with videoconferencing, connecting learners as well as topical experts to each other in real time. In 2011, an innovative web-based learning platform that embraced a 24/7 "virtual extension office" for clientele to access at their convenience was launched. Further, the importance of youth programming was reinforced when 4-H advisors were hired solely for both youth development education and volunteer development at the community level.

Over the past eight years, SDSU Extension staff have worked both to engage communities of learners in relevant programs and to develop strong collaborations and partnerships that support the land-grant mission. SDSU Extension employs 44 FTE as Field Specialists, 18 FTE as Faculty Extension Specialists and 33 FTE as 4-H Advisors. The eight regional extension centers are "hubs of learning" with educational opportunities via technology, thus reducing time away from home and less long-distance travel for participants. 4-H Advisors have established new working relationships with the youth, parents, 4-H leaders, and county commissioners. The virtual learning platform is used extensively for both routine and critical needs of producers, families, and communities - providing access to news articles, publications, videos, webinars, weather reports, and markets, and it includes a storefront that offers products for sale as well as access to online registration for conferences and

workshops sponsored by SDSU. Accessed by over 575,000 users in 2018, clientele interacted with over 1,254,544 pages of information. As a result of increased use, SDSU Extension updated the web platform in December 2018, moving to a new mobile responsive platform.

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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.

Argument

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

Imagine 2023 outlines the university's mission, vision, values, and strategic goals and plans and is available on the SDSU website. In addition, each week the Monday Morning Message (MMM) is sent electronically to all SDSU employees, highlighting accomplishments of individuals and groups. The weekly messages reinforce the core values by sharing activities, events, and achievements of the SDSU community. The university's business portal, Insidestate, a secure website available to all employees, includes statements from the strategic plan, and the values are incorporated onto the wallpaper screen for all university computers. A biweekly newsletter, Updates from State, is currently shared with more than 5,000 people -- both internal and external, including K-12 teachers, elected officials, and other community leaders and citizens throughout South Dakota.

Mission-related information is also promoted by deans and other administrators through college- and unit-specific publications, such as the College of Agriculture Food and Environmental Sciences, College of Nursing, College of Arts, Humanities and Social Sciences, and the Briggs Library

Among other groups who communicate with the public to share the mission are the SDSU Alumni Association, the SDSU Foundation, and the University Marketing and Communications Office. The Alumni Association reaches over 75,000 alumni, stakeholders, and other friends of SDSU both through its website and its triennial publication of the alumni organization magazine. Readers of the publication were introduced to Imagine 2023 through messages from the university President (which appear in each issue).

The SDSU Foundation is the private funding source for the university, with donors' gifts directly of benefit to SDSU's mission and vision. Development staff, deans, and others reach out to alumni, stakeholders, and other friends of SDSU to share the mission and vision of the university, its colleges, and its academic units. The Foundation raises and administers scholarship funds for more than 4,500 students, and it spearheads fundraising campaigns for capital projects, endowed professorships, and funds that enhance the student experiences.

University Marketing and Communications serves as the primary communication resource to

transmit the message of the institution's mission to various audiences.

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 services, public service, economic development, and religious or cultural purposes.

The SDSU mission statement, as part of the current strategic plan, was updated in May 2018. The mission emphasizes the university's tripartite focus on transformative education, community engagement and research, and scholarship and creative activity (RSCA). Within Imagine 2023, strategies are outlined for the four key goals. The overarching goal for excellence in transformative education outlines strategies for "academic excellence, affirmation of student success, and increased enrollment, retention, and graduation of professionally prepared global citizens."

The strategic goal for the research mission is to foster innovation and increase research, scholarship, and creative activity by strengthening "the leadership and personnel infrastructure for innovation, RSCA and economic development" locally, regionally, nationally, and internationally. Further strategies call to "increase, optimize and align physical resources and investments," and to "create an institutional culture of communicating and branding" the accomplishments of SDSU to reach stakeholder and peer communities. Imagine 2023 raises both the visibility of the role of economic development and the translation of RSCA outcomes, each of which impact both the state and the state's economy.

The community engagement/public service mission is to "enhance the academic and work environments by creating and fostering a culture of service, servant leadership and inclusive excellence." Further, the strategy is to grow eternal engagement through multiple venues and increasing engagement with South Dakota's K-12 schools, industry partners, communities, and under-served populations.

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.

As South Dakota's first land-grant university, SDSU was founded in 1881 with an emphasis on agriculture. Disciplines were added in the areas of engineering, industrial arts, family and consumer sciences, pharmacy, nursing, liberal arts and sciences, aviation, education, and architecture. The more than 200 academic programs constitute the mission to "improve the quality of life in South Dakota, the region, the nation and the world." Academic programs provide hands-on learning with professional experiences through internships, study abroad, and experiential learning.

The University's primary goal is to provide undergraduate and graduate programs at the entry through the doctoral levels. Students can choose from 82 majors, 35 specializations, 94 minors, 36 master's degree programs, 15 doctoral programs, and two professional doctorates.

Intended constituents of SDSU's programs are identified as residents of South Dakota, the region, the nation, and the world. This represents students including traditional, non-traditional, on-campus, online and at off-campus attendance centers, citizens of South Dakota, and those beyond its borders, including international students. (Note: Beginning in fall 2019, the off-campus Sioux Falls site entitled University Center -Sioux Falls is now called the Community College for Sioux Falls)

The SDSU land-grant mission emphasizes access to higher education for all qualified students,

regardless of race, socioeconomic class or background. Admission standards reflect standardized test scores, high school class rank, and high school GPA. High school students can enroll in face-to-face and online general education courses and earn college credits while completing their high school diploma. Transfer agreements are in place to with SD Technical Institutes, Tribal Colleges and Universities, and community colleges in surrounding states. (Transfer Agreement Examples)

The Division of Research and Economic Development supports the land-grant mission by helping to identify funding for core facilities and equipment to support research. RSCA provides a solid knowledge base for economic development, academic programs and experiential opportunities for students.

The university facilitates the transference of knowledge through SDSU Extension. For example, with a 4-H presence in every county along with field specialists working out of eight regional centers as well as through other engagement activities for colleges, Extension serves the citizens of South Dakota as well as those beyond its borders. The impact of SDSU Research and Extension programs are highlighted in a variety of publications and documents.

Sources

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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.

Argument

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

The university mission highlights SDSU's commitment to diversity and inclusion. Moreover, as part of the most recent strategic plan process (2017-2018), one of the five core values identified was diversity. Numerous theme/concept papers, including those on diversity and inclusion and international affairs were also used to inform the strategic plan.

SDSU also addresses its role in a multicultural society by:

- Establishing new and enhancing existing organizational units in support of diversity, equity and inclusion including the Veteran's Affairs Office, International Affairs Office, LGBTQIA+ Resource Center, American Indian Student Center, Multicultural Center, and the Office of Disability Services;
- Hiring additional personnel to support the success of students from under-represented groups including the hiring of additional minority student recruiters and international student recruiters;
- Offering academic programs focused on enhancing understanding of diversity, inclusion, and equity (i.e., Global Studies, Inclusion and Equity, Workplace Intercultural Competence);
- Advancing co-curricular activities (i.e., International Nights, Black History Month, Diversity Academy, and Diversity Summit);
- Building partnerships across campus, with the local community, Tribal Colleges and Universities (TCUs), and with other entities throughout the state; and
- Recognizing the origin of the land upon which SDSU is located.

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.

One outcome of the 2009 HLC comprehensive review was the requirement for SDSU to submit a progress report on the implementation and effectiveness of the University's Diversity Plan. A progress report was approved by HLC in July 2013. A subsequent Diversity and Inclusion Report 2013-2018 was prepared to identify progress, on-going challenges, and both actual and desired outcomes so as to document and communicate internally and externally and to inform the Office of Diversity, Inclusion, Equity and Access Strategic Plan 2019-2023. The systematic review of diversity and inclusion initiatives, data sets, and contextual factors has continued, recognizing that such ongoing examination and continual improvement is essential for the university to meet its mission and live its core values. These reports provide a comprehensive overview of processes and activities which reflect attention to human diversity.

The Office of Diversity, Inclusion, Equity and Access (ODIEA) serves to enrich the university community's understanding and appreciation of diversity, support the practices of inclusion, and advance equity and access. This office is the central hub for promoting diversity in every sector of SDSU. It partners with other units in the following areas: 1) recruiting students from under-represented groups; 2) promoting under-represented and multicultural students organizations; 3) identifying scholarships for under-represented students; and 4) planning, implementing. and assessing educational opportunities for SDSU and its constituency, including that of the Brookings community.

The Office of Admissions has made significant strides in providing programs and services that facilitate the increase in students from under-represented groups, including the hiring of a Coordinator of Multicultural Recruitment in 2015. This coordinator is responsible for hosting students from Minneapolis/St. Paul, Minnesota, and Omaha, Nebraska, in partnership with College Possible, Upward Bound, and other programs. Additional minority recruiters and program directors have been hired, including an American Indian recruiter and a Latino/a/x recruiter.

The university generates and tracks enrollment data on the number of international students as well as those from historically under-served backgrounds. Enrollment of international undergraduate students achieved a 253% increase and an overall increase of 126% for the total number of international students attending SDSU since 2011. Enrollment of under-represented students (defined as students who meet three or more of the following criteria or are an underrepresented minority -- first-generation, Pell eligible, less than 50% of financial need met, ACT of 19 or lower, veteran, student with disability, etc.) has increased from 1,406 (Fall 2012) to 1,663 (Fall 2017).

Increasing the diversity of faculty, staff, and administrators from historically under-represented groups has long been a goal of the institution, but with limited success. Numerous additional programs have been implemented so as to meet this goal. For example, the assignment of a diversity advocate to all search committees is a practice adopted in 2016. The Dissertation Fellowship for Underrepresented Scholars is in its fifth year, resulting in participants successfully completing their doctoral programs and some obtaining faculty positions at SDSU. Academic community building is another focus area with the establishment of the Brothers' Circle in 2015, Sisters' Circle in 2014, Los Hombres Latinos in 2018, and the Employee Resource Group in 2017. These affinity groups provide a social and professional network for marginalized faculty and staff. In addition, the Title IX/EO Office consistently offers training for SDSU employees on topics related to diversity and inclusion.

Linkages with Tribal Colleges and Universities (TCUs) as well as tribal communities, partnerships with SDSU Extension, support for international consortia and articulation agreements, and collaborations with the local Brookings community illustrate some of the focus areas in regard to enhancing diversity and inclusion outreach efforts. The Wokini Initiative strives to strengthen both outreach and research infrastructures with tribal communities.

Numerous initiatives have been developed to positively impact the SDSU climate over the past 10 years. Examples include:

> 1. Campus Climate Survey -- for the purpose of assessing the overall climate at SDSU, the first administration of the Skyfactor Campus Climate, Safety and Sexual Assault Assessment survey occurred in January 2017 followed by the second administration in January 2019. For the first administration in 2017, approximately 68% of SDSU employees and 15% of students participated. Results of the survey were used to generate recommendations, some of which have been completed, while others are in progress or yet to begin.

2. Equity Lens -- in 2017, SDSU developed an Equity Lens Rubric based on a a model from Portland State University. Using an equity lens helps create a campus environment where diversity is not simply an add-on to existing practices, but a perspective that is embedded in the fabric of the institution to guide all of SDSU's practices. SDSU is in the very beginning stages of incorporating such a perspective with training offered in spring 2019.

3. Difference is Dialogue -- This six-week program develops a campus-wide conversation around the critical issues of diversity, inclusion, equity and access by exploring topics of social equity and justice in small group discussions. The series is an annual fall term event and began in 2015. The series will be launched again in fall 2019 after a one year hiatus.

4. The Diversity Summit -- SDSU offers this summit in partnership with Residential Life and designed for student leaders to increase their understanding and appreciation for diversity and inclusion. Results from assessment efforts have been used to improve the event by providing more active learning opportunities. Participants have also reported an increase in their vocabulary, increased understanding of the need to celebrate difference, and an understanding that all can learn, unlearn, and relearn.

5. Diversity Academy -- This academy is an 8-session series to develop intercultural competencies, create more inclusive practices, and advance equity. Participant numbers and survey results are reported for the Spring 2019 series.

The University has also utilized existing channels of communication to send a consistent and strong message in support of the commitment to diversity and inclusion and its related efforts. Imagine 2023 is an important mechanism used to communicate core values and goals. In addition, a strong and inclusive university-level committee structure in support of shared governance includes two committees specifically focused on diversity and inclusion: the Diversity and Inclusion Committee and the International Affairs Committee. Three additional teams provide important opportunities for ongoing communication and coordination of efforts: the ODIEA Advisory Team, the Wokini Leadership Council, and the Tiospaye Council.

As noted in core component 1.C.1, numerous units at SDSU provide information, support, and services for a variety of students with varying needs. The Multicultural Center implements campus initiatives that demonstrate the valued practice and philosophy of multiculturalism within the university community. Programs and activities developed by the center promote high achievement among the increasing number of minority students at SDSU. It both enhances and compliments the University mission by broadening the social, cultural, educational, and recreational experiences of students. The center works closely with campus support services and provides to students with: 1) academic tutorial services; 2) computer access; 3) cultural programming; 4) multicultural resources in library format; 5) National Student Exchange Program; 6) personal support services; 7) social and educational activities; 8) student lounge and study spaces; and 9) weekend programs. The Center supports a number of campus-wide diversity programs including MLK Observance Week, Black History Month, Hispanic Heritage Month, and Native American Heritage Month.

Student-focused and led groups and organizations are available at SDSU:

1. The Black Student Alliance (BSA) is an organization that offers students a form of identity and social life with activities emphasizing African American culture. The organization promotes cultural awareness and appreciation for the richness and complexity within the African American population. It also sponsors the Step Teams which share cultural dance with the

community.

2. The Latin American Students' Association (LASA) informs, educates, and provides the SDSU community with a better understanding of the Latinx cultures. LASA provides a support system for students of Latinx heritage.

3. The Gender and Sexualities Alliance is a campus organization created to promote education about LGBTQ+ issues and gender identity. Its primary goal is to break down barriers for those of differing sexualities and gender identities and expressions. SDSU was recently recognized as the most LGBT friendly institution of higher education in South Dakota.

Additional student-focused organizations include: Indian Student Association, Saudi Student Association, Sri Lankan Student Association, Muslim Cultural Student Association, American Indian Student Association, American Indian Science and Engineering Society, and the Feminist Equality Movement.

Academic success program are available for all students. The TRiO Student Support Services (SSS) supports first generation and income-eligible students in college access, preparation, and success. Additional support services include tutoring through such activities and entities as Supplemental Instruction, the Writing Center, and the Math Help Center (see 3.C.6).

Opportunities for students and others to learn more about diversity as part of their academic program and overall experiences are embedded into SDSU's yearly activities. One example is the Common Read, which began in 2009 and takes place each academic year. It was designed to raise the level of academic rigor, enhance awareness of diverse perspectives, increase faculty and student interaction, and promote enriching/engaging educational experiences both in and out the classroom. Its format is based in part on results from the National Survey of Student Engagement.

The general education curriculum emphasizes diversity in two of the six goals. In addition, beginning in 2019, all undergraduate academic programs are required to incorporate a minimum of five cross-curricular skills (SDBOR policy 2:11:5.B) into the curriculum. The Faculty Senate approved the inclusion of the diversity, inclusion, and equity cross-curricular skills for all undergraduate programs.

Academic programs also support student learning in diversity, inclusion and equity through, for example: Inclusion and Equity minor, Peace and Conflict Studies minor, Women, Gender and Sexuality Studies minor, Workplace Intercultural Competence certificate, American Indian Studies major and minor, Global Studies major and minor, and courses in African studies. Study abroad opportunities, including semester and year-long programs, internships, service learning experiences, and leadership and volunteer opportunities are available in over 70 countries.

A greater emphasis on assessing student learning in both academic and co-curricular programs/activities has been supported through the SDSU Assessment Academy wherein representatives from ODIEA, the Multicultural Center, and International Affairs (Study Abroad and ESL) have all participated in one of the year-long academies. All are required to develop and implement an assessment plan for key programs in their units to inform on-going improvement and enhanced student learning.

Sources

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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.

Argument

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.

SDSU was founded in 1881, and in 1889, it was designated the state's first land-grant university when South Dakota achieved statehood. The University provides administration for the South Dakota Agricultural Experiment Station (SDAES) and the Cooperative Extension Service (now titled SDSU Extension), two national programs founded by federal statute. SDSU shares the distinction of South Dakota land-grant status with four tribal colleges in South Dakota (Oglala Lakota College, Sinte Gleska University, Sitting Bull College, and Sisseton Wahpeton College). This partnership was recognized under the 1994 federal land-grant legislation, and it provides opportunities for collaboration in meeting the shared land-grant mission. The University recognizes the importance of its responsibility to educate, conduct research, and provide outreach and engagement to the people of South Dakota and beyond.

As a public institution, the University operates under the direction of the South Dakota Board of Regents by constitutional mandate. Responsibilities of the board and its member institutions are shown in the SDBOR policy manual.

As a land-grant institution, SDSU is committed to access to higher education providing a comprehensive array of students support services and programs (see 1.A.2 and 3.D). Academic programs and student organizations encourage service-learning and volunteer activities in support of the local and statewide communities. Jacks' Club Hub lists examples of service and outreach opportunities. For example, the Honors' College Student Organization assists with Feeding Brookings. In the fall, the Center for the Enhancement of Teaching and Learning organizes a campus-based food drive in support of the Brookings Food Pantry.

SDSU is a high-research activity institution as rated by the Carnegie Foundation for the Advancement of Teaching. SDSU has the most active research program in the state with nearly $64 million in expenditures for FY17. In addition to facilitating the South Dakota Agricultural Experiment Station (SDAES), the University was home to South Dakota Experimental Program to Stimulate Competitive Research (EPSCoR) for several years, a program of the National Science Foundation (NSF), the North Central Regional Sun Grant Center, and the Research Park at SDSU. The university is also home to two active South Dakota Governor's Research Centers. Such research

activity has a significant impact on economic development through both the growth of commercial ventures, patents, and intellectual properties and the launching of, and support for, new entrepreneurial efforts.

There is a wealth of creative activity at SDSU. The School of Performing Arts, which includes music, theatre and dance, produces in excess of 100 public events yearly. The School of Design includes architecture, interior design, studio arts, graphic design, and landscape architecture has numerous exhibits including the recently completed passive house.

Additional examples of outreach and engagement units and programs:

1. The Oscar Larson Performing Arts Center represents a partnership between SDSU and the city of Brookings and serves as a venue for students, employees, and community members to engage with the arts through education and performance.

2. The South Dakota Art Museum was established in 1957 to provide permanent housing and display for the Harvey Dunn paintings, the Marghab Linen Collection, and other works of art which honor the creative nature of humankind and serve as an inspiration to the people of South Dakota. American Indian artwork is also regularly displayed. The museum hosts traveling exhibits curated from regional, national, and international artists. The museum also sponsors the Harvey Dunn Collaborative Project, an integrative, cross-artistic collaboration bringing together dance, music, graphic design and poetry creating new ways for people to engage with the artwork of Harvey Dunn.

3. The South Dakota Agricultural Heritage Museum is the official state museum that collects, preserves, and interprets the history of agriculture in South Dakota.

4. McCrory Gardens is a botanical garden and arboretum operated and maintained by SDSU. There are over 25 acres of formal display gardens and 45 acres of arboretum on display to both educate those who visit and to further develop new varieties/species. Ongoing research provides new information to both the scientific community and the public.

5. The Wellness Center provides fitness and recreational opportunities for the SDSU community, Brookings, and the surrounding areas. The Wellness Center and Brookings Health System partner to offer the Cardiac Rehabilitation Program.

6. Eastern South Dakota Science and Engineering Fair hosts 550 middle and high school students from 15 counties in South Dakota and Iowa to participate in this annual educational competition.

SDSU also sponsors and hosts camps and conferences for a variety of audiences.

The Office of Continuing and Distance Education (CDE) helps process Continuing Education Units (CEUs) for events, works with the Osher Lifelong Learning Institute (OLLI) to facilitate the Brookings location, and manages the Class Visitor Program.

The Family Resource Network (FRN) was established in 1990 as an outreach office to provide information and resources for users and providers of child care. Currently, the FRN is a state and locally support Early Childhood Enrichment program which provides training, education, and resources to adults who care for children and youth.

Tax workshops are provided by faculty in the Ness School of Economics and Management.

Numerous speakers are invited and hosted by programs, departments, schools, colleges, and the university to expose students and others to a wide variety of societal topics and issues representing intellectual diversity.

1.D.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.

As a public/state institution, there are no financial returns to investors, parent organizations, or external interest groups (other than the state of South Dakota). For FY19, instructional support made up 42. 4% of the university's operating budget authority, 9.2% for auxiliary services, 20.5% for research (including AES), 10.5% for institutional support, 7.4% for operations and maintenance of the physical plant, and 9.7% for public service.

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.

Advisory Boards are a common and effective way to connect with external constituencies and communities of interest. As one of the largest and most comprehensive outreach components, SDSU Extension focuses on efforts related to agriculture and natural resources, food and families, community vitality, and 4-H youth development. A 2014 third-party survey of 400 SD crop and livestock producers found that 94% of respondents utilized SDSU Extension while 86% had confidence in the ability of Extension to provide science-based information. Furthermore, education materials such as Best Management Practices manuals, webinars, programs, and weather resources were identified as valuable for respondents.

The South Dakota Animal Disease Research and Diagnostic Laboratory (ADRDL) has served citizens in South Dakota and the region with timely and accurate veterinary diagnostic services since 1877. The lab is a member of the USDA National Animal Health Laboratory Network and the FDA Veterinary Laboratory Investigations Response Network, and it is a regional laboratory for the Food Emergency Response Network.

The Research Park at SDSU provides a location where sponsored researchers and technology companies can work together.

Open PRAIRIE is the SDSU open access institutional repository maintained by the H.M. Briggs Library with the goal of collecting, preserving, and disseminating the intellectual and creative output of SDSU faculty, staff, and students.

Additional examples of SDSU outreach activities are described in 1.D.1 further illustrating the institution's commitment to the public good.

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1.S - Criterion 1 - Summary

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

Summary

South Dakota State University is strongly committed to its land-grant mission of learning, discovery, and outreach. The mission is integral to guiding its planning and budgeting processes and outcomes. The tripartite mission is communicated in a variety of ways and in numerous venues reaching internal and external audiences. The institution recognizes and acts upon its commitment both to the public good and to diversity in society.

Sources

There are no sources.

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.

Argument

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 operates with integrity in all of its functions including financial, academic, personnel, and auxiliary entities. The Finance and Administration Office is led by the Vice President for Finance and Administration along with 55 budget and finance-related staff (finance, accounting, budget, grants accounting, loans and collections, and purchasing) including the internal auditor and controller who supervise the quality of accounting and financial reporting.

The South Dakota Board of Regents (SDBOR) also provides oversight of financial matters. SDSU is an active participant on the system level Business Affairs Council (BAC). External audits are conducted and annual budget reports are generated. Moreover, all staff who process university financial transactions are required to complete internal control training. With the launch of the Responsibility Centered (Budget) Model (RCM), the University Budget Oversight Committee and the Faculty Budget Committee were established to provide a greater degree of transparency as well as opportunities for input from various stakeholders. As part of the current strategic plan, Imagine 2023 training sessions were held in summers 2018 and 2019, both of which included sessions on integrity in financial systems that focused on proper delegation of functions, checks and balances, and reporting to ensure integrity.

The SDBOR sets academic policies and procedures outlined in the SDBOR Policy Manual. The SDSU Policies and Procedures Manual further details academic policies. The SDSU Undergraduate and Graduate Catalogs also include academic policies (such as admissions, progression standards, general education requirements,course and program descriptions). Academic integrity policies and procedures delineate processes for academic appeals in regard to grades and decisions related to on-going progress in programs. For 2018-19, three cases were reviewed by the University Academic Appeals Committee, seven cases during 2017-18, three appeals during 2016-17, and three during 2015-16. The majority of questions/appeals related to grades are addressed between the student and the instructor and/or department head.

Guidelines for the recruitment and selection of employees provide the specific step-by-step process required when conducting a search for Civil Service employees and NFE/faculty employees. Hiring

managers and search committees are provided with information to assist with the ethical and legal hiring of individuals.

Expectations, processes, and policies for students, faculty, and staff are readily accessible. The Faculty Handbook provides information about workload policy, professional development, salary distribution, and performance review processes. Further, the State of South Dakota Employee Handbook, in conjunction with the SDBOR Policy Manual and the SDSU Policies and Procedures Manual, addresses topics such as equal employment, non-discrimination, affirmative action, human rights, harassment, and conflict of interest reporting and approval. Annual training is required for all students, faculty, and staff on Title IX as well as yearly training for faculty and staff on security awareness. Complaints and grievances from students, faculty, and staff are handled effectively through the established policies and procedures. The use of the Lighthouse and the Report It portals are two key mechanisms whereby individuals can report complaints/concerns anonymously. Student complaints for the time period of 2014-2018 do not reveal any particular trend as reports have both increased and decreased over the five year time period. Data is used to identify significant trends in categories to inform the need for additional information and training.

Students, faculty, and staff have numerous opportunities to participate in shared governance groups including the Students' Association where student senators also have the opportunity to serve on university-level committees. Faculty Senate, Professional Staff Advisory Council, and Civil Service Advisory Council all provide a strong infrastructure for shared governance. Representatives from these entities identify committee members for the 16 University Committees. For example, the Student Success Committee includes faculty, professional staff, students, one civil service employee, and two administrative liaisons. Examples of outcomes of university committees' work are included in the minutes and annual reports.

Auxiliary services include Housing and Residential Life, the Wellness Center, food service, and the Student Union reporting to the Student Affairs Division where a representative from each unit serves on the Student Affairs Council. (Note: The Student Affairs Council is no longer recognized as an official council by the SDBOR; however, the members continue to meet and collaborate on cross-system topics/issues.) The SDBOR provides oversight of those units which have bonds (such as new residence halls). Parking and the bookstore are part of the Finance and Administration unit.

Per the University's core values (people-centered, embracing diversity, and operating with integrity), a campus climate survey was administered in spring 2017 and 2019. Findings from 2017 indicated that the majority of employees (81.3%) and students (88.5%) perceive the institution to be welcoming and hold an overall positive perception of the campus climate. Results also indicated the need for more transparency and communication from administration, the need to continue to address diversity and inclusion, and the overall lack of diversity of students and employees. Based on the findings, recommendations were forwarded to the President and Provost. One of the recommendations was to develop a standard on-boarding process for employees. The on-boarding process for deans, directors, and department heads has been developed and is being implemented. The Faculty and Extension Personnel Professional Development Committee is currently working on outlining the on-boarding process for faculty and extension personnel while incorporating existing programs such as New Faculty Orientation. Progress in response to the recommendations will be re-assessed based on the findings from the spring 2019 administration of the campus climate survey. Results will be available in fall 2019.

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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.

Argument

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 SDSU website provides detailed and accurate information about academic programs and requirements along with a comparative search feature, Explore Majors and Careers. The SDSU Catalogs and Academic Affairs webpage provide information about all programs and requirements, including two-and four-year plans for undergraduate majors.

The Office of Institutional Research and Assessment provides information on student outcomes.

All faculty and staff are listed alphabetically in the web-based Faculty and Staff Directory. Faculty and administrators are also included in the SDSU Catalogs with credentials. Each department webpage has a link to "Our People" with information about all employees.

The primary source of information on costs to students is the Office of Financial Aid website which includes the Net Price Calculator. Information about costs is also included as part of the admissions process.

SDSU's governing body is the South Dakota Board of Regents. HLC accreditation is noted with the mark of affiliation on the About Us page. The comprehensive list of accredited programs is available on the Academic Affairs website which also includes the HLC mark of affiliation.

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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.

Argument

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 (SDBOR) are appointed by the Governor and confirmed by the state's Senate. One of the members is a student regent. Appointments are for six years and can be renewed. The current SDBOR 2014-2020 Strategic Plan identifies priorities to preserve and enhance the regental institutions, including SDSU.

At each SDBOR meeting, numerous topics of interest and direct impact to SDSU are addressed. For example, at the June 2019 SDBOR meeting in Brookings on the SDSU campus, selected SDSU student organizations were recognized, the FY21 Informal Budget Hearings took place, new academic programs and articulation/transfer agreements were reviewed, a Memorandum of Understanding between SDSU and the Crazy Horse Memorial Foundation was approved, policy updates were made, SDSU Football Stadium Proforma was discussed, and the Capital Project List was provided, to name a few. Intellectual diversity was the topic of a public conversation at the June 2019 meeting as well.

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

Assurance of the decision-making integrity of the SDBOR is detailed and evident throughout policies and procedures per the SDBOR agendas and minutes. Even though the SDBOR governs six institutions of higher education and two special schools (School of the Deaf; School of the Blind), the Board understands and acts on the distinctive and legislatively-defined mission of each institution, including SDSU, which holds the designation of the state's land-grant institution. SDSU's President provides two regularly-scheduled updates to the SDBOR every year. The SDBOR typically meets on the SDSU campus once per year, most recently in June 2019.

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

The SDBOR functions independently from undue influence whether that be from donors, elected officials, or other external entities. South Dakota Codified Law (SDCL) Chapter 3-23 addresses the conflict of interest and reporting requirements for certain boards, including the SDBOR and its members. The SDBOR Executive Director serves as a liaison to the South Dakota legislature.

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 is appointed by the SDBOR and is authorized to exercise the powers delegated by SDBOR policy. Each year, the President submits an update/overview on the current state of the University as part of an informal evaluation and formal evaluation. Faculty members provide oversight of academic matters as noted in the Faculty Senate charter and the SDSU Curriculum Handbook (page 4).

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2.D - Core Component 2.D

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

Argument

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

SDBOR policies express both a commitment to freedom of expression and the pursuit of truth, and these are used to guide corresponding areas at SDSU. Beginning in 2018, the SDBOR conducted a thorough review of policies and procedures that may impact freedom of speech and intellectual diversity, with numerous opportunities for internal and external stakeholder review and input. Based on this review, updates were made to current policies related to free expression so as to provide greater clarity for SDSU and other SDBOR institutions and their communities to manage first amendment issues on campus.

In conjunction with the changes made to SDBOR policies, SDSU introduced new and updated policies so as to ensure it was properly aligned with the new policies.

New policies included:

1. Facilities and Grounds Use and Scheduling -- sets forth guidelines for facilities and grounds use and scheduling at the university for students, employees, affiliated entities, and private parties (SDSU Policy 6:7; SDBOR Policy 6:13)

2. Student Organizations -- identifies the provisions regarding the formation and funding of registered student organizations (SDSU Policy 3:10; SDBOR Policy 3:18)

3. Employees Seeking and Holding Elective Political Office -- sets forth protocols for employees interested in campaigning for elective public office and/or holding compatible, part-time elective political office while employed at SDSU (SDSU Policy 4:11; SDBOR Policy 4:21)

4. Use of University Facilities and Grounds for Expressive Activity - identifies procedures to facilitate free expression while ensuring such activities do not interfere with the University's mission and operations (SDSU Policy 6:8; SDBOR Policy 6:13)

5. Campus-Wide Posting - sets forth guidelines on authorizing the placement of printed materials (SDSU Policy 6:9; SDBOR Policies 4:27, 6:13)

Revised policies:

1. SDSU Policy 3:1 (Student Conduct Code) -- edits made in accordance with revisions to the governing policy SDBOR Policy 3:4. These edits replaced prior broad language with the "severe and pervasive" standards for harassment to mirror applicable law.

2. SDSU Policy 4:4 (Harassment including Sexual Harassment) -- edits made in accordance with

revisions to governing policy SDBOR Policy 1:17. These edits replaced prior broad language with the "severe and pervasive" standard for harassment to mirror applicable law.

3. SDSU Policy 7:5 (Acceptable Use of IT Systems) - edits made in accordance with revisions to the governing policy SDBOR Policy 7:1. These edits aligned the use of SDBOR and SDSU IT systems to prohibit both sectarian or religious society benefit and political activity as required by SD law.

SDSU is dedicated to openness of expression and the pursuit of certainty in teaching and learning. SDSU believes that academic freedom promotes significant and debatable questions to fulfill the academy's purpose of educating and advancing knowledge as outlined in the SDBOR Policy 1:1 and SDBOR Policy 1:32 as well as the SDSU Faculty Handbook (Section 3 page 2). In response to the recent changes in related SDBOR and SDSU policies, the Legal Affairs Office is providing information sessions.

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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.

Argument

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.

The Research and Integrity Compliance Officer and several regulatory committees (Human Subjects Committee, Institutional Animal Care and Use Committee and Institutional Biosafety Committee) provide oversight for all research involving the use of human subjects, animals, and recombinant DNA or bio-hazardous materials. Such research must comply with all federal, state, and local laws, regulations, and guidelines. The Research Compliance website includes policies, procedures, and forms related to research misconduct, conflicts of interest, human and animal subjects, environmental health and safety, and export controls. The Center for the Enhancement of Teaching and Learning provides umbrella IRB for the scholarship of teaching and learning.

All persons (faculty, staff, students) involved in research using human or animal subjects receive the online training offered by the Collaborative Institutional Training Initiative (CITI) and must pass all applicable modules. Additional safety training is required for employees working in the Animal Research Wing, which is attached to the Animal Disease and Diagnostic Lab and is a BSL2 facility.

All students and postdoctoral researchers working in activities supported by the National Science Foundation (NSF) or the National Institutes of Health (NIH) as well as staff working on research funded by the U.S. Department of Agriculture (USDA) must complete training in the responsible conduct of research. Such training may be acquired through the CITI program, the university course, GSR 601, Research Regulations Compliance, or other such programming provided by the Research Integrity and Compliance Office.

Researchers who apply for and/or are awarded funding by an agency of the U.S. Public Health Service (PHS) are required to disclose any relevant significant financial conflicts of interest (FCOI) and receive training in PHS FCOI every four years. Moreover, regardless of funding sources, faculty and staff are required to annually disclose any FCOI that would reasonably appear to affect the independence of their research. The Vice President for Research and Economic Development examines disclosures to determine if a conflict exits, and if so, how it can be managed, mitigated, or eliminated.

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

SDSU Policy 2:3 requires that the all course syllabi include the academic integrity statement (see section 2.xvi, page 2). The Student Conduct Code (SDSU Policy 3:1) also prohibits cheating or plagiarism and is linked to each course in D2L.

The Hilton M. Briggs Library offers online and in-person instruction on ethical behavior in the use of information resources including online guides on the ethics of citing and copyright guidelines. Librarians provide daily assistance to students in locating information and appropriately using information resources.

Prior to academic year 2017-18, the introductory English and speech communication courses were required to address a specific information literacy student learning goal: *Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity.* When the general education curriculum was updated, this goal was no longer included recognizing that these courses and others will continue to address the effective and ethical use of information.

SDSU also provides guidance to students in the acceptable use of technology.

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

The University's academic honesty and integrity policies are found in SDBOR Policy 2:33, Student Academic Misconduct, and in SDSU Policy 2:4, Student Academic Misconduct and Academic Appeals. All faculty are required to incorporate the official statement on academic misconduct and its resolution into each course syllabus (SDSU Policy 2:3).

Enforcement of the policy begins with the faculty member, who upon finding an instance of possible academic misconduct is required to meet with the student(s) and present the evidence. The faculty then uses the Academic Misconduct Resolution Form to guide the meeting. If a mutually-acceptable resolution is reached, the matter if considered closed, and the faculty member submits the completed form to the Office of Student Affairs. The University addressed 185 academic misconduct charges in 2015-16, 122 in 2016-17 and 112 in 2017-18. The information on the form is entered into the student conduct database where the outcomes are recorded.

If the faculty member and student cannot reach a mutually acceptable outcome, the case is reassigned to the Office of Community Standards (formerly the Office of Student Conflict Prevention, Management, and Conduct Services) for formal resolution of the conduct charge. If the student(s) thinks that he/she was incorrectly found responsible for an act of academic dishonesty, the student(s) may appeal the outcome by following the student conduct system appeals process.

If, however, the student accepts responsibility, the faculty member may then use that finding to aid in determining the appropriate academic outcome (for example, affected final grade and/or grade on assignment). If the student(s) believes the faculty member's grade decision was an unsound one, he/she may use the regular academic appeals procedure, initiated by completing the Academic Appeals Reporting Form.

As an aid in the detection of plagiarism, the University provides faculty with access to Turnitin.

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2.S - Criterion 2 - Summary

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

Summary

South Dakota State University (SDSU) has established policies and practices which uphold ethical and responsible conduct across units/divisions and encompass financial, academic, personnel, and auxiliary functions. Through a variety of venues and modes, the institution presents its programs, requirements, faculty and staff, costs of attendance, and accreditation relationships in a clear and complete manner. The state-appointed, South Dakota Board of Regents (SDBOR) serves as the governing body for the institution and serves in the best interest of all of the institutions under its authority.

As outlined in both SDBOR and SDSU policies and procedures, the University provides both effective oversight and services to ensure integrity in research, scholarship, and creative endeavors and guidance/education in both the appropriate use of information resources and the responsible conduct of research.

At the national and state levels, including in South Dakota, increased interest in how to define and operationalize First Amendment rights, freedom of expression, and intellectual diversity have resulted in a detailed review of all related policies at the SDBOR and SDSU levels. Based on this review, updates were made to current policies so as to provide greater clarity. SDSU is dedicated to openness of expression and to academic freedom as these practices promote educating students and advancing knowledge.

Sources

There are no sources.

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).

Argument

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

Through Institutional Program Review (IPR), specialized program accreditation, professional licensing, ongoing course level and program assessment by faculty, and South Dakota Board of Regents (SDBOR) oversight, academic programs are current and require appropriate levels of performance by students.

Academic programs not subject to specialized accreditation participate in the IPR process as described in the IPR handbook. The IPR process is described in detail in 4.A.1.

Specialized accreditation also provides review processes to ensure program quality [Accredited Programs]. One program — Journalism and Mass Communication — has been continuously accredited since 1948, the first year of such accreditation and is likely the longest accredited program at SDSU.

As part of program and curriculum processes, the SDBOR has established guidelines for the program productivity review (SDBOR 2:23 - section 5, pages 3-4). Program productivity establishes a minimum number of graduates in academic degree programs. The graduate production thresholds for each type of academic degree program are:

Associate's Degree: Five (5) graduates a year or twenty five (25) during the five (5)-year reporting period.
Bachelor's Degree: Seven (7) graduates a year or thirty five (35) during the five (5)-year reporting period.
Master's Degree: Four (4) graduates a year or twenty (20) during the five (5)-year reporting period.

Professional & Doctoral Degree: One (1) graduate a year or five (5) during the five (5)-year reporting period.

This review ensures that programs are current and meeting the needs of students and employers. If programs do not meet the minimum number of graduates, the institution conducts a review and identifies one of five designations: 1) Retain Due to Critical Need; 2) Retain with Further Review Required; 3) Consolidate with another Program on Campus; 4) Consolidate with another Program within the System; or 5) Terminate (BOR summary of flagged and discontinued programs, page 28). Since this process was re-started in 2009, over 100 specializations, majors, and minors have been discontinued at SDSU. (Note: SDSU conducted a review of minors separate from the SDBOR program productivity process.)

Ongoing program assessment also provides evidence that programs are current and student performance expectations are appropriate. The focus of the institution's Quality Initiative was the assessment of student learning. This provided the institution with an opportunity to re-calibrate and re-emphasize assessment efforts. All academic (undergraduate and graduate) programs participated and designed or re-designed high-quality assessment plans focused on providing evidence of student learning that aligns with program expectations.

SDBOR oversight, via policies and procedures, provides additional quality assurance. The SDBOR approves all academic programs recorded on a transcript, including specializations, certificates, undergraduate degrees, majors, minors, and graduate degrees and programs. SDSU submits an intent to plan and new program request for SDBOR approval as part of the review process for all new programs (Program and Curriculum Processes - SDBOR 2:23). The SDBOR also defines degree programs and certificates by structure and credit hours.

The Office of Institutional Research and Assessment conducts a First Destination Survey that helps capture graduating seniors' post-collegiate plans and possible outcomes, including employment, volunteer or service work, continuing education, and salaries and benefits. Findings indicate that the majority (88.6%) of students reported that their primary activity following graduation was related to their program of study. In addition, most students (79.9%) indicated that their primary activity following graduation required the completion of a program or degree. Finally, 89.8% of students agreed that their primary activity required the use of knowledge and skills obtained through education.

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

SDSU has authorized degrees at the Associate, Baccalaureate, Master's, Professional Doctorate, and Doctoral levels. Certificates are also offered. Learning goals and degree requirements are outlined in the publicly accessible Undergraduate Catalog and Graduate Catalog. Student learning outcomes are available for all programs and deemed appropriate for degree/credential level and scope per the curriculum review process at both the University and SDBOR levels.

Policies on the level and numbering of courses provide guidance to assist faculty in the development of new and revised courses and overall program curricula.

Students must complete at least 120 semester credit hours for the baccalaureate degree and 60 semester credit hours for the associate degree. All baccalaureate degrees fulfill the six goals of the SDBOR System General Education Requirements, totaling 30 credits of course work: Goal #1:

Written Communication (6 credit hours); Goal #2: Oral Communication (3 credit hours); Goal #3: Social Sciences/Diversity (6 credit hours); Goal #4: Arts and Humanities/Diversity (6 credit hours); Goal #5: Mathematics (3 credit hours); Goal #6: Natural Sciences (6 credit hours). Students must also complete their respective college and major field requirements.

In addition, each undergraduate major selects at least five of the 11 SDBOR undergraduate cross-curricular skills as described in SDBOR Assessment 2:11. The cross-curricular skills provide academic departments an opportunity to integrate and extend general education learning with program learning outcomes.

Certificates typically require 9-12 credits focused on an area of specialized knowledge or information with defined outcomes and can be at the undergraduate or graduate level.

Graduate programs, including master's degrees, professional doctoral degrees, and doctoral degrees, require a range of credits depending on the type of degree (for example, thesis vs. coursework only). The range of credits for master's degrees is 30 for the thesis option, 32 for the research/design paper option, and 35 for coursework only. Requirements vary per graduate program. Additional guidance on number of credits for graduate programs is outlined in SDSU Policy 2:17. The Graduate School requires that in addition to discipline-specific knowledge and skills, students are also provided opportunities to further develop their communication skills and, at a minimum, one additional transferable skill.

Multiple numbered courses are allowable (SDBOR Policy 2:8:2:4, page 4) and must be properly approved, documented, and monitored for quality and maintenance of standards. For example, senior undergraduate and entry level graduate courses may be dual numbered (400/500); additional student outcomes/assignments are required for students completing at the graduate level as noted in the example syllabus for SPCM 440/540.

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).

SDSU maintains high-quality academic programs regardless of the delivery mode or location. Alternate delivery models include High School Dual Credit (HSDC), concurrent enrollment, distance education via online programs, consortial arrangements, and programs offered at distance sites. As described below, policies and processes ensure consistency.

Dual Credit and Concurrent Enrollment

SDSU offers both dual credit and concurrent enrollment options to high school students to earn college credit. The system Academic Affairs Council guidelines SDBOR Academic Affairs Guidelines 7.1 outline the procedures.

Dual credit includes general education classes offered both on-campus and online. These courses are taught by SDSU faculty and are governed by SDBOR guidelines following the institution's established learning goals and processes. As indicated in the 2017 SDBOR Report, 93% of students have earned a C or better in the dual credit courses.

Concurrent enrollment courses are offered at local high schools and are taught by college-approved high school teachers. Courses must cover content at the same level and maintain the same standards

as the courses offered at SDSU. University faculty members from the discipline serve as mentors for their respective high school teachers. The faculty member and high school teacher work collaboratively to develop the curriculum and course syllabus. Faculty mentors are encouraged to occasionally visit the high school classroom to observe the instruction and to maintain regular communication with the high school teacher. This ensures that the curriculum continues to meet SDSU standards, and it provides an opportunity to update the course syllabus on an annual basis to reflect any changes within the curriculum and/or university policy and procedures. The course offered in fall 2018 at the local Brookings High School was ENGL 101, Composition I, taught by a master's prepared instructor in conjunction with the English Department's Composition Coordinator.

Online Programs

SDSU offers a number of undergraduate and graduate degrees online. Online programs are delivered by SDSU faculty.

The SDBOR distance education policy outlines the administration of distance education programs and courses, including faculty qualifications, course requirements, and assessment expectations. In addition, all SDSU online courses adhere to the SDBOR online quality assurance guidelines and the SDSU Policy 2:21 - Quality Assurance for Internet and Blended/Hybrid Courses. Courses are reviewed when first offered and then every three years using the SDSU Quality Assurance Review Rubric .

The Hilton M. Briggs Library also maintains a web page to provide information for distance learners.

In addition, SDSU offers online/hybrid instructor certification for faculty through Instructional Design Services. Students can access a list of online certified faculty (basic-, advanced-, and master-level certification) that indicate the breadth of online teaching expertise across the University.

SDSU participates in the National Council of State Authorization Reciprocity Agreement (NC-SARA) and agrees to follow the C-RAC guidelines for the evaluation of distance education programs, as well as best practices in postsecondary distance education. SDSU became a SARA member institution in March 2015.

Consortial Arrangements

The University offers additional online programs through the Great Plains Interactive Distance Education Alliance (GP-IDEA and AG-IDEA). All alliance member universities are accredited by regional accrediting bodies approved by the U.S. Department of Education. Member institutions have worked collaboratively to design and develop learning outcomes and assessment measures. Instructors are guided by eight principles of effective online teaching. Program handbooks outline program requirements, student learning outcomes, and course descriptions (example: GP-IDEA Family and Community Services MA handbook). Additional consortial arrangements that are not part of the GP-IDEA are with individual in-state institutions (for example, Dakota State University)

Additional Locations

SDSU has eight active additional locations in South Dakota. The most recent multi-locations review was conducted in September 2017 and focused on two of the eight sites: Sioux Falls and Rapid City Nursing. The previous review completed in 2013 included Capital University Center in

Pierre and Black Hills State University in Rapid City. Reports have indicated that SDSU has appropriate systems to ensure quality control of all additional locations.

Sources

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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.

Argument

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

SDSU's mission is focused on offering rich academic experiences. General education requirements reflect the mission by offering an array of courses that provide foundational knowledge and compliment the disciplines and degrees offered. General Education is an approved program with shared goals and student learning outcomes that consists of a set of System General Education Requirements (SGRs) for Associate and Baccalaureate degrees (SDBOR 2:26; SDBOR 2:7; SDBOR Academic Affairs Guidelines 8.3; SDBOR Academic Affairs Guidelines 8.4).

Baccalaureate degree-seeking students complete 30 course credits (24 credits for Associate degrees) to meet the six goal areas:

1. Written Communication
2. Oral Communication
3. Social Sciences/Diversity
4. Arts & Humanities/Diversity
5. Mathematics
6. Natural Sciences

The curriculum is flexible and students select from an approved list of courses (SDBOR Academic Affairs Guidelines 8.4) found in the SDSU Undergraduate Catalog.

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.

SDSU follows the general education framework as outlined in SDBOR policies and guidelines (SDBOR 2:26; SDBOR 2:7; SDBOR Academic Affairs Guidelines 8.3; SDBOR Academic Affairs Guidelines 8.4). The purpose and intent of general education is articulated in the General Education Implementation Guidelines (SDBOR Academic Affairs Guidelines 8.1): "General education provides students with a foundational knowledge base and a capacity for lifelong learning. The System General Education (SGR) requirements seek to prepare students with the skills to communicate effectively, problem solve, analyze, locate and gather information, and think critically and logically. The curriculum is designed to:

> Empower students to be conscientious citizens;
> Train students to understand how to think, not what to think;
> Expose students to the breadth of ideas, cultures, and values that explain the world;
> Equip students for working together and thinking critically in ways that contribute to solving problems;
> Provide a foundation for, and the enhancement of, the knowledge and skills necessary for their chosen pathway after degree completion; and
> Foster respect for the ideas, cultures, and values of others."

To accomplish this, six System General Education Goals (SGRs) provide students with foundational knowledge and skills. The SGRs and learning outcomes are available in the course catalog under General Education Requirements. Library instruction and information literacy efforts through Briggs Library support students in learning to analyze, locate and gather information and think critically.

Requests to add courses to meet System General Education Requirements are approved by the SDBOR on an annual basis.

The System General Education Committee has at least one faculty representative from each university. Two faculty members from SDSU serve on the committee. The committee's charge is as follows: "The committee advises the Academic Affairs Council on matters related to general education, including student learning outcomes, curriculum, policy, guidelines and processes to ensure faculty oversight of the general education curriculum" (SDBOR Policy 2:7).

During 2014-15, the System General Education Committee (was referred to as a Steering Committee at that time) was formed to conduct a review and redesign of the general education curriculum. One of the changes made was the removal of Institutional Graduation Requirements (IGRs) which at that time included first-year seminars, courses focused on globalization/global issues, and courses satisfying an advanced writing requirement. Another change was to discontinue the use of the Collegiate Assessment of Academic Proficiency (CAAP) exam as the assessment measure of general education student learning outcomes.

To ensure the development of general education skills and knowledge, the general education goals and learning outcomes are assessed regularly following the General Education Assessment Guidelines. Discipline Councils are responsible for developing a common rubric and standard scoring schema to evaluate the efficacy of the learning outcomes. Faculty apply these rubrics to assess student artifacts. The results of the general education assessment are compiled and shared in the SDSU General Education Assessment Report.

The General Education Sub-Committee at SDSU is a sub-committee of the Academic Affairs Committee and is responsible for reviewing general education requirements and recommending revisions as appropriate; organizing and coordinating efforts to inform students and faculty of the nature, purpose, and value of the System General Education Requirements (SGRs); periodically reviewing the goals/criteria for the inclusion of courses; establishing procedures and reviewing requests for course additions to the SGRs; and helping facilitate the on-campus and system review of courses and student learning outcomes assessment.

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.

To allow for greater flexibility within academic programs, the IGRs were replaced with cross-curricular skills. Each undergraduate degree program selects and incorporates cross-curricular skills into its curriculum. The SDBOR Policy 2:11 requires that each academic undergraduate program select no less than five cross-curricular skill requirements:

> Inquiry and Analysis
> Critical and Creative Thinking
> Information Literacy
> Teamwork
> Problem Solving
> Civic Knowledge and Engagement
> Intercultural Knowledge
> Ethical Reasoning
> Foundational Lifelong Learning Skills
> Integrative Learning
> Diversity, Inclusion, and Equity

These cross-curricular skills are intended "to extend and integrate general education learning into its programs of study…" (SDBOR Policy 2:11). At SDSU, each undergraduate academic program must include Diversity, Inclusion, and Equity, in addition to four other cross-curricular skills. Beginning in the Fall 2019 reporting year, institutions will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in SDBOR Policy 2:11.

In addition to the cross-curricular skills, academic programs include discipline-specific content and information related to both skills development and experiential learning. Briggs library staff actively teach information literacy as students use library resources.

Graduate programs include content knowledge and discipline-specific skills in addition to learning outcomes focused on communication and at least one additional transferable skill.

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

Within the general education and academic program curricula, recognition of human and cultural diversity are significant student learning outcomes. For example, general education courses that meet SGR Goal #3 and SGR Goal #4 focus on the diversity of human communities and experiences through the study of social sciences, arts, and humanities. (SDBOR 2:26; SDBOR 2:7; SDBOR

Academic Affairs Guidelines 8.3; SDBOR Academic Affairs Guidelines 8.4). In addition, each academic program has a Diversity, Inclusion, and Equity student learning outcome that is included in curriculum requirements and assessed as part of program-level assessment.

Specifically designed and structured courses also support students' awareness, respect, and understanding of diversity. For example, the College of Arts, Humanities, and Social Sciences added AHSS 111: Introduction to Global Citizenship & Diversity in fall 2017. This three-credit course enhances students' understanding of diversity by exploring the complexity of difference across multiple contexts. Throughout the course, students reflect on the role of being engaged and informed citizens. Student feedback from the initial offering of the course in fall 2017 and spring 2018 was generally positive as indicated in the IDEA student ratings of instruction. Students rate their progress (1=no apparent progress to 5=exceptional progress) on learning objectives. The average score was 3.8. Further, students provided extensive feedback, and most of this feedback was either positive (i.e., great course; great instructor) or constructive with a positive tenor (enjoyed the course, but here are some suggestions; would like to see more x,y,z), along with some negative input (why do I need to take this course; the course should be optional; and, this class is nothing more than liberal indoctrination).

Numerous academic programs emphasizing diversity are available, including the Inclusion and Equity minor, the Workplace Intercultural Competence certificate, the Global Studies major and minor, and the American Indian Studies major and minor, to name a few.

In addition to academic offerings, SDSU has a number of offices that provide co-curricular experiences focused on diversity and cultural awareness and knowledge. For example, the Multicultural Center promotes multiculturalism within the university through a wide range of programming. In addition, the Office of Diversity, Inclusion, Equity and Access (ODIEA)'s primary role is to enrich the university community's understanding and appreciation of diversity, practice of inclusion, advancement of equity, and integration of accessibility. For example, the ODEIA provides advocacy and resources for the LGBTQ+ community (LGBTQIA+ Resource Center) and Safe Zone training program. The ODIEA also created the Diversity Academy, which is a "comprehensive training program created to develop intercultural competency and knowledge, create more inclusive practices, advance equity, and provide a more accessible design at South Dakota State University."

As a land-grant institution located on the ancestral territory of the Oceti Sakowin (Seven Council Fires), SDSU recently established the Wokini Initiative. The initiative's title derives meaning from the Lakota word for "new life" or "a new beginning." The primary goal is to strengthen American Indian student success by providing effective support in all aspects of the university experience (Wokini Strategic Plan). Students have access to academic, personal, health, and financial wellness resources needed to succeed both at SDSU and in life. In addition, Wokini hopes to transform SDSU by creating a "welcoming environment for American Indians by increasing SDSU's staff/faculty capacity, knowledge and understanding of Oceti Sakowin history and culture through training, professional development, and other learning and networking opportunities with SDSU" (Wokini Goal 1).

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.

As a land-grant institution, SDSU focuses on creating opportunities through research, scholarship, and creative activities. Specifically, SDSU's mission is focused on "creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation,

and the world." Using the Carnegie Classification of Institutions of Higher Education, SDSU is categorized as a high research activity, doctoral university (R2) and has the most active research program in the state with over $63 million in research expenditures for FY17 (SDSU Fact Book)

SDSU faculty and staff participate in research, scholarship, and creative activity across all colleges and disciplines. All tenured and tenure-track faculty are expected to produce scholarly work in their respective disciplines as outlined in the Faculty Handbook (Section 5, pages 8-11) and the BOR/COHE agreement (Section 10.3).

Across the academic colleges, graduate education provides opportunities for students to work with faculty on scholarly endeavors. Approximately 1,300 graduate students are engaged in university scholarship through 36 master's degree programs, 15 Ph.D. programs, and two professional doctoral programs. Faculty lead research through the SDSU Centers of Excellence (Ethel Austin Martin Program in Nutrition; Geospatial Sciences Center of Excellence; Water & Environmental Engineering Research Center; North Central Regional Sun Grant Center). These centers provide faculty and students with a number of opportunities to conduct research on human nutrition, geographic science, bio-based economy practices, and water resources.

The institution has a number of opportunities for undergraduate students. Each year SDSU holds an Undergraduate Research, Scholarship, And Creative Activity Day (URSCAD) to encourage, promote, and recognize faculty and student involvement in undergraduate research. More than 800 undergraduates are engaged in scholarly activities through the Van D. and Barbara B. Fishback Honors College. SDSU publishes the Journal of Undergraduate Research, focusing on work done in collaboration with faculty. Research experiences for undergraduates are also provided through grant-funded projects such as the Future Agriculture and Science Taskforce - Research and Extension Experiences for Undergraduates (FAST-REEU) program. During 2018-19, the Research and Scholarship Committee formed a workgroup to address the current status of undergraduate research, scholarship, and creative activity at SDSU and to provide recommendations to bolster undergraduate research and scholarly activity. The final report outlines numerous outcomes and recommendations for this activity.

SDSU has six Research Stations as part of the Agricultural Experiment Station with more than 17,000 acres of land located throughout South Dakota. The research supports academic programs offered by the College of Agriculture, Food, and Environmental Sciences, the College of Education & Human Sciences, and SDSU Extension's educational programs. Faculty have numerous publications focused on natural resource management generated by work at the Oak Lake Field Station. In addition, the Oak Lake Field Station offers students research opportunity grants.

SDSU Extension faculty assist and guide constituents across the state of South Dakota. As a cornerstone of SDSU's land-grant university mission, SDSU Extension empowers citizens to be more competitive in a growing global economy through education and technical training or assistance. Core educational programs are offered in competitive crop systems, competitive livestock systems, 4-H youth development, community vitality, food and families, rural and urban initiatives, and Native American programs.

During the last five years, the Office of Technology Transfer and Commercialization has realized 39 invention disclosures, 15 patents, 214 agreements, nine licenses, and more than $2.45 million in royalties and revenue per year. Industry partnerships through SDSU's Research Park enable technology transfer and stimulate economic development, including the opening of the General Mills Oat Research Laboratory and the expansion of Novita Nutrition, an animal nutrition company.

In 2014, SDSU was designated an Innovation and Economic Prosperity University by the Association of Public and Land-Grant Universities (APLU). The designation recognizes institutions that have demonstrated a meaningful, ongoing, and substantial commitment to economic and community development, growth, and economic opportunity.

There is also a wealth of creative activity produced at SDSU by faculty and students. The School of Performing Arts, comprised of music, theatre, and dance produce more than 100 public events yearly including senior recitals. The School of Design, which includes architecture, interior design, studio art, and graphic design also has numerous exhibits and recently completed a passive home using state of the art architecture and construction techniques. Students participate in senior art and design exhibitions. The student-edited literary and art magazine (Oakwood Literary Magazine) provides additional opportunities for students to submit written or artistic work.

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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.

Argument

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

To provide academic instruction and provide oversight of the curriculum, expectations for student performance, and assessment of student learning, SDSU employs approximately 550 full-time instructional faculty members, 150 part-time instructional faculty, and 230 instructional graduate teaching assistants. The student-to-faculty ratio at SDSU has been consistent at 17:1. This ratio is comparable to similar public comprehensive universities in South Dakota and its neighboring states (Table 1).

Table 1. Student-faculty ratio in public universities in South Dakota and neighboring states. Information from National Center for Educational Statistics (Fall 2018)

Institution	State	Enrollment	Student-Faculty Ratio
South Dakota State University	South Dakota	12,500	17:1
University of South Dakota	South Dakota	10,300	16:1
Iowa State University	Iowa	36,200	19:1
University of Iowa	Iowa	32,200	16:1
University of Northern Iowa	Iowa	11,900	18:1
Winona State University	Minnesota	8,000	19:1

Minnesota State University Mankato	Minnesota	14,700	23:1
Southwest Minnesota State University	Minnesota	7,200	14:1
Saint Cloud State University	Minnesota	15,000	21:1
North Dakota State University	North Dakota	14,500	20:1
University of North Dakota	North Dakota	14,500	18:1

Faculty workload expectations are clearly articulated and available to faculty (Faculty Handbook, section 7; COHE/BOR Agreement, section 10.3). The standard workload unit assignment is 15 units per semester or 30 units per year for 9-month faculty. The faculty handbook and agreement further delineates workload based on assignments (lab/studio instruction, advising, research, professional service, and general service). Each academic year, faculty members and their department heads negotiate and agree to workload assignment by completing the Faculty Workload Form.

The faculty turnover rate over the past five years has ranged between 1.63%-2.66%. On average, faculty stay at the university for 10 years.

As part of shared governance, policy and procedures ensure faculty oversight of the curriculum. The SDSU Curriculum Handbook outlines the guidelines for curriculum development. Faculty are responsible for developing curriculum (p. 4) and for setting expectations and standards for student performance (p. 4). Once curriculum has been developed and approved by faculty in the home discipline, department, and college, the curriculum is then reviewed and approved by three faculty governance groups – Graduate Council (if graduate curriculum), Academic Affairs Committee, and Faculty Senate. During the academic year, curriculum is reviewed by these entities as needed.

The System General Education committee "is responsible for making recommendations to the system Academic Affairs Council (AAC) related to General Education student learning outcomes, curriculum, policy, guidelines and processes for ensuring faculty oversight of the General Education curriculum" (SDBOR Policy 2:7; AAC Guidelines 8.1). SDSU has two faculty representatives on this system-wide committee. SDSU has a General Education sub-committee described in 3.B.2.

Faculty are also involved at the course level in setting and communicating expectations for students within course syllabi. Faculty also design and use rubrics, working in conjunction with student learning outcomes, to list and describe the expectations for what needs to be completed in order to receive a certain score or grade.

SDSU Policy 2:25 outlines the expectations for hiring faculty who are academically prepared to teach and advise at the collegiate level. Determining minimal faculty qualifications is primarily tied to academic credentials and rank (SDBOR 4.11). Faculty teaching in graduate programs must possess a terminal degree, which is the highest academic degree granted in their discipline (Academic Affairs Guidelines 6.1; Academic Affairs Guidelines 6.2). Faculty members teaching in undergraduate programs or general education courses must hold a master's degree in the program in which they are teaching (SDSU Policy 2:25). If an instructor does not hold the appropriate level of degree, eligibility may be established using other credentials and/or professional experience (Tested Experience Form).

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

As noted in 3.C.1, SDSU places high importance on faculty academic quality. Minimum achievements in academic disciplines are required for each rank (Faculty Handbook Section 12; COHE Section XIII; SDSU 2:25). Individuals can be hired at the instructor rank with a minimum of a master's degree in their respective disciplines and/or sub-fields for both general education and undergraduate programs. In order to be hired at the lecturer or senior lecturer rank, one must hold an earned doctorate or officially-recognized terminal degree. Terminal degrees are required for Professorial Ranks, and those who are hired typically demonstrate strong teaching and/or scholarship or research records in their doctoral programs.

If an instructor does not hold the appropriate level of degree, eligibility may be established using other credentials and professional experience (Tested Experience Form) in a limited number of situations.

Fall Semester	Instructional Faculty (full-& part-time)	Doctorate	Education Specialist	Master's	Bachelor's
2015FA	690	411	0	277	2*
2016FA	695	440	0	255	0
2017FA	704	435	1	268	0
2018FA	680	432	0	248	0

Temporary teaching assistant was hired to supervise student teachers. The individual had over 30 years of teaching experience, but is no longer on faculty at SDSU. Another individual was hired to assist with surveying course based on experience as surveyor. Department head co-taught and served as instructor of record. Individual is no longer on faculty at SDSU.

Dual enrollment courses are taught by faculty with at least a master's degree in the respective discipline. Individuals who teach dual credit courses offered by SDSU are all university-approved faculty. Concurrent enrollment courses are taught by the high school and university-approved high school teachers (Dual/Concurrent Credit Administration Guidelines - page 8).

For the GPIDEA consortium programs, all faculty participating in post-baccalaureate academic programs must be approved as graduate faculty by their home institution. Faculty members at partner institutions providing instruction in an academic program must meet qualifications (page 26) for teaching graduate courses at their employing institution. All partner institutions are regionally accredited. For the other consortium programs with partner institutions in the state of South Dakota, all faculty must meet the HLC required minimal qualifications.

The importance of high-quality faculty is reflected in the University's policy on faculty recruitment and retention. The recruitment process follows the "Guidelines for Conducting Successful Academic Searches" and aims to hire the highest quality faculty with competitive and attractive compensation and with emphasis on diversity and equal opportunity.

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

Expectations for faculty evaluations are outlined in SDBOR Policy 4:13 (Faculty and Research Faculty Evaluation) and the Council on Higher Education (COHE) agreement (Section 12 - Evaluation). At SDSU, all faculty participate in annual review (Faculty Handbook – Section 9). Faculty Annual Review (FAR) documentation and performance evaluation are important and critical factors in employment decisions including continuing appointment and promotion and tenure.

The University requires tenure-track and tenured faculty to craft a Professional Development Plan (PDP) as a guide to performance assessment and career advancement. In addition, each department has explicit standards to guide faculty performance pertaining to annual reviews, tenure/promotion/rank adjustment preparation, and third-year review. Some examples include: School of Communication and Journalism Standards Document, Department of Chemistry and Biochemistry Standards Document, and College of Nursing Standards Document.

As part of the review process, the current agreement between the SDBOR and COHE requires that all full-time faculty members be evaluated annually, and part of that evaluation includes the student opinion surveys if their duties include teaching (COHE 12.4; SDSU 2:8). According to the minimum guidelines for student opinion surveys (Academic Affairs Guidelines 6.3), tenure-track faculty administer the student opinion survey every semester (excluding summer sessions, if applicable) in every course section. Those in the lecturer ranks and repeating term faculty administer the student opinion survey in at least one section of each course each year. Tenured faculty administer the survey in a given semester at least once every three years. The immediate supervisor prepares a narrative summary and meets with each faculty member to discuss the survey results. Finally, the immediate supervisor reserves the right to require student opinion surveys for all courses, every semester, for all faculty members, regardless of rank.

In addition, policies outline qualifications and expectations for rank and promotion (SDBOR 4:11 Rank and Promotion) as well as tenure and continuing appointments (SDBOR 4:10 Tenure and Continuing Appointments).

Graduate teaching assistants are evaluated annually by their supervisor (SDSU 2:19 – Graduate Assistants and Fellows).

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.

As summarized in 3.C.2, all instructors are required to have the appropriate degree qualifications. As noted in 3.C.3, SDSU requires all full-time tenured and tenure-track faculty to develop a Professional Development Plan (PDP) which provides a road map to guide their actions and outcomes as they complete annual review, third-year review, and tenure and promotion processes. PDPs are proposed by individual faculty and reviewed and approved in an administrative process. Once in place, a PDP guides the faculty member to achieve and maintain levels of expertise that are consistent with national standards for excellence at similar institutions.

The Office of Academic Affairs, along with the college and departmental offices, provides funds to support faculty travel to professional conferences. For example, Academic Affairs puts out a call each year to invite proposals from faculty of any rank to provide travel assistance for those presenting scholarly work at a national or regional conference. The institution also offers both sabbatical and faculty member improvement/career redirection opportunities.

Faculty have numerous opportunities to enhance their teaching practices. The Center for the

Enhancement of Teaching and Learning (CETL) "offers comprehensive and innovative services designed to support and promote a culture of excellence in teaching and learning." Each fall, CETL hosts the SDSU Fall Conference which focuses on a teaching and learning topic. In August 2018, Peter Felten, Ph.D., was the keynote speaker discussing "The Undergraduate Experience: What Matters Most for Student Success." CETL provides workshops each year. In addition, CETL facilitates the Professional Development Certificate. A faculty member earns points by attending workshops and events. Once faculty members earn 15 certification points, they are eligible for the certificate.Forty one faculty members completed the certificate in 2019 (with an additional 41 individuals positioned to earn the certificate yet this year). Upon request, CETL also provides mid-semester reviews and consultations. CETL emphasizes and supports the Scholarship of Teaching and Learning (SoTL) by offering resources and a bi-annual Faculty Interest Group (FIG) on SoTL. Finally, CETL maintains a library collection with books, journals, videos, and other resources on effective teaching practices. Resources for teaching are also compiled in the Faculty Handbook (Section 6, pages 1-3). The CETL Annual Assessment process and report provides valuable input into on-going programming efforts. For example, multiple years of data indicated a pattern of faculty wanting discipline-specific professional development opportunities with colleagues from their own colleges and, if possible, within their areas of expertise. To address this, CETL developed the SDSU Faculty Fellows program. This programs identifies eight faculty from across the institution to lead college specific professional development. These events are determined through a needs assessment. Each faculty fellow leads three professional development events within her/his college across the academic year.

The Office of Institutional Research and Assessment provides workshops focused on the assessment of student learning, including program-level and general education assessment (Assessment workshops 2018-19). Most recently, as part of the Quality Initiative, every academic program participated in the SDSU Assessment Academy to develop consistent, high-quality, and sustainable program level assessment plans.

Instructional Design Services (IDS) provides training to support the use of technology for teaching and learning. IDS staff provide workshops focused on learning management systems, online instruction methods, and classroom technology use.

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

Faculty must establish sufficient office hours for student inquiry and assistance. Office hours are identified in each course syllabus (SDSU 2:3 Course Syllabus) Faculty must make reasonable efforts to respond to students' email in a timely manner (Faculty Handbook - page 15).

Results of 2018 National Survey of Student Engagement indicated that faculty-student interactions at SDSU (first-year students average = 21.6; senior students average = 24.4) are similar to SDSU peer institutions (first-year students average = 21.8; senior students average = 23.9). These indicator scores are based on a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and then items are averaged. More information on NSSE engagement indicators and scores can be found in this reference document. SDSU's comparison groups are selected based on peer institutions who also administered the NSSE during the same time period.

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.

SDSU offers a comprehensive array of services to support students. Required and preferred qualifications, including experience and education, vary depending on the student support service staff position and responsibilities. Student support services staff are hired using specific job descriptions and qualifications for each position and are routinely classified as non-faculty exempt/professional staff.

Professional staff must complete mandatory Title IX and HR (as applicable) training. The majority of student support service staff must also be knowledgeable of FERPA. Staff are also trained in their units on specific areas of responsibility.

Professional staff are evaluated annually using the Non-Faculty Exempt Evaluation form. The purpose of yearly staff evaluations is to set goals, discuss training needs, and communicate areas of strength and any concerns.

Additional training and professional development support is offered specific to position type and level:

1. Tutoring -- The Wintrode tutoring program provides small-group tutoring and walk-in review sessions. Peer tutors are trained through coursework (Tutoring the College Student) and then certified (regular, advanced, or master levels) through the College Reading and Learning Association (CRLA). Peer tutors must have completed the course for which they are tutoring at a grade of A or B, demonstrate knowledge and competence in the subject matter, and have a positive recommendation from faculty members who teach the course. Currently, there are 16 students who have achieved Level 1 (regular) ITTPC CRLA Certification, 25 students are level 2 (advanced) ITTPC CRLA Certification, and 18 students achieved Level 3 (master) ITTPC CRLA Certification. Supplemental instructors also participate in leader training.

2. Financial Aid Advisors -- Financial Aid Advisors participate in one-on-one instruction and training. All new staff members go through the U.S. Department of Education's FSA Coach training tool and attend the Rocky Mountain Association of Financial Aid Administrators (RMASFAA) Summer Institute. In addition, staff have regular access to Department of Education online tools as well as to professional association webinars.

3. Academic Advising -- The First Year Advising Center (FYAC) provides training opportunities and resources to staff and faculty advisors. The FYAC hosts workshops each semester and an advising symposium once every three years. Many SDSU advisors attend regional and national NACADA conferences and participate in the South Dakota Higher Education Association (SDHEA).

4. Co-Curricular Activities -- Co-curricular activities are facilitated by staff and students in areas such as Housing and Residential Life, the Student Union, and the Center for Student Engagement.

a. Housing and Residential Life -- Housing and Residential Life staff is comprised of residence hall directors (professional staff) and community assistants (student employees). Both hall directors and community assistants complete an orientation session in which they are trained on the expectations and procedures summarized in the Housing & Residential Life Handbook. This includes training on community building, crisis management and response, interpersonal and group communication, student transition to SDSU, and conflict management. Professional staff are involved in the Association of College and University Housing Officers – International

(ACUHO-I) and the regional association of the Upper Midwest Region of ACUHO-I, both of which provide ongoing regional and international training and support dedicated to housing professionals.

b. Student Union -- Student Union professional and student staff members engage in comprehensive training based on their respective areas of responsibility and attend team-building retreats where they develop leadership, programming, and customer service skills. Union managers, Information Exchange attendants, State Tech technicians, and orientation leaders have weekly training meetings at various times throughout the school year and summer, depending on the needs of each department.

c. Student Activities -- Student Activities staff members provide student organization leaders training and reference materials on policies and procedures (Student Organization Handbook) that pertain to forming new organizations and conducting business for existing groups. In addition, staff working with fraternities and sororities are provided Greek Life Policies and Procedures as well as training during annual retreats and conferences hosted by national affiliates.

All of the aforementioned staff members, student employees, and student leaders are encouraged to attend on-campus training opportunities, including Bystander Intervention, the annual Diversity Summit, and Diversity Academy sessions, among others. Many professional staff members belong to both national and international professional development organizations such as NODA, ACUI and the American College Personnel Association (ACPA), and they attend regional and national conferences when possible.

The results of the 2018 National Survey of Student Engagement (NSSE) administration found that first-year students rated student services staff (average = 4.8) and other administrative staff and offices (average = 4.9) slightly below peer institutions' student services staff (average = 5.1) and other administrative staff and offices (average = 5.1). Senior students rated the student services staff (average = 4.7) and other administrative staff and offices (average = 4.9) at or above the level of peer institutions (student services staff average = 4.8; other administrative staff and offices average = 4.8) (NSSE p. 14 & 32). To utilize and improve student experiences, all NSSE reports are shared on the internal sharepoint site. In addition, the Director of Institutional Assessment provides campus presentations and invited presentations (NSSE 2018 Advising presentation).

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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.

Argument

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

From preparing for college to graduation and beyond, SDSU provides student support services that meet the needs of a diverse student population.

SDSU provides two TRIO programs (Student Support Services and Upward Bound) that focus on supporting first-generation and income eligible students to prepare for and transition to college. These programs include strengthening academic skills through advising, peer mentoring, and career planning.

Once matriculated, SDSU students have available to them comprehensive student support services identified in the SDSU Student Success Model. The model includes programs/activities which help students acclimate to the university, make the most of the college experience, and prepare for next steps after college. Resources are also included which are available throughout the student experience at SDSU. The Directory of the Student Success programs offers additional information about the various programs.

The Office of Housing and Residential Life provides a number of services to help students succeed at SDSU. The variety of housing options meet the diverse needs of students. Several residence halls are ADA accessible. Residential communities offer a variety of programming including workshops on relationships, alcohol awareness, and leadership development. Living Learning Communities provide students with an opportunity to connect their academics with out-of-class experiences.

The Undergraduate Peer Mentoring Handbook defines and describes the benefits of peer mentoring. The handbook also identifies items to consider when developing a program, including goals, target groups, training sessions and assessment methods. The handbook also lists SDSU's current peer mentoring programs and available resources.

The annual report from the Wintrode Student Success Center describes its programs, provides participation numbers, and, where available, details the impact of student use of services.

SDSU also has student support services for the variety of populations served. Through the Veterans Affairs Office, students who are veterans or military members receive assistance for obtaining benefits and entitlements they earn from their service. Veterans are also assisted with resources to help them transition to academic and civilian life. SDSU has been identified as both a Military Friendly School and a Purple Heart Campus.

SDSU's American Indian Student Center provides support for both prospective and current American Indian students by offering personalized support in the areas of retention, advocacy, leadership development, peer mentoring and tutoring, and assistance with financial aid and registration.

SDSU's Disability Services works with students and faculty to create usable, equitable, inclusive, and sustainable learning environments through offering such services as testing accommodations, assistive technology, note takers, and interpreters.

The Multicultural Center offers programs that demonstrate the practice and philosophy of multiculturalism with the university community. Programs and activities developed by the Center support the university's mission by broadening the social, cultural, educational, and recreational experiences of students.

Office of Career Development facilitates the transition from student to professional life, and it helps students and prospective employers connect. This office assists students in exploring career options and job possibilities by hosting career workshops and fairs and providing student resources.

The Office of International Affairs helps international students transition to the university in order to improve their success rates at SDSU. International Affairs provides orientation to help new students become familiar with campus life and requirements. In addition, International Affairs provides seminars on student visa requirements and work authorizations.

The SDSU Counseling Center promotes health and wellness to the university community. The Counseling center offers individual, group, and couples therapy.

The Hilton M. Briggs Library is another important resource for students. The library staff provides live conversation both in-person and via digital "chat," e-mail correspondence, and telephone assistance for students, and it offers a web guide that provides basic research assistance.

SDSU has 19 NCAA Division I teams and is proud to offer 500+ student athletes an opportunity to excel both in the classroom and in inter-collegiate competition. SDSU provides student athletes the academic support, coaching staff, medical care, facilities, and equipment to help them reach their goals. Each year, over 100 student athletes are named Academic All-Summit League Student-Athletes (Athletics Profile, p. 9). In addition, many student athletes also earn MVF (Missouri Valley Football) Academic Awards (Athletics Profile, p. 9).

The Senior Exit Survey collected data about student satisfaction with various campus services and found that students are generally satisfied with student services offices.

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.

From the moment students enroll, SDSU provides learning support, resources, and courses to meet each individual need. At New Student Orientation (NSO), students receive an overview of academic resources, student life, and campus facilities. Students also have an opportunity to take applicable placement exams.

The Testing Center provides students with a secure and friendly place to take exams. The center offers placement exams, proctoring services, national entrance exams, and credit for prior learning services. In addition, the testing center is a Pearson VUE Select- authorized test site and offers a variety of licensing and certification exams.

The SDBOR has standardized placement processes to ensure students are placed in appropriate math and English courses (Academic Affairs Guidelines 7.6 – English and Mathematics Placement Guidelines). SDSU also has a policy and procedures for placement for developmental reading (SDSU 2:28).

Select academic programs require program admission applications. For example, Nursing (BSN) requires students to maintain a cumulative GPA of 2.7, and a grade of "C" or higher is required in all professional program courses.

SDSU provides numerous academic support services for students. The Wintrode Student Success Center features First Year Advising, Tutoring, and Supplemental Instruction. The SDSU Writing Center is available to all students to assist with the development and improvement of their writing. It was established in 1996 and relocated from the Wintrode Student Success Center to the Hilton M. Briggs Library in 2014. The Department of Mathematics & Statistics also provides free math tutoring through the Math Help Center following best practices.

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

In fall 2011, SDSU moved to a professional advising model for first-year students; the model launched with the corresponding opening of the First-Year Advising Center (FYAC). The FYAC is staffed by a director and seven full-time, first-year advisors dedicated to providing each college specialized support. A survey of fall 2011 students (the last cohort assigned to faculty advisors), fall 2012 and fall 2014 cohorts revealed that student satisfaction with advising increased by double digits in nearly every category after implementing the new model.

In addition to the FYAC, departments, schools, and colleges have increasingly hired program-specific professional advisors and dedicated faculty advisors who advise all students in a particular academic program after they transition from the FYAC. For fall 2018, the University had 27 professional advisors and four dedicated faculty advisors on the main campus**,** eight professional advisors at off-campus attendance centers, and 10 retention advisors assigned to work with a specific population of students. To more clearly outline expectations for professional advising, a draft of the Professional Advising Standards document has been prepared and used to guide annual evaluation and on-going professional development goals for advisors.

Advising has also evolved to be more data-informed. Resources are dedicated to upgrade technology to more efficiently and effectively reach students. Using the EAB Student Success Collaborative (now EAB SSC- Navigate), advisors and faculty use institutional data to deploy advising interventions for

students based on their individual needs. For example, the institution participates in an Early Alert program that allows faculty to identify students who need assistance. These students are then contacted by the appropriate office/individual (advisors and/or residential life staff, for example) to help create a success plan (Outreach Specialist guide). The Fall 2019 ConnectState Report provides an overview of the current status of the use of the EAB platform.

The FYAC also uses a Retention Risk Model to implement differential advising strategies. The Risk Model incorporates academic (ACT and HS GPA) and non-academic predictors of year one to year two retention. The Risk Model groups students into four sub-groups, and the FYAC staff provide targeted advising interventions to each group. This strategy has had positive outcomes and provided a more efficient use of advisors' time and resources (Risk Model Report).

Results from the NSSE 2016 Topical Module Report – Academic Advising demonstrate that student perceptions of advising are comparable to other institutions; in fact, for many items, the perceptions are, statistically, significantly higher than comparison institutions. The FYAC along with advisors across campus have developed a strategic plan to continue to advance advising practices and outcomes at SDSU. In particular, the FYAC is focusing its efforts on evolving the role of the advisor to be more proactive and holistic, which balances academic planning, academic success, student engagement, and financial well-being.

In addition to these initiatives, other endeavors have elevated the advising role on campus: an advisor workshop series, appreciative advising, advisor email lists, and two campus-wide advising awards (the Timothy J. Nichols Award, first awarded February 2015 and the Students' Association Advisor of the Year Award, first awarded spring 2016).

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).

SDSU provides both a strong infrastructure and the resources needed to ensure the delivery of high quality and effective teaching in support of student learning.

Technological infrastructure

In 2012, SDSU hired a consultant to conduct a classroom analysis. Based on this analysis, a detailed classroom improvement plan was developed to update and renovate classroom space, including increasing the number of interactive, high-tech, and group learning classrooms. Approximately $10 million (resources from Academic Affairs and Technology Offices) was invested to update 99 classrooms between 2014-2018.

In summer 2018, the College of Pharmacy and Allied Health Professions completed a remodel of two teaching laboratories in order to provide a more dynamic learning environment for students and instructors. The remodel provides flexible spaces and technology for a pharmacy care skills lab and a compounding skills lab. There is also a simulation community pharmacy as well as simulation hospital rooms.

Information Technology Services (ITS) has also completed upgrades to equipment, including high-performance computing and cyber-infrastructure. The SDSU Division of Technology and Security (DST) upgraded its local area network infrastructure to support 100 GBPS of data transmission

capacity within its core network router system. This work also included an upgrade of the sub-core switching to 40Gbps and all network building switching to a minimum of 10Gbps of connectivity.

Scientific laboratories

Laboratories are provided to support undergraduate and graduate education across all academic colleges. These include basic chemistry, biology, physical and social sciences laboratories. Specialized laboratories are also available on-and off-campus at the agricultural experiment stations, Oak Lake field station, and laboratories for meat sciences, crop and animal production/care, nursing skills, architectural design studio, electrical power systems, flume and hydraulics, engineering materials science, and dairy manufacturing, to name a few.

SDSU is committed to modernizing its facilities in support of teaching and learning. Recent examples include the $7.4 million Swine Education and Research Facility constructed in 2016. The facility features a 50-seat modern classroom as well as state-of-the art farrow-to-finish capabilities. Other examples include: renovating the clinical skills laboratory for nursing, planning and fund-raising underway to expand and modernize the human anatomy cadaver laboratory, and developing the first Precision Agriculture Center in the United States.

Libraries

The Hilton M. Briggs Library provides Archives & Special Collections, learning environments, and Instruction Services to support effective teaching and learning. Students and faculty have access to government documents, streaming video, and items in print. In addition, SDSU subscribes to a broad array of electronic resources. Partnerships in South Dakota and with Minnesota and North Dakota provide for a breadth of subscriptions. Interlibrary loan services are responsive to campus needs. The library initiated an institutional repository, Open PRAIRIE, in September 2015. The repository allows public access to information, resources, and the scholarly and creative output of SDSU faculty. The repository provides storage of institutional materials and a peer-reviewed publishing platform for faculty and student research. In 2017, a "Concept Master Plan" was developed, laying the groundwork for future facility renovations. The library is also championing an Open Educational Resources Initiative with the goal of providing access to quality educational materials at reduced cost. To address the library's needs for upgrading space and furnishings, adding more staff, and securing resources necessary to support teaching and learning, a 2030 success blueprint is under development. This blueprint, developed in partnership with the Faculty Senate, is intended to include milestones for library investment and direction to meet the future needs of students and faculty.

Performance Spaces

Performance spaces for SDSU faculty and students are located within the Oscar Larson Performing Arts Center (PAC). All units (music, theatre, and dance) within the School of Performing Arts re-located to the expanded Center in spring 2019. The facility now includes the 1,000-seat Larson Memorial Concert Hall, Founders Recital Hall (225 seats; pipe organ), Proscenium Theatre (850 seats with orchestra pit), and Studio Theatre (180-seat "black box" styled theatre with adjustable seating, large-screen and high-definition projector). The PAC is home to two classrooms dedicated to music instruction, a keyboard and technology lab, a 3200 square foot choral rehearsal hall, two additional smaller rehearsal spaces and individual practice rooms. Support spaces are also provided in the form of storage space, locker storage for instruments, conference rooms, "green rooms," and a central recording hub. With Brookings' investment in the PAC, the local school district, community

theatre, Chamber Music Society, and other local arts organizations are able to use the facility.

Clinical Practice Sites

Professional programs such as Nursing, Pharmacy, Dietetics, Athletic Training, and Medical Laboratory Sciences provide clinical experiences for students throughout their academic programs. For example, the College of Nursing holds over 700 affiliation agreements representing a variety of clinical settings and locations. Settings include outpatient treatment in rural and urban areas across 25 states. These settings provide the clinical experience for students in the undergraduate baccalaureate nursing program, the master's of science in nursing and doctor of nursing practice programs as well as the RN-Refresher and RN-Upward Mobility programs.

Doctor of Pharmacy students must complete 300 hours of Introductory Pharmacy Practice Experiences (IPPE) in the first three years of the professional program. In the last professional year, the students complete eight 5-week Advanced Pharmacy Practice Experiences (APPE). Students are required to do one hospital APPE, one community APPE, one internal medicine APPE in an inpatient hospital setting and one ambulatory care APPE in a clinic setting. During 2018-19, the program utilized 178 different pharmacy sites for 772 IPPEs and APPEs.

Medical Laboratory Science (MLS) students complete their practical experiences in the spring and summer of their final year of the program. Clinical sites must be Joint Commission, CLIA, COLA or CAP accredited. For the BS in MLS, the clinical sites must perform testing in hematology, chemistry, UA/BF, blood bank and microbiology. Clinical sites are primarily in hospitals. The Avera Health System and Rapid City Regional place most students. 11-15 clinical sites are used on a regular basis. Students also send an enrichment week in the SD state capital, Pierre, at the State Health Lab. The State Lab performs molecular testing and confirmation of bacterial and fungal cultures that hospital labs are required to send to the lab per infectious disease guidelines.

Robust student teaching experiences for education students prepare them for their teaching careers. Practicum and internship sites for students in human services and counseling programs and exercise science provide innovative experiences for the students; and study abroad opportunities for students in global studies and modern languages are some of the many experiential-based learning experiences available to SDSU's students.

Museum Collections

A variety of Museum Collections are available at the University including those at the South Dakota Art Museum and the South Dakota Agricultural Heritage Museum.

The South Dakota Art Museum's permanent collection was created when the museum opened in 1970. The first donation was a transfer of works by artist Harvey Dunn. Additional significant donations followed including important works by Native American artists as well as South Dakota, regional and international artists, such as the acclaimed Marghab Linen Collection. Recent acquisitions include the Vogel and Cockerline Collections. The museum's permanent collection is comprised of nearly 7,000 items ranging from paintings, works on paper, textiles, Native American art pieces and artifacts, and sculptures and ceramics.

The SD Agricultural Heritage Museum's collection contains three-dimensional objects including tractors and implements, household furnishings, architectural features, clothing and other textiles, small tools relating to animal husbandry and crop production, toys, and books. Two-dimensional

archival collections include maps and atlases, prints from *Harper*'s Weekly and *Leslies' Illustrated*, agricultural magazines, encyclopedias, the Beckman Archive (tractor and machinery manuals), and the Photograph and Postcard Archive.

Examples of additional collections at SDSU include the Severin-McDaniel Insect Collection and the Snellman Hsia Collection. Numerous other collections are housed across campus. For example, the Department of Natural Resource Management's collection includes aquatic invertebrates, vertebrates (mammals, reptiles, amphibians, birds), and herbarium specimens. The Agronomy, Horticulture, and Plant Science department maintains fungi, soils, and geological collections. One challenge related to departmental/college-managed collections is on-going funding to support maintenance and curation.

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

Students at SDSU learn how to interpret and effectively utilize information resources from coursework throughout their academic careers, beginning with three core courses: Composition I (ENGL 101), Composition II (ENGL 201) and Fundamentals of Speech (SPCM 101). These skills are honed further in required capstone courses for each major in which students synthesize information from multiple sources and demonstrate their abilities to apply knowledge in a manner in keeping with their future profession. For example, the capstone course for Speech Communications majors is SPCM 465, Capstone: Communication Studies which provides an in-depth, cumulative study of the theory, research, and methods in the communication discipline. The course incorporates intensive reflection, research, and writing components to provide the student with an opportunity to demonstrate synthesis and mastery of discipline content, as well as the principles and practices of portfolio and résumé building. Another example is ENGL 479, Capstone Course & Writing in the Discipline which provides an in-depth study of selected major authors, works, or other aspects of literary history; this course incorporates a review of current methods of literary criticism and an intensive focus on research and writing in the discipline.

Faculty at the Hilton M. Briggs Library provide instruction sessions for ENGL 101 and SPCM 101 classes as well as sessions for upper-level and graduate courses as requested. A wide range of research guides are readily accessible, and tutorials deliver information on the use of library resources. Via Ask@Briggs and seven subject librarians assigned to specific areas, experts are available to provide in-person assistance to the campus community, as well as via email, phone, and digital "chat" throughout the day and on evenings and weekends.

The University promotes the responsible conduct of research and ensures that faculty, staff, and student compliance with relevant federal and state regulations and guidelines. As noted in 2.E.1 and 2, students who are involved in research are required to complete the appropriate training primarily provided through the Collaborative Institutional Training Initiative (CITI). Students conducting human subjects research requires an Institutional Review Board proposal.

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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.

Argument

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

The co-curricular offerings at SDSU complement the institution's mission by providing a broad array of activities. The SDSU definition of co-curricular activities was developed during the planning year (2015-16) of the institution's participation in the HLC Assessment Academy:

> *At SDSU, co-curricular activities complement academic curriculum, while promoting, encouraging, and supporting student success and persistence to graduation. Such activities educate the whole student, preparing them as life-long learners, engaged professionals, and citizens of the world.*

The university provides opportunities to enhance student learning and success through over 200 campus clubs and organizations. These organizations offer a broad range of purposes including academic, professional, honorary, cultural, interest-based, and religious.

In addition to official university clubs and organizations, several units provide programming to enrich student learning experiences. For example, the Office of Diversity, Inclusion, Equity, and Access features programming that focuses on creating space for dialogue that promotes positive inter-group relations among students, staff, faculty, and community members. The Multicultural Center sponsors multicultural programming and activities to meet the educational needs of the university.

Student journalists and writers, editors, photographers, and designers can gain real world experience by participating in student media activities. The SDSU independent, student-run newspaper -- The Collegian -- publishes and distributes weekly during the academic year. Students edit and design page layout, incorporating social media techniques as they do so. In addition, the campus radio station, KSDJ, offers students an opportunity to learn the radio industry working both on-air and behind the scenes.

The Wellness Center supports student success and personal development by providing students with co-curricular experiences focused on recreation, fitness, and overall well-being.

The Van D. and Barbara B. Fishback Honors College offers a wide variety of enrichment opportunities, college and campus leadership opportunities, and a campus-wide Common Read

program.

The University offers multiple study abroad programs year-round, and each of them incorporates a strong educational component. Participating in a study abroad program supports the University's mission of creating global citizens.

To ensure co-curricular units contribute to the educational experiences of students and align with the institutional mission, these units also participated in the SDSU Assessment Academy (described in Criterion 4). These units developed and implemented assessment plans. For example, the Wellness Center focused some assessment efforts on sleep practices (patterns and behaviors) and are using the results to provide a sleep webinar workshop to students.

Academic programs also offer co-curricular activities for students. For example, the Jerome J. Lohr College of Engineering provides numerous co-curricular opportunities including Engineering Without Borders, SDSU Robotics Team, SDSU Human Powered Vehicle Team, and the Sparkfun Autonomous Vehicle Competition, to name a few. The Physics Department within the College of Natural Sciences hosts a chapter of the Society of Physics Students. The College of Agriculture, Food and Environmental Sciences offers experiences in Dairy Products Judging, Quarter Scale Tractor Design Competition, Little International Agricultural Exposition and the SDSU Rodeo Club. The College of Education and Human Sciences offers a wide variety of opportunities for students to put their knowledge and skills to work in the community. The Pharm.D. program within the College of Pharmacy and Allied Health Professions has implemented a co-curricular plan and assessment reports for two of the most well-established required co-curricular activities.

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

The University's mission and planning documents state that the institution "offers a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation, and engagement that improve the quality of life in South Dakota, the region, the nation, and the world." Through rigorous coursework, distinct and diverse quality programs, research opportunities, and excellent faculty, students at SDSU are provided a rich academic experience. For example, students have opportunities to participate in a wide range of service learning activities, including courses that are designated specifically as experiential-learning classes for the Experiential Learning Certificate program in the College of Arts, Humanities and Social Sciences. Additional service-learning and community engagement opportunities are provided through other academic programs and co-curricular activities. For example, members of the Student Nurses Association participated in a health fair at a local school, provided monthly health education and youth mentoring at a local food distribution center, and provided heath screenings at Head Start, to name a few.

The mission is also focused on an inclusive environment. As described in 3.E.1, the institution provides co-curricular activities, programs, and opportunities to meet the needs of a diverse student population. As described in 3.B.4., the curriculum helps prepare students to live in a global, diverse world. SDSU also provide programming, support, and other services to create a welcoming, and inclusive environment for all students. For example, New Student Orientation provides an initial welcome event for all entering first-year, transfer and returning students. Move-In Weekend activities are designed to encourage students to investigate resources, classroom building locations, technology and engagement opportunities and social events.

Another primary mission of the institution is research, scholarship, and creative activity. As summarized in 3.B.5., this is demonstrated primarily through research, which faculty and students conduct within the labs, research centers, extension services, and performances or art exhibitions. The creative activities and research component of the SDSU mission enhances students' academic experiences through numerous opportunities to participate in undergraduate research, scholarship, and creative activities as demonstrated in the annual Undergraduate Research, Scholarship and Creative Activity (URSCAD) Conference.

Student leadership development is supported by one of the signature programs at SDSU, LeadState, a semester-long leadership development program designed for college sophomores. Around fifty students take part in LeadState each semester with over 800 students having completed the program since 2009.

South Dakota State University Alumni and Friends' Association offers benefits, resources, and services to over 75,000 individuals who remain steadfast to SDSU by supporting the institution's tradition while also celebrating its innovative advancements in various ways.

In 2016, the South Dakota Board of Regents and the South Dakota Chamber of Commerce & Industry co-sponsored an economic impact study. The findings suggest the importance of the university in South Dakota's economic growth and well-being. The report estimated "the public universities increased South Dakota's gross domestic product (GDP) by $2.66 billion annually, which is about 5.98% of the state's economy" (p. 8). In addition, the research estimated that over 67,000 individuals live in South Dakota as a result of activity generated by the public universities. Over the last five years, approximately 50% of SDSU graduates stay to work in South Dakota (SDBOR Graduate Placement Dashboard). These results support the University's mission of improving and positively impacting the quality of life in South Dakota and providing access to higher education.

The First Destination Survey supports the SDSU mission by collecting student outcome data to ensure students received a rich academic experience that supports their personal and professional paths. The majority of seniors had full-time employment (49.7%) and another third (32.1%) indicated they were enrolled or had plans to enroll in graduate school or continuing education. The majority (62.1%) also planned to stay in South Dakota for employment.

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3.S - Criterion 3 - Summary

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

Summary

SDSU offers high-quality academic programs in multiple locations and via a variety of delivery methods. Adherence to program review standards and processes, along with specialized accreditation standards, help ensure that undergraduate and graduate programs offer high quality education. Processes and procedures are in place to provide quality courses in innovative programs across multiple modalities.

A rich academic experience at a land-grant university enhances students' foundational skills and abilities. This is achieved through general education and cross-curricular skills requirements and reinforced in the academic discipline. Assessment processes offer opportunities for programs to inquire about student learning and to continually work toward increased teaching effectiveness and improved student learning.

With a student-centered mission, the number and quality of faculty and staff to support robust academic and co-curricular experiences is essential. Faculty and staff receive regular reviews and professional development opportunities. Appropriate resources and services are provided to students to support academic success. Data-informed decisions have resulted in significant improvement in essential student support units.

SDSU has invested resources in infrastructure to support student learning, teaching, research, and co-curricular experiences. As such, the university is able to offer -- and continually improve -- robust educational opportunities to students.

Sources

There are no sources.

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).

Argument

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

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

SDBOR Policy 2:11:5 identifies the requirement for all academic programs to conduct either the Institutional Program Review (IPR) or a speciality accreditation review, if available. Academic programs not subject to specialized accreditation participate in the IPR process as outlined in the SDSU IPR Review Handbook and IPR Schedule.

The IPR's primary purpose is to evaluate and improve the academic quality of programs, involving a comprehensive analysis of undergraduate and graduate programs; research, scholarship and creative activity; and service/outreach. The IPR self-study addresses:

1. University, college and departmental context;

2. Response to previous review;
3. Mission centrality;
4. Quality (i.e., learning environments, assessment of student learning, faculty/staff,etc.);
5. Cost/resources;
6. Program productivity; and
7. Future plans and assessment of progress.

Two key outcomes of the review process are strengthening program quality and improving capacity to adapt and change. The results of both the IPR and specialty accreditation review processes are submitted to the SDBOR. An example of the self-study and review team report illustrates the robust nature of the process.

In late spring of each academic year, the Office of Academic Affairs holds an IPR Workshop for programs scheduled for review for the next academic year. This workshop is focused on reviewing the IPR Handbook in detail to orient the program representatives to the steps and requirements of the process. Examples of previous self-studies are also provided at that time.

One key indicator of the impact of the IPR process is whether or not improvements are made to academic programs/departments. Changes made as a result of the review for the Biology and Microbiology Department in 2016 included the addition of a post-baccalaureate program leading to the MS in Human Biology to better prepare students not yet ready to apply to professional healthcare programs; changes to the graduate curriculum to provide more course choices without straining departmental resources; and additional investments in the departmental research infrastructure.

Programs which hold specialty accreditation follow the review cycle and process required by the accrediting body. The Doctor of Pharmacy (PharmD) self-study and team report provide an example of specialty accreditation program review processes. Changes as a result of the most recent Accreditation Council for Pharmacy Education (ACPE) review include curricular and student services changes by adding new elective courses and updating the student progression policy.

During 2018-19, the following programs participated in the IPR process:

Communication Studies - March 21-22, 2019 site visit
Consumer Affairs - February 25-26, 2019 site visit
Modern Languages and Global Studies - April 29-30, 2019
Pharmaceutical Sciences (PhD) - April 4-5, 2019

During 2019-2020, the following programs are preparing the self-study and hosting the visit:

American Indian Studies
English
General Studies and Interdisciplinary Studies
Human Development and Family Studies/Services
Nursing (PhD)
Physics

During 2018-19, the following programs conducted specialty accreditation reviews:

Dietetic Internship - Accreditation Council for the Education of Nutrition and Dietetics (ACEND)

Animal Disease Research and Diagnostic Laboratory - American Association of Veterinary Lab Diagnosticians (AAVLD)
Architecture (M.Arch.) - National Architectural Accrediting Board, Inc (NAAB)

During 2019-2020, the following programs are preparing the self-study and site visit:

Sociology (PhD)- Commission on Accreditation of Programs in Applied and Clinical Sociology (CAPACS)
Interior Design - Council for Interior Design Accreditation (CIDA)
Teacher Education, Principal Preparation and School Counseling - Council for the Accreditation of Educator Preparation (CAEP)
Music Education and Music - National Association of Schools of Music (NASM)
Theatre - National Association of Schools of Theatre (first-time accreditation; tentative)
Master of Public Health (MPH) - Council on Education for Public Health (first-time accreditation)
Food Science - Institute of Food Technologists - self-study submitted in Summer 2019; no site visit

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

SDBOR policy 2:5:6 (page 7) and SDBOR Academic Affairs Guidelines 7.4 (Dual Credit, Credit by Exam, and Placement) outline the policies and procedures for earning credit for prior learning. Information is also included in the SDSU Catalog. Students can earn credit by exam in the form of Advanced Placement (AP), College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES) and International Baccalaureate (IB). Minimum test scores are identified in order to review and award credit. Credit for prior modern language learning can be obtained via Webcape Placement Exam, AP, CLEP, and Language Testing International Exams (LTI). If credit by exam is accepted, the permanent record shows the course name and a grade of EX for the specified number of credits.

The ACE Joint Services Transcript (JST) is used as a reference tool to assess prior military experience to evaluate the educational quality of the experiences, compare the nature, content, and academic rigor, and determine the applicability of credit earned to programs offered by SDSU. Per SDBOR transfer policy 2:5:6:1 and 2:5:6:2, transfer of credit for military experience is limited to 30 credits for a bachelor's degree and 15 credits for an associate's degree. Credit can be given for 100-400 level institution courses or elective credit. Six institutional credits are awarded if the JST confirms completion of basic training, to include four credits of Military Science and two credits of Health & Nutritional Sciences (HLTH 100). Up to 12 credits toward graduate programs can be awarded with approval from the department/college and academic affairs designee.

Credit can also be earned via a portfolio and institutional challenge by exam. The grade of CR (credit; does not calculate into any GPA) for the specified number of credits is transcripted when an equivalent SDSU course is identified. Programs which have awarded credit for challenge by exam include Nursing (RN Upward Mobility), Aviation, Health and Nutritional Sciences. Credit for 33 different courses has been awarded via portfolio primarily in Construction and Operations Management, Music and Sociology.

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

The evaluation of transfer credits is governed by SDBOR policy 2:5 which is available in the Undergraduate and Graduate Catalogs. The policy states, "academic courses will be transferred as meeting graduation requirements if the courses parallel the scope and depth of requirements for the degree or if the courses meet electives for the degree" (p. 2).

Transfer of credit between any of the six SDBOR universities is designed to be as seamless as possible due to a common course numbering system. Transfer of credits from outside the SDBOR system are first evaluated based on whether the credits were earned from an accredited institution. The Transfer Equivalency Calculator includes a listing of course-by-course equivalencies with numerous institutions. A more in-depth review is conducted at the college, school, and/or department level(s) for the degree program to which the transfer student is applying. In addition, SDSU has partnerships with technical institutes, community colleges, and other universities as documented with program to program articulation agreements.

The transfer of credit for remedial or developmental course work is addressed in SDBOR policy 2:5 (section 3.2.3) and states, "remedial courses (as identified on the sending institution's transcript) received in transfer are recorded, transcribed, and assigned an equivalency at the receiving institution but do not calculate into grade point average." Many remedial/developmental course credits are pass/fail, satisfactory/unsatisfactory, may or may not be credit-bearing, and do not count toward graduation.

International students must provide a professional transcript evaluation from an evaluation service accredited by the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE). This policy is followed unless transfer credit has been predetermined through a transfer articulation agreement with an international university.

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.

Decisions regarding the curriculum including prerequisites for courses, rigor of courses, and expectations for student learning are determined at the college, school, and department levels by university faculty as noted in the SDSU Curriculum Handbook (pages 4-5). Minimal faculty qualifications are outlined in SDSU Policy 2:25 with primary emphasis on academic credentials from an accredited institution.

The quality of dual credit offerings is assured through the implementation of the SDBOR Dual Credit Guidelines. Students who attend SDSU may transfer in dual credit course work if requirements as outlined are met (including faculty qualifications). This can be demonstrated by certification through the National Alliance of Concurrent Enrollment Partnerships (NACEP), an agreement between the SDBOR and the institution for accepting dual credit coursework, or an evaluation conducted by SDSU to determine that the credit meets the criteria.

South Dakota high school juniors and seniors may also complete dual credit courses through the SD High School Dual Credit Program as outlined in the Dual Credit Handbook. Dual credit students must meet academic criteria and pay a reduced tuition fee but are still responsible to pay the full cost of any required materials. The list of on-line and face-to-face dual credit courses are posted on the SDSU High School Dual Credit site. Courses use the same course objectives and student learning

outcomes as those not offered as dual credit. The vast majority of dual credit courses are delivered by university faculty. If not, instructors must meet the minimum qualifications as outlined in SDBOR Dual Credit Guidelines (page 8). All students including those enrolled in dual credit courses have access to library resources through off-campus access and delivery services; to the SDSU Support Desk for any technical difficulties; to student success videos; and to online tutoring through *Smarthinking.* More information on resources is available on pages 19-20 in the Dual Credit Handbook.

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

Forty seven (47) SDSU academic programs/units have earned specialized accreditation as of Spring 2019. Moreover, 14 programs are at various stages of seeking first-time accreditation. It is a goal of both SDSU's Imagine 2023 Strategic Plan and the SDBOR Strategic Plan that any program for which there is a specialized accreditation, that program will work to gain this mark of excellence. All accredited programs are in good standing.

4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate program 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 in fellowships, internships, and special programs (e.g., Peace Corps, Americorps).

Each fall and spring term, SDSU administers the First Destination Survey to undergraduate seniors who are near graduation. The survey focuses on seniors' post-collegiate plans and outcomes, including plans for employment, volunteer or service programs, and continuing education, as well as employment prospects, salaries, and benefits. Results from the 2018-19 implementation indicated that the majority of seniors (49.7%) noted that their primary activity after graduation was full-time employment. Further, 62.1% of respondents planned to stay in South Dakota for employment. Over a third of survey respondents (32.1%) were enrolled or have plans to enroll in graduate school.

SDSU also administers the Senior Exit Survey to all graduating seniors. One goal of this survey is to obtain information about overall perceptions of their SDSU experience and perceptions of knowledge and skills acquired while at SDSU. Data from fall 2018 and spring 2019 indicate that the majority of graduating seniors had a positive undergraduate experience at SDSU. Over 90% of students were satisfied with their academic experience, indicating that SDSU met their expectations for an overall educational experience. In addition, over 90% of students saw improvement in their general education student learning outcomes.

Input from graduating seniors is also routinely collected at the program, department, school and/or college levels through exit interviews and from alumni correspondence. For example, the Department of Mathematics & Statistics routinely tracks recent graduate outcomes as does the School of Communication and Journalism.

College, schools, departments and/or programs also conduct exit interviews. For the PharmD. program, an alumni survey is administered every other year (most recently in 2017). The survey is administered nationally so the program can compare results to national and peer groups. Results reveal that 88.4% of alumni would choose pharmacy again if starting their education over; 95.3% would attend SDSU again; and 97.7% agreed that they receive a high quality education. Graduates

have 100% job placement.

Pass rates on licensure and certification exams are also evaluated and used to inform change in programs. For example, in 2011, the College of Pharmacy and Allied Health Professions used results from the North American Pharmacist Licensure Examination (NAPLEX) to provide additional opportunities for students to review content during the fourth professional semester (p. 4) while completing clinical rotations. The College of Nursing has used results from the National Council Licensure Examination for Registered Nurses (NCLEX) to make curricular changes such as the addition of a senior level, elective course on NCLEX content review.

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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.

Argument

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.

At the University level, SDSU has six undergraduate learning goals.These goals and the accompanying student learning outcomes are assessed using samples of student work which are reviewed by faculty with the use of rubrics (if appropriate for the artifact) designed by faculty. To prepare faculty for assessing student learning in general education courses, workshops provide information on the process as well as rubric calibration. All courses which are part of the general education curriculum must include the learning goal, the student learning outcomes, and the assessment methods. In addition, on an annual basis, faculty gather at the General Education Assessment Summit to re-assess student work to validate rubrics and share findings and ideas for improving teaching and increasing learning. Additional information on the general education curriculum is included in 3.B.1 and 2.

Beyond the university-level, general education curriculum learning goals, all course syllabi must include student learning outcomes and assessment methods per the required template. Assessing student learning at the course level is determined by the faculty member and used to inform program level curriculum planning and mapping. To ensure that all SDBOR required information is included, all syllabi are reviewed by the faculty member's immediate supervisor prior to the beginning of instruction. All syllabi are kept on file in the academic unit main office for a period of six years.

All undergraduate academic programs are also required to select a minimum of five cross-curricular skills to address within the major. These skills are identified as part of the required program level assessment plan.

Graduate students must demonstrate knowledge and skills related to their discipline along with communication skills and a minimum of one transferable skill identified by the program. These skills are measured as part of the program level assessment plan.

At South Dakota State University,

Co-curricular activities complement academic curriculum, while promoting, encouraging and

supporting students' success and persistence to graduation. Such activities should educate the whole student, preparing them as life-long learners, engaged professionals and citizens of the world.

Building on both this definition and materials presented in professional literature primarily from *Learning Reconsidered 2: A Practical Guide to Implementing a Campus- Wide Focus on the Student Experience* (2006), six student learning domains were identified to guide co-curricular units in updating and developing student learning outcomes for specific programs/events. The student learning domains are:

Knowledge acquisition, construction, integration, and application;
Cognitive complexity;
Intrapersonal development;
Interpersonal development;
Humanitarianism and civic engagement; and
Practical competence.

These domains and the accompanying student learning outcomes provide a structure for the co-curricular units and activities to develop more specific student learning outcomes. These outcomes are measured as part of the individual unit/program assessment plans.

At the program level, all undergraduate and graduate programs, along with co-curricular units, have identified student learning outcomes. Faculty and staff have worked together over the past three years as part of the SDSU Assessment Academy to review current student learning outcomes and provide updates to reflect changes in the field and workforce needs. All plans are available and maintained within the Campus Labs Planning platform.

Yearly assessment reports are generated using a common template and submitted via the Campus Labs Planning platform. Reports are reviewed by the University Assessment Sub-Committee which, in turn, provides feedback. The SDSU Assessment Handbook provides guidance for this process.

Identified as SDSU's Quality Initiative, the institution was accepted to the HLC's Assessment Academy for 2015-19. While the majority of academic programs had assessment plans in place, programs which were new within the past 2-3 years were still in the process of developing plans and numerous programs needed to review and update plans. Moreover, while some co-curricular programs/units were gathering data on student learning and satisfaction, efforts were sporadic or lacking.

During the first year of the QI project, five work groups conducted research into best practices about assessing student learning (undergraduate, graduate, co-curricular), identified potential assessment management software, examined critical assessment resources to develop an online resource hub, and planned for the SDSU Assessment Academy organized into three cohorts over three academic years (2016-17; 2017-18; 2018-19). An Executive Team of the QI Steering Committee served as the de facto university-level assessment committee during the 4-year project while the former committee was put on hiatus so as to not duplicate efforts and cause confusion. The University provided funds to support participation in the HLC Assessment Academy.

The goals of the SDSU Assessment Academy were:

1. To provide a theoretical and methodological foundation that will advance the assessment of

        student learning (learning theories, methods and tools for data gathering);

2. To provide assessment training, resources, and on-going consultation to facilitate continuous improvement and change; and
3. To build and empower campus leaders in the assessment of student learning.

The SDSU Assessment Academy was the cornerstone event for SDSU's Quality Initiative. It provided an opportunity for participants to increase their knowledge base and skills in building a strong culture of inquiry in support of student learning and success. The Academy participant outcomes are as follows:

1. Identify and describe key elements of assessment of student learning and success;
2. Use knowledge, skills, and best practices to create or modify student learning outcomes;
3. Update/create assessment methods, metrics, and procedures to capture student learning outcomes;
4. Integrate program level assessment plans using assessment management software for ease of use and reporting;
5. Provide rationale for program assessment decisions;
6. Integrate, reflect on, and share the assessment process and results; and
7. Serve as an assessment champion.

The Assessment Academy included a series of 2-hour workshops and work sessions on topics including:

1. Culture of assessment;
2. Guiding principles and values of assessment;
3. Mission statements and student learning outcomes;
4. Cross-curricular skills, graduate transferable skills and co-curricular domains;
5. Assessment design and methods;
6. Analyzing/reporting/using assessment data;
7. Closing the loop/sustainability;
8. Individual consultations; and
9. Assessment of Student Learning Showcase.

All participants were provided with a binder of materials, access to the Academy D2L site, and a reference book on assessment (Suskie, L., (2018), *Assessing Student Learning: A Common Sense Guide*, Third Edition, San Francisco, CA.: John Wiley & Sons, Inc.)

The full report and the Quality Initiative Report for SDSU's participation in the HLC Assessment Academy outline progress over time, on-going challenges and key outcomes.

Impacts of the Quality Initiative/SDSU Assessment Academy include the following accomplishments as well as sustainability plans:

1. All undergraduate and graduate programs have up-to-date and sustainable assessment plans.

2. Numerous co-curricular units/program have up-to-date and sustainable assessment plans.

3. Administered the Culture of Assessment Survey.

4. Re-established the University Assessment Sub-Committee (completed 2018-19).

5. Academic programs and co-curricular units submit annual reports.

6. Annual reports are reviewed by University Assessment Sub-Committee.

7. Developed comprehensive SDSU Institutional Assessment Handbook and robust website with assessment resources using the National Institute for Learning Outcomes Assessment (NILOA) transparency framework. (completed 2018-19).

8. Offer on-going educational workshops/events on assessment.

9. Offer an Assessment Academy for additional co-curricular units and new academic program representatives an annual basis.

10. Offer on-going one-on-one meetings with program faculty who serve as assessment coordinators and/or attended the SDSU Assessment Academy.

11. Establish annual Assessment Showcase event.

12. Design and award mini-grants to support assessment efforts (contingent on funding).

The Director of Institutional Assessment and the University Assessment Sub-Committee lead these on-going efforts in cooperation with various units across the institutions, including the Office of Academic Affairs, Student Affairs, and the Center for the Enhancement of Teaching and Learning (CETL).

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

All academic programs (undergraduate and graduate) and numerous co-curricular units have an assessment plan whereby data about student achievement of learning outcomes is gathered, analyzed, and used to inform change. These assessment plans were updated or developed (for new programs) over the past three years (2016-19). A wide variety of assessment activities are used to collect data including standardized/national exams, locally-developed exams, course-embedded assessments, portfolios, artistic exhibition/performances, publications, grant proposals, observations, interviews, reflective writings, surveys (student, employer, site supervisor, alumni), and theses and/or dissertations. Student performance on these assessment activities serve as indicators of learning.

Undergraduate assessment plan example - Animal Science
Graduate Assessment plan example - Athletic Training
Co-Curricular Assessment plan example - Student Success Center

Following the General Education Assessment Guidelines, general education goals and learning outcomes are assessed and evaluated using SDBOR system-validated rubrics applied to student artifacts. All six goals are assessed over a three-year period (2018: Goals 1 & 5; 2019: Goals 3 & 6; and 2020: Goals 2 & 4, etc). The results of the general education assessment are compiled and shared in the SDSU General Education Assessment Report.

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

Faculty, staff, and administrators review assessment data to guide programmatic decisions and create quality improvement. As part of the Annual Report Template, programs are required to report on

changes made as a result of assessing student learning.

Examples of the use of assessment data to improve student learning:

1. Based on assessment data, the Computer Science (BS) program restructured its curriculum by adding a course focused on ethical and security issues in computer science (CSC 303, Ethical and Security Issues in CS). The course provides students with knowledge and skills to make informed and ethical decisions.
2. The Department of Animal Science distributed assessment results and the annual report to faculty and discipline groups to consider modification of capstone courses.
3. Faculty in the Ph.D. program in Nursing added a one credit course focused on informatics because assessment data indicated that the majority of students were not meeting the benchmark in this area.
4. Pharmacy has rigorous assessment processes in place. Each year they use this information to strengthen their assessment procedures, courses and curricula, and student experiences.
5. Based on the results of a college sleep questionnaire used by the SDSU Wellness Center as part of its assessment plan, a sleep webinar is provided to students emphasize the importance of sleep for student well-being.

The assessment of general education has resulted in departments identifying pedagogical practices and curriculum alignment to improve student learning. For example, the Department of Mathematics and Statistics is emphasizing active learning with a focus on improving instruction to assist student development of communication skills related to mathematical terms and concepts.

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.

As reported in 4.B.1, SDSU recently completed its Quality Initiative which focused on academic quality and assessment of student learning. As a part of this multi-year project, the institution's processes and methodologies are based on good practices as identified through the HLC Assessment Academy, NILOA, the nine principles of assessing student learning from the former American Association of Higher Education (AAHE), and from *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience* (2006). Workshops are offered by the Director of Institutional Assessment in support of assessment for general education student learning outcomes.

SDSU has invested in assessing student learning by separating the academic testing functions from the assessment of student learning functions and hiring both a Director of the Testing Center and a Director of Institutional Assessment in 2015. Assessment functions have also been supported by providing additional staff time, a graduate assistant position, and other resources to participate in the HLC Assessment Academy, to name a few.

Faculty and other staff members are highly involved in assessing student learning as they serve as the individuals who develop and implement course assessment, program-level assessment, and general education assessment.

Faculty at SDSU are also provided opportunities to further pedagogical best practices. The annual Fall Conference (co-sponsored by the Office of Academic Affairs and the CETL) brings in national speakers on educational topics including diversity and inclusion, group learning, and assessment. In

addition, online instructors may obtain certification through training provided by Instructional Design Services along with opportunities to enhance online courses with classroom technologies. The CETL provides comprehensive services in support of high quality teaching and learning.

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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.)

Argument

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.

SDSU is committed to increasing student retention, persistence, and graduation rates. Goals for undergraduate student retention and program/degree completion are identified in the 2018-2023 SDSU Strategic Enrollment Management Plan (Section VII) and the SDSU Strategic Plan, Imagine 2023.

The institution uses the Integrated Postsecondary Education Data Systems (IPEDS) definition of retention: "the percentage of first-time bachelor's (or equivalent) degree seeking undergraduates from previous fall who are enrolled again in the current fall." Retention rates for the past five years (2013-2018) have ranged from 75.9% to 78.6%. This is comparable to peer institution retention rates, which range from 68% (University of Montana-Missoula) to 85% (Kansas State University). SDSU's goal is attaining an 80% retention rate by 2023. This goal is reasonable and attainable given the institution's physical infrastructure (housing, classrooms), personnel, degree offerings, and student body.

The SDSU definition of completion is the number of degrees and other formal awards (certificates) which are conferred (IPEDS definition). Completion is measured and reported in 4- and 6-year graduation rates. Completion rates for the FA2012 cohort (first-time, full-time) are 36% for four years and 57% for six years. This is comparable to peer institution graduation rates, which range from 19% (New Mexico State University) to 45% (Colorado State University) for 4-year graduation rates and 41% (Southern Illinois University-Carbondale) to 71% (Colorado State University) 6-year graduation rates. SDSU completion goals are 35% and 57%, respectively, by 2023.

SDSU's goals for progress and success rates are appropriate to its land-grant mission. This is based

on internal data such as enrollment, retention, and graduation trends; National Survey of Student Engagement (NSSE); and enrollment projections, and external data such as national high school projections (from Western Interstate Commission for Higher Education -- WICHE), peer group and aspirational peer group comparisons using IPEDs data, and public information. These goals are also reflected in the admission requirements which demonstrate the institution's commitment to democratizing access to higher education. In addition, the majority of SDSU students receive some form of financial aid (over 95%).

The admissions rate has averaged 91-92% over the most recent five years. No more than 3% of the previous year's first year class (SDBOR Policy 2:3:7; System Undergraduate Admissions: Exception Group, page 5) are admitted as an exception to the minimum requirements. These students are assigned to an advisor within the First Year Advising Center and required to begin in the Associate of Arts degree in General Studies and enroll in the exploratory studies course, a first-year seminar and a career exploration course.

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

The Office of Institutional Research and Assessment (OIRA) maintains and makes publicly available information about retention and completion rates, including disaggregation of the data by sex and race/ethnicity. These data sets also provide breakdown of 4- and 6-year graduation rates. For more internal purposes, retention and completion data is collected and analyzed by college, department, and program.

Such data is used to inform both short- and long-term goals and strategies. For example, data on student retention, persistence, and completion was used by both the Office of Academic Affairs and Student Affairs as part of the process to establish academic program strategic enrollment targets. These are part of the Strategic Enrollment Management Plan in Appendix B (see page 38) spanning a minimum of a five-year time period.

The retention and persistence rates are shared regularly through the summer months with numerous offices and individuals, including Academic Affairs, Student Affairs, First-Year Advising Center, President's Office, Office of Diversity, Inclusion, Equity and Access, Deans, Directors, and Department Heads. As the institution prepares for its spring term, the fall to spring persistence rates are shared weekly so as to inform the need for additional outreach to students who still need to register.

The data has also been used to determine (in part) the effectiveness of the comprehensive student success model/programs which are described in 4.C.3.

Information on readmitted students following suspension is gathered and analyzed each spring. Based on this data, changes have been made to communications with students, and the process has been moved online so as to ensure more timely and accurate record-keeping.

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

In 2010, with the identified goals of increasing student engagement, retention, and degree completion, SDSU launched a comprehensive Student Success Model. The 2010 model included numerous programs such as first-year seminar, early alert, living-learning communities, peer

mentoring, Supplemental Instruction (SI), tutoring, and the use of the College Student Inventory (CSI). In fall 2014, the model was reviewed and refreshed culminating in a final report in May 2015. Throughout the implementation of the current Student Success Model, retention, persistence and completion data are used to gauge effectiveness.

Beyond refreshing the Student Success Model, four major recommendations emerged from the 2014-15 review: 1) use of a risk (data) analysis for entering first-year students to assess likelihood of success and/or level of risk for retention to inform differentiated advising to address unique needs; 2) refinement of change-of-major process; 3) requirement for students on probation to enroll in academic success and recovery program; and 4) development of intervention strategies for minimally-engaged students (based on proxy for grit indicators).

The Risk Model combines two largely independent predictors of first-time, full-time students' likelihood of being retained into the second year. One is based on academic factors (ACT and high school GPA) and the other on non-academic factors (financial, possibility of transfer, emotional support, and stress, to name a few). Each student's probability score allows for placement in one of four quadrants which allows for more specific advisor interventions. For example, students who are determined to be at high risk for not returning will meet with their advisor more frequently (minimum of three times per term), be encouraged to enroll in courses designed to enhance student success, and meet with their advisor to discuss CSI (College Student Inventory - Ruffalo Noel Levitz) results.

The change of major process was upgraded to an online process. Making this process more transparent assists students in declaring their major as soon as possible. Students on probation are encouraged to enroll in the one-credit class ACS 140, Academic Recovery.

Recommendations from the 2014-15 report and trends in retention, persistence, and completion have been used to inform the 2018-2023 Strategic Enrollment Management Plan. In this plan, student retention and success are integral components of the comprehensive process designed to help SDSU achieve and maintain optimal enrollment as well as retention and graduation rates.

Several units/offices provide comprehensive support services where enhancements have been made so as to better meet the needs of students (in part based on retention, persistence, and completion data). For example:

1. The American Indian Student Center (AISC) will move to its new building in spring 2020. The Center serves as the hub of cultural programming, services, and advocacy that supports the recruitment, transition, retention, persistence, and graduation of American Indian students. The need to establish a more robust AISC was in part based on the lower fall to fall persistence/retention rates ranging from 33.3% to 47.4% (past 5 year rates).

2. The Multicultural Center offers programs/events that demonstrate the valued practice and philosophy of multiculturalism within the University community. The Center has experienced growth with additional staff, increased funding, and plans for increased and more visible space. As the University has experienced growth in the Latino/Latina/x student population, the Center received additional funding to support the hiring of a retention/program advisor.

3. Beginning in 2010, several University-level curricular changes were made in response to the data on student retention. For example, programs were encouraged to offer/require a first-year seminar for incoming students in support of their transition to the University. The Student

Success Committee conducted a preliminary study of selected first-year programs and included the first-year seminar. Results did not indicate an increase in retention based on the first-year seminar, but results are very preliminary. In addition, a robust offering of academic and career success courses are now offered, including the ACS 102, Exploratory Studies course in support of the Exploratory Studies program designed to assist students in selecting a major early in their time at SDSU. The percentage of Exploratory Studies (formerly referred to as Undeclared or Deciding students) who declared their major by the end of their first year in 2009 was 77%. In 2013, this percentage had increased to 92% following the implementation of the Exploratory Studies program.

Additional examples include the establishment of the Academic Success and Recovery Program, designed for students on probation or suspension (but re-admitted). The program offers additional support for this group of students in the form of peer mentoring and required course work. The program uses both term and cumulative GPA, retention, and academic standing data to inform on-going improvements in the program. Students who have been readmitted following suspension are tracked, and this data is used to inform the Academic Success and Recovery Program (such as the recent update of the ACS 140 course) and potential outreach efforts with students who had been readmitted but left the university in good standing.

In 2013, SDSU joined the EAB (formerly the Education Advisory Board) Student Success Collaborative to utilize student data to an even greater degree. This platform supports the use of predictive analytics based on 10-years of SDSU student data and is used to facilitate advising and assisting students in identifying the right major as soon as possible. SDSU also uses this platform for early alert functionality (SSC-Navigate) made possible with an update in 2016 (FY17). Targeted campaigns can also be efficiently and effectively implemented focusing on specific groups of students. For example, the registration campaign is launched each term, targeting students who have not yet registered for the next semester. This campaign administered in spring 2019 resulted in 41.9% of the students contacted registering for the summer and/or fall terms.

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.

SDSU's Office of Institutional Research and Assessment (OIRA) provides oversight for the institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs. The OIRA's guiding values, principles, processes, and methodologies reflect established good practices for institutional assessment and research. The Institutional Research Work Group empowers SDSU to make data-informed decisions that directly impact achievement of mission. The purpose of the work group is to prioritize and develop institutional reports, research findings, and dashboards to address data needs, some of which are specifically focused on student success markers.

The Office of Institutional Research and Assessment generates for the university community a variety of readily-accessible dashboards and reports, including data about retention, persistence, and completion. The dashboards show interaction between multiple characteristics such as gender and ACT scores, and they help answer questions such as: 1) What proportion of an entering cohort earn a baccalaureate degree in four or six years? 2) How do educational outcomes for underrepresented students compare to those for non-underrepresented students? and 3) How is academic momentum or enrollment intensity (enrollment in 15 credits or more in their first semester) related to educational outcomes?

Individuals can request additional information/data from the OIRA through an on-line data request implemented in February 2018. Staff prioritize requests, identify needed data, conduct appropriate processes and analyses,and deliver the information.

Sources

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ACAD_Advising_Academic Success and Recovery Coordinator.pdf
ACAD_Advising_ConnectState at SDSU FA19.pdf
ACAD_Advising_Early Alert.pdf
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PO_Strategic Planning_Imagine 2023.pdf
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SA_Enrollment Management_ Retention.pdf
SA_Enrollment Management_SDSU Enrollment Management Plan 2023.pdf
SA_Student Life_ LGBTQIA+ Resource Center.pdf
SA_Student Life_American Indian Student Center_Overview.pdf
SA_Student Life_Multicultural Center.pdf
SDBOR_BOR Policies 2-3.pdf

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.

Summary

South Dakota State University (SDSU) is responsible for the quality of its educational programs as demonstrated through the regular and robust practice of program reviews, specialized accreditation, and detailed policies and procedures for the transfer and awarding of course credit whether it be from other institutions, via dual or concurrent course offerings, or credit for prior learning. The institution exercises authority over its academic programs, including course prerequisites, course rigor, learning outcomes, availability of resources to support learning, and faculty qualifications for all programs regardless of location and mode of delivery. Another key indicator of high-quality academic programs is the success of graduates which is routinely measured with several surveys (First Destination and Senior Exit), program specific exit interviews, and pass rates on licensure and certification exams.

Building on a long history and commitment to assessing student learning, SDSU focused on academic quality and improvement for its Quality Initiative by participating in the HLC Assessment Academy (2015-19). While the majority of programs already had assessment plans in place, the Academy provided the opportune time to refresh and improve plans and work with new programs to develop meaningful and sustainable assessment plans. The QI also supported the purchase and implementation of a central repository software platform for assessment plans, data sets, and reports responding to the need for a more secure and readily accessible location for such work products. The QI was also focused on increasing access to assessment resources by establishing an electronic resource hub and comprehensive Assessment Handbook. Finally, the QI was designed to more fully understand and then support the on-going growth of a culture of assessment/inquiry. Much progress was made, yet work remains to continue to help faculty, staff, and administrators understand the need for assessment and how to use assessment results to inform change and improvement.

Over the past decade, SDSU has more fully embraced the need to use data on student retention, persistence, and degree completion to inform both student success goals and associated programs, each of which is appropriate to the mission of the University. The institution has made progress in making such data more readily available through routine sharing via regular reporting, email distribution, and the development of interactive dashboards. As a result of an increased focus on student success, which began in earnest with the establishment of the Student Success Model, a comprehensive array of programs are available throughout students' time at SDSU.

Sources

There are no sources.

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.

Argument

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.

SDSU has sufficient fiscal and human resources as well as the necessary physical and technological infrastructure to support its mission and day-to-day operations whether on the Brookings main campus, via distance education, or at one of the off-campus locations.

Fiscal Resources

SDSU has sufficient financial resources to support all of its operations, according to the FY18 Financial Report, with total assets of $684.5M and total liabilities of $214.4M. The University's financial position improved during FY18 as compared to the previous fiscal year as seen by the $54.2M increase in total assets. Current assets were sufficient to cover liabilities (ratio of 2.96).

For FY19, the total SDSU Budget was $303,783,255. Based on the 2018 IPEDS submission, SDSU spent $299,991,733 in operating expenses in FY18. Approximately $92 million was used for instructional costs, nearly $60 million for research, and $31 million in public service. SDSU continues to maintain a strong financial position and invests its resources according to its strategic priorities.

General fund appropriations have increased nearly $7M from FY14 to FY18, and tuition and fee revenue has increased nearly $12M. These fund sources continue to provide a solid financial base.

In order to maintain this financial stability, the institution monitors enrollment and state general fund allocations and has continually adjusted annual budgets based on fluctuations in these revenue sources.

Human Resources

SDSU maintains a roster of faculty and staff to effectively meet the needs of its operations. The institution employs 1,784 full-time staff and 226 part-time staff (IPEDS 2018-19). Instructional staff includes 541 faculty comprised of 214 (39.6%) instructors (annual contract), 118 (21.8%) tenure-track faculty, and 209 (38.6%) tenured faculty. In addition, the institution employs 815 non-instructional staff (including management, business/finance operations, media, and sports, for example) and 428 in service/administrative support and maintenance operations. SDSU also supports 531 graduate assistants (teaching, research, and other such as tutoring in the Writing Center)

Physical Infrastructure

The SDSU main campus in Brookings is situated on 387 acres with 141 academic buildings and 146 agricultural buildings. SDSU owns 6,502 acres of land (SDSU Facilities and Services Facts). Over the past two decades, a number of buildings received upgrades and additions to meet current needs (Facilities Project Map). For example, 10,000 additional square feet were added to the Oscar Larson Performing Arts Center, and 37,000 square feet were added to the Wellness Center. A former residence hall (Harding Hall), was upgraded to serve as the home of the Ness School of Management and Economics. The American Indian Student Center is scheduled to be completed in spring 2020. Construction of the Raven Precision Agriculture Center is underway. These examples of recent and future additions are included in the SDSU 2025 Facility Master Plan.

For the past decade, the South Dakota Board of Regents (SDBOR) system has devoted 1.5% of the building replacement value to maintenance and repair, with a goal of reaching 2.0% (SDBOR Fact Book, page 60). Buildings and related facilities are sufficient in size, and with continued upkeep and repair, meet the university's mission. Per SDBOR policy 5.5.1, 11.5% of tuition goes into the Higher Education Facilities Fund (HEFF) which serves to fund new academic buildings and to ensure the university has funds for maintenance and repair. These funds are then leveraged with other available funds (university and private) to help invest over $207M in academic buildings (including new construction and renovations) since 2009.

The most recent comprehensive space assessment study was conducted in 2011 as part of a system wide review. Data was gathered at all SDBOR institutions including SDSU. Each year, SDSU submits a ten-year maintenance and repair list that identifies how the institution plans to spend maintenance and repair funds.

Additional locations are housed in a variety of settings. Three of the off-campus attendance centers are located in buildings constructed in the current decade: Black Hills State University - Rapid City in 2012; Capital University Center in Pierre in 2010; and Community College for Sioux Falls (former University Center- Sioux Falls) in 2010. Three others are housed in other

higher education facilities:Northern State University in Aberdeen (Nursing); Lake Area Technical Institute in Watertown (Agricultural Science); and Southeast Technical Institute in Sioux Falls (Nursing). One of the two Nursing sites in Rapid City is located in a local hospital, and the Native American Nursing Education Center is in a stand-alone building, with space renovated in 2016. As part of the HLC Additional Locations Review, all sites have been determined to be adequate in physical infrastructure. See 3.A.3 for the most recent multiple locations report.

Technological Infrastructure

In addition to physical facilities, SDSU has the technological infrastructure sufficient to support its operations wherever and however programs are delivered. In 2009, SDSU developed a four-year plan to adopt technologies to support active learning through cloud computing. Since the creation of the AL Cloud in 2009, Classroom Technologies Services installed in general classrooms, 70 single projectors, nine dual projection units, two triple projection units, four interactive dual projection units, and two Active Learning Cloud classrooms. Moreover, as noted in 3.D.4., SDSU implemented the Classroom Enhancement Initiative, which includes updating and renovating classroom space along with completing technological upgrades.

In addition to classroom upgrades, the institution has benefited from technological infrastructure upgrades to equipment, including high-performing computing and cyber-infrastructure (Information Technology Resources). Completed in January 2018, the SDSU Division of Technology and Security (DST) upgraded its local area network infrastructure to support 100 GBps of data transmission capacity within its core network router system. This work also included an upgrade of the sub-core switching to 40GBps of connectivity.

The Rapid City nursing sites, Capital University Center, and the Community College for Sioux Falls are equipped with whole-site wireless and connected with robust internet connections. Classrooms have smart teaching stations with projectors. Each classroom is updated as new technology is available. All sites use eduroam as a global SSID for wireless and ease of connectivity. Other sites use the technology systems provided by the host institution.

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.

To effectively support its mission, in FY15, SDSU adopted a Responsibility Centered Budget Model (RCM). Within the University proper, academic colleges (Core Units) are the recipients of all university revenues, including tuition revenue, fee revenue, and the funds provided by the state for general support. The Core Units are then taxed, proportional to their use, for services received from Service Centers (e.g., facility services, student, academic and administrative services, library, etc.). All remaining funds are available to the Core Units for reinvestment. Academic colleges are incentivized to expand their services (such as academic programs and enrichment programs) and increase revenues.

The governance of the RCM and university budgetary processes and decisions are designed to help ensure alignment with the SDSU mission and strategic plan. This process relies upon two governance committees. First, the University Budget Oversight Committee (UBOC) is composed of academic college deans, vice presidents and faculty chair of the Faculty Budget Committee. Second, the Faculty Budget Committee is composed of faculty members, the president of Faculty Senate, and professional

and civil service staff.

Each spring, UBOC holds public budget hearings where academic college deans present the budget from the previous year and outline the goals and proposed budget for the upcoming year. Support units present their budgets and requests and how they align with the strategic plan. UBOC then reviews the proposals in the context of the university's strategic plan and forwards its recommendations to the university President for approval. In turn, the President shares the recommendations with the Faculty Budget Committee to solicit comments and counsel. The President approves the final university budget.

Because the institution is a public land-grant university, SDSU does not have any super-ordinate entities.

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.

As stated in Imagine 2023, SDSU has set its sights on becoming a premier land-grant university. In support of this vision, the goals and strategies contained in the 2018-2023 plan position the institution to make significant strides in learning, discovery, and outreach based on current strengths and observed opportunities.

In tandem with the current strategic plan, the college structure was enhanced through the formation of the new College of Natural Sciences and the restructuring of 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 establishment of schools fosters increased collaboration and synergies among faculty, students, and stakeholders as well as results in cost savings (i.e., elimination of department head positions). In addition, the restructured Vice President for Finance and Administration position was filled in September 2018, providing strategic and operational direction with accountability and integrity for SDSU's financial and administrative operations. The overall organizational structure of the institution provides an adequate infrastructure to support current operations and to continue focusing on aspirational projects.

The institution is well-positioned to grow enrollment and enhance retention as identified in the Strategic Enrollment Management Plan through strategies including the First-Year Advising Center, ConnectState and numerous other programs identified in the comprehensive Student Success Model. Recruitment efforts are being bolstered through a partnership with the EAB (formerly the Education Advisory Board), an organization which provides strategies and electronic solutions in support of student success, enrollment research, and marketing. The investment was made possible by reallocating internal funds from the Student Affairs Division and strategic reinvestment of funds as a result of the RCM. The senior leadership team developed a white paper on ten-year college attendance trends to better understand the opportunities and challenges presented by demographic shifts and birth rate declines expected in 2025 and beyond. Previously, a report on enrollment projections from the Census Data Center (housed at SDSU) in 2015 provided projections through 2020 and was used to inform recruitment strategies for that time period. As the institution moves forward, enrollment projections will be provided by the Office of Institutional Research.

Through the Classroom Improvement Project, 99 classrooms have been renovated and enhanced with new furniture, lighting, paint, and technology. Learning is also bolstered through the university's

participation in the HLC Assessment Academy resulting in new/revised assessment plans for academic and co-curricular programs. Academic excellence is further attained through the emphasis on accreditation/certification which is financially supported by the colleges, the Office of Academic Affairs, and the Fishback Fund for Excellence.

In support of the heightened emphasis on research, scholarship, creative activity, and innovation, SDSU is in the process of identifying Associate Deans for Research (ADRs) in each core college (four have been established as of spring 2019). The University Research Council, comprised of research leadership from the Division of Research and Economic Development, the ADRs, and the university-wide research centers, is identified as the primary research strategy body for SDSU. The Geospatial Sciences Center has been integrated into the new College of Natural Sciences to deepen collaborative linkages, in turn providing the college with two high-research FTE and 1.25 research support staff FTE.

In addition, the Office of Research and Economic Development (ORED) continues to work with faculty to build confidence and skills in submitting proposals for extramural funds. Due in part to this effort, SDSU has observed an increase in proposal submissions. The University has experienced a flat-to-slight decrease in annual awards. Based on this trend, the new focus is on improving proposal success rates. Some of the tactics to address this challenge are the hiring of a Research Development Specialist (under development) with a focus on interdisciplinary teams and grant writing. Currently SDSU tracks/compares submissions and awards in aggregate by calendar or fiscal year, but not the success of individual applications. The ORED is working with Finance and Administration to begin tracking each application and determine success rate. This information is needed to establish benchmarks and evaluate any new programs implemented. These changes proactively position faculty and staff to create and pursue opportunities to secure research funds around high-impact themes that correspond to, and provide solutions to, societal needs. These changes also identify facilities and other resources available to applicants.

Cultivating and strengthening community engagement is another goal of Imagine 2023, addressing both the internal SDSU community as well as increasing external engagement. To help position the university to meet these objectives, SDSU administers a campus climate survey designed to evaluate the environment as experienced by faculty, staff, and students, and, based on results, to respond with actionable strategies.The University's dedication to community building is also observed through the Wokini Initiative where funds from the South Dakota Permanent Trust Fund are used to invest in innovative strategies to recruit, retain, and graduate American Indian students and to continue to build partnerships with tribal communities and colleges.

Safety and security is also important to SDSU. The Emergency Management Team consists of leaders throughout campus who quickly assemble during any emergency situation. For example, during winter 2019, the team addressed the extreme weather conditions which resulted in the closing of campus. After each emergency situation, an After Action Report is completed, identifying strengths and providing recommendations for improvement.

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

Required qualifications for faculty are outlined in SDSU Policy 2:25 which describes requirements for hiring faculty who are academically prepared for their disciplines and roles. Ensuring appropriate qualifications 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. Additional information on qualified faculty and staff is located in 3.C.2, 3.C.4, and 3.C.6.

Employees are also subject to a required background check which validates educational credentials and employment background while identifying criminal backgrounds which may or may not affect candidacy based on the position's job description.

A comprehensive on-boarding/training is available for new employees. The majority of new faculty participate in the New Faculty Orientation Program. Most departments or colleges also offer faculty mentoring. New Non-Faculty Exempt (NFE)/professional and Civil Service (CSA) staff participate in department-level training and on-the-job training specific to the position in addition to the mandatory trainings required of all employees (described below). The Professional Staff Advisory Council communicates with new professional staff introducing them to the group. The Faculty & Extension Personnel Professional Development Committee is in the process of working on additional on-boarding resources.

New academic leaders participate in the South Dakota Board of Regents (SDBOR) Academic Leadership Training conference offered each summer. The Office of Academic Affairs follows a comprehensive on-boarding program for new deans.

The Office of Academic Affairs sponsors professional development for all academic leaders (deans, associate/assistant deans, directors, and department heads) through Academic Conversations, Management Team Meetings, and special workshops/trainings on such issues as how to use CONNECTSTATE, for example. A department head toolkit provides an overview with quick links to the Faculty Handbook, the COHE agreement, forms, and other resources.The Provost offers workshops on rank adjustment, tenure and promotion, and faculty annual review for supervisors and faculty.

The SDSU Graduate School offers workshops for graduate program coordinators and graduate faculty. Sessions focus on policies, procedures, and expectations.

Designed for a broader audience, the Office of Human Resources also provides "Tool Kit Training" which provides a 15 minute overview of a given topic including those related to workplace effectiveness, leadership, and compliance/informational/transactional items (for example, FMLA, ADA, and leave policies). HR also offers a comprehensive Supervisor's Toolkit addressing topics such as conflict management, mediation, performance evaluations for NFE and CSA staff, and worker's compensation. The office also offers a wide variety of training sessions on using the various personnel related electronic platforms through the South Dakota Bureau of Human Resources.

The Center for the Enhancement of Teaching and Learning (CETL) offers a wide array of training opportunities, and, along with the Instructional Design Services Office, supports faculty in the development and delivery of high quality instruction for a variety of delivery modes.

The Office of Research and Economic Development offers training and informational workshops. The Faculty Research Forum is a series of workshops focused on topics related to the research mission. For example, the March 2019 session focused on navigating research partnerships with the private sector. The office also developed a guide for navigating internal resources in support of research and development agreements with private industry. Training on research with human and animal subjects and other research is described in 2.E.1.

Title IX and Security Awareness Trainings are required of all employees. Staff are provided with an Emergency Action Guide which lists important contacts as well standard operating procedures for medical emergencies, suspicious letters or packages, civil disturbances, armed threats, and building

evacuations, to name a few. (Note: The hard copy of the guide is set up to print as a flip-chart).

Even with all of the aforementioned education and training opportunities, SDSU has identified in the current strategic plan the importance of continuing to "strengthen on-boarding and professional development programs for faculty...."

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

As described in 5.A.2, beginning in FY15, SDSU functions with a responsibility centered budget process. During summer 2018, a work group was appointed by the President to review the RCM budget model, fulfilling a commitment to conduct a review during the fifth fiscal year of its use. This review resulted in a final report including eight recommendations which are listed below in addition to the current status of the recommendations as of summer 2019:

1. **The current 80/20 credit hour/major factor ratio seems appropriate. If any contemplated change to the credit hour/major factor ratio is considered, it must be done in concert with the "plug" and implemented for a planned period of time.** Current status: During the FY20 budget reset, all university fund financial resource "plugs" were evaluated and reset to achieve balanced budgets for all core colleges for FY20.

2. **A task force should examine best practices related to royalties revenue. This review should include consideration of incentives, fund flow within the university, and use of funds**. Current status: Due to the volume of work associated with the FY20 budget reset, a task force has not yet been formed to examine best practices related to royalties revenue.

3. **A task force should examine best practices related to F&A cost revenue flow. This review should include consideration of incentives, and the impact of change involving non-core research centers such as Geospatial Sciences Center of Excellence (GSCE).** Current status: A task force was formed resulting in a recommendation to the University Budget Oversight Committee (UBOC) to change F&S cost recovery revenue flow. The change was a move of F&A fund flow of 90% to the core college and 10% retained for central administration to 80% to the core college, 10% for central administration, and 10% covering the impact created by the change involving non-core research centers such as GSCE.

4. **A budget analysis should be conducted for each core unit using a three-year average of FY16, FY17, and FY18 RCM generated revenue. This would provide insight into what (if any) methods for determining "hold harmless" budgets should be changed now that we have experienced the impacts of using FY14 as the "hold harmless" year and now that core college structures have changed.** Current status: This analysis was conducted as part of the review and decision-making process resulting in FY20 budget resets and university support "plug" changes.

5. **Further analysis should be conducted on the positive and negative consequences of including program fees as part of the RCM system. The committee recognizes that changing the percentage of expense drivers will result in net gains for some units and new losses for others. This, however, is not the only or primary concern. Costs to students and the purpose(s) of implementing program fees, and how that revenue is spent, must be carefully considered.** Current status: This has been discussed at UBOC with the only change to date being more presentation/transparency of program fees as a component of the college's budget. This "more comprehensive" budget presentation was used when making FY20 budget decisions as budget cuts were not taken evenly across-the-board.

6. **Further analysis should be conducted regarding the number of support staff and related**

salaries and benefits allocated to each core unit. There are significant differences in the percentage of "plug" support across units. Current status: This was a point of consideration during the FY20 budget reset process.

7. **Further explore incentives for on-line or off-campus course delivery to enhance participation by departments/faculty. The current system may create situations where an on-line course may compete with an on-campus course for the same students. The situation can be more problematic when program/course fees are not included with the on-line versions of these courses.** Current status: Preliminary work is currently underway and recommendations should be made to UBOC sometime during the upcoming academic year (2019-2020). The decision was made to complete the FY20 budget reset prior to making these recommendations for consideration.

8. **A deeper review of auxiliary revenue trends should be conducted and consideration should be given to the impact of loss of auxiliary revenue. If auxiliary revenues are lost, options to replace the lost revenues need to be considered.** Current status: Budget and Finance is currently reviewing/evaluating auxiliary revenues. One area currently being reviewed is the SDSU Bookstore, which has seen revenue reduction due to textbook/academic resource changes (open educational resource utilization, electronic textbooks, etc.).

The Office of Finance and Administration ensures funds are properly received, spent, and reported. (Examples: SDSU policies 5:3 and 5:4). In addition, this office has quarterly meetings with deans to review the college's financial status and provide data related to budgets, credit hour generation, workload allocations, and course fill rates, among other topics.

Generally, any purchase of $1000 or greater must go through the purchase order process. Each purchase order is assigned to a buyer who ensures that appropriate quotes and approvals are secured. Any purchase of non-exempt supplies and equipment must be bid by the Office of Procurement Management if over $25,000, and professional services over $50,000 must be awarded through a Request for Proposal.

Invoices are compared to the purchase order for quantities shipped, price and other charges by staff in the Accounts Payable Office. The department must confirm receipt of the merchandise/service within the Banner software before payment is released to the vendor. Invoices not requiring purchase orders are entered on Banner at the department level and audited centrally by the Accounts Payable staff.

Faculty and staff travel policies and procedures provide another example of processes which provide checks and balances. For out-of-state travel, Individuals are required to complete the Out of State Travel Form (OSTR) and route through the direct supervisor such as department head, dean and President. The Travel Manual provides more detail.

The Grants and Contracts Administration (GCA) Office works closely with the Office for Research Assurance of Sponsored Programs, Principal Investigators (PIs) and College Grant Coordinators when the budget is being developed during the proposal routing process for external funding. GCA offers budget development, guidance, and reviews proposed budgets and justifications in compliance with SDSU policies and procedures, governing cost principles, and other applicable requirements. The routing process requires review/approval by the PI, department head and dean of the PI, GCA for fiscal review and the AVP Research and Economic Development. Parallel to this sequential process, the AVP for Facilities and Services, the Research Integrity and Compliance Officer, AVP for Information Technology, AVP for Tech Transfer and Commercialization are informed based on

input from the PI and can pause/stop the approval if there are items of concern. SDSU also has policies in place to ensure sponsored project expenditures are reviewed for consistency with awarded budget and in accordance with sponsor terms and conditions and applicable laws and regulations. PIs are responsible for the fiscal management of projects. As such they are responsible for ensuring that the specific charges are reasonable, allowable, and allocable, and progress to date is satisfactory and in keeping with the statement of work. The GSA sends out monthly transaction reports to the PI to assist in monitoring the project, and it also monitors project expenditures to ensure financial compliance.

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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.

Argument

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.

As described in 2.C., the nine-member South Dakota Board of Regents (SDBOR) provides oversight of SDSU. SDBOR By-Laws outline the scope of responsibilities including the institution's financial, academic, legal, and fiduciary operations. A SDBOR Meeting Agenda provides an example of the range of topics within the purview of the governing body. The SDSU President provides in-depth updates during annual formal and informal reviews. Most years, the SDBOR holds one of their meetings in Brookings on the SDSU main campus. Regents are invited to visit SDSU for commencement, building dedications, ground-breaking events, tours, and other special events -- all providing insight into the institution.

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

The governance structure at SDSU exemplifies collaborative principles. Faculty, staff, and students play critical roles in institutional governance which allows SDSU to fulfill its mission and operationalize its core values. The Governance Organizational Chart outlines how the various groups communicate and impact policies and procedures.

Faculty Senate is the elected body through which the faculty advocate for the welfare of the University and University community, develop and disseminate communications, have an advisory role in general university policy, and can perform those duties and functions allocated to or assumed by faculty. The SDSU President or designee meets with the executive team of the Faculty Senate on a regular basis (approximately once a month during the academic year) to maintain on-going communication. The impact of the Faculty Senate is illustrated through examples such as its role in developing the current grading rubric and its current work in partnering with the SDSU Briggs Library on surveying faculty to assess needs and help develop the 2030 blueprint for the library, including milestones for library resource investment to meet future needs.

The Civil Service Advisory Council (CSAC) is made up of employees elected by their peers. The CSAC acts in an advisory capacity and provides a communications link between career service employees, the president, and the administration. In addition, the CSAC addresses issues pertaining to the CSAC's role at the University, discusses and makes recommendations on conditions for employment, and assists employees in finding solutions. The group meets periodically and is open to all career service employees. The CSAC has been instrumental in the on-going award program for the civil service employee of the month.

Professional Staff Advisory Council is made up of non-faculty exempt employees elected by their peers. The purpose of the Council is to offer a unified voice for NFE employees, and in doing so, provide the opportunity to be actively involved in the governance of SDSU. The Council distributes a monthly newsletter to provide clarification on policies and procedures and upcoming events. This governance body also established awards specifically designed for professional staff.

The Students' Association (SA) is the student government organization which advocates for students and aims to positively impact the SDSU community. The SA provides opportunities for networking and leadership development. Work of the SA has positively impacted SDSU through the strategic deployment of General Activity Fee funds to support a variety of areas including athletics, Title IX, student-led clubs and organizations, the Wellness Center, and the Student Union. The SA has also developed resolutions including support for increased scholarship dollars, a bus transportation system, and faculty salary increases. The SA was also instrumental in designing and advocating for the Safe-Ride Program.

Also in support of shared governance, in 2010, the SDSU Faculty Senate approved a new committee structure. The premise of the structure which has now been in place for nine years is that the university committees will honor shared governance and as such, be the joint administrative/faculty senate committees. Charters were created for each committee, some of which have undergone updates since 2010. Committee membership includes faculty, staff, administrators, and students (where appropriate), thus acknowledging the interdependence among these groups. This relationship calls for effective communication among all entities and full opportunities for appropriate joint planning and input into university decisions.

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.

As described in 5.B.2, SDSU has a well-developed structure to encourage and ensure administrative, faculty, staff, and student contributions in the decision-making process, including academics.

One of the best examples of such involvement is the curriculum development and review process. While curricular development is faculty driven, beginning at the program and department levels, administrators, staff, and students have opportunities to comment at key points throughout the process. Once the department and college, including program faculty and coordinators, department heads, school directors, and college-level administrative team members have approved curriculum changes, requests go to the university-level Academic Affairs Committee (AAC) which is composed of faculty, administrators/staff, and students. Graduate program requests are also reviewed by the Graduate Council. Once approved by the AAC and Graduate Council, requests move to Faculty Senate, then to the Office of Academic Affairs for final review/approval before submitting to the SDBOR Office. In addition, the AAC also considers various academic requirements (for example, general education, recording classroom lectures, distribution of materials to students,

textbooks, and credit requirements for graduate degree programs), policies (such as faculty qualifications), and processes (such as the quality assurance rubric and review process and SARA Licensure Notification).

All SDSU policies and procedures are vetted across the university. New and recently revised policies are posted on the SDSU website inviting individuals to send comments and questions regarding any draft policies to the Office of Legal Counsel.

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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.

Argument

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

Since 2008, the University has implemented three, 5-year strategic plans (Achieving National Distinction, Strengthening Local Relevance 2013; Impact 2018 and Imagine 2023). Each strategic plan's prioritized goals were identified based on the mission with resources (as available and needed) allocated to meet the key performance indicators. For example, Impact 2018, Goal 2, prioritized innovation and creative works that result in economic development. This was actualized through exceeding the target number of start-up companies and collaborating businesses supported by financial investment in disclosure analysis and licensing capacity as well as core research facility support.

Additional examples of resource allocation in alignment with mission and priorities are provided in response to 1.A.3 and 5.A.3. Within each 5-year plan, strategic goals are identified in support of the mission. For example, Imagine 2023's first goal is "Achieve Excellence Through Transformative Education" with three more specific goals and examples of resource allocations:

1. Attain Academic Excellence

   a. Fishback Fund for Excellence/Office of Academic Affairs financial support of program accreditation (over $400,000)

   b. SDSU Assessment Academy

   c. Central repository for assessment plans and data (Campus Labs Outcomes/Planning software platform)

   d. New programs (i.e., 2+2 Veterinary Medicine with University of Minnesota; Precision Agriculture)

   e. Classroom Improvement Project

f. Preparation for Association to Advance Collegiate Schools of Business (AACSB) accreditation (Economics)

f. Academic Buildings (i.e., Harding Hall -- Ness School of Management and Economics)

2. Affirm student success as a foundational University priority

a. Student Success Collaborative -- Navigate (ConnectState) (since FY14 $992,288 and continuing)

b. Online tutoring (Smarthinking) ($27,900 since FY17 and continuing)

3. Increase recruitment, retention, and graduation of professionally-prepared global citizens

a. Admissions Search Strategy ($420,000 in recurring funds)

SDSU uses multiple mechanisms to ensure resource allocation alignment in support of its mission and priorities. As summarized in 5.A.2., the University uses a Responsibility Centered budget Model (RCM) which provides increased transparency and accountability of the budget process. Annually, budget hearings are held in a public setting where University support centers discuss goals for the coming year. The support centers must argue how the proposed goals support the strategic goals/priorities. In addition, support units can make requests for additional funds to support both the core academic units and the University mission.

Core units (academic colleges) outline how they are going to internally invest their funds, and in years where resources are available, make proposals for additional strategic reinvestment funds. Depending on the availability of resources, core units contribute to this pool for funding strategic initiatives. Units then make competitive requests on a case-by-case basis. These requests are reviewed by a committee largely comprised of university faculty. The committee makes its recommendations to the President, who makes the final decision. Examples of initiative funded include the Precision Agriculture program and Masters of Public Health. Strategic reinvestment has been temporarily suspended due to flat student enrollments (beginning FY18 budget cycle). The process will be reinstated by a request from UBOC and approved by the President or by the President requesting to reinstate the process (either in its current form or in a redesigned form).

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

Through the strategic plan, the University continues to prioritize academic excellence to ensure the highest quality academic programming and student learning. SDSU seeks to increase and sustain the number of accredited or certified programs (Strategic Goal 1.a) and invests resources to support this process through the Fishback Fund for Excellence and the Office of Academic Affairs. Use of data on student learning and evaluation of operations is used extensively in the review process of academic programs/departments as described in 4.A.1. Outcomes of program review help build the case for goals and budget requests which in turn are part of the RCM process. Moreover, the current budget model distributes resources based on credit hour generation and academic major headcount, so high-performing units that develop and support quality programs receive additional resources generated by the increase in students.

With the SDSU Quality Initiative focusing on the assessment of student learning, SDSU provided resources to assist with the development of high quality academic and co-curricular

assessment plans. This included a series of professional development workshops as well as the purchase and implementation of an assessment management software (CampusLabs Planning and Outcomes). Demonstrating its commitment to assessment, SDSU hired a full-time Director of Institutional Assessment in 2015.

The priorities identified for each strategic goal in Imagine 2023 and in the Strategic Enrollment Management Plan reflect evaluation of current operations. For example, one area of concern was the limited amount and arduous processes for awarding scholarships. As a result of the examination of the current status, changes are underway to expedite the awarding process, with additional funding provided as outlined in the Scholarship Task Force Report.

Likewise, during the 2018-19 academic year, a Transfer Student Task Force was formed to examine processes and policies as related to transfer students. The task force's goals focused on increasing the number of transfer students at the institution by becoming more transfer student friendly. One outcome of this group's work was to update the online transfer equivalency site so that students could more readily access information and also save their work for future reference. Information on the SDSU website for potential and current transfer students was also reviewed, updated, and re-organized for ease of use. This group will continue its work as identified in the list of additional outcomes/recommendations.

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

The most recent strategic planning process began in January 2017 and was based on a Collaborative Strategic Planning (CSP) model as outlined in *Collaborative Strategic Planning in Higher Education* by Patrick Sanaghan and described in the Strategic Planning Process Guide: January 2017. The Strategic Planning Leadership Team included a diverse group of internal stakeholders from all ranks/classifications along with a community member (Brookings City Manager).

The timeline identifies the opportunities for internal and external constituent participation:

Kick-Off Event - January 12, 2017
Strategic Planning Conference - January 19, 2017 (note: this conference was day one of the Leadership Retreat)
Strategic Planning Leadership Team Retreat - January 19-20, 2017
Data Gathering/Engagement Sessions - February/March 2017
Identification of Themes and Topic Teams - March/April 2017
Making Sense of the Issues: Presentation of Concept Papers - August 2017
      13 concept papers were prepared including the following areas:
            Brand and Identity
            Diversity, Equity and Inclusion
            Research Excellence, Engagement and Outreach
            Community Relationships, Engagement, and Outreach
            Financial Resources
            Enrollment Management
            Student-Centered Support and Success
            Campus Culture, Shared Governance, Morale and Wellness
            Efficiency, Collaboration, Continuous Improvement, and Optimization
            Faculty/Staff Retention
            High Quality Academic Programs

> Affordability and Access to Education
> Bold Ideas and New Frontiers
> Vision Conferences: Development of Vision Statement - September 11, 22, 26 and October 3 in Brookings; September 25 in Rapid City - the vision conference sessions brought together internal and external stakeholders to create a shared picture of SDSU's future.
> Departmental Strategic Planning Workshop - October 2, 2017
> Goals Conference: Goals, Strategies -- October 20, 2017
> Strategic Plan Finalization & Campus Vetting - November 2017
> Strategic Plan presented to President for approval - December 2017
> Operationalizing the Strategic Plan - January - May 2018 - the primary focus of this 6-week time period was for other units at SDSU to work on unit-level plans which align with the University mission and strategic plan.
> Imagine 2023 Launched - July 1, 2018

Stakeholder input into the University's operations is not limited to the formal strategic planning process. Individuals are routinely invited to campus conversations where opportunities for questions/input are provided. In addition, many departments, schools, and colleges have external advisory boards/committees designed to provide input into their operations (including planning) and to help build connections to external entities. Internally, the University committees serve to provide input and work on special projects based on the focus of the various committees.

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 diverse revenue sources that provide a solid financial base during fluctuations in enrollment, state support, and endowment earnings. The university also has an annual flow of funds dedicated to risk management (pg.3). These funds provide time to adjust to changes in enrollment. In addition, each college and unit has cash balance goals to allow them to absorb changes in revenue, as needed.

However, even with these safeguards in place, as a result of the FY19 decrease in enrollment in addition to the projected impact of smaller classes moving through the university for the next four years, SDSU proactively implemented budget cuts to balance the current shortfall as well as the projected shortfall for FY20. The university community was kept informed of the budget process at campus conversations and via email messaging. Both the University Budget Oversight Committee and the Faculty Budget Committee formulated recommendations for the President to determine the final FY20 budget. The budget is based on FY19 enrollment decreases and projected decline in class sizes due to the decrease in student population.

The SDSU Finance and Administration Office and the SDBOR staff monitor state tax income throughout the year to anticipate any unplanned changes in state funding levels. The SDSU Finance and Administration Office also analyzes pricing strategy changes and the break-even points of such policy decisions as well as the revenue risk of such programs.

The University also has a robust fundraising enterprise through the SDSU Foundation. Donors provide substantial funding for capital projects such as naming and branding colleges, the Performing Arts Center, the McCrory Gardens Education and Visitors' Center, and the Avera Health and Science Center. It also supports academic endeavors including support for accreditation activities. The Foundation has policies to ensure that endowments stay solvent. For the time period

of July 1, 2014 to June 30, 2019, payments from the Foundation for capital projects totaled $88,015,208. SDSU and the SDSU Foundation are in the leadership phase of the largest fund-raising campaign in school history with a goal of $425 million. As of June 2019, the campaign has already raised $139 million.

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

The University continues to anticipate emerging factors that present both opportunities and risks to day-to-day operations and long-term institutional health. The University keeps abreast of on-going changes in multiple ways including speakers such as John Tannous from EAB on January 19, 2017 as part of the strategic planning process and routine analyses of regional demographic patterns (Forecasted Demographics and Demand Trends Through 2032: Preparing SDSU for a Strong Future) which prepare SDSU to further analyze and prepare for enrollment changes. The Strategic Enrollment Management Plan considered changing student demographics, used internal data and reports, and national reports including the WICHE National High School Student Project and EAB's Labor Market Analysis. Leadership at SDSU approached EAB as they evaluated the University's labor market and competitive landscape position. EAB's market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand. EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight tool Reports and occasionally use data from the U.S. Census Bureau and the U.S. Bureau of Labor Statistics to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs. The report includes data from online job postings from January 2014 through December 2016. The Forum identified the top occupations and skills for SDSU's region. Competitor institutions were identified as those within the SDSU region that have total degree completions similar to SDSU and are identified by Carnegie classifications similar to SDSU. The SEM planning process also included the development of academic program strategic enrollment targets including qualitative and quantitative forecasting based on internal and external forces.

Due to the increasing role of technology in the University's operations, the University dedicates a flow of its revenue to technology in the form of the University technology fee (page 7), which ensures availability of funds to adapt to ever changing technology. These dollars, along with other University resources, fund initiatives such as the Classroom Enhancement Initiative to assist in adapting pedagogy to changes in technology. The Office of Technology and Safety forecasts planned investments in the technology infrastructure through 2023.

SDSU has invested in initiatives based on demographic data. One such effort is the Wokini Initiative. This initiative provides scholarships and support services for American Indian students -- a growing population in South Dakota. The Office of Diversity, Inclusion, Equity and Access (renamed in 2016) provides a robust venue for increasing understanding and appreciation for diverse populations from the United States and across the world as the number of students from underrepresented populations increases. Programs offered by the Offices of International Affairs and Continuing and Distance Education support student success for students from outside the United States and those at additional locations and online who are place-bound. Other programs, including TRiO and SD Jump Start, are aimed at the general population for first-time college students.

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PO_Strategic Plan_Strategic Goal 1a.pdf
PO_Strategic Plan_Strategic Planning Crosswalk Template_Imagine 2023.pdf
PO_Strategic Plan_Strategic Planning Kick-Off Event.pdf
PO_Strategic Plan_Strategic Planning Leadership and Support Team Meeting 1-19-17.pdf
PO_Strategic Plan_Strategic Planning Process Guide.pdf
PO_Strategic Plan_Strategic Planning Team Contact Information.pdf
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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.

Argument

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

At the macro level, the university documents and tracks progress toward goals through the current strategic plan. The key performance indicators (KPIs) were identified during the strategic planning process with input from individuals and units responsible for the university's progress toward its goals. In addition to the University-level strategic plan, each unit developed a crosswalk to link their operations to how it can positively impact the university strategic plan. As presented in 5.C.1., each unit aligns its annual budget report and goals with the University's strategic plan.

The final report for the 5-year strategic plan, Impact 2018, identifies areas of strength/accomplishment of goals and areas where the university fell short and needs on-going improvement. For example, endowed faculty positions increased from three to 16, exceeding the target, while the University endowment increased but fell short of the target.

SDSU also benchmarks and evaluates its performance by using student surveys such as the National Survey of Student Engagement (NSSE) and the faculty survey, Faculty Survey of Student Engagement (FSSE), and the Campus Climate Survey, which is administered to students, faculty, and staff. The University evaluates its financial performance through the budget model and financial reporting including HLC ratios. Externally, SDSU's financial performance is audited by the State Auditor. Athletics is monitored by the NCAA (NCAA Audits) which have had no significant findings.

Major initiatives also include multiple year pro formas by which the university evaluates itself. Examples include the Football Stadium and Auxiliary Systems Report.

Annual reports are also generated by units across campus including, but not limited to:

1. Annual Security and Fire Report

2. Responsibility Centered Budget Model Reports

3. Wintrode 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 continues to learn from operational experience and uses this information to improve effectiveness. To facilitate the on-going improvement process, the University hired a Director of Continuous Improvement in 2015. The office has trained over 400 employees on Lean fundamentals and coached 26 Lean Champions to serve as continuous improvement mentors.

The Office of Continuous Improvement helps analyze and improve processes, which allows units to improve efficiency and effectiveness. On average, project teams are able to eliminate at least 25% of the steps that do not add value through conducting Kaizen events where Lean tools and concepts are used to inform process. For example, the scholarship process improvement project resulted in scholarships being awarded five months earlier than prior years in addition to implementing technology improvements (such as online applications and auto-renewal for those awards which are renewable) to help streamline and expedite the awarding process. The graduate program Nursing admissions project streamlined interviewing the same number of candidates over a 3-week period rather than 9-weeks. In addition to this 35% time savings in processing applications, the decision committee has been able to reduce its final decision meetings by 3-5 hours, resulting in fewer candidate complaints and an increased acceptance rate as documented in the Office of Continuous Improvement Summary Report.

At the June 2019 SDBOR meeting, the SDSU Director of Continuous Improvement presented on Lean concepts, reported on projects at SDSU, and fielded questions on how to implement Lean concepts at the Board of Regents.

The SDSU Sustainability Coordinator leads campus efforts in improving sustainable practices. SDSU earned the STARS Bronze Rating in 2016. The University will resubmit the application in fall 2019 for re-evaluation with a goal of reaching the STARS Silver Rating. Since 2014, SDSU has also built two LEED Silver certified buildings with eight additional buildings either under LEED certification review or currently under construction.

Retention, persistence, and completion data are used to inform continuous improvement as discussed in 4.C. For example, the number/percent of students who have registered for the next semester is carefully monitored. In response, targeted outreach to students by academic and retention advisors 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.

Inquiries related to student learning are reported via the annual assessment reporting process, Institutional Program Review, and/or specialized accreditation processes, all of which are presented in 4.A and 4.B.

To more effectively manage and operate course section sizes, small-enrolled sections are monitored by the SDBOR Office and the SDSU Office of Academic Affairs under SDBOR policies 5:17, Instructional Funding, and 5:5:3, Tuition and Fees: Special Course Types as well as Academic Affairs Council (AAC) guideline 5.7, Course Instruction and Delivery: Section Size Administration

Guidelines. The most recent Section Size Report was presented to the SDBOR in May 2019. The report evaluates the extent to which the state's six public universities continue to meet regental policy with respect to minimum enrollment per course section. SDSU has been below the required minimum threshold each of the past five years (FY15 - FY19) with the percentage of low-enrolled sections at or below 4% (beginning in FY19) and 3% in prior years. This percentage change was a result of including off-campus courses in the regulated list of course sections. Undergraduate and dual-listed course sections must enroll at least ten students, entry-level graduate course sections (500/600) must enroll at least seven students, and upper-level graduate sections (700-800) must enroll at least four students.

In tandem with managing low-enrolled sections is tracking fill rates. This is monitored as part of the quarterly finance and administration meetings with deans.

Another informative process is the bi-annual program productivity review. As described in 3.A.1. this process requires a review of programs which do not meet the required minimum number of graduates over a five-year time period.

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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.

Summary

South Dakota State University (SDSU) has the fiscal and human resources and the physical and technological infrastructure to fulfill its mission, continue to improve educational programs, and to respond proactively to future opportunities and challenges. Structures, processes, and procedures are in place to guide a collaborative, transparent, and responsibility-centered approach to budgeting. The current strategic plan also guides decision-making on budget priorities.

All faculty and staff are appropriately qualified per current SDBOR and SDSU policies and procedures. Numerous on-boarding and on-going training opportunities are available, some of which are required (such as Title IX and Cyber-security).

SDSU is governed by the South Dakota Board of Regents (SDBOR) whose members are appointed by the Governor and state Senate. SDSU's commitment to shared governance is demonstrated by the four primary governance entities: Faculty Senate, Professional Staff Advisory Council, Civil Service Advisory Council, and Students' Association. Additional opportunities to engage are provided through the University committee structure along with unit/department, school, college, and program work groups and committees.

The current strategic plan, Imagine 2023, was formulated using a highly participatory approach where internal and external stakeholders could provide input during the planning process throughout calendar year 2017 and the first half of 2018. The plan was launched in July 2018.

Planning and budgeting are informed by the institution's current capacity as well as emerging factors including demographic shifts, globalization, and changes in technology. SDSU is committed to continuous improvement as demonstrated by the activities of the Office of Continuous Improvement, the SDSU Sustainability Office, and the Office of Institutional Research and Assessment -- all of which work in tandem with the Strategic Plan and numerous other annual reports.

Sources

There are no sources.