ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

UNIVERSITY OF SOUTH DAKOTA
Vermillion, South Dakota

April 3-6, 2011

FOR
The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit
The April, 2011 visit to the University of South Dakota (USD) is for continued accreditation.

B. Organizational Context
The University of South Dakota is the only designated public liberal arts university in a state with a population of 859,000 citizens. Originally created as the University at Vermillion in 1862, it took twenty years before funding privately incorporated the University of Dakota. By the end of 1883, the University of Dakota moved into Old Main, the state's oldest public university building. Six years later, South Dakota became the 40th state and the University of South Dakota was aptly renamed. As the oldest university in the state, the University of South Dakota serves as the flagship and the only public liberal arts university in the state.

The College of Arts and Sciences was established in 1883, followed by the School of Law in 1901 and School of Medicine in 1907. Continuing Education began in 1916, just 3 years after USD's initial accreditation by the North Central Association of Colleges and Schools. USD has maintained continuous accreditation since that time. USD has grown from 69 students in 1883 to over 10,000 in 2010 and continues to host the only School of Law and School of Medicine in the state.

USD is one of six institutions in South Dakota governed by an overall Board of Regents. The nine member board for the six public institutions is appointed by the Governor and serves six year terms. The appointed Regents are not term limited except for the student Regent who serves a two year term. James W. Abbott has served as president of USD since 1997 and under his leadership the campus has seen significant building construction and renovation.

USD's influence on the state can be seen through its alumni. Ten of South Dakota's governors, all sitting justices on the South Dakota Supreme Court, more than 70 percent of the state's practicing attorneys, half of the state's teachers and 48 percent of practicing physicians are graduates of USD.

C. Unique Aspects of Visit
When one member had to cancel due to health reasons, a replacement member was selected and accepted the role. In addition to seven experienced Consultant-Evaluators, the team included two first time C-Es.

D. Sites or Branch Campuses Visited
Since USD had not completed a Multi-Year Report, four off-campus locations were included in the visit. The four sites included Pierre, Rapid City, Crazy Horse and Sioux Falls. Be it noted that due to the distance and crossing time zones, USD made
arrangements to fly two team members to Pierre and Rapid City locations. Operations at the off-campus locations are noted within the text of the criteria.

E. Distance Education Reviewed
While this visit did not include a distance education Change Request or approval, the Team did have access to over 15 online courses and held meetings to review USD’s distance education enterprise particularly as it relates to the institutional strategic plan for enrollment growth.

F. Interactions with Constituencies
a) President *
b) Executive Council (* individual members of Executive Council)
c) Provost and Vice President for Academic Affairs *
d) CIO * Vice President for Administration and Information Technology
e) Faculty Representatives – Forum, Faculty Senate and in College meetings
f) Students – main campus, regional centers and locations
g) Board of Regents – in person (3) and via phone(1)
h) Council of Deans
i) Vice President of Marketing, Enrollment, and Student Services
j) Vice President of Research *
k) Dean of Students
l) Dean of Continuing and Distance Education and Graduate School
m) Faculty and Department Chairs from Schools of Education, Health Sciences, Business, Law, Fine Arts, Medicine,
n) Associate Vice Presidents for Academic Affairs
o) President USD Foundation
p) Vice President of Finance *
q) Centers for Academic Engagement, TRIO, Global Learning, Government Research Bureau
r) Registrar and staff
s) Vice-President of Research
t) Dean of Enrollment
u) Director, Office of Assessment and Evaluation
v) Chief Diversity Officer, Director of Disability Services, Director of Native American Student Advisor, Chair Campus Diversity Enhancement Group
w) Open Forums for Students (28)
x) Director of Financial Aid and Scholarships
y) and Staff
z) Vice President for University Advancement, Alumni Relations
aa) Community Members (11)
bb) Center for Teaching and Learning Director and Staff
cc) Staff Council
dd) University Honors staff and Incoming Director
ee) Director of Human Resources
ff) Director of Institutional Research and Data Warehouse
gg) Director for Planning and Construction and Assistant Vice President for Facilities
hh) Housing Director
   ii) Dean of Division of Basic Biomedical Sciences
   jj) Dean of Law and faculty
   kk) Associate Deans
   ll) Graduate Council
   mm) Institutional Research

G. Principal Documents, Materials, and Web Pages Reviewed

1. Documents and selected webpages
   a) Self-Study
   b) USD Factbook
   c) Organizational Charts
   d) D2L Online Courses: Education Psychology, Intro to Jazz, Earth Science, etc.
   e) SharePoint Documents –
   f) Diversity Plan
   g) Reports to HLC
   h) Program Reviews, program review guidelines
   i) Audit
   j) Grievances and policy
   k) Admission procedures
   l) Assessment Plan
   m) Assessment Reports (individual unit plans and reports, as well as aggregated data and tracking information compiled in tracking reports)
   n) Institutional Assessment Reports for General Education
   o) Accreditation reports and recommendations
   p) Regent policies
   q) Faculty Handbook
   r) Faculty contract
   s) Sample graduate and undergraduate transcripts

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The Self-Study process began in the Fall of 2007 with a campus visit date scheduled for Spring 2011. Nearly sixty individuals participated in the Self Study process on steering and criterion sub-committees. President Abbott launched the Self-Study campus awareness in his State of the University Address in September 2008 and by January 2009, the co-chairs hosted the “kick-off” meeting with a focus on research methodology and action plan for the Self-Study.

The co-chairs did much to prepare the campus for the Self Study prior to the formal launch. They spoke at meetings across the campus for the year preceding the January kick-off meeting. Fifty-eight members participated on committees and sub-
committees. A research methodology provided the framework for the work of the sub-committees. USD utilized a virtual resource room with electronically accessible data from the web as well as SharePoint access.

USD took an organized approach to the Self-Study and the cataloguing of data. Through numerous surveys, USD has attempted to engage the opinions of students, faculty, staff and alumni. USD is encouraged to employ a culture of assessment by incorporating the survey data into the next strategic planning, thus not only seeking input but also incorporating it into institutional improvement. Furthermore, the institution could share information about the results of the survey efforts — offsetting the potential for “survey burnout” by demonstrating within the university community that participating is meaningful and has an impact.

B. Integrity of the Self-Study Report
The Team found the Self-Study to be representative of the breadth of USD and its off-campus locations. The Self-Study provided links to secure and comprehensive data. The report contained embedded links to web and SharePoint hosted data. Through listed citations, it was obvious that USD invested significant effort to conduct multiple surveys and national assessment inventories by which to assess progress and perceptions of its constituents.

In addition to co-chairs and campus committees, USD did hire an external reviewer and professional editor. The Self-Study provided a comprehensive overview of the University of South Dakota. One way the Self-Study could have been enhanced is through greater reflection and critical analysis of the impressive array of data.

C. Adequacy of Progress in Addressing Previously Identified Challenges
The Team considers the response of the organization to previously identified challenges to be inadequate.

Significant progress was made on assessment since the 2001 HLC visit and the 2006 Progress Report submission (See Criterion Three). This challenge was adequate. However, the Team finds the organization’s response to Diversity to be inadequate (Please see Criterion One, Three and Four).

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment
Requirements were fulfilled.
USD posted in newspapers and on the website, however no comments were received.
III. COMPLIANCE WITH FEDERAL REQUIREMENTS
See Attachment A

IV. FULFILLMENT OF THE CRITERIA

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

1. Evidence that Core Components are met

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

Legislation in 1862 establishing the University of South Dakota includes a broad and comprehensive mission for the institution as the entity that provides undergraduate and graduate programs in the liberal arts and sciences and professional education in business, the fine arts, education, law, and medicine. The mission documents consistently state, “The University of South Dakota is the comprehensive liberal arts university offering undergraduate, graduate and professional programs within the South Dakota System of Higher Education.”

The Board of Regents implemented the legislation by authorizing specific programming in the enumerated areas and by mandating excellence in teaching, by supporting research and creative activities, and by declaring The University of South Dakota as the comprehensive university within the South Dakota System of Higher Education. The four Regents interviewed clearly articulated USD’s role as defined by legislation and institutional mission.

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

The Board of Regents’ mission statement for the University specifically mentions service to the state, the region, and beyond. The Board has further established system-wide goals for baccalaureate education that include the requirement that students understand the diversity and complexity of the human experience. The mission statement of the College of Arts and Sciences specifically mentions respect for diversity, and the College of Law specifically mentions preparing professionals in Tribal Law. Departmental mission statements in areas such as Anthropology and Psychology specifically mention respect for and appreciation of diversity as academic objectives.

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

All of the more particularized mission statements of University departments
and units are freely available on the University's web site and other publications, and derive from these two foundations. The colleges articulate how the specific mission of the college relates to the institutional mission. The College of Arts and Sciences, for example, the mission statement includes excellence and innovation in research and instruction and a commitment to life-long learning. The Sanford College of Medicine particularizes the mission statements to medical education, and includes assisting with state-wide health planning, enhancing health care in under-served portions of the state, and advancing medical research. The Department of Theatre, whose mission statement includes a commitment to a "comprehensive liberal arts education supplemented by intensive craft-training" in the theatrical arts provides evidence that the basic mission statements penetrate to the departmental level.

Documents, such as the Faculty Handbook and the collective bargaining agreement, specifically cite the above two statements, and then build on them regarding fundamentals such as the University's expectations of faculty.

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

The institutional mission as articulated by the legislature and the Board of Regents provides a stable framework from which individual units can construct and implement strategic planning. The broad institutional reviews the University instituted following the last HLC reaccreditation used this framework to revisit and recast unit missions in light of the broader institutional mission. This resulted in a formal process of Academic Program Review in 2002-2005 that required and permitted units to iteratively reassess program missions, visions, and outcomes to further institutional mission through unit action. This process has culminated in a comprehensive set of strategic plans, each articulating in a coordinated fashion how individual unit missions, plans and objectives contribute to the overall institutional mission. The broad participation of faculty, staff, students and the community in this planning process provides compelling evidence that the entire University community understands and supports the institutional mission.

The University provides formal structures that afford members of the University community to express views about the institution's future direction. The Faculty Senate, the Career Services Advisory Council, and the Student Government Association all provide formal opportunities for faculty, staff, and student input into the governance of the institution. The collective bargaining unit for the faculty, the Council of Higher Education, negotiates the employment contract with the Board of Regents.

1e. The organization upholds and protects its integrity.
The University's financial and accounting practices adhere to national standards and appropriate state and federal laws and regulations. As a state system institution, policies are consistent across the system with audited financial statements published on a consolidated state website.

The University has a well-articulated set of grievance procedures for students, staff and faculty. Since 2001, only 18 grievances have been filed by all faculty and staff. All but two grievances have been voluntarily withdrawn, dismissed, or denied by the designated person with decision authority.

The materials that the University publishes to recruit students fairly and accurately represent the programming and costs of attendance at the University.

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

While structures and opportunities are present that permit multiple voices be heard, the surveys of students, faculty, and staff suggest a broad consensus that this input is disregarded. In addition, the collective bargaining agreement includes a listing of sixteen items "imposed by the Board of Regents and not agreed to" by the COHE.

Responses to the surveys undertaken as part of the self-study provide clear evidence that students, faculty and staff desire more involvement in the decision-making of the institution. The self-study conjectures that the desire is due to poor communication. A 2008 survey showed a high level of dissatisfaction with internal communication within the institution. Accreditation criteria call for "collaborative processes" that enables the institution to fulfill its mission, and such processes must include proper communication between the administration, the Board, and the internal constituencies of the University. The data provided in the self-study indicate that the institution should regard the wide dissatisfaction with both communication and participation in University governance with concern.

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

None

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

None.

Recommendation of the Team

Criterion One is met; no Commission follow up is recommended.
CRITERION TWO: PREPARING FOR THE FUTURE. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

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

It is clear in the self-study that University of South Dakota (USD) has completed environmental scans that included General Economic Trends and Basic Demographics. Their unemployment levels are below the national average and they have a productive workforce, however, the state’s American Indian reservation has the highest poverty levels in the nation. The state’s population is increasing but the number of high school graduates continues to decrease. While facing some defined challenges, economically, South Dakota is in an enviable position that other states across the nation would embrace.

USD understands its role for the state as defined clearly in its strategic plan. It recognizes the need to not only attract new students but to ensure student retention, graduation, graduate programs and distance learning; all necessary to stabilize the resource streams. The enrollment data provided along with strategic hires in enrollment management and marketing underscores these strategies.

The self-study asserts that "increasing enrollment is key to the future" of the Institution. Long-term enrollment trends at the University make this seem a reasonable proposition, and the self-study mentions a Presidential goal of 1200 first time, full-time freshman. This goal, if realized, would enhance fiscal infrastructure and institutional viability. The self-study shows a keen awareness of this goal, and the institution's strategic planning includes strategies for maintaining institutional excellence and mission in the face of challenges. The self-study notes that, even during the recent economic down-turn, the institution has continued to budget strategically rather than make across-the-board cuts. In addition, the change in Board of Regents policy that permits the tuition revenue to be allocated to the generating institution not only aligns with USD’s plans to increase revenues by increasing enrollments, it grants the institution needed flexibility to grow enrollments in ways that strategically benefit it academically and fiscally.

The university also recognized that proper mix of faculty and staff will ensure its ability to carry out its mission. Overall, there is a highly acceptable faculty to student ratio of 1:15. A recent organizational culture survey indicates that improvements, especially with faculty, need to be further assessed and changes affected.
2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in their future.

Public universities across the nation are being challenged by erosion of state support and increasing expectations for access, success and affordability. Quality services are always at risk in this environment. The University acknowledges this situation through its initiative in recruitment and retention efforts. USD is now a tuition driven institution and evidence provided demonstrates an allocation of resources to the achievement of the university’s core mission. It should be noted that in addition to tuition USD levies a significant number of student fees that add to the resource base.

The state has incentives through the Board of Regents who promised additional funding with improved student enrollment. In 2010 the BoR changed its funding model that permits the universities to keep tuition revenue they generate including increased levels of tuition paid be nonresident and graduate students. This model will benefit USD as enrollments increase.

The university also acknowledges the role of philanthropic support. The USD Foundation through its campaign for South Dakota has aided the university’s efforts in raising significant revenue to grow the endowment. There have been awards for scholarships and dollars that have gone into a myriad of building projects that enhance the esthetics and more importantly the fiduciary health and sustainability of the university.

There is ample evidence found in the self-study and other materials examined by the Team that the university currently has the financial resources it needs to fulfill and sustain its mission/vision. The evidence was also highlighted in the USD fact book. The Team reviewed the Composite Financial Index (CFI) and other ratios. The university made appropriate corrections. Even with correlations the CFI has dropped for two reasons: the general drop in the stock market and increased debt. However the university has positioned its resources to improve the ratios within the next two years.

The university has endeavored to link the strategic plan with its budget decisions. There is consistent evidence that a reasonable budget process and structure is engaged and in fact, the university has instituted a Budget Reduction Process Committee to deal with the uncertainty of future funding. The committee has instituted a communication plan. By linking the strategic plan to budget decisions, improving communication and establishing priorities, institutional understanding and support will be enabled.

USD’s share of the cost of higher education in South Dakota derived from state appropriation has declined from 65% in FY2000 to 45% in FY2009. During the same period, the share derived from tuition and fees has increased from 42% to 55%. At The University of South Dakota, state general funds account for 27% of the institutional revenue in FY2010, while tuition and fees account for 34%. An
additional 7% of the revenue comes from room and board charges, also paid by students. This long-term decline in state support and increasing reliance on tuition and fees reflects a national trend that, as the self-study notes, is likely to continue.

The institution has made significant advances in developing other revenue sources. Most significantly, philanthropic giving has increased substantially, and the endowment has grown from $26.5 million in 1995 to more than $115 at the end of FY2009. During that fourteen year period, The University of South Dakota Foundation has invested over $100 million in the institution.

For the Vermillion campus, sponsored research awards have grown from $5.4 million in FY96 to $10.8 in FY08, while the Sanford College of Medicine awards have grown from $5.3 million of $17.8 million. This is confirmed on the March 31, 2011, trial balance on University funds. This growth contributes directly to the University’s mission and strategic goals as they relate to research and scholarship.

The Campus Plan (updated 2005) “addresses access, open space and landscape, use organization, land, buildings facilities, pedestrian and bicycle circulations, and vehicle circulation and parking.” In the past five years, the university has completed a number of large-scale building projects with the support of private funds; some of these projects enhance student learning directly (as in the case of the new business and medical schools). Eighty-eight (or about two-thirds) of the classrooms are “smart” and/or technology-enhanced; the majority of these are on the Vermillion campus. Wireless internet is available in all academic buildings and residence halls.

2c. The organization’s ongoing evaluation and assessment process provides reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

There is a significant body of evidence that USD has embraced evaluation and assessment toward continuous improvement. The Team reviewed strategic planning reviews and updates, institutional and academic programs assessment plans, program review, BOR annual reports and others. In most areas there are processes to disseminate results to improve desired outcomes. Inconsistencies from documented reporting correlates to vacancies in key institutional positions that have since been filled.

The University has effectively used assessment tools to improve institutional effectiveness. For example, based on local data from the National Student Engagement Evaluation, the University identified academic advising as an area for improvement and restructured the program accordingly. The result was an increase over four years in student satisfaction with academic advising.

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The Institutional Research Office provides a comprehensive array of public data files to the public that ensures information and transparency. The office has also developed a “dashboard” for longitudinal assessment and informs decisions. The office also provided data and analysis needed to monitor progress on goals and strategies in the institution’s strategic plan.

Survey data report that only 29% of faculty and staff disagree that continuous improvement is characteristic of the institution. Despite this apparent skepticism, however, the extensive data on academic program assessment support the premise that assessment is a deeply ingrained part of the academic culture of the institution. Indeed, nearly 60% of faculty agree or agree strongly that assessment data are used to improve academic programs. The specific data gleaned from the assessment data in the resource room support this premise.

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

USD’s University Budget Committee is charged with establishing budgetary goals within the strategic plans for the university to guide allocation of new funds and the reallocation of existing resources. The team heard voices from faculty and staff that with the constraints of current times this process was inhibited. The University noted the need for a more flexible planning process and focus on the future. USD responded by establishing a Budget Reduction Process Committee in response to their concerns. Its decisions were shared on myUPortal which is now accessible by all on the campus. There is an acknowledgement by the university to have greater on-going inclusiveness in its planning and decision-making processes.

The six goals of the 2007-2012 strategic plan provide a solid framework for institutional planning. The goals are specific enough to permit institutional assessment, while they are general enough to guide individual functional units in strategic planning. Each broad strategic objective in the institutional plan includes several sub-goals, and each of those has an identified responsible officer. The University has maintained an annual report card on progress toward achieving the strategic goals. Further, the goals drive institutional decisions on resources. The budget recommendations prior to FY10 included budget cuts of $852K, but also included $2.9 million in adjustments, which resulted in over $2 million dollars in strategic reallocations of financial resources. Over three quarters of this amount, $1.5 million, was reallocated to make progress on University-wide strategic goals.

In another example of resource allocation to further strategic goals, when the faculty determined that plagiarism was at unacceptable levels, the institution purchased a license for TurnItIn.Com. Access was then made available to students through the Writing Center, where this software is used as an instructional tool to enhance student integrity.
Strategic planning at the unit level likewise reflects institutional goals. Prominent examples include the technology master plan, the campus master plan, and academic strategic plans such as those of the Beacom School of Business and the Music Department. This provides evidence that the planning aligns with the institution's mission and enhances its ability to fulfill that mission.

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

The evidence presented to the Team demonstrates that planning is ongoing at the university but that evidence also suggests improvement in coordination is needed. The disconnect between faculty and administration is evident through surveys, yet faculty voiced interested in being further engaged as the university completes the current strategic plan and initiates its next efforts in 2012 and beyond.

3. **Evidence that one or more specified Core Components need Commission attention**

USD has based fiscal projections on continued increases in enrollment from online and regional recruitment as well as increased retention. While the USD resource base is currently sufficient to meet its mission, moving forward, however, the institution faces substantial challenges. Declining state funding along with a declining population of potential freshman present a particular challenge to the institution. Additionally, new federal regulations requiring state authorization for distance education enrollments will have an impact on the scalability of USD's online enrollment growth projections. Increased tuition revenues, philanthropy, online growth and sponsored research can help meet these challenges, but only with comprehensive and careful strategic planning.

The WICHE projections for graduating seniors in South Dakota show significant declines in high school seniors at least through 2013. In order to increase enrollments, the University must do one or more of the following:

(a) increase the University's share of graduating seniors in the state attending SD;
(b) increase the proportion of graduating seniors attending state universities;
(c) increase enrollments of non-resident students.

Each of these tactics presents formidable challenges. The first involves a reallocation of student resources from other institutions governed by the Board of Regents. The institution might be able to make progress in (b) by targeting recruiting and scholarships in groups that traditionally have not attended post-secondary education. The self-study hints that the Native American population in the state might be such a group, and the University has made some outreach efforts to that community.

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While the University has made modest gains with respect to (a) and (b), the primary progress toward the goal of 1200 first time, full-time freshman seems to have derived from (c), increases in non-resident students. In Fall 2010, non-residents accounted for 26% of the undergraduate population by headcount and 30% by FTE. The largest portion of these non-resident undergraduates came from the border states of Iowa, Minnesota and Nebraska, all three of which have similar projected declines in the number of high school seniors and strong comprehensive state universities competing for this same, decreasing pool of graduating seniors.

Regional comparisons of tuition and fees (Figure 4-18 of the self-study) place USD next to lowest in cost of attendance for residents and lowest for non-residents. The difference in non-resident cost of attendance is striking: the next lowest school costs more than $6,000 per year to attend. The non-resident undergraduate tuition and fees at USD are less than tuition and fees in Iowa and Minnesota and only $30 higher than in Nebraska.

The institution's resource base is currently sufficient to meet its mission. Moving forward, however, the institution faces substantial challenges. Declining state funding along with a declining population of potential freshman present a particular challenge to the institution. This situation is not unique: many universities are in a similar situation. Additionally, new federal regulations requiring state authorization for distance education enrollments will have an impact on the scalability of USD’s online enrollment growth projections. Increased tuition revenues, philanthropy, online growth and sponsored research can help meet these challenges, but only with comprehensive and careful strategic planning.

Finally, as noted in the self-study, recruitment of underrepresented minorities must be considered not only as a "worthy goal" but as a strategic objective as USD prepares for its future.

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

None

Recommendation of the Team

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

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

USD has made substantial progress on assessment of student learning since the last site visit.

The institution has added Directors of Academic Evaluation and Assessment and of Institutional Research; these individuals have the expertise to help departments and programs move assessment forward at the program level, and to analyze institutional data to maintain progress at the institutional level. Since 2001, there are seven new learning goals and institutional graduation requirements, and student progress toward achieving these goals and meeting these requirements is carefully monitored via mandated, regular testing conducted at specific student milestones, and by analysis of data sets compiled on student performance in key courses. Although this strategy is not focused on the particularity of student learning goals at USD, it validates USD student learning within the system of higher education in the state.

The USD Assessment Plan begins with first principles, linking assessment of student learning to the institution's mission and identity to articulate a vision of the university's educational project. It locates assessment of student learning as a feature of that project, whereby the institution's ability to meet its mission may be understood and, where appropriate, improved upon. The plan articulates the roles and responsibilities of various campus constituents, and states that the faculty (via an elected committee of the Faculty Senate) is chiefly responsible for assessment. That committee is engaged in reviewing assessment plans and reports, student evaluation and outcomes data, and adverse course outcomes reports (i.e. the rates at which students earn D/F/W). Though the expectations in the institutional assessment plan are consistent with good practice in assessment of student learning, consistency in linking learning outcomes to program and institutional mission, setting expectations for the level at which outcomes should be achieved, evaluating achievement of outcomes using a variety of direct and indirect measures, more can be done to ensure that the faculty is asking the right questions, obtaining useful information, and making reasonable changes based on that information. The current plan aspires to use assessment improvement, and conversations with faculty suggest that they are engaged in learning more about the utility of assessment, which can be a mechanism for effective decision-making and improvement; however, the extent to which they are actually engaged in assessment to improve learning is currently limited to a relatively small group of enthusiasts. More can be done to connect this group to other realms in which assessment can be used and useful.

In academic year 2009-2010, the assessment office received and evaluated 106 program assessment reports out of 119 possible. The office accepted 99 of
these, while seven were in process at the time of the report. Each assessment report included the unit’s mission and its relation to the institutional mission. The reports listed learning outcomes, measures for those learning outcomes, expectations regarding student achievement, and results for each outcome. The units also reported action plans for program improvement based on the year’s assessment activities. The high rate of participation (over 90% of programs in 2009-2010) provides evidence of an ongoing and integrated assessment process. The rubrics and templates for assessment plans show planning, provide flexibility to units, and encourage reflective and strategic discussion of academic programming.

A review of several assessment plans (mathematics, physics, clinical psychology PhD) showed that faculty thought seriously about the learning outcomes for their students, learned from the assessment process, and applied what they learned to curriculum, admissions, and the classroom. Moreover, several plans showed evidence of revisiting the learning outcomes through adding new elements to program assessment. For example, mathematics added two new outcomes related to writing proofs and using technology (Maple) to solve applied problems.

The comprehensive, extensive, and integrated program of academic assessment coupled with active assessment of other administrative activities provide evidence that the institution’s evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Measures of student learning at off-campus sites are incorporated into program-wide student learning assessments. The Health Sciences programs showed particular attention to establishing student learning objectives through broad-based discussions that engaged faculty from all sites. Interviews with Nursing, Sanford School of Medicine, and Physiology and Anatomy faculty and students at off-campus sites in Sioux Falls, Pierre, and Rapid City showed a clear understanding and endorsement of student learning. The standards established by the Sanford School of Medicine were especially clear to both students and faculty. Health Sciences faculty at all sites were fully engaged with their peers in active discussions of curriculum and student learning.

Discussion with the University Senate Assessment Committee revealed that advances have been made since the last site visit. The establishment of the committee itself is one of the results of that change. Its mission is linked to the University mission and the committee advises the University Senate and the University administration (through the Vice President for Academic Affairs). The committee could do more to achieve other aspects of its stated mission, however, to “assure wide distribution of assessment activities and accomplishments among the various academic units/programs and the community at large”.

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The Assessment strategy for General Education, as articulated in the Assessment Plan, is consistent with the two-part structure of the program, reflecting adherence to system-wide mandated assessment strategies (administration of CAAP) as well as institution-specific assessment of learning outcomes. Outcomes are clearly articulated for both state (SGR) and institution-specific learning (IGR). These learning outcomes are presented to students in the catalog, as well as in the syllabi of courses mapped onto the IGR. This course mapping allows USD to use a strategy in which assessment of outcomes is based on analysis of course grades in the courses that meet the requirements; these data are augmented by analysis of the national tests, so no single metric is driving curricular decisions.

Since the completion of the 2001 Team Visit, the office of the dean of Continuing and Distance Education and the office of the Graduate School were combined. The Graduate Council, concerned that graduate standards and programming would be diluted, met the combination of positions with concern. The Council notes that improved processes and staff support for graduate education has resulted since the combination. The Graduate Council led the initiative for electronic thesis and dissertations and is prepared to engage in additional strategic planning in ways that will support graduate education at USD.

3b. The institution values and supports effective teaching

Minimum Rank Qualifications for Employment and Promotion are established in the Collective Bargaining agreement between the Faculty and the South Dakota Board of Regents. The terms of this contract ensure that undergraduate instruction is conveyed by instructors holding no less than a master's degree or equivalent qualification recognized by the program or academic standards; all tenurable positions require a minimum degree of doctorate or other postgraduate degree recognized as the terminal degree in the field.

Per the faculty agreement and as instantiated in USD Faculty Policy, promotion to tenure and advancement when tenured is predicated on demonstrated teaching effectiveness (which include student surveys of teaching quality). Conversations with faculty confirm that performance evaluations include discussion of student evaluations of teaching and academic advising. Procedures call for evaluation of teaching performance that explain whether the individual achieved, exceeded, or fell short of performance reasonably expected of faculty unit members of similar rank, experience, and tenure status (with comparable professional responsibilities and resources). In conversation with faculty in the College of Arts and Sciences, committee members confirmed that standards for promotion are uniform and transparent. Fine Arts faculty reported that expectations vary among the performing, creative, and scholarly faculty. Although this variation is reasonable, it may contribute to less overall clarity about general tenure processes and resources available to support research and creative activity. Some faculty reported that they are challenged,
in particular, by the lack of studio space, lack of funds to support travel, and adequate support for their graduate students.

Teaching is rigorously evaluated; one exemplary model, found in the Law School, included regular evaluation by senior faculty and by the dean, who conduct regular classroom observations. Furthermore, there appears to be a culture in many departments across campus in which colleagues are welcome to sit in on classes informally to observe and to learn. Since the adoption of the nationally normed IDEA system for evaluating faculty, the institution has seen the proportion of excellent ratings increase. Overall, there appears to be great interest in teaching and teaching improvement.

USD promotes excellence in teaching by maintaining a Center for Teaching and Learning, which offers training opportunities and technical support services for Faculty, staff, and teaching assistants who are teaching online and technology-enhanced courses. The Center presents workshops on teaching with technology and awards travel grants support faculty and staff who wish to attend training opportunities to improve pedagogy, and mini-grants fund individual initiatives that promote teaching improvement (e.g., adding a “smart board” to a classroom, purchasing software to enhance instruction in an particular area, providing technical support for innovative pedagogy – like using YouTube to examine new media advertising). The CTL positions itself as a resource for teaching across campus, and has established procedures for evaluating its impact on instructional behavior.

The institution rewards excellent teaching. For example, the College of Arts and Sciences has an annual award that recognizes members of the faculty who advance liberal arts education through teaching and research over a three year period. This award not only promotes excellence, but also supports and sustains the college mission.

Students expressed strong support for the learning they obtain at USD, they value and understand excellence in teaching as indicated by time faculty take to meet with and talk to them, to answer questions, guide research projects, and otherwise “make a difference.” Faculty were described as engaging, inspiring, and challenging. Students who participated in a well-attended open forum (which was organized by an active and engaged Student Government Association) easily listed “the best class ever” - and there were many such classes listed. Faculty are to be commended for maintaining a high level of excellence and access during times of increasingly limited resources.

3c. The institution creates effective learning environments.

On the Vermillion campus, USD has invested significant resources in developing a modern, flexible “Academic Commons” for students to use as a gathering-place centered on learning. The creation of the Commons, and to
substantially invest in and align student services, was influenced by 2008’s disappointing NSSE results, in which USD students rated the university lower than its peers with respect to the “supportive campus environment”. In the Academic Commons, support services for students are consolidated, providing a “one-stop shop” for learning resources that combine academic, technical and research support. The commons affords students an opportunity to work on a paper at the Writing Center or practice a presentation at the Presentation Center, meet with a tutor, conduct library research, talk with a professor, check out service learning or study abroad opportunities at the “Center for Academic Engagement,” work in groups with their peers, or talk with an advisor about academic and career plans. Conversations with the staff and faculty leaders who oversee the work undertaken at the Academic Commons suggests that it is a great success: student contacts at the Writing Center have risen dramatically and advising staff report an enhanced ability to connect with each other as well as with tutors in specific domains regarding student contacts and needs. Furthermore, these staff were adept at describing “the USD student”, and in how their work focuses on meeting those students’ needs.

The effective USD learning environment extends beyond the virtues of excellent physical space. For example, a team of faculty, staff, students, and administrators worked to re-envision the first year experience through participation in the Foundations of Excellence ® program. The revisions included an expanded academic advising center, staffed by professional advisors and a learning specialist; expanded "First Year Experience" (FYE) courses and seminars; additional resources dedicated to supplemental instruction; an expanded Early Alert Program. In addition, the liberal arts curriculum was given new focus that provided a clearer connection to student learning, future careers, and the pathway to graduation. Innovative new FYE activities include seminars on volunteerism, on science goes to the movies, and how poker strategies relate to strategies for academic success. Other activities are major specific, or skill-specific, or are designed to enhance the first year experience for specific groups of students, such as women. All of this provides evidence of an institution committed to providing a learning environment that goes beyond the classroom to the community and the everyday lives of the students. These changes have positive academic outcomes: first year retention has increased from 69% to 74%.

Facilities at the Sioux Falls, Pierre and Rapid City sites were new, modern, and well-equipped. USD is the managing institution for the Sioux Falls site, the largest of the three. All three sites have advanced facilities for both synchronous and asynchronous learning. The Nursing program in Pierre has an advanced simulation center, including state-of-the art, programmable mannequins. The new facility in Rapid City, due to be occupied the week after our site visit, is spacious, well-designed, and includes many specialized spaces for student learning. The Sioux Falls site is likewise spacious and well-designed, with spaces for team learning and small group study. Sioux Falls also has an advanced research center attached to the facility, providing
opportunities for graduate study and research assistantships for students.

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

USD students have access to an array of student services that support their experience, providing assistance when necessary (e.g., counseling services, childcare, health services) and augmenting the learning experience by providing opportunities to participate in clubs, organizations, athletics, and to engage in arts and cultural activities. USD works to support student learning as new students make the transition to college. As noted above, the reformulated first-year experience program, consistent with the university's strategic plan and goal of building an extraordinary university, was developed to support student success and increase opportunities for faculty and students to connect in small enrollment learning experiences. Through participation in this experience, students learn the “nuts-and-bolts” of what it means to be a college student, become better informed of the goals and opportunities of liberal education, and experience diverse ideas and viewpoints consistent with a welcoming and civil campus community. The expanded Academic Advising Center has increased access to students and to ensure that first year and new transfer students have an assigned advisor. The transformed advising system has had a positive impact on student retention.

The Financial Aid Office explains to students the value of a college education, and how to obtain various types of financial aid in order to pursue the goal of completing a degree. Discussion of eligibility for aid, steps to pursue an application, and criteria for maintaining aid status are clear and easily accessible.

The institution supports the effective use of technology, both through infrastructure investments in hardware, networking, and software, and through training initiatives. Student fees not only support the development of technology in the classroom, but funds are dedicated to training the faculty to use the technology. The Center for Teaching and Learning offers many seminars that support faculty, GRAs, and staff; student training occurs in computer labs and student-oriented seminars. The institution maintains 88 smart classrooms, including wireless technologies, sound and projection systems, DVD playback capability, and an instructor control console. USD invested in an active learning classroom along with a pedagogical methodology for selected faculty in the instructional applications of active engagement.

Online learning brings special communication challenges. USD utilizes a highly personalized and attentive student recruitment and academic “coaching” processes. Inquiries receive email and phone call follow-ups with advisors. Once enrolled, a learning management system report is run daily to identify students who have not logged into the course. These students are sent email reminders and phone calls to log-in or drop the course. If there is no response
from the student and they have failed to log-into the course by the tenth day of the term, the student is administratively dropped from the course. At this point in the procedure, students would receive credit for the cost of the course without receiving a grade. USD will need to monitor this attentive practice so as it does not create poor behavior of registering for seats that could be filled by others.

All off-campus sites visited have well-trained and enthusiastic staff who are committed to student learning. USD is the managing institution for the Sioux Falls center, while the centers in Rapid City and Pierre are managed by sister institutions in the state system. Since there is considerable system-wide standardization in enrollment and student financial systems, this approach appears to work well. Special support and advising systems, such as accommodation for disabilities and advising within the major, reach back to the home campus, supplement by local staff as appropriate. Overall, students and faculty expressed widespread satisfaction with this approach as well.

In terms of both training and infrastructure, the above provide evidence that the institution values student learning and supports effective classroom teaching.

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

Sustaining the momentum achieved after the successful submission in 2006 of a progress report on assessment, in 2007-2008, the Office of Academic Evaluation and Assessment conducted a thorough review and evaluation of program-level assessment plans. In that process, OAEA engaged units in discussion and review of their plans. As a result of this effort, USD can document that it has assessment plans for 99% of fields representing both undergraduate and graduate degree offered. A comparison of assessment plans ca 2005 to 2010 suggests that today, a greater proportion of program-level plans base learning outcomes on knowledge, skills and competencies. This is an improvement over old plans that described as outcomes what were actually program milestones or requirements.

The overall quality of these plans is mixed, however, and every effort should be made to increase the proportion of plans that are truly excellent. Some exemplary programs are particularly promising, and may provide useful models for improvement of other programs. For example, the Department of Mathematics assessment plan includes the learning objective that students be able to use symbol manipulating software (Maple) to solve real-world, applied problems; students are required to demonstrate the ability to communicate mathematics effectively by constructing a rigorous mathematical proof and to prepare a suitable manuscript using LaTeX software. This blending of traditional skills—rigorous proofs and applied mathematics—with emerging
technologies will be critical to students' future success. The best assessment will foster such success; however, this level of quality is not consistently found among the plans presented. Some assessment plans rely on only one course to provide evidence of achieving learning goals; others rely heavily on student surveys. Continued attention is needed.

In July 2010, the Board of Regents approved guidelines for Institutional Program Review; these guidelines include, appropriately, the fundamental assumption that program review is a faculty-driven process that is essential to maintaining the quality and vigor of academic programs. USD has not yet developed current policy in this area, and this regular academic business is still in process.

IGR 2 expresses the goal that students will be “successful working in, living in, and contributing to an increasingly diverse, interdependent world”; although NSSE data show progress in this area since 2004, the results remain disappointing, with performance markedly lower in this realm. While the institution has responded to other disappointing assessment results (as found in composition and mathematical skills), the team believes that the institution must pay attention to this educational goal in order to promote learning to help students achieve USD’s expressed value concerning diversity and the skills required to succeed in an increasingly diverse, interdependent world. This paragraph supports the recommendation for a Progress Report outlined in Criterion 4, Item 3, therefore no action is required for Criterion 3.

3. Evidence that one or more specified Core Components require Commission follow-up.
   None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)
   None

Recommendation of the Team
Criterion 3 is met; no Commission follow up is recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
1. Evidence that Core Components are met

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

The University President annually recognizes faculty achievements at a Research Day, including special recognition for three faculty members for outstanding contributions in research or creative activities. Recipients have come from across the University community, with recent winners from music, biology, and biomedical sciences. The winners also discuss their work in a public presentation, and speaker of national stature is invited to give the keynote address.

In addition to the mission statement, the Board of Regents has adopted policies that specifically endorse academic freedom and the freedom to learn. Board of Regents policy also permits sabbatical leaves for up to 5% of the faculty, and since 2007 the University has invested over $1.4 million in supporting life of learning through sabbaticals and professional development.

USD has demonstrated its commitment to promoting a life of learning. Evidence includes an increase in external funding from $28 million in FY 2009 to nearly $36 million in 2010. Another measure of this commitment is the increase in the number of publications totaling 947 between 2005 and 2009 compared to 688 publications between 2000 and 2004. The University has established a goal of securing $60 million in external funding.

Undergraduate research is supported by the Council on Undergraduate Research and Creative Activity (CURCA) in collaboration with the Center for Academic Engagement. The annual IdeaFest celebrates both undergraduate and graduate scholarship, including not only research but creative activities, experiential learning and service learning projects. IdeaFest also brings nationally and internationally recognized speakers in the arts, humanities and sciences to campus, including, for example, playwrights, novelists, civil rights activists, genetic engineers, and climate scientists.

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

The general education requirements established by the Board of Regents and supplemented by the University provide evidence of a strong commitment to the breadth and depth of knowledge inherent in a liberal arts education. Mission statements and strategic plans throughout the University express a commitment to the acquisition of the skills necessary to organize resource and acquire knowledge, and show that intellectual inquiry is central to the education programming. USD actively seeks out and supports expanded learning opportunities, such as experiential learning and service learning. The USD has a 36 hour general education curriculum that addresses
communication, information literacy, quantitative skills, humanities, fine arts, natural sciences, aesthetic experience and integrations.

All students seeking undergraduate degrees must achieve satisfactory performance on The South Dakota Board of Regents Proficiency Examination and the Collegiate Assessment of Academic Proficiency (CAAP). The CAAP Exam consists of four test components: writing skills, mathematics, reading, and science reasoning. The purpose of the examination is to ensure the standards and quality of the education that students receive and to provide the University with information for improving the general education curriculum. The University uses this information to augment analysis of student performance mapped to the general education curriculum. The examination also provides the University with information that allows it to compare student performance to that of other students across the United States.

Participation in Global Learning, a program that increases breadth in both knowledge and skills, increased by over 25% from the 2008 to the 2009 academic year. Many units sponsor distinguished lectures, with topics ranging from biomedical research, to political science, to history, to Native American art. These constitute but a few of the examples that pervade the campus and provide evidence that the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to the institution's educational programs.

4c. The organization assesses the usefulness of its curricula to students who will live and work in a global society.

Student performance on licensure and certification exams provides external validation of student preparation for many professional disciplines. USD students enjoy success rates of over 90% in such areas as audiology, clinical psychology, dental hygiene, medical licensing, occupational therapy, physical therapy, and physician’s assistant. Students in nursing and the law passed relevant exams at rates over 80%. All of these passage rates are evidence that the associated professional programs prepare their graduates for successful careers.

Although the university states that academic program review was extensively conducted in preparation for strategic planning in 2002, these have not been embedded into a continuous process. USD has developed institutional program guidelines primarily to assure timely review of programs that are not subject to specialized accreditation or nationally recognized review process.

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

The University has a published policy on the ethical conduct of research, which includes definitions and procedures for reporting, investigating, and
sanctioning unethical research. The University has established two independent Institutional Review Boards, with clear operating procedures and guidelines. Researchers must complete IRB training provided through the third-party CITI website. The Institutional Animal Care and Use Committee oversees animal research for compliance with state and federal regulations, and to assure the ethical and humane treatment of animals used in research. The University publishes a student code of conduct that clearly defines the ethical and academic responsibilities of students.

The Provost leads all first time undergraduates in the academic integrity pledge at the convocation that opens the academic year. The University also publishes this code on the website, along with a student code of conduct that clearly defines the ethical and academic responsibilities of students. The Office of Student Rights and Responsibilities assists with educating students on ethical conduct; this office also publishes on their website a statement of integrity, applicable to all members of the University community that includes a common commitment "to honesty, fairness, trust, respect, and taking responsibility for our actions." The University subscribes to TurnItIn as a learning tool on academic integrity for students.

All course syllabi must include a statement on academic honesty. Academic honesty is an integrated component of the onsite and graduate student orientation process. Mandatory ethics training is instituted for all Graduate Research Assistants supported by NSF and NIH.

In addition to the seminars and trainings from the Office of Student Rights and Responsibilities, ethics is integrated into the curriculum, with over 18 courses in nine different disciplines that include "ethics" in either the course title or description. As an example, the Department of Philosophy sought and received NSF-IGERT for a new graduate course on ethics in research in the physical sciences.

Each year's appointment notices to both faculty and non-faculty reference Board of Regents intellectual property policy. The Board and the University advise employees on conflict of interest policies and required disclosures.

The above organizational activities and entities constitute evidence that the institution provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly

2. Evidence that one or more specified Core Components need organizational attention
   None

3. Evidence that one or more specified Core Components require Commission follow-up.
   Tomorrow's leaders must possess the critical skill of understanding and being

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able to engage with people of diverse cultures, abilities and capacities. This is an essential component of liberal arts education. A liberal arts education should include this form of intercultural awareness as a fundamental skill for the modern world. In order to achieve this goal, students must learn in an inclusive environment that treats diversity as an intellectual asset of a liberal education.

There is little evidence of a rigorous, systematic and effective approach to addressing institutional diversity. Although many people at USD are engaged in ad hoc and meaningful efforts to serve and learn from diverse communities; and although these highly localized efforts serve communities' needs in important ways, USD does not have an overarching plan to increase diversity. Discussions with faculty and staff reveal that USD has the expertise, interest, and passion to engage in powerful and distinctive ways with diverse communities. Yet, leadership's attention is essential to resolve the ongoing and challenging absence of ethnic and racial diversity in the curriculum, the student body, and employees. Of concern is not only the lack of a plan for recruiting, but also a lack of planning concerning the curriculum, administration, staff, etc.

Even more noticeable was the reality of little evidence that students truly understood the need for and importance of a diversity mission. There seems to be a "silo" mentality that diversity occurs in a specific or designated office, course, or person. The mission is the foundation for assessment; course and student outcomes, goals, and objectives must be assessed for students to see this as one of the primary and substantive goals.

To prepare students for the futures they will face living in a diverse global society, the institution must assure that students understand the need for diversity in the world they will someday lead. A true "liberal arts" institution demands of students that they write and think critically and creatively, in order to solve the complex problems of the future and that they do so effectively alongside diverse individuals.

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

None

**Recommendation of the Team**

The Criterion is met; Commission follow-up recommended. Evidence demonstrates that one or more specific Core Components require Commission follow-up. The Team recommends a Progress Report on Diversity May 2014
CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

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

Students are, of course, a major constituency of the University. The NSSE provides longitudinal, nationally normed data on student perceptions of the University experience. The institution supplements this with various specialized surveys. These latter include, for example, the Foundations for Excellence survey on recruiting, admitting, orienting, supporting, advising, and teaching new students. The Career Planning and Placement Office surveys students who are close to graduation about the services of their office, while the Office for Information Technology conducts surveys on technology. In all cases, results of these surveys become part of the institutional strategic planning. Where appropriate, the institution allocates resources to achieve identified goals that are consistent with mission. Examples previously mentioned include the restructuring of advising and the creation of the Academic Commons.

Faculty and staff are also internal constituencies to the University. The Self-Study contains the results of extensive polling of the faculty and staff on every accreditation criteria. In many cases, the narrative provides examples of how the institution has or will respond to these findings. Most notably, the strategic goal of improved communication points to action taken in response to this critical constituency.

External constituencies include the state government and the legislature. The President leads the Government Relations efforts for USD. For example, in 2003 the governor challenged the state’s system of higher education to develop a research infrastructure in collaboration with the private sector. In response, the University collaborated with South Dakota State University and the private sector to create the Center for Light-Activated Materials. By leveraging multiple sets of resources, the result is a center that successfully transitions basic research to commercial applications. A second response, the Center for Ultra-low Background Experiments will utilize the Deep Underground Science and Engineering Laboratory (DUSEL) which is under development at the former Homestake Gold Mine in Lead, SD. This lab organizes a consortium of organizations that includes Lawrence Berkeley National Lab, Princeton University, and Brown University, among others, in addition to the University of South Dakota. This response leverages state and University assets with national partners to enhance the research base in South Dakota. Both of these initiatives are important evidence of the University responding in measured and strategic ways to requests from governmental constituencies.
The leadership certificate in Pierre provides evidence of analyzing its capacity to serve identified constituencies. The University developed this certificate in response to a request from the state's political leaders. The University collaborated with the state's human resources office and the senior staff in cabinet-level state agencies to design a curriculum that met the training and development needs of state government. The planning process included drawing upon existing courses and developing a small number of new, specialized courses, and designing delivery and financing mechanisms that leveraged existing resources at the Capitol University Center in Pierre and faculty resources in Vermillion. Representatives of state government expressed high levels of satisfaction with the program. Indeed, the program enjoyed such success that the local banking industry has financed a separate cohort for their employees.

The Sanford School Medicine is another example of strategic collaboration with community partners. Indeed, the School's education program is community-based in Sioux Falls, Yankton, and Rapid City, relying on local hospitals and clinics for student clerkships and drawing faculty from the ranks of practicing physicians. This university-community collaboration both broadens and deepens the scope of medical education available to students.

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

Through academic programs and the development of creative partnerships, the University of South Dakota plays an important role in the economic development of the state. Over 80 percent of physicians practicing in the state of South Dakota are graduates of the Sanford School of Medicine. In addition to the substantial benefit in sustaining and improving the health of citizens, it would be a mistake to underestimate the economic impact of physicians in private practice. A study from the American Academy of Family Physicians estimates the annual direct economic impact of a single family practice physician practicing in the state of South Dakota at over $920,000.

The University's program in Biomedical Engineering includes four faculty and approximately a dozen graduate students, mostly at the doctoral level. Faculty associated with the program have filed patents related to rechargeable polymers for delivering antibiotics. These patents are under commercial development in two spin-off companies. Program faculty have filed several disclosures and formed alliances with venture capital startup companies in the Sioux Falls area. The four faculty account for over $800K in annual research expenditures, and the recovered IDC are already sufficient to pay, through facilities rental, the bond issue that funded construction of the new GEAR research center at the Sioux Falls higher education center.

The Center for Disabilities, one of 67 federally-funded University Centers for Excellence in Developmental Disabilities Research, Education and Service
(UCEDDs), is an organizational nexus for institutional outreach and collaborations within the area of disabilities. Notable activities include collaborations with Native American communities and tribes, minority communities in Sioux Falls, and rural parts of the state. Within the University, the Center collaborates with various academic divisions in the Health Sciences to support educational, service, and research opportunities for students and faculty.

In response to state-wide initiatives to diversify the state’s economy and stimulate economic growth, the university has created both new academic programming and instituted collaborations with local industry and regional and national research organizations. At the Sioux Falls Center, the University has created an innovative and productive new research center in biomedical engineering. The faculty in this program have already obtained significant federal and industry funding and have an impressive record of research accomplishments, including at least two spin-off start-up companies, publications in major journals, and numerous registered patents and disclosures. This center also has partnerships existing venture-capital start-ups in Sioux Falls in the area of biomedical engineering, and is positioned to access clinical resources of the Sanford School of Medicine and allied hospitals if needed. It is noteworthy that indirect cost recovery from grants and contracts of this center are already sufficient to defray the University’s share of the bond payments for the facility they occupy.

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

Further actions that demonstrate responsiveness include the redesign, expansion, or development of new academic programming. Examples include an online master of arts degree in public administration, a doctorate in physical therapy, expanding the physician’s assistant program, and expanding outreach to the state’s Native American communities. The South Dakota Oral History Center, in particular, is dedicated to preserving the region’s past through more than 2200 taped interviews that preserve indigenous memories and experiences.

The University created a new Master of Social Work program that is implemented in Sioux Falls. This is the only MSW program in the state. With changing patterns of health care, the role of the social worker as a member of a patient-centered health care system is of increasing importance. Prior to the creation of this program, South Dakota had to rely on programs in other states to train professionally licensed social workers. To ensure the program is responsive to the needs of the state’s diverse populations and in recognition of the state’s largest minority group, the Social Work Program has three American Indians and one Hispanic person on their board of directors. In addition, the Sanford School of Medicine has shown a firm commitment to serving regional needs with the placement of third and fourth year medical students in the Sioux
Falls, Yankton and Rapid City areas. Similarly, Nursing has demonstrated a similar commitment by extending programming to Sioux Falls, Pierre and Rapid City. Other examples of outreach to areas beyond the Vermillion campus include criminal justice, management, and leadership programs. The University's response to regional needs by strategic participation in the various higher education centers around the state provides evidence of responsiveness to the University's constituencies.

Faculty and staff at distance locations feel connected to the USD main campus; especially staff and faculty associated with the nursing programs and other health sciences. Nursing faculty reported serving on departmental committees, yearly face-to-face meetings, and regular meetings via Illuminate. Retention and persistence to graduation rates are exceptional for degree-seeking and certificate-seeking students at distance locations visited. Students agreed student services and academic services were available either adequately or exceptionally in all areas. Faculty, staff, and students reported a high level of satisfaction with the facilities, including buildings, classrooms, offices, labs, and technology. The Rapid City based nursing program will institute a new enrollment management plan that will help with curriculum and course offering planning.

Health sciences programs have special outreach initiatives to underserved populations. For example, the Sanford School of Medicine's Sophomore Preceptor Programs sends students to clinics in rural areas, while the Coyote clinic is a student-run free clinic in Sioux Falls. Third semester nursing students have an extensive service-learning presence at a homeless shelter in Sioux Falls. Faculty and students in modern languages voluntarily assist with translation services, not only at clinics but at government agencies. Dental hygiene students provide free dental hygiene screening and consultation services to Marty Indian School on the Yankton Sioux reservation, the state penitentiary, the Redfield Development Service, and the Sioux Falls School District.

USD is the only school in the state offering many of its specific programming. Using a combination of commuting faculty, alternative delivery mechanisms, and shared courses from other institutions, the University extends its academic program across the state to Sioux Falls, Pierre, and Rapid City.

The K-12 educational system in the state is a critical constituency. It is the source of the majority of USD's undergraduate students, and the University educates a significant portion (48%) of the instructional staff. The School of Education leads the institution's collaborations and partnerships with this community. The Teacher Quality Partnership is a federally funded grant to increase student achievement in K-12 schools by developing highly qualified teachers; this project is a collaboration of the School of Education and several community partners. A Bush grant funds a partnership between the School of Education and the new Sioux Falls Technology High School in which USD
secondary education teacher candidates rotate through the school to gain experience with interdisciplinary, project-based learning. At the same time, the new high school provides a research opportunity for USD faculty to study the school’s innovative approach to learning. The School’s Reading Recovery program offers graduate study in reading recovery and operates a regional training site. The University serves as the center for Head Start in a four-county area.

The Sanford School of Medicine obtained federal funding to establish the South Dakota Area Health Education Center, which collaborates with a network of community, state, health-care, and academic partners to meet the healthcare workforce needs of the state and region.

The University hosts the Red Road Gathering which brings Native Americans from across the country to participate in a two-day event that combines modern medical models with traditional Lakota healing methods that address the diseases of personhood and social structure. The Red Road, an innovative, holistic approach, is being copied by indigenous and mainstream recovery centers and mental institutions around the world. The departments of Social Work and Psychology are among several involved in this event.

The Center for Disabilities has collaborated with tribal entities to establish developmental clinics on the state’s reservations. The Center has assisted with creation of three clinics, at least one of which has now successfully transitioned to tribal management. The most recent set of screenings, in an isolated area in north-central South Dakota, enabled 144 children to qualify for services. Students from Occupational and Physical Therapy provide free OT/PT services for the children each month, and to provide early-intervention and tracking for at-risk children.

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

In meetings with team members, the constituencies of the University in both Pierre and Rapid City expressed strong support for the University’s activities. In Pierre, representatives from state government and from the banking industry both praised the University’s certificate in leadership. Even more convincing is the fact that both entities pay the cost for employees to obtain this certificate. In Rapid City, representatives from local law enforcement likewise expressed support for the educational opportunities provided by the University. One, a local member of law enforcement and graduate of the program, regularly encourages his officers to enroll; also, local law enforcement supports the program by providing adjunct instructors.

The Government Research Bureau, a long-standing unit at the University, contracts governmental entities and non-governmental agencies to provide social science research that many such organizations lack. The Government
Research Bureau incorporates faculty and students – both undergraduate and graduate – into its endeavors with great success for the institution and the clients it serves. The Beacom School of Business engages with small business owners to help entrepreneurs sustain their enterprises.

As a comprehensive institution of higher learning, the University of South Dakota offers its local community opportunities to enjoy sporting and fine arts events. The faculty and students in fine arts enrich the cultural life of the institution and the communities it serves. Rich collections of art and musical instruments in the University Art Galleries and the National Music Museum and Center for Study of the History of Musical Instruments are accessible to the public and draw rave reviews from members of the community.

Professional programs at the university are provide numerous continuing education opportunities to South Dakotans. The Sanford School of Medicine and faculty in other health-related sciences provide year-round continuing education programs. The School of Education supports the development of gifted students through the South Dakota Governors Gifted Camp and the Institute for Teachers of Gifted Youth.

In the summer of 2010 the Crazy Horse Memorial Foundation and USD partnered to provide a summer program for American Indian college-bound students. Conversations with the staff of the Crazy Horse Memorial Foundation and the summer program staff revealed appreciation for USD’s role in making the first annual summer program successful. In the Memorandum of Understanding USD agreed to providing a high quality academic summer program and the staff were satisfied that USD had provided just that.

Conversations with members of the Vermillion community reflected knowledge of and appreciation for the services provided by the University of South Dakota, including the extraordinarily large number of student-led efforts to meet community needs, especially the needs of underserved populations.

The above lines of evidence are notable in that they all involve deploying University resources in ways that enhance and strengthen the University’s ability to achieve institutional strategic goals and mission objectives while at the same time meeting critical community needs. This merging of service to the community and institutional objectives demonstrates the institution’s responsiveness to those constituencies who rely on it for service.

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

   None

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

   April 6, 2011
None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**  
   None

**Recommendation of the Team**  
The criterion is met; no Commission follow-up is recommended.

**V. STATEMENT OF AFFILIATION STATUS**

**A. Affiliation Status**  
No change

**B. Nature of Organization**

1. **Legal status**  
   No change

2. **Degrees awarded**  
   No change

**C. Conditions of Affiliation**

1. **Stipulation on affiliation status**  
   None

2. **Approval of degree sites**  
   No change

3. **Approval of distance education degree**  
   No change

4. **Reports required**
Progress Reports:

**Finances June 2014**
The Progress Report on finances should address the impact of enrollment on the overall financial viability and stability of the University of South Dakota. The Progress Report should include strategies identifying markets, improving the recruitment, retention of students and degree attainment, projections for the rest of the decade, impact of transition to NCAA D1, financial planning and identifying success. The report should also include a description of actual revenue and expenditures for the FY 12, 13 and 14 and projected revenues and expenditures for the following five years [FY15, - FY19].

**Diversity June 2014**
The Progress report on Diversity is recommended due to minor progress since the last comprehensive visit. Diversity was cited as a challenge in the last visit with a Progress Report. The Progress Report was accepted by the HLC with stated concerns. While in recent years there has been attention to Native American programs, there remains much room for growth that is inclusive of a broader scope of diversity. The Progress Report on Diversity should address the actions and results that USD has employed to increase diversity on campus. The Progress Report should define and assess initiatives to incorporate more Native Americans, as well as other minorities and international students. Retention rates in addition to matriculation are important benchmarks for inclusion.

5. Other visits scheduled
   None

6. Organization change request
   None

D. Commission Sanction or Adverse Action
   None

E. Summary of Commission Review
   Timing for next comprehensive visit academic year AY20-21
   
   Rationale for recommendation: USD is found to be an institution in good standing for reaffirmation of accreditation. All criteria are met with follow-up reports due on specific items.
VI. ADDITIONAL COMMENTS AND EXPLANATIONS

HLC is initiating a new pathway for continued accreditation. It is anticipated that USD will enter year one of the new pathway program in academic year 2012-13.
ATTACHMENT A: FEDERAL COMPLIANCE

Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:
- Credit Hour Definition and Validation data
- Catalog
- Website
- Student Handbook
- Self-Study – in total and the federal compliance section
- Requests for Comments
- Advertising materials on web and in handbooks
- All materials as noted in Assurance Report

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

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

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

The team has reviewed this component of federal compliance.

Comments:
USD’s Self-Study states that “one credit hour equates to 15 hours of instruction, which is a commonly accepted ascription for traditional classroom learning, distance learning, hybrid programs, and compressed schedules”.

The 2011 Higher Education Reauthorization Act §600.2 regulations defines credit hour as, “Credit hour: Except as defined in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than – (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of
work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

USD's current definition of "one credit hour equates to 15 hours of instruction" is a common benchmark in higher education, however with an increase in online and hybrid learning, USD and other higher education institutions are expected to identify policies and procedures to define and measure direct instruction, online instruction, out-of-class expectations, laboratory hours, internship and other instructional variables that constitute the credit hour.

Degree programs are benchmarked against other institutions and equate to the following:
   a) Associate 64 semester hours, b) baccalaureate between 120 - 128 credit hours, c) master's degrees are 30 or more semester hours above the baccalaureate, and d) doctoral degrees are 30 or more semester hours above the masters's degree.
   Degrees are equated with peers for semester or credit hour expectations.

The South Dakota Board of Regents sets the tuition and fees for South Dakota System institutions on an annual basis. The tuition and fees are applicable for the corresponding degrees and levels and among the lowest in the region.

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

The team has reviewed this component of federal compliance.

**Comments:**
The process is defined in the Student Handbook and is sequential with documented procedures. The Team reviewed the complaint documentation and procedures. There were minimal complaints filed.

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

The team has reviewed this component of federal compliance.

**Comments:**
Transfer policies are posted publicly in the catalog, website and Student Handbook. The Board of Regents for the South Dakota System establishes transfer policies among the six state institutions.
4. Verification of Student Identity: The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education.

The team has reviewed this component of federal compliance.

Comments: USD currently uses secure user identification and password for log-in to the learning management system. The user identification also requires responses to security questions. Embedded into the learning management system, some courses utilize a web-conferencing system to validate visual and voice participation. The learning management system allows for timed and randomized testing as well as dropbox capabilities for submitting assignments.

In courses and programs with required proctoring of examinations, USD and the South Dakota Board of Regents maintain professionally managed and supervised test centers. There is a defined process for securing proctors for students beyond the borders of such testing centers.

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

- **General Program Requirements:** The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Financial Responsibility Requirements:** The institution has provided the Commission with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** The institution has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

- **Contractual Relationships:** The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.
The Team reviewed a number of aspects related to Title IV compliance. Overall, USD’s Title IV status was reapproved in 2009 with full recertification and the Program Participation Agreement is good through 2015. The University’s financial and accounting practices adhere to national standards and appropriate state and federal laws and regulations. As a member institution of the South Dakota Board of Regents state system, policies are consistent across the system with audited financial statements published on a consolidated state website. The Board hired a Financial Compliance Officer in 2009 for the improvement of external financial reporting. The University’s Official Default Cohort Rates are impressively low at 1.5, 2.6 and 2.6 for years 2006, 2007, and 2008, respectively.

Through the governance of the South Dakota’s state system, institutions participate in an Electronic University Consortium in which students may earn up to 50% of their degree credit through partners in the state consortium. USD graduates, however, must complete a minimum of 50% of their degree from USD.

USD does make the campus Cleary Report public and the reports for the last 3 years were available to the Team.

USD demonstrates commitment to student participation in online courses and informs students of deadlines frequently during the initial weeks of a course. Both the undergraduate and graduate catalogues as well as the website have standards for satisfactory academic progress posted.

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

The team has reviewed this component of federal compliance.

Comments:
USD provides accurate information on its website, printed catalogues and other documents regarding institutional accreditation by the Higher Learning Commission. In programs with specialized accreditation, the appropriate citations are duly noted.

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

The team has reviewed this component of federal compliance.

Comments:
USD has specialized accreditation in multiple disciplines. Most noteworthy are, American Bar Association, National Council for Accreditation of Teacher Education, Council of Social Work Education, American Chemical Society, and twenty-one others. State Authorization is documented for Nursing in North Dakota, Iowa, Nebraska, Minnesota, New Mexico, Idaho, Wisconsin, Kansas, and Arizona.

8. Public Notification of an Evaluation Visit and Third Party Comment: The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

The team has reviewed this component of federal compliance.

Comments: While USD solicited comments on the web site, alumni newsletter, and in newspapers in areas where it has centers or locations, no public comments were received.
ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

UNIVERSITY OF SOUTH DAKOTA
Vermillion, South Dakota

April 3-6, 2011

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

USD has made significant strides in improvements and renovations in campus facilities that enhance students’ learning experiences as well as overall campus aesthetics. The medical and law components add a comprehensive dimension to the liberal arts mission

April 6, 2011
of USD, both academically and professionally.

The rapid growth in online education has also provided new streams of revenue and visibility for USD. This visibility is enhanced by a new team focused on enrollment management and marketing. USD is contracting with external agencies to re-brand USD for a 21st Century market.

II. CONSULTATIONS OF THE TEAM

Financial Planning:

USD may take into consideration devoting some resources to analysis, planning and recruiting, and may need to make fundamental strategic changes in academic directions and emphases. The University could decide to get smaller rather than bigger, since its natural service population is declining. Getting smaller doesn’t mean it can’t maintain forward progress academically. Indeed, pressures to grow enrollment may degrade the significant progress that the institution has already made toward academic excellence. A focus on the in-state population, which is well-prepared by national standards, could enhance academics. With further attention on diversity, USD may wish to strategically enhance it’s growth with international and minority scholars.

The United States Department of Education regulations requiring state authorization for distance education as well as each state’s response to fulfilling those requirements may have a significant impact on expansion and cost in the delivery of online programming. These regulations will require significant investments of time and finances to document authorizations in states where the institution has enrollments. The cost of providing access to distance education programs will need to be factored into USD’s planning.

Organizational Structure:

The University has made substantial and impressive initial gains in both research and distance education, but the current administrative structure is almost certainly not scalable since the same person currently provides leadership to both strategic initiatives. The research and graduate education initiative will have to continue to focus on resident graduate students engaged in applied scholarship, while the distance education initiative focuses on a completely different type of student and academic program. The faculty activity is also qualitatively different for these two initiatives, and so expansion will require nurturing relationships with disjoint sets of faculty. One position can manage this in a small number of programs, but the current administrative structure
will likely be an impediment to achieving the institution's aggressive--and laudable--goals.

Graduate education has fundamental and central oversight expectations that are unique for this group of students, but there are not processes in place to address some of these standard issues. For example, a) there is not a minimum standard and process defined in the Graduate Catalog by which a graduate program defines the courses that may be incorporated into the degree, nor is there a degree audit process defined; b) while there is a process for IRB approval, there is no provision for ensuring and documenting that dissertations or theses that require IRB approval actually receive the approval. The sample of transcripts reviewed indicated that selection of courses in a program is defined by various faculty with no specific guidelines. While their Graduate Council spoke highly of the improvements in policies and procedures in the last year and was anxious to continue the progress, institutional attention needs to be directed to this area.

For these reasons, we suggest that the institution consider dividing the position of Graduate Dean and Continuing Education Dean so that current successes can continue and grow.

Online and Off-Campus

While Heath Sciences and Medicine programs showed strong evidence of consistent attention to student learning objectives across all off-campus sites, the evidence for other programs was mixed. In at least one case, adjunct faculty seemed unaware of program learning objectives that spanned multiple campuses. The Dean of Continuing Education may wish to take steps to assure better coordination, perhaps through the use of videoconferencing and other technologies, along the lines of the Health Sciences programs. This is particularly important where student learning is primarily measured through performance in courses.

All three centers rely on surveys and other informal strategies for obtaining student input to the services and support provided at the satellite centers. At the smaller centers in Pierre and Rapid City, where many of the students are nontraditional learners with families and full-time employment, a survey and informal and informal approach seemed to work well. However, the Sioux Falls center is larger with a more diverse student population. As managing institution for that center, USD may want to consider a more formal venue for student input such as a student association drawing its membership from all the participating institutions.

The online nature of USD's programming, like similar programs nationally, creates challenges for institutional and programmatic assessments. Many institutions are implementing e-portfolios in which students submit work to address institutional assessments, programmatic requirements, or even create electronic career folders. Students may begin early to develop their own e-portfolios as a repository for student artifacts and more importantly, a reflective assessment of student learning outcomes. e-
portfolios can be shared with classmates and faculty as well as prospective employers. The e-portfolio tool could also be an effective assessment repository of student work to provide evidence of learning outcomes that is particularly valuable in online programs.

While the Intro to Jazz online course is an extraordinary model of interaction and engagement, the majority of courses reviewed were limited to posted content and discussion boards. Strategies such as the inclusion of podcasts or video from national and international authorities in classes would expand engagement and globalization in courses. Podcasts could be downloaded to portable players to listen to during the day or during travel time. Audio and video files downloaded via the student's computer, depending on the composition, may require little bandwidth. Blogs and Social Networks are being incorporated in courses as communication strategies and many students are already participating in these venues in their daily life. The increased use of more interactive and visually stimulating course design is particularly relevant in the education fields where modeling effective instruction is an important component of educational practice. USD may explore in what ways these tools may be applied to the learning environment in ways that engage learners in active learning and cognitive processing.

Engagement:

In myriad ways, the University serves its constituencies. Through its service, the university evinces a commitment to student learning, a desire to provide academic credentials to niche markets, and recognition of the value of public-private partnerships in fostering economic development through applied research.

At the same time, the University recognizes that its service activities can "lack strategic intent, direction, and support at the institutional level" (196). Appropriately, the self-study proposes emphasizing "engagement" in its next institutional strategic plan. It intends to use the Community Engagement Documentation Framework provided by the Carnegie Foundation for the Advancement of Teaching to shape the new emphasis. In planning to employ the framework, the University seeks to improve institutional management of service activities and to develop a system of awards and recognition for faculty and staff, all for the sake of improving its ability to communicate the USD story to external audiences. Such communication might be a by-product of striving to become an engaged institution; communication to an external audience should not be the purpose of the effort to transform service into engagement.

The core of the Carnegie Foundation engagement framework resides in the notion of collaboration for the "mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." The recent development of the framework reflects the foundation's recognition that innovative institutions, like University of Minnesota, Michigan State University, and University of Arizona among others, had transformed themselves into engaged universities. Their efforts can be traced largely to a series of reports by the Kellogg Commission. In its 1995 "Returning to Our Roots," the Commission advocated a series of steps to reform learning at institutions. Eschewing
"inherited concepts" of public service and outreach as a one-way process through which institutions transferred their expertise, the Commission envisioned "the engaged ideal," which requires "a commitment to sharing and reciprocity" – "two-way streets defined by mutual respect among the partners for what each brings to the table."

Any effort to transform the University into an engaged institution, as defined by the Kellogg Commission and outlined in the self-study process developed by the Carnegie Foundation, must focus on improving learning – learning by faculty, students, and members of the broader community. Regardless of the nature of engagement that takes place, whether service learning, engaged research, or civic engagement, the intellectual capital of the University will be employed for social good and the intellectual capacity of the University will be enlarged.

The journey of transformation that the University contemplates is one that can be and should be leveraged to address other institutional interests outside of its image. Engagement is no panacea. Yet, through thoughtful, meaningful, and strategic engagement activities, the University can address the persisting problem of diversity on campus. Well-designed, faculty-led service learning courses located in one of South Dakota’s Under-Represented Minority or immigrant communities will enrich the intellectual experience of students by immersing them in a diverse learning partnership. Likewise, engaged research can over the long-term help the University address its student pipeline issue and serve broader social goals. Mutual development and execution of projects aimed at solving pressing educational or social problems that inhibit college-going, especially when aimed, too, at outfitting members of the community with the knowledge, skills, and abilities to replicate solutions, provide opportunities for significant engagement and advancement for the university and the communities with which it engages.

The University of South Dakota wisely considers embracing engagement as it moves forward. Successful deployment of the engagement ideal will require joining in a transparent manner the various interests of the university – particularly its faculty – and the community in an attitude of mutual respectfulness and benefit. Fortunately, for the University, a strong sense of service pervades the campus, and the University is well-situated to take on the engagement mantle to solve some of the problems that pervade the state it serves.

Assessment of Student Learning:

The institution has made great strides since the last comprehensive visit, and these seem in many respects to have been driven by the required response to HLC oversight. "Sustaining the momentum" of these strides will be important to ensure that as HLC transitions to the new accreditation approach, the institution can maintain its focus as a "learner-centered" enterprise. Such an enterprise will use information about instructional effectiveness and student learning to guide decisions made about how best to use limited resources, as well as opportunities to pursue in the future. To achieve this end, however, the institution needs to see "assessment" as more than just a mandate, and more than periodic testing or reporting of grades. Taking ownership of assessment
as a tool for institutional improvement, via sustained attention to student learning (and to improving that learning), may be the key to the institution’s future. USD may be able to develop the habit of looking to information about learning to guide decisions and enrich USD’s sense of its unique position within the state system of higher education, and the peers with which it will be competing for students.

In some respects, USD has already distinguished itself from its peers within the state, by identifying institutional general education outcomes that exceed those mandated by the Regents. Evaluating student learning in these areas is a mechanism for identifying distinguishing features of USD – but the institution could go further, and fully embrace the challenge of articulating what it means to be a “liberal arts university”, and conveying that mission fully to students, faculty and staff.

At the core of this is the question of why students would (and should) choose to attend USD: when team members asked this question in meetings throughout the visit, our hosts offered reasons ranging from convenience (geographic or technological) to programmatic (specific programs or people); most noted the quality of education (and the value, too). Few (other than students) asserted that students benefited from the breadth of offerings, or that there was a distinctive “liberal arts” experience that can be achieved within this university. The institution might capitalize on this feature of its identity, build on its existing attention to support inter- and trans-disciplinary study, and fulfill the promise of being a university that can convey a truly liberal education.

A liberal arts education may mean, of course, taking assessment out of the realm of standardized testing and analysis of course-level performance. It may mean asking hard questions, about how students are actually integrating knowledge across disciplines. These are hard questions — but hard questions are more easily answered when a committed faculty is able to grapple with them. And team members were heartened to talk with individuals who are most nearly involved in actually determining if students were learning and meeting expectations: clearly, there is a commitment to improving learning at USD. Interventions to improve student learning in Math and Writing Composition seem to be very promising. Equally promising is the fact that the institution is responsive to taking corrective action when something is clearly not working (as evidenced by the redesign of the unsatisfying “X-Disc” course). In short, there is promise that if USD asks the questions that matter, a committed group of people (which, it is hoped, will enlarge with each project over time) will stand ready to find answers to those questions.

It is a credit to the university that, in the team’s discussions with faculty and staff about student learning, students were at the center, and efforts to improve the student experience were readily described. However, in some respects, these efforts seemed to be somewhat insulated, and for some groups and people, the news shared with the team was the first they’d heard about various initiatives. This leads the Team to suspect that the institution could benefit from spreading the news about its attention to student learning and to assessment projects. Small interventions may make a big difference, for example:
• Formally convening a council of associate deans, who might hear reports on assessment, and "trouble-shoot" issues that cross college boundaries. These people, in particular, may be attuned to "big questions" or issues that may have a big impact on the student experience.

• Establishing a periodic newsletter (or newsfeed) to the faculty and staff to share what the assessment council knows about students' learning, or what changes have been made to improve that learning.

• Inviting the university community to engage in the discussion about why students should choose to come to USD, and to explore more fully what it means to be a liberal arts university.

Diversity:

USD has expressed its commitment to ensuring that students will, through engagement with this institution, be prepared to live and work in an increasingly diverse and multicultural world. Yet the institution has, for years, struggled with the lack of diversity among its faculty, staff, and students. That struggle continues today. Solving this problem has not been, and will not be, easy. Yet one may wonder if the simple solution, to diversify the personnel and to admit more students of color, is the only solution for this institution. There are creative ways for universities to approach the challenge of preparing students to live and work in a diverse world: partnerships with sister cities need not be international to be enriching. Technology can bridge distance. Alumni can help reach out to communities otherwise beyond the university's reach. "Service learning" – an area in which USD has distinct strength – is a pedagogy through which students can learn about various types of "diversity". It is certain that students who graduate from USD will enter a world in which they will need to serve people(3,5),(996,993) who are, simply put, "not like them". The Team is hopeful that USD can and will create an environment that prepares students for a future in a global society.

Often, universities like USD feel that due to their homogeneous environment and population that the efforts to date are both substantial and significant in bringing about more diversity on campus and that their inability to do so is as much the problem of the lack of appropriate response from under-represented groups as it is insufficient efforts on their part. "Diversity" as a mission cannot be compromised by such thoughts.

While many solutions exist, here are some possibilities.

1) Examining the profile of its graduates, USD surely has enough legislative, judicial and legal power to start by appointing a Native American to the Board of Regents. Not to have this representation on the Board in a 150 + year history of the university in a state with seven large native tribes is missing an opportunity.

2) The College of Education is initiating a year-long practice teaching component for its students; perhaps that component could occur on one of the tribal reservations. The experience could provide an incentive for other teacher
education programs, such as the former program by Indiana University that sponsored supervised student teaching at reservations across the Southwest. Connecting new teachers with a cultural teaching experience would be a win/win/win situation for everyone. A new three-year teacher education program at West Virginia University is designed to have an urban, rural and international teaching experience. The University of South Dakota may consider a tribal teaching experience that is required for all education students. A hallmark of the program may be that all education majors graduate with some experience, an internship or practice teaching on one of the reservations.

3) Develop a summer program for those Native American students who have the desire but who may lack the skills to do well at the college level. USD may emulate the one in the Law School for students who fall just below the admittance standards. The program could be six weeks, have no less than 25 students, and establish goals and objectives for the students to achieve before they are regularly admitted to USD. Retention of under-represented students is at the lowest of all students and lower than it has been for years. It seems clear then that such a program may also be developed for students on campus as well. With external support, both programs may be fully funded by the USD Foundation.

4) Develop guidelines for improving the number of other minorities on campus. One way may be to establish special recruitment programs for the Chicago, Minneapolis, Madison, and the greater Wisconsin and Iowa regions. There are significant numbers of African-Americans in those regions and if done well, USD could establish a conduit for such students, who do not want to go to the large universities.

5) USD may consider investing resources into the position to hire an excellent Diversity/Affirmative Action Officer. It is recommended that this position should be a VP or Associate VP post reporting to the president. An office of at least two staff persons, a substantial budget for travel, and the leverage to make decisions for units when they are slow to respond to diversity hiring would benefit the diversity initiative.

6) Establish exchange agreements with some of the HBCUs in other states. These agreements can be for both faculty as well as students.

7) In addition to diversity initiatives that occur locally and nationally, USD may also consider sending faculty abroad for sabbaticals to support the globalization of curriculum. This exchange or sabbatical is a means to explore global research or establish sister institutions in ways that engage students in an international curricula. Technologies such as Skype or video conferencing may also be utilized to enhance the curricula.

8) For students to understand the diversity mission and for diversity to permeate the institution, upper level administrators and faculty could strive to model behaviors that value diversity. A university-wide forum in which these needs are addressed, outlined and solutions determined is one way to grow diversity at USD.

9) Finally he could designate one line in each college for a diversity position. The deans or chairs could use this line to bring in diverse faculty, in some cases two or three each year (appointments of 2 or three months as guest lecturer for one-third of the salary; such an appointment is attractive to both units and faculty for many reasons).
III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

The University plans to enhance economic development through an enhanced emphasis on research and graduate education. The new Biomedical Engineering program at the GEAR center in Sioux Falls is a spectacular initial success. The faculty already have patents in commercial development through spin-off companies and they have formed alliances with venture capital start-ups in the region. Moreover, the facilities IDC on their grants and contracts are also already sufficient to fund the bond payments on the lab building they occupy. These faculty have, under the leadership of the graduate dean, created new masters and PhD programs, and have recruited a cadre of talented graduate research assistants, who are an essential staffing resource for advanced research labs of this type. The labs, in turn, generate the research projects necessary for the student's degrees. This program, while successful, will continue to require the attention of the Graduate Dean. Replicating this success with other centers, in both Sioux Falls and Vermillion, will escalate the demands on the Graduate Dean's limited time.

Distance education is another remarkable success of the institution. This activity has shown remarkable growth in numbers and hence in revenue. Successful distance education often involves outreach to non-traditional students who seek educational opportunities with strong connections to professional and career advancement. The Continuing Education Dean has been creative and entrepreneurial in seeking and creating programs of this type, and the growth in revenues from such enrollments is evidence of success. The Continuing Education Dean was also instrumental in the striking collaboration with the Crazy Horse Foundation in a Native American summer preparatory academy, one of the institution's premier successes in diversity. The University has identified outreach and distance education as areas for aggressive growth, which will escalate the demands on the Dean of Continuing Education. With this area of expected growth and new federal regulation, USD may consider the administrative responsibilities of the senior leader and/or the organizational structure to address these demands and expectations.
**INSTITUTION and STATE:** University of South Dakota, SD

**TYPE OF REVIEW (from ESS):** Continued Accreditation

**DESCRIPTION OF REVIEW (from ESS):**

**DATES OF REVIEW:** 4/4/11 - 4/6/11

### Nature of Organization

**LEGAL STATUS:** Public

**TEAM RECOMMENDATION:** No Change

**DEGREES AWARDED:** A, B, M, S, D

**TEAM RECOMMENDATION:** No Change

### Conditions of Affiliation

**STIPULATIONS ON AFFILIATION STATUS:** None.

**TEAM RECOMMENDATION:** No Change

**APPROVAL OF NEW ADDITIONAL LOCATIONS:** The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites within the state and within the United States.

**TEAM RECOMMENDATION:** No Change

**APPROVAL OF DISTANCE EDUCATION DEGREES:** New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

**TEAM RECOMMENDATION:** No Change

**REPORTS REQUIRED:** None

**TEAM RECOMMENDATION:** Progress report on finances and diversity, June 1, 2014.

**OTHER VISITS SCHEDULED:** None

**TEAM RECOMMENDATION:** No Change

### Summary of Commission Review

**YEAR OF LAST COMPREHENSIVE EVALUATION:** 2000 - 2001

**YEAR FOR NEXT COMPREHENSIVE EVALUATION:** 2010 - 2011
Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

TEAM RECOMMENDATION: 2020-2021
ORGANIZATIONAL PROFILE

INSTITUTION and STATE: University of South Dakota, SD

TYPE OF REVIEW (from ESS): Continued Accreditation

_x__ No change to Organization Profile

## Educational Programs

<table>
<thead>
<tr>
<th>Program Distribution</th>
<th>Recommended Change (+ or -)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>3</td>
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<tr>
<td>Bachelors</td>
<td>54</td>
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<table>
<thead>
<tr>
<th>Programs leading to Graduate</th>
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</thead>
<tbody>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Specialist</td>
</tr>
<tr>
<td>First</td>
</tr>
<tr>
<td>Professional</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
</tbody>
</table>

## Off-Campus Activities

### In-State:

- Present Activity:
  - None
  - EAFB (Ellsworth Air Force Base)
  - Pierre (Captive University Center)
  - Rapid City (Rapid City Health Science Building)
  - Rapid City (Sanford School of Medicine--Rapid City Site)
  - Rapid City (University Center--Rapid City)
  - Sioux Falls (University Center)
  - Sioux Falls (USD at National Baptist Seminary)
  - Sioux Falls (Sanford School of Medicine--Sioux Falls Site)
  - Sioux Falls (University Center North)
  - Watertown (USD Watertown)
  - Yankton (Sanford School of Medicine--Yankton Site)

- Recommended Change:
  - Course Locations: 42

### Out-of-State:

- Present Wording:
  - None
  - Sioux City, IA (Western Iowa Technical Institute and
Distance Education Programs:

Present Offerings:

<table>
<thead>
<tr>
<th>Course</th>
<th>Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-USA:</td>
<td>Present Wording:</td>
</tr>
<tr>
<td>Campuses:</td>
<td>Recommended Change: (+ or -)</td>
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<tr>
<td>Additional Locations:</td>
<td>None</td>
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<tr>
<td>Locations:</td>
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</tr>
<tr>
<td>Course</td>
<td>None</td>
</tr>
<tr>
<td>Locations:</td>
<td>None</td>
</tr>
</tbody>
</table>

Associate - 24.0102 General Studies offered via Internet; Associate - 51.0602 Dental Hygiene/Hygienist (50% or more but less than 100% distance edu. A.S. in Dental Hygiene.) offered via Internet; Associate - 51.3801 Registered Nursing/Registered Nurse (Associate - 51.3801 Nursing) offered via Internet; Bachelor - 09.0102 Mass Communication/Media Studies (50% or more but less than 100% distance edu. B.A./B.S. in Contemporary Media and Journalism) offered via Internet; Bachelor - 11.0101 Computer and Information Sciences, General (50% or more but less than 100% distance edu. B.A./B.S. in Computer Science.) offered via Internet; Bachelor - 13.1001 Special Education and Teaching, General (50% or more but less than 100% distance edu. B.S.Ed. in Special Education.) offered via Internet; Bachelor - 13.1202 Elementary Education and Teaching (50% or more but less than 100% distance edu. B.S.Ed. in Elementary Education.) offered via Internet; Bachelor - 13.1205 Secondary Education and Teaching (50% or more but less than 100% distance edu. B.S.Ed. in Secondary Education.) offered via Internet; Bachelor - 13.1302 Art Teacher Education (50% or more but less than 100% distance edu. B.F.A. in Art Education.) offered via Internet; Bachelor - 13.1305 English/Language Arts Teacher Education (50% or more but less than 100% distance edu. B.S.Ed. in English) offered via Internet; Bachelor - 13.1311 Mathematics Teacher Education (50% or more but less than 100% distance edu. B.S.Ed. in Mathematics) offered via Internet; Bachelor - 13.1312 Music Teacher Education (50% or more but less than 100% distance edu. B.M. in Music Education.) offered via Internet; Bachelor - 13.1314 Physical Education Teaching and Coaching (50% or more but less than 100% distance edu. B.S.Ed. in Physical Education.) offered via Internet; Bachelor - 13.1322 Biology Teacher Education (50% or more but less than 100% distance edu. B.S.Ed. in Biology.) offered via Internet; Bachelor - 13.1328 History Teacher Education (50% or more but less than 100% distance edu. B.S.Ed. in History.) offered via Internet; Bachelor - 13.1331 Speech Teacher Education (50% or more but less than 100% distance edu. B.S.Ed. in Speech Communication.) offered via Internet; Bachelor - 16.0501 German Language and Literature (50% or more but less than 100% distance edu. B.A. in German, offered via Internet; Bachelor - 16.0901 French Language and Literature (50% or more but less than 100% distance edu. B.A. in French Studies.) offered via Internet; Bachelor - 16.0905 Spanish Language and Literature (50% or more but less than 100% distance edu. B.A. in Spanish.) offered via Internet; Bachelor - 16.1001 American Indian/Native American Languages, Literatures, and Linguistics (50% or more but less than 100% distance edu. B.A. in American Indian Studies.) offered via Internet; Bachelor - 23.0101 English Language and Literature, General (50% or more but less than 100% distance edu. B.A. in English.) offered via Internet; Bachelor - 26.0101 Biology/Biological Sciences, General (50% or more but less than 100% distance edu. B.A./B.S. in Biology.) offered via Internet; Bachelor - 27.0101 Mathematics, General (50% or more but less than 100% distance edu. B.A./B.S. in Mathematics.) offered via Internet; Bachelor - 30.2001 International/Global Studies (50% or more but less than 100% distance edu. B.A. in International Studies.) offered via Internet; Bachelor - 31.0101 Parks, Recreation and Leisure Studies (50% or more but less than 100% distance edu. Bachelor of Science in Recreation (B.S.R.) offered via Internet; Bachelor - 36.0110 Art (50% or more but less than 100% distance edu. B.F.A. in Art Theatre.) offered via Internet; Bachelor - 38.0101 Philosophy (50% or more but less than 100% distance edu. B.A./B.S. in Philosophy.) offered via Internet; Bachelor - 40.0501 Chemistry, General (50% or more but less than 100% distance edu. B.A./B.S. in Chemistry.) offered via Internet; Bachelor - 40.0601 Geology/Earth Science, General (50% or more but less than 100% distance edu. B.S. in Earth Science.) offered via Internet; Bachelor - 40.0801 Physics, General (50% or more but less than 100% distance edu. B.S. in Physics.) offered via Internet; Bachelor - 42.0101 Psychology, General (50% or more but less than 100% distance edu. B.A./B.S. in Psychology.) offered via Internet; Bachelor - 43.0104 Criminal Justice/Safety Studies (50% or more but less than 100% distance edu. B.A./B.S. in Criminal Justice.) offered via Internet; Bachelor - 45.0201 Anthropology (50% or more but less than 100% distance edu. B.A./B.S. in Anthropology.) offered via Internet.
distance.edu.  B.A./B.S. in Anthropology.) offered via Internet; Bachelor - 45.0601 Economics, General (50% or more but less than 100% distance edu.  B.A./B.S. in Economics.) offered via Internet; Bachelor - 45.1001 Political Science and Government, General (50% or more but less than 100% distance edu.  B.A./B.S. in Political Science) offered via Internet; Bachelor - 45.1101 Sociology (50% or more but less than 100% distance edu.  B.A./B.S. in Sociology.) offered via Internet; Bachelor - 50.0701 Art/Art Studies, General (50% or more but less than 100% distance edu.  B.F.A. in Art.) offered via Internet; Bachelor - 50.09 Music (50% or more but less than 100% distance edu.  Bachelor of Music Arts) offered via Internet; Bachelor - 50.0903 Music Performance, General (50% or more but less than 100% distance edu.  B.M. in Musical Performance.) offered via Internet; Bachelor - 51.0201 Communication Sciences and Disorders, General (50% or more but less than 100% distance edu.  Bachelor of Communication Sciences and Disorders) offered via Internet; Bachelor - 51.0203 Speech-Language Pathology/Pathologist (50% or more but less than 100% distance edu.  B.A./B.S. in Communication Studies.) offered via Internet; Bachelor - 51.0702 Hospital and Health Care Facilities Administration/Management (50% or more but less than 100% distance edu.  B.A. – Health Services Administration.) offered via Internet; Bachelor - 51.1005 Clinical Laboratory Science/Medical Technology/Technologist (50% or more but less than 100% distance edu.  B.S. in Clinical Laboratory Science.) offered via Internet; Bachelor - 51.1501 Substance Abuse/Addiction Counseling (Alcohol and Drug Studies) offered via Internet; Bachelor - 51.1503 Clinical/Medical Social Work (50% or more but less than 100% distance edu.  B.S.W. in Social Work.) offered via Internet; Bachelor - 51.3801 Registered Nursing/Registered Nurse (RN to BSN Degree Completion) offered via Internet; Bachelor - 51.99 Health Professions and Related Clinical Sciences, Other (Bachelor of Science in Health Sciences) offered via Internet; Bachelor - 52. BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES (50% or more but less than 100% distance edu.  B.B.A. – Marketing.) offered via Internet; Bachelor - 52.0201 Business Administration and Management, General (50% or more but less than 100% distance edu.  B.B.A. – Management.) offered via Internet; Bachelor - 52.0301 Accounting (50% or more but less than 100% distance edu.  B.B.A. – Accounting.) offered via Internet; Bachelor - 52.0601 Business/Managerial Economics (50% or more but less than 100% distance edu.  B.B.A. – Economics.) offered via Internet; Bachelor - 52.0801 Finance, General (50% or more but less than 100% distance edu.  B.B.A. – Finance.) offered via Internet; Bachelor - 52.10 Human Resources Management and Services (50% or more but less than 100% distance edu.  B.B.A. – Human Resource Management.) offered via Internet; Bachelor - 54.0101 History, General (50% or more but less than 100% distance edu.  B.A./B.S. in History.) offered via Internet; Certificate - 13.1315 Reading Teacher Education (Literacy Leadership and Coaching) offered via Internet; Certificate - 43.0302 Crisis/Emergency/Disaster Management (Graduate Certificate) offered via Internet; Certificate - 51.1501 Substance Abuse/Addiction Counseling (Graduate Certificate) offered via Internet; Certificate - 51.1501 Substance Abuse/Addiction Counseling (Undergraduate Certificate) offered via Internet; Certificate - 51.99 Health Professions and Related Clinical Sciences, Other (Long-term Care Management) offered via Internet; Doctor - 13.0301 Curriculum and Instruction (50% or more but less than 100% distance edu.  Ed.D. in Curriculum and Instruction.) offered via Internet; Doctor - 13.0401 Educational Leadership and Administration, General (50% or more but less than 100% distance edu.  Ed.D. in Educational Administration.) offered via Internet; Doctor - 14.0501 Bioengineering and Biomedical Engineering (50% or more but less than 100% distance edu.  Ph.D. in Biomedical Engineering) offered via Internet; Doctor - 26.0101 Biology/Biological Sciences, General (50% or more but less than 100% distance edu.  Ph.D. in Biological Sciences.) offered via Internet; Doctor - 45.1001 Political Science and Government, General (50% or more but less than 100% distance edu.  Ph.D. in Political Science.) offered via Internet; Doctor - 51.0202 Audiology/Audiologist (50% or more but less than 100% distance edu.  Au.D. in Communication Disorders.) offered via Internet; Doctor - 51.2308 Physical Therapy/Therapist offered via Internet; Master - 11.0101 Computer and Information Sciences, General offered via Internet; Master - 13.04 Educational Administration and Supervision offered via Internet; Master - 13.0501 Educational/Instructional Technology (Technology for Education and Training) offered via Internet; Master - 13.1001 Special Education and Teaching, General (50% or more but less than 100% distance edu.  M.A. in Special Education.) offered via Internet; Master - 13.1202 Elementary Education and Teaching (50% or more but less than 100% distance edu.  M.A. in Elementary Education.) offered via Internet; Master - 13.1205 Secondary Education and Teaching (50% or more but less than 100% distance edu.  M.A. in Secondary Education.) offered via Internet; Master - 13.1305 Physical Education Teaching and Coaching (50% or more but less than 100% distance edu.  M.A. in Health, Physical Education and Recreation.) offered via Internet; Master - 14.0501 Bioengineering and Biomedical Engineering (50% or more but less than 100% distance edu.  M.S. in Biomedical Engineering.) offered via Internet; Master - 23.0101 English Language and Literature, General (50% or more but less than 100% distance edu.  M.A. in English.) offered via Internet; Master - 24.0101 Liberal Arts and Sciences/Liberal Studies (50% or more but less than 100% distance edu.  M.A. in Interdisciplinary Studies.) offered via Internet; Master - 26.0102 Biomedical Sciences, General (50% or more but less than 100% distance edu.  M.S. in Basic Biomedical Science.) offered via Internet; Master - 27.0101 Mathematics, General (50% or more but less than 100% distance edu.  M.S. in Mathematics.) offered via
Internet; Master - 27.0101 Mathematics, General (50% or more but less than 100% distance edu. M.A. in Mathematics.) offered via Internet; Master - 30.0101 Biological and Physical Sciences (50% or more but less than 100% distance edu. M.N.S. in Natural Science.) offered via Internet; Master - 40.0801 Physics, General (50% or more but less than 100% distance edu. M.S. in Physics.) offered via Internet; Master - 42.0101 Psychology, General (50% or more but less than 100% distance edu. M.A. in Psychology.) offered via Internet; Master - 44.0000 Human Services, General (Administration) offered via Internet; Master - 44.0401 Public Administration (50% or more but less than 100% distance edu. M.P.A. in Public Administration.) offered via Internet; Master - 44.0401 Public Administration (Executive Master of Public Administration) offered via Internet; Master - 45.1001 Political Science and Government, General (50% or more but less than 100% distance edu. M.A. in Political Science.) offered via Internet; Master - 50.0701 Art/Art Studies, General (50% or more but less than 100% distance edu. M.F.A. in Art.) offered via Internet; Master - 50.0901 Music, General (50% or more but less than 100% distance edu. M.M. in Music.) offered via Internet; Master - 51.0201 Communication Sciences and Disorders, General (Speech Language Pathology) offered via Closed circuit Internet; Master - 51.0203 Speech-Language Pathology/Pathologist (50% or more but less than 100% distance edu. M.A. in Communication Studies.) offered via Internet; Master - 51.1501 Substance Abuse/Addiction Counseling (Master of Arts in Alcohol and Drug Studies) offered via Internet; Master - 52.0201 Business Administration and Management, General offered via Internet; Master - 52.0301 Accounting (50% or more but less than 100% distance edu. M.P.A. in Professional Accountancy.) offered via Internet; Master - 54.0101 History, General (50% or more but less than 100% distance edu. M.A. in History.) offered via Internet; Specialist - 13.0301 Curriculum and Instruction (50% or more but less than 100% distance edu. Ed.S. in Curriculum and Instruction.) offered via Internet; Specialist - 13.04 Educational Administration and Supervision offered via Internet; Specialist - 13.0401 Educational Leadership and Administration, General (50% or more but less than 100% distance edu. Ed.S. in Educational Administration.) offered via Internet

**Recommended Change:**

(+ or -)

**Correspondence Education Programs:**

**Present Offerings:**

None