University of South Dakota - SD

HLC ID 1655

OPEN PATHWAY: Reaffirmation Review

Review Date: 9/14/2020

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Context and Nature of Review

Review Date

9/14/2020

Mid-Cycle Reviews include:

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

Reaffirmation Reviews include:

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

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)
- COVID-19 Response Form

Institutional Context

The University of South Dakota is the flagship, liberal arts university for the state of South Dakota. The institution was the first post-secondary institution in the Dakotas when it opened as the University of Dakota in 1882, prior to South Dakota statehood being granted. USD is one of six public institutions in the state and includes the only School of Law, established in 1901; School of Medicine, established in 1907; and College of Fine Arts, established in 1931. The mission for all public post-secondary institutions in South Dakota is defined by the state legislature. USD has three off-campus centers which include the Community College for Sioux Falls for which USD now has full administrative responsibility.

During the past 10 years USD has seen changes to the infrastructure that included the Wellness Center and the Sanford Coyote Sports Center and the renovation of several buildings. The South Dakota Board of Regents and the state legislature have approved funding to build a new health science building. The institution has also restructured two areas: distance and graduate education and enrollment management and marketing. The President began her service in 2018.

USD has adopted a RCM budgeting model but it also provides extra support to units when needed. This process is being utilized as part of the response to COVID-19 budget challenges. USD is expecting a decrease in enrollment of about five percent. The budgetary impact has been lessened through federal and state COVID-19 funding and by
reducing expenditures.

Campus climate and the success of underrepresented students was the area of focus for USD's Quality Initiative. The initiative resulted in improvement in retention and diversity of the students and faculty and staff. USD has made a commitment to continue to focus on issues of diversity. Since South Dakota has a large Native American population, USD has increased marketing and retention efforts focused on members of this population. The institution recognizes that there is still much work to be done.

COVID-19 hit USD as the institution was completing its Assurance Argument. Students were sent home to finish their Spring 2020 classes and many faculty who had not taught online before needed to quickly learn new modalities for delivering and assessing course content. Some policies were modified such as alternative grading options and the section size policy. Most of these are temporary changes that will no longer be needed once the pandemic is over. Campaigns have been developed to encourage the wearing of masks, social distancing, frequent hand washing, etc. for the protection of all with support available to anyone who may become sick. Assessment efforts have not been disrupted but individuals can indicate on the data system if it is believed that the results have been impacted by COVID-19. A group has been tasked to plan for the Academic Year 2021-22 if the pandemic should linger into that academic year.

**Interactions with Constituencies**

President

Provost and Vice President for Academic Affairs

President and CEO, University of South Dakota Foundation

Vice President, Office of Research

General Counsel

Vice President of Student Services and Dean of Students

Athletics Director

Chief of Staff

Vice President for Health Affairs and Dean Sanford School of Medicine

Vice President of Marketing, Enrollment, and University Relations

Vice President, Administration and Finance

Interim Associate Vice President for Diversity

Chief Information Officer

Chief Human Resources Officer

Student Ambassador President and Nursing Student

Director of Assessment and Academic Liaison Officer
Approximately 70 staff
Approximately 45 faculty
Under 10 students
Assistant Vice President, Facilities Management
Director of Custodial Services, Facilities Management
Director of Planning and Construction, Facilities Management
Interim Dean, School of Education
Interim Associate Dean, School of Education
Dean, School of Law
Interim Dean, College of Fine Arts
South Dakota Board of Regents President
South Dakota Board of Regents Member
SDBOR Executive Director
SDBOR Associate Vice President for Academic Affairs
Administrative Support Center Manager, Facilities Manager
2 Custodial Supervisors, Facilities Management
3 Facility Workers, Facilities Management
Director of Grounds and Landscaping, Facilities Management
Grounds Keeper, Facilities Management
Director of Operations and Maintenance, Facilities Management
Building Maintenance Electrical Specialist, Facilities Management
Building Automation System Specialist, Facilities Management
Shipping and Receiving Associate, Facilities Management
2 Building Engineers, Facilities Management
Director Sorority & Fraternity Life
Director Disability Services
Director MUC and Student Programs
Associate Director Wellness Center
Director Financial Aid
Associate Director Financial Aid
Director Academic and Career Planning Center
Associate Director Honors Program
Director Student Athlete Success Center
Director of Graduate Education
Director of Beacom Students Services
Academic Advisor Education
Student Services Director Nursing
3 Graduate Faculty Advisors
3 Undergraduate Faculty Advisors
Coordinator of Student and Institutional Assessment
Assistant Professor Basic Biomedical Sciences
Associate Professor Modern Languages & Linguistics, Senate Chair
Director Human Factors Psychology
Assistant Professor Kinesiology & Sport Management
Assessment Committee Chair, Associate Professor Sustainability and Environment
Student Member Assessment Committee
Associate Professor Beacom School of Business
Assistant Professor Music
Instructor of Nursing
Associate Dean of Student Services
Director of Center for Diversity and Community
Assistant Director Academic Engagement
Director Gallagher Center
**Additional Documents**

SDBOR Meeting Minutes when President Gestring was appointed

Academic Progress Rate Institutional Report

Educause Core Data Survey, 2019, of Information Technology Services

Letter from American Bar Association - outlining areas of non-compliance of the USD School of Law

Accreditation letter from Commission on Collegiate Nursing Education

Association for the Accreditation of Human Research Protection Programs approval letter

Animal Welfare Assurance report dated 2/23/2017

Arts & Sciences Diversity and Inclusive Excellence Committee Overview of Activities covering 10 years of activity: 2011-2020

2018-2019 EADA Report - Includes financial reports & participation reports for USD Athletics

Audit report prepared by Director of Internal Audit for SDBOR

External Review Report of Basic Biomedical Graduate Program

RFP created for new provider of bookstore

Budget Resource Manual

Center for Diversity and Community Assessment Report - includes Learning Outcomes, Assessment Methods, & Results

Chemistry Program Review Self-Study

Civil Service Advisory Council Bylaws & Selected Minutes

Delaware Cost Study as presented to Academic Affairs Council

Statement of delay in Dental Hygiene Accreditation due to COVID-19

Selected departmental goal reports - includes departmental mission, goals, actions, and update/analysis

Form completed for establishment of Digital Accessibility Committee - 5/21/19

Dual Enrolled (Undergraduate and Graduate students) & Online & Face 2 Face course syllabi

Examples of Academic Integrity cases

College of Fine Arts Inclusive Excellence Committee Agenda & Minutes

Support Center Review Council - members & list of responsibilities

Strategic Planning document - Concept paper for Academic Excellence
General Activity Fee policy & procedures document
International Office - when opened (07/22/2016) & number of international students
Institutional Animal Care & Use Committee meeting minutes
Rationale for increases in PT and OT cohorts
How community contributed to Strategic Planning
Political Science Internship Handbook
IT Service, Innovation & Leadership Info Graphic
Division of Kinesiology and Sport Management self study
Lunch & Learn participation numbers
Clarification of Official CCNE letter
SDBOR approval of USD PhD in Health Sciences
SDBOR Minutes when member recused from the discussion & vote for conflict of interest
Program of Research Projects for Ideafest
List of building projects completed or started from the Fall 2013 Campus Space Analysis (included)
Changes School of Education is making to address accreditation non-compliance
School of Education official USD Action Plan for accreditation
SDBOR Bylaws covering Standing Committees & their roles
SDBOR Policy Manual #2:8 - Course numbering policy
AWOL Trip Proposal Sheet - sample completed form - Service Learning example
Clarification of Social Work accreditation
Social Work Accreditation Letter
Staff Professional Development, Training, and Service Engagement Policy
Strategic Planning Task Force Members
Student Inquiries/Complaint Log
Students on shared governance committees
Information about use of NESSE & Noel Levitz data
University Budget Committee meeting minutes
Lower level & upper level syllabi from selected departments

Upward Bound Assessment

USD Response to CAEP Accreditation - letter sent to HLC

2015 Residential Facility Report to the SDBOR

USD Accreditation List

Fall 2013 Campus Space Analysis

Responsibilities of Shared Governance committees with membership

Responsibilities Center Management Operating Manual

2008=2018 Residence Life & Dining Master Plan - 2011 Update

Response to ABA School of Law non-compliance decision sent to HLC

Information Technology Service Key Metrics through 9/15/2020

Wellness Center Assessment report
1 - Mission

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

1.A - Core Component 1.A

The institution’s mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution’s academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Assurance documents provide ample evidence that USD’s mission is developed through a process well-suited for a public institution of higher learning. For example, USD’s mission is established by codified state law and easily found on the South Dakota Legislature’s website. Additionally, the South Dakota Board of Regents (SDBR) retains ultimate oversight over of the state’s six public (regental) institutions of higher learning. This oversight includes routine analysis and review of its universities' missions, such as the review completed in the fall of 2019. Additionally, USD's most recent Quality Initiative Project (QIP), which is tied directly to USD's Values Statement, illustrates the institution's ongoing intentional and public attention to mission. Entitled "The Campaign for Inclusive Excellence: Increasing the Recruitment, Retention, and Success of Students of Color," the QIP was a six-year project aimed at, and strengthening, the Diversity and Inclusion component of USD's strategic plan. Finally, various media outlets, such as The Argus Leader and television stations, including South Dakota Public Broadcasting, deliver a considerable degree of coverage of the business of the SDBOR, providing public avenues of information about USD's mission and programs.

USD’s mission, vision statement, and values statement are current. For instance, the mission states: “The University of South Dakota offers undergraduate, graduate and professional programs within the South Dakota System of Higher Education. 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.” USD's mission is unique in that it claims to be the flagship liberal arts university but also has a significant number of professional programs, including a law and medical school. This liberal arts identity is not mere window dressing but one that, as stated by the president, is foundational to the university. In these respects, the mission is current because it speaks to USD's academic programming. As its Assurance Argument explains, USD offers 3 associates degrees, 75 bachelor’s degrees, 36 master’s degrees, 2 specialist Degrees, and 20 doctoral degrees. Additionally, USD operates the only law school and medical school in the state and a considerable swath of territory that includes Nebraska, Iowa, and Minnesota. Thus, in every way, the mission is current.

USD's considerable program of research provides additional evidence of the mission's currency. The Nuventive Research Profile illustrates that between 2015 and 2019 research award funding increased by well over $15 million. Moreover, since 2007, the university has recognized outstanding research via The President's Awards for Research Excellence, which awards two recipients with a $3000 gift: one for "Research Excellence" and the other for "Innovation and Entrepreneurship." The Sanford School of Medicine annually publishes a compendium of research and awards conducted by its faculty and students. Each academic program features research interests and publications of its faculty. A review of any particular program, its faculty, and its faculty research interests, publications, and presentations illustrates a rich, vibrant, and robust campus with respect to research. Finally, assurance documents and a review of program websites indicate that students have opportunities to engage on collaborative research with faculty.

Yet another compelling piece of evidence related to the currency, scope, and constituents of USD is, as referred to above, its most recent QIP and QIR. Launched in 2015 and completed in 2019, USD's QIP is anchored on its mission and, more specifically, its values statement: “The University of South Dakota is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence." The QIR provides ample evidence of robust commitment to the initiative and its subsequent results. According to the Quality Initiative Report, USD has meaningfully increased its enrollment, retention, and graduation rates of students of color and it provides evidence (NSSE) and Noel Levitz (SSI) of overall improved student perception of diversity and inclusivity since launching the initiative. USD has also integrated staff and practices to bolster diversity and inclusion. For instance, 1) it appointed an Associate Vice President of Diversity to the executive staff; 2) every college, program, and major office has a Diversity/Inclusive Excellence/Equity and Inclusion committee; 3) it reinstated the position of Native American Academic Advisor in the Academic and Career Planning Center (ACPC), and secured additional advisors for students of color. Perhaps most important, the QIR provides evidence that USD has integrated robust practices from all organizational levels that will sustain these advances, promote continued improvement, and, ideally, ensure the long-term commitment so that it moves from initiative to operational institutional culture.

USD clearly articulates its mission through public information. The mission is featured prominently on its website; in its strategic plan; in promotional materials; and across the physical campus in various manifestations, as observed by one peer reviewer on the campus tour of the facilities. In 2017, the university conducted a search for its 18th president. Assurance documents related to this search prominently feature the mission, vision, and values statement in the Presidential Leadership Profile. The mission features prominently in the academic catalogs. Finally, the Criterion 1 open forum discussion and opening discussion with the president and her executive team provided abundant evidence of a university for which mission is central.
Regarding the mission as it relates to underserved populations and the Covid-19 crisis, USD explains in its "Covid-19 Planning and Process Changes" report that it has reviewed national and state FAFSA filers and has identified that a decline in enrollment is originating in underserved populations. USD has leveraged its recruitment team to launch a texting service that communicates with this population. Additionally, USD continues to analyze and gain an understanding of the FAFSA process and, as result, bolster the numbers of FAFSA filers in this demographic. Additionally, it has initiated a new process: it has tasked admission counselors with reaching out to families of FAFSA filers to clarify aid packages and billing. Before Covid-19, representatives would have traveled to locations of underserved populations to explain costs and processes. COVID-19 obviously has precluded this important enterprise for the foreseeable future. Finally, in its efforts to continue to serve this demographic, USD has purchased Conduit, a webinar platform.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
The institution’s mission demonstrates commitment to the public good.

1. The institution’s actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

USD's mission and values statement both speak its aspiration to serve the public and advance the public good: "To be the best small, public flagship university in the nation built upon a liberal arts foundation" and "The University of South Dakota is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence." Collectively then, these missional documents emphasize and convey USD's commitment to the public good. USD's missional documents, along with open forum discussions, provide clear evidence of USD's commitment to the public good. Moreover, USD is a public institution of higher learning operating under the auspices of the SDBOR and, ultimately, the state legislature. As such, its educational responsibilities take primacy over other purposes, such as financial profit and investor interests. The SDBOR's August 2019 24-page budget allocation report provides financial evidence of USD's educational priorities with respect to the public good: 54.2% is allocated to academic enterprises; 13.4% to research and service; 15.7% to maintenance; and 16.7% to auxiliary services and student services.

Ample evidence indicates that USD is a force for public good with respect to its external constituencies. As mentioned previously, USD conducts the only law and medical school in the state and region. These schools are enormously important in terms of providing a continuous stream of trained medical and legal professionals in the region. USD recently assumed oversight of what is now called the Community College of Sioux Falls, formerly a joint venture between three South Dakota institutions. USD sees significant potential to serve the state's largest city, Sioux Falls, in that 30% of Sioux Falls graduating classes do not attend college. USD intends to bolster the general education, associates degrees, and certifications, contributing to the region's workforce development. USD has also made planning the next iteration of the strategic plan a public process, inviting dozens of stakeholders from the community, the state, and region to engage in the process.

In short, whether in the assurance review or searching on one's own, evidence of USD's contributions to the public good is ubiquitous in the community of Vermillion, the state, and the region. For instance, on the campus tour, the student-guide pointed out a facility that serves as a food pantry on
campus for students founded and run by students. The student also explained several other ways in which he and fellow USD students routinely serve the community of Vermillion and the state, such as in the South Dakota Special Olympics, which is held at USD. He went on to give multiple examples of the mutual reliance between the university and the community. With regard to the fine arts and culture, USD is also a force for the public good in the region. Visual artists on faculty at USD routinely participate in, and contribute to, exhibits and workshops locally, regionally, and nationally. Between 2015 and 2019, an USD English faculty member and poet served as South Dakota's State Poet Laureate. The Vermillion Literary Project, a student-run literary magazine, is well-known throughout the region for publishing young writers and its annual Writer's Festival, which is open to the public. USD is the home of the South Dakota Shakespeare Festival, and the theatre program is well-known throughout the region for its outreach programs, workshops, and productions, which are open to the public. Likewise, the music department offers a host of workshops and programs for schools and the public and is the home of the world-renown Rawlins Piano Trio.

As for the public good during the Covid crisis, USD states in its "Covid-19 Planning and Process Changes" that USD has served as a critical resource for the campus and the community of Vermillion by facilitating collaboration and information sharing. USD indicates it has developed a program that involves connectivity among the following entities: "the City Council, the County Commissioners, the business community, the K-12 school district, public safety organizations (University Police, Vermillion Police, and Clay County Sheriff), and the local healthcare professionals." These information sharing meetings have been well attended and have sparked a good deal of fruitful discussion. USD indicates that is committed to fostering this collaboration as long as necessary.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

USD acknowledged the following observations and recommendations of previous accreditation teams: that diversity and inclusion were areas of significant opportunity for improvement. USD has taken seriously these observations and recommendations and responded with an impressive number of pursuits and initiatives. As discussed in greater detail in the team's report in 1A, USD's QIP and QIR are key artifacts of its Assurance Argument. They provide clear evidence of USD's commitment to foster a culture of civic engagement in a diverse and multicultural society and illustrate the institution's intentional, sustained efforts to be a more diverse institution in and of itself and to cultivate a broader, more rigorous multicultural society in its campus community. The President’s Council on Diversity & Inclusiveness 2019 annual report provides another good starting point of evidence for USD's commitment to foster a climate of respect among students, staff, and faculty from a range of diverse backgrounds, ideas and perspectives. The enterprises of this council are tied directly to USD's current strategic plan and one of its goals: Diversity and Inclusiveness. First, the minutes indicate that the committee is eager to work and collaborate with the president. Second, in preparation for the 2020 reaffirmation visit, committee members critically reviewed data in the QIR; received training in the Intercultural Development and Inventory; attended the AAC&U Diversity, Equity, and Inclusive Democracy Conference; and attended the NCORE (National Conference for Race and Ethnicity in American Higher Education). The committee also launched several key initiatives: 1) bring students into the conversation with results-oriented forums; 2) critically examine surveys used to generated data on diversity and inclusiveness; 3) develop meaningful policy for gender inclusiveness; 4) address challenges related to race and ethnicity inclusiveness; and host of other significant enterprises. The review team recommends that this Council continue to play a robust role in these efforts.

Additional evidence of USD's processes and activities that demonstrate inclusive and equitable treatment of diverse populations is the office of Native Student Services and the Native American Cultural Center (NACC). Its website opens with the following statement: "The University of South Dakota is an institution where everyone belongs. All members of the university community are
encouraged and empowered to explore and develop their uniqueness while learning to recognize and appreciate our interrelatedness. USD is committed to creating an inclusive and welcoming environment, conducive to the exploration and discovery of diversity, because we recognize that such an environment is an essential part of the teaching and learning process. Furthermore, at USD we recognize our leadership responsibility to the rich and unique heritage of our state and that we have a special responsibility to provide opportunities for American Indian people. We are committed to creating opportunities for students, faculty, staff and administration to experience a variety of perspectives to prepare them for living and working in a world where everyone belongs." The facility offers a homelike setting for students (kitchen, living area, study area, computers); it provides academic support; facilitates cultural gatherings and events; and provides leadership development. Open forum discussions indicated to the team that the NACC is a highly valued office and resource on campus.

The Criterion 1 open forum focused to a great degree on diversity and inclusiveness. Overall, the remarks and observations made by participants align with the conclusions of the QIR. That said, the review team believes it is important to note that some participants expressed concern about the attrition of faculty of color. The assurance review did not contain, nor did the team ask for, data that speaks to these remarks. Nonetheless, the team recommends that as part of its significant efforts, USD examine this issue—if it is not already doing so. Additionally, one participant indicated that some students at USD experience racism on a routine basis. Although this was one person, their willingness to express these observations in a virtual room of 46 people is a reminder that the work is never done when it comes to diversity and inclusiveness. Thus, the review team urges USD to not lose ground on the admirable strides it has made over the last few years.

Assurance documents and open forum discussion provide evidence of a co-curricular life that provides opportunities for civic engagement in a diverse, multicultural society and globally connected world. For example, the Gallagher Center for Experiential Learning and Education (which in 2019 replaced the Center for Academic and Global Engagement) promotes study abroad experiences for undergraduates, including faculty-led travel opportunities; off-campus experiential learning; undergraduate research; and access to fellowships. The School of Health Sciences has an integrated service learning component, providing students the opportunity to serve at local food pantries, long-term health care facilities, Special Olympics, a facility for children with disabilities, clinics in Guatemala, among others. Students in the medical school and law school have opportunities to volunteer for an array of meaningful enterprises on reservations and in the town of Vermillion. The Dakota Dome (USD’s main athletic facility that houses the football and basketball stadiums) hosts the South Dakota Special Olympics, where many USD students volunteer. The Center for Diversity and Community holds an impressive range of cultural events throughout the year that both promote inclusion and informed citizenship. Finally, open forum discussions provided a rich vein of additional evidence from staff and faculty that illustrate USD's commitment to cultivating informed, committed citizens.

Assurance documents and open forum discussions provide evidence that USD is committed to fostering a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. The activities of the President's Council on Diversity and Inclusiveness and the QIR provide clear evidence of USD's holistic commitment to fostering respect among all students, faculty, and staff. In 2017, the Howard Hughes Medical Institute awarded USD a grant to establish the USD Inclusive Science Initiative (USD-HHMI), which focuses on underrepresented students. This is just one among other enterprises the grant has funded. The Office of Diversity offers customized training on diversity and inclusiveness; has established a new program
called "Taking Change/Making Change," which "aims to help facilitate in-depth discussion to motivate positive social action," and to do so with faculty-student-staff collaboration. Its Safe Zone Training program exists to create a safe, respectful campus for LGBTQ student, staff, and faculty. Finally, a notable and laudable academic pursuit related to the equitable treatment of diverse populations is that each major academic area, office, and program has an inclusive excellence committee. A review of the committee minutes and/or assessment of programs such as the Fine Arts, the Department of Communication Sciences and Disorders, and the Arts & Sciences provides evidence of a critical mission-oriented enterprise.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
**1.S - Criterion 1 - Summary**

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

**Rationale**

USD's mission, which is South Dakota codified law and under the authority of the South Dakota Board of Regents, is articulated publicly and widely and easily accessible to stakeholders and the public. As articulated by the president, the liberal arts are foundational to the university and thus operationalized throughout the institution through the general education, undergraduate programs, and graduate and professional programs. With respect to its Values statement, USD demonstrates in its assurance argument and in discussions with the peer review team that USD strives to be a regional leader in diversity and inclusiveness. Additionally, USD has provided ample evidence of its commitment to the public good, with its considerable efforts beginning at the community level in Vermillion and then extending throughout the state and the region. Similarly, USD's assurance argument, combined with open forum discussions and areas of focus with students, staff, and faculty, provide ample evidence of USD's commitment to cultivate and foster diversity and inclusiveness, both on campus and beyond the campus, and to foster and promote civic engagement among students, staff, and faculty.


2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

The University of South Dakota has provided substantial evidence that it establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff. USD's mission, as a public university, is directed by the state legislature with the Board of Regents reviewing and revising the mission as needed. As part of the driving force of this mission USD created a Strategic Planning Taskforce slated to begin in 2020. USD stakeholders offered high accolades around the structure of this task force for its collaboration with a variety of stakeholders. The diversity within the task force ensured the USD community is authentically invested in strategic planning toward the mission.

USD operates with integrity in its financial, academic, human resources and auxiliary functions. As state employees, faculty and staff at USD have salaries listed on the state’s OPEN SD transparency website. The OPEN SD website also has information on contracts, grants, and budgets for state entities, including USD. As part of the requirements as a public institution the policies, guidelines, board meeting agenda items, and information associated with student outcomes is provided on the South Dakota Board of Regents website.

USD has multiple policies, including the Financial Conflict Policy, Academic Misconduct Policy and Misconduct in Research Policy to assist in ensuring financial and academic integrity. Policies governing integrity are in place at both the institutional level and system level through the SDBOR in the areas of academics, human resources, auxiliary and financial resources. In conversations with USD stakeholders they affirmed the fidelity of these policies as part of the guiding culture of the institution. USD is also committed to ensuring that integrity is a continued part of their culture. One example of this is the online form where USD faculty, staff, and students can submit a research misconduct complaint anonymously.
**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

USD has presented compelling evidence that it presents itself clearly and completely to its students and to the public. For example, the Consumer Information page on USD’s website includes links to resources for financial aid, the registrar’s office, programs with specialized accreditation pages, and institutional research data. Each unit on campus is responsible for maintaining their respective webpages and ensuring that information provided on the pages are updated and accurate. The Consumer Information page, like the other landing pages at USD, also includes updates on COVID-19 as it relates to the institution. This is an example of the accurate and consistently updated nature of USD’s website. Any changes required for the Consumer Information page is submitted to the Digital Communications Specialist in the marketing department for upload.

Academic catalogs, which include academic policies, general education requirements, and information related to financial aid, tuition, fees, state authorization, licensure, and certification are updated annually. As noted by USD leaders, to ensure accuracy there is a multi-step process in place where each department, school or college signs off on the course offering before it is placed in the catalogue.

USD makes exceptional contributions to students' educational experience through various forms of community engagement, experiential learning and research. One example of this can be seen in their annual Idea Fest. This Fest provides the opportunity for graduate and undergraduate students in all disciplines to present their work orally, through poster presentations, live performances, readings, exhibits and displays. The community is invited to see how research and other academic activities enhance the education of USD students.

USD also offers students summer research programming in a variety of disciplines and at the Gallagher Center for Experiential Learning & Education Abroad. This center serves as the hub for coordination of opportunities for service learning and studying abroad. It is evident that service learning is an important part of USD. They have experienced trips to a variety of places like Houston, and Minnesota to volunteer in communities of need in partnership with organizations like Legacy Community Health and AFSP Greater Minnesota. This experimental service learning is
valued by USD faculty and students as part of the institutions ongoing culture.

In response to the pandemic, USD's commitment to community engagement has persisted. One example of this is the COVID-19 information sharing meetings with the City Council, the County Commissioners, the business community, the K-12 school district, public safety organizations, and the local healthcare professionals.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
**2.C - Core Component 2.C**

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution’s integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution’s financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution’s administration and expects the institution’s faculty to oversee academic matters.

**Rating**

Met

**Rationale**

It is evident that the South Dakota Board of Regents is autonomous in making decisions in the best interest of the institution in compliance with board policies and to ensure the institution’s integrity. The SDBOR was established by the South Dakota Constitution. The SDBOR staff oversees the administrative functions of the board and leads specialized committee structures with representation across the institutions within the system. The committee structure includes: Academic Affairs Council, Student Affairs Council, Business Affairs Council, and the Technical Affairs Council. These committees assist with moving forward curriculum, budget requests, and policy changes to SDBOR staff for submission to the SDBOR for approval and discussion.

The SDBOR has well-qualified members from the community including a Fortune 500 company CEO, a judge and a former superintendent. They bring this experience to bear in overseeing areas within their purview. As part of the SDBOR commitment to the priorities that preserve and enhance the institution, all meetings are streamed live and available for public viewing. Additionally, all meetings follow a clear standardized format.

It is evident that the board values the opinions of internal and external stakeholders in their decision making process. One recent example of this is in their decision to provide in-state tuition to Nebraska residents. This idea originated with the leadership at the University of South Dakota and was presented, using research and data, to the Board. Following system wide discussions and agreement the Board moved forward to approve the plan. The Board is very invested in the overall operation of the institution. However, it is clear that they rightfully delegate day to day operations to the institution's president and administrative team. This was evidenced in review team discussions with the leadership team and the Board and further verified in a review of multiple Board policies that outline the role of the president, the Board and the faculty.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.D - Core Component 2.D

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

Rating

Met

Rationale

USD has multiple board policies which clearly outline its commitment to academic freedom and freedom of expression. These policies are in multiple places, included in the Student Handbook. While the policy outlines USD's commitment to academic freedom and freedom of expression, faculty expressed a need to have someone in place to express concerns that may arise around academic freedom. The faculty union previously assisted faculty in addressing these concerns. However, recently in compliance with larger statewide legislative mandates, USD no longer has a faculty union. This leaves uncertainty about where faculty can go with concerns about academic freedom. It is essential that USD create a clear structure and point of contact for faculty to ask questions, discuss concerns or report violations around academic freedom and freedom of expression. While it is clear that the elimination of the union is recent and not an initiative of USD, it is imperative that measures to address the absence of a reporting protocol are established with a sense of urgency. This is an area that should be reviewed during the Year Four Mid-Cycle Assurance Review.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

USD provides an abundance of evidence to verify that their policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students. USD provides oversight ensuring regulatory compliance, ethical behavior and fiscal responsibility. This is evidenced by the recent accreditation renewal by the Association for the Accreditation of Human Research Protection Programs and AAALAC International Council accreditation. Notably, USD is also the only SDBOR institution to be accredited by the Association for the Accreditation of Human Research Protection Programs (AAHRPP) and was one of the first five programs accredited in the nation.

The Office of Research and Sponsored Programs (ORSP) oversees USD’s research. ORSP administers the Responsible Conduct of Research Program and serves as a one stop shop overseeing compliance and relevant policies while assisting research faculty. Through ORSP, USD provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students with grant specialists in place to assist faculty as well as various face to face and online trainings.

The University Libraries also assist with supporting research with special collections, archives and access to a variety of journals worthy of supporting USD’s research faculty. The institutional support and guidance provided to faculty is in many ways also extended to students through the University Libraries. These supports include CITI training and the Tutorials and Information Literacy webpage, which provides videos on a variety of essential and relevant research related activities.

Finally, USD has several institutional policies to outline its commitments to academic honesty and integrity. The enforcement of these policies is evidenced by the USD Academic Misconduct Disposition Form. Academic honesty and integrity are embedded in USD culture and apparent throughout this assurance argument.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.S - Criterion 2 - Summary

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

**Rationale**

USD has concrete evidence to confirm it acts with integrity and its conduct is ethical and responsible. They have both system-level policies and institutional level practice associated with research compliance, governance and academic integrity. Academic freedom and integrity are integral to the institution and evidenced in multiple policies. However, with recent legislative changes disbanding the faculty union, new measures need to be put in place to ensure faculty have a place to go with concerns and issues around academic freedom, should they arise.
3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution’s academic offerings is appropriate to higher education.

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

Rating

Met

Rationale

The university’s Assurance Argument includes substantial evidence of the policies and processes in place to ensure rigor in academic courses and programs. The South Dakota Board of Regents Policy 2.11 'Assessment' describes the requirements to perform the academic program reviews cycle and references the HLC. At the University of South Dakota, these processes are documented in academic catalogs, the institutional academic program review structure, and the mandatory 7-year academic program review cycle. Minutes from an April 2019 University Curriculum & Instruction Committee meeting and from a November 2018 Graduate Council meeting indicate that academic programs at USD meet this core component through internal program review and curriculum review processes at the undergraduate (USD C&I committee) and graduate (Graduate Council) levels. External evidence of the number of accredited programs at the institution such as the May 2019 letter from the AACSB to the Dean of the College of Business further confirms that individual courses and academic programs are current and rigorous.

The SDBOR Policy 2.8 'Level and Numbering of and Enrollment in Courses' broadly codified different course learning goals at each degree level. USD articulates these learning goals more specifically in undergraduate and graduate catalogs. The University’s campus-wide comprehensive assessment platform, Nuventive, contains multiple learning objectives for each academic program offering. Evidence in the Assurance Argument includes an example of a dual-listed undergraduate and graduate course, English 437/537 that contrasts the learning objectives for each course.

The SDBOR Policy 5.9 'Online Course Quality Assurance Guidelines' and the related ‘Delivery Method Code Guidelines’ and 'System-Wide Quality Assurance Rubric' all document the structure for
the institution’s organization of course section designations based on instructional delivery mode. These are also consistent across satellite campuses and locations such as local high schools that serve as instructional delivery sites for dual enrollment courses.

During the Area of Focus meeting on Curricular and Co-Curricular Assessment, College of Business faculty described the systematic efforts of academic program faculty to ensure consistency of student learning outcomes across various sections of individual courses.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

Rating

Met

Rationale

The University of South Dakota’s mission identifies the liberal arts as being a central part of its academic program offerings. The university’s general education curriculum is underpinned by six goals for student learning outcomes and these are codified by the South Dakota Board of Regents Policy 2:11 ‘Assessment.’ Further, practices for the measurement of these goals and outcomes are organized in the USD General Education Assessment Handbook. One timely and substantive set of artifacts are the institution’s Diversity Learning Outcomes which articulates assessment methods and results for each individual academic program.

USD’s general education curriculum at both the Associate Degree and Baccalaureate levels are based on the SDBOR Policy 2:26 ‘Associate Degree General Education Requirements’ and Policy 2:7 ‘Baccalaureate General Education Curriculum Requirements’ as well as the institution’s design. These policies also outline the administrative processes for establishing coursework that focuses on global issues and that feature increased writing intensity. AAC Policy 8.4 ‘Baccalaureate General Education Curriculum Requirements’ lists the specific skills and attitudes connected to the six General Education Goals and the specific courses designed to achieve these broad learning outcomes.

USD’s Assurance Argument states that the university is located on the ancestral lands of Native American tribes and President Gestring addressed this in her 2019 State of the College Address. The university’s location provides an important context to its’ human and cultural diversity initiatives and the institution’s August 2019 HLC Quality Initiative Report describes the proposal for a 5-year project to increase the recruitment, retention, and success of students of color. The USD ‘Diversity
Learning Outcomes Quality Initiative’ specifies a substantive set of artifacts which articulate the methods and results for each individual academic program during 2017 – 2019 to assess the development of lifelong skills. The university’s Inclusive Science Initiative addresses three areas of focus on community representation in the Health Professions.

Consistent with the university’s Doctoral Universities: High Research Activity Carnegie classification, a large number of research centers, programs, and events are located on campus to meet this criterion. The university’s public relations news article on the 2019 President’s Research Awards identified four categories of awards based on faculty career stage, innovation, and creativity. In addition, the Office of Research and Sponsored Programs’ 2019 Annual Report documented a trend of steadily increasing amounts of external funding being obtained between 2014 and the present. Given the importance of undergraduate student research as a high impact instructional activity, the 2019 Idea Fest program schedule provides effective examples of student contributions to scholarship in their academic programs.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.C - Core Component 3.C

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

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

Rating

Met

Rationale

The university’s 90-page Best Faculty Hiring Practices Guide addresses effective strategies to ensure diverse faculty candidate pools and hires. The South Dakota Board of Regents Fact Book 2019 documents the positive impacts of these resources and efforts related to increasing proportions of faculty and students of color. In 2019, faculty of color comprised approximately 17% of all University of South Dakota faculty and this represents an almost 10% increase from 2014. The faculty governance document for the President’s Council on Diversity and Inclusiveness outlines roles for collaboration with the university President’s Office that are aligned with the institutional mission. In addition, the Gender Inclusiveness committee of the President’s Council organized changes to signage on campus restroom facilities. The Race and Ethnicity Inclusiveness subcommittee of the President’s Council set goals for specific inclusive practices to positively impact the campus climate.

The university’s Curriculum & Instruction flow charts display the faculty roles in curriculum changes at the undergraduate and graduate levels. In addition, meeting minutes for Assessment Committees at each academic organizational level document faculty supervision of curriculum and student learning outcomes.

The SDBOR Fact Book 2019 documents the proportions of faculty and credentials on the USD campus. Seventy-four percent of the USD faculty hold the terminal degree in their academic
discipline. Further, the SDBOR Policy 12:3 on the structure of instructional evaluation processes is
detailed on pages 46-53 and the institutional policies for instructional evaluation in the USD Faculty
Handbook are in alignment. The SDBOR Policy 4:15 section on pages 6-8 describes requirements for
faculty plans for intentional professional development during sabbaticals.

Also, the School of Medicine website for faculty development contains high-quality resources for
instructional effectiveness. Finally, the Center for Teaching and Learning 2019 annual report
documents steadily increasing participation in instructional development activities addressing 17
specific objectives for faculty knowledge and application of effective practices. During the pandemic,
the university employs face-to-face, hybrid, hy-flex, synchronous, and fully online courses. The
Institutional Response documents the COVID-19 Planning and Process Changes related to faculty
instructional training and development for all delivery modalities.

The USD Faculty Handbook specifies the requirement of regular office hours for traditional courses.
The Online QA rubric implements Quality Matters standards for expectations on faculty interactions
with students in online courses.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

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

Rating

Met

Rationale

A series of University of South Dakota webpages document more than 10 different learning support units and programs that provide services for a wide array of students. The 2018 National Survey of Student Engagement report documented that 66% of first-year students believed that they were encouraged to use learning support services on campus. Further, the South Dakota Board of Regents Fact Book reports learning outcomes for pass rates on Licensure and Certification exams for 25 different degree programs, and 24 of 25 programs achieved pass rates of 82% or higher.

The university’s website includes a number of pages documenting learning skills instructional interventions. In addition, the SDBOR academic affairs guideline 7.6 'English and Mathematics Placement' outlines the standardized placement process for mathematics and English courses and specifies primary and secondary demonstrations of academic preparation for course enrollments using nationally-normed ACT Assessment and College Board Accuplacer examinations. These instructional programs focus on students at each level of degree programs from undergraduate through graduate to medical school students.

USD’s 2018 NSSE report documented that approximately 54% of all students gave high ratings to their interactions with academic advisers. Further, students gave very high ratings to academic advising services according to the five related survey items in the biennial Ruffalo Noel Levitz Student Satisfaction Inventory. In the Student Support Services/Advising Focus meeting, several faculty and staff described the framework for undergraduate and graduate advising. This consists of as many as three advisors per student to provide academic and non-academic support on all facets of USD educational experience.

The website of USD Student Technology Fellowship details a combination of high impact learning activities for students and structured faculty-student interaction to facilitate high-quality instruction. The university’s library website provides information on several special-focus libraries at different
locations for different users, including the Main Campus and Law Libraries in Vermillion, and the Medical School Library in Sioux Falls. Finally, the 2019-2020 University Undergraduate catalog includes web links to 11 different centers and institutes specializing in health professions, American Indian Studies, and museums, among others.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.S - Criterion 3 - Summary

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

Rationale

USD has effectively implemented the South Dakota Board of Regents' policies to develop and refine organizational structures and processes that ensure high-quality educational experiences to students at the flagship university in the state. These structures and processes are in place at multiple levels of academic degrees, instructional delivery modes, and locations. The faculty and staff employ institutional resources with precision to provide students with the knowledge and lifelong skills consistent with college-educated persons.
4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

The University of South Dakota has initiated a process for the regular review of academic programs every seven years for non-professionally accredited programs, and review in accord with the accreditation cycle for professionally accredited programs. All program reviews are regulated by SDBOR Policy 2:11.5. The Academic Affairs Guidelines provide a detailed outline for the content of the review of undergraduate and graduate programs. The USD Program Review Handbook outlines the processes, procedures, outline, templates, and schedule for program review. All program reviews include a self-study, review by external reviewers, an action plan and a summary. Accredited programs use the self-studies submitted for specialized accreditation reports for their program review.

The schedule of program reviews as found in the USD Program Review Handbook indicates that regular program reviews for programs without professional accreditation began in 2017-2018. The
program review for the Basic Biomedical Sciences Graduate Program (May 2017) clearly presents the external reviewer’s comments and the program’s resulting action plan integrating appropriate recommendations and changes to correct deficiencies. The program review of the Modern Languages and Linguistics program review was moved to an earlier date to provide a thorough evaluation of the French and German programs, both with low enrollment, providing evidence that program review is actively being used as a tool in academic program planning. Academic programs with professional accreditation effectively use the accreditation documents and the review of those documents by the accrediting bodies for program improvements as evidenced by the description of the process and results of the MBA accreditation process during a virtual open forum. Several other program review documents were reviewed and also described by faculty and deans in the open forum. They were of various levels of sophistication as would be expected of a developing process. USD is encouraged to continue the progression of program reviews as scheduled and to use the data for academic program improvement.

USD transfer of credit is guided by the SDBOR Policy 2.5 which articulates credit that the university transcripts including credit accepted from institutions within the regental system, accredited non-regental institutions, and postsecondary institutions outside the United States. Transfer credit of technical courses is given specific attention and guidelines. Undergraduate and graduate credits from United States non-accredited institutions are evaluated on a course by course basis. Credit determination of hours earned through validation methods and prior learning assessment, military credit, and for college level courses through nationally recognized examinations is described. The guidelines for the acceptance of transfer credit are described on the USD webpage and in the academic catalog. This information is available to the students and public through the USD website.

USD uses the Transfer Evaluation System (TES) from College Source to facilitate the analysis of transfer credit. Advisors suggest transfer equivalencies to department chairs who then make recommendation of transferability to Academic Affairs. Academic Affairs then reviews the decision and forwards the final decision to the Registrar’s Office. The departmental recommendation is often based on course syllabi and other course documentation.

The Faculty Constitution clearly articulates that the faculty have control over all educational matters including the establishment of prerequisites, ensuring rigor, and determining expectations for student learning. Academic Affairs Guidelines establish the prerequisites for all courses offered throughout the Regental system. The university senate Curriculum and Instruction Committee exercises authority over all undergraduate curricular proposals and those from the medical and law schools. The Graduate Council exercises authority over all graduate curriculum, excepting the medical and law schools.

During the virtual open forum, several faculty reported that the departments pay close attention to the development of student learning outcomes and course rigor. Several departments use nationally-normed tests to compare USD student performance to students nationwide. A clear distinction is made in the syllabi, objectives and assignments for courses dual listed as graduate and undergraduate. The course syllabi are reviewed both by the Curriculum and Instruction Committee and the Graduate Council.

All USD courses offered to dual credit students are taught by qualified USD faculty whether offered on campus, online, or at another location include the community college and high school.

USD exercises authority over faculty qualifications and meets all HLC guidelines as described in 3.C.3.
USD lists over 28 programs, the Office of Research Compliance and the Center for Disabilities as holding professional accreditation. The process for seeking specialized accreditation is governed by SDBOR Academic Affairs Guidelines on Program Review and Accreditation. USD reported that all programs are in good standing with the exception of the School of Education which was put on probation by CAEP and that the ABA announced a negative finding for the Knudson School of Law. In addition, USD is working on accreditation for the BS in Biomedical Engineering and the MS in Public Health.

The Interim Dean and Interim Associate Dean of the School of Education explained how they are addressing the CAEP citation. It is clear that they are working with their CAEP liaison to provide the needed reliability and validity data for the USD assessment instruments. They anticipate receiving full accreditation in the next year. The Dean of the School of Law described how they were addressing each of the problem areas noted in their citation. They have resolved one issue, anticipate resolving the second issue by April 2021. The third issue dealt with pass rates on the bar exam. Pass rates have exceeded the requirement for the classes of 2018 and 2019; USD is waiting for results of the class of 2020 to be released to fully meet the accreditation criterion.

USD provided to the review team in an Addendum a list of programs that are professionally accredited and included the accrediting body, the dates of accreditation, and the current status. USD is encouraged to publish this on their website.

USD evaluates the success of its graduates in a number of ways. The Graduate Placement dashboard reports that 57.2% of USD graduates are employed within the state. This number does not include those employed out of state, self-employed, or employed by the federal government including in the military. USD graduate outcomes dashboard reports that 74.2% of responding students are employed, engaged in further education, or placed in another way. Pass rates on national tests for USD students in professional programs equal or exceed the national pass rates. A table of licensure pass rates with comparison to national averages is forwarded to the SDBOR annually. USD is encouraged to post these test results on the home page of the professional programs. Some USD programs conduct exit interviews of graduating seniors, and survey alumni and employers using those data for program improvement.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

USD has an assessment process that integrates academic and co-curricular assessment of student learning. The Nuventive system is web-based assessment software that allows faculty and administrators to view multiple years of learning data, make decisions, and close the assessment loop by improving programs. This online software allowed assessment activities to progress as scheduled through the Covid-19 Stay Home Stay Safe recommendations. Faculty and administrators reported that the system was easy to use and that there was institutional support for entering and analyzing data. The hiring of the Director of Assessment has clearly had a positive impact on furthering the culture of assessment at USD.

The Student Services Assessment Committee coordinates the assessment of co-curricular offerings in the Division of Student Services. The committee reviews annual assessment expectations, verifies rubrics, and ensures evaluative data are recorded. The committee also provides professional development in assessment. USD provided examples of the assessment of student learning outcomes by Disability Services, Leadership, and Sorority Fraternity Life. All were well done. In a meeting with the review team, the staff directly involved in co-curricular assessment provided multiple examples of the development of quality student learning outcomes and the use and distribution of assessment results for program improvement. Directors from Student Services, the Gallagher Center for Experiential Learning and Education Abroad, and the Center for Diversity and Community provided examples of specific programmatic improvements resulting from assessment data. USD is encouraged to continue to expand the assessment of co-curricular offerings throughout the university. This is an area of pride and strength for the institution.

The USD Assessment Plan provides an overarching framework, the Assessment Report Rubric approved in February 2017, for all academic assessment activities. Academic departments are responsible for the development and evaluation of department strategic goals and student learning outcomes, following a similar Department Goals Rubric.

General education goals, and therefore the student learning outcomes, are mandated by the SDBOR
in SDBOR Policy 2:7.C3. Similarly, goals for the Associates degree are determined by the SDBOR in SDBOR Policy 2:26.C3. Rubrics for assessing these goals were developed by a statewide council comprised of faculty from all SDBOR institutions. At the request of USD faculty, the Director of Assessment helped design a template for the reporting of general education assessment data that would allow the faculty to collect data and information useful to them, yet meeting the needs of the SDBOR. The templates, one for each goal, will be used during the 2020-2021 academic year, and then reviewed for possible modification. In addition, Instructions for Artifact Review were developed to assist faculty in the assessment of student learning outcomes through a direct review of student artifacts. An entertaining video developed by IRPA provides an introduction to the process.

The assessment reports provided to the review team from academic departments and the summary statements demonstrated appropriate assessment methods, data collection and the use of results for program improvement at both the graduate and undergraduate programs. Specific examples of program and curriculum improvements resulting from the analysis and discussion of assessment data were provided in a virtual meeting with faculty representing all colleges except the law and medical schools.

USD provided several examples of the use of assessment data to improve student learning in both academic and co-curricular areas in their Assurance Argument. These improvements were made progressively over the past few years with face-to-face discussions occurring fall 2019. These discussions are anticipated to continue via web interface independent of the Covid-19 restrictions on social distancing. A meeting with the review team and faculty and staff who have been active in the assessment process yielded more examples of programmatic changes due to the analysis of assessment data. The Mathematics, English, and Modern Languages and Literatures Departments revised their programs; the Honors Program revisited its requirements and the M.B.A. developed its face-to-face and fully online programs; Business School instituted new majors; and Disability Services rethought its strategies for reaching students. USD not only collects data, it analyses, discusses, and uses it for program improvement.

USD strives to conform to Hutchings, Ewell, & Banta’s Nine Principles of Good Practice for Assessing Student Learning. Assessment occurs at the course, program, department, college, and institutional levels. Faculty drive the assessment process especially at the course and program levels. All courses have student learning outcomes and assessment strategies. The program review process ensures assessment at the program level and encourages informed curriculum and budgetary decisions.

Faculty drive course-level assessment, and faculty and department chairs develop program-level assessments. The Office of Academic Affairs oversees all matters related to curriculum and assessment and the Director of Assessment is an available resource for academic departments and student service centers. The Academic Senate standing University Assessment Committee is charged with the promotion of academic improvement through assessment. College deans provide oversight of department assessment activities and link program review activities across programs for college-level strategic planning and budgeting.

The Office of Institutional Research, Planning & Assessment (IRPA) staff assist in managing institutional assessment activities, especially the collection and reporting of the Common Data Set, National Survey of Student Engagement, and the Student Satisfaction Survey. The NSSE results reported on the USD website were very positive. Although challenges were noted in the Student Satisfaction Survey report for 2019, all can be addressed and improved. The USD compared favorably with other national four-year publics on nearly all measures of student satisfaction. The
IRPA website provides assessment resources, rubrics, and policy statements.

Student learning outcomes are shared with students through program websites and in the course syllabi. Assessment data related to academic programs is shared at department and college meetings. Institutional data are shared on the university webpage, with the Assessment Committee, at Senate meetings, and with the Board of Regents. When available, comparative data from academic and student services programs are compared with national norms in an effort to improve best practices.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

Rating

Met

Rationale

USD is committed to the success of all of its students as demonstrated by clearly defined goals for student success. The USD 2013-2020 Strategic Plan presents five strategic themes. The metrics for Theme 1: Undergraduate, Graduate, and Professional Student Experience, set ambitious targets for retention, persistence and degree completion. Retention rates have been up and down, but have shown a general upward trend. The four-year graduation rate increased 10% while the six-year graduation rates increased by just over 2.5% from 2013-2018.

One goal of the Quality Initiative, Campaign for Inclusive Excellence: Increasing the Recruitment, Retention, and Success of Students of Color, was to increase the recruitment, retention and success of students of color. The 4-year graduation rate for students of color went from 10.5% in Fall 2013 to 30.6% in Fall 2018 and to 21.9% in Fall 2019. Recruitment of students of color also increased from 13.2% in 2013 to 16.5% in 2018. USD noted several challenges for accomplishing these goals including its geographic location, a lack of faculty and staff of color, and the institution of need-based financial aid. USD is aggressively addressing these challenges in efforts to continue to improve the success of all students.

The USD Office of Institutional Research, Planning & Assessment collects, analyzes and presents data on retention, persistence, and completion for the university as a whole and by program. These data are available to the public in searchable dashboards. Specialized dashboards available to administrators include General Studies Cohort Tracker, Grade Distribution Dashboard, and Retention Snapshots. The South Dakota Board of Regents also provides a series of dashboards to track student data. These data can be used to compare USD to its counterparts within the SDBOR
system. The data provided by these reports are analyzed from the department level all the way through the President’s Office.

USD has focused on improving retention, persistence, and graduation rates over the past 10 years with positive results as shown in the Strategic Plan Performance Metrics Fall 2018 Update and noted above. USD attributes these improvements to efforts by both Student Services and Academic Affairs. Investments in academic advising through additional positions and software have resulted in positive results on the NSSE and SSI in the area of advising. A new math co-requisite course was developed that allows students to complete developmental and general education mathematics in the same semester. Early data presented in the Student Success Report from the Department of Mathematical Sciences Spring 2019 indicate that model has improved student success. USD has implemented additional initiatives to support student persistence, retention, and completion demonstrating their commitment to student success. A Native American Student Academic Advisor was hired to provide individualized assistance to Native American students. In addition, there are plans to hire an advisor for Black and Latinx students. These advisors along with many other advisors serving special populations have contributed to the improvements in retention and graduation rates.

USD reports reviewed by the review team confirmed that all data on retention, persistence, and completion rates are reported by the Office of Institutional Research, Planning & Assessment in a manner consistent with IPEDS definitions.

**Interim Monitoring (if applicable)**

_No Interim Monitoring Recommended._
4.S - Criterion 4 - Summary

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

Rationale

USD has invested considerable resources and made significant progress in establishing processes that support the assessment of curricular and co-curricular programs. The positive learning environment and committed support for student success is evidenced through meetings with faculty, staff and administrators. Assessment data are analyzed, used, and communicated to the university and South Dakota Board of Regents. The data are used to make program improvements across the university.
5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution’s leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution’s administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution’s administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

The South Dakota Board of Regents (SDBOR) along with University of South Dakota (USD) administration, faculty, staff, and students all work together in decision making at USD.

SDBOR Policy 1.6 states that the presidents and superintendents shall be appointed by the SDBOR, and that the presidents and superintendents shall report to the SDBOR through the executive director. Additionally, Section 1.6 provides a list of employment actions that the Board must approve. For example, the SDBOR appoints presidents and superintendents. The Board appointed the current president of USD on May 1, 2018, according the SDBOR minutes.

SDBOR Policy Manual 1.6 also lists the executive powers of the presidents. This list includes organizing a structure of academic governance, providing for the governance of students and for the establishment of educational programs, determining and managing institutional budgets, and expending monies and entering into contracts.

USD administrators and staff serve on SDBOR committees. According to SDBOR Policy 1:7 the Board may authorize or appoint committees consisting of members other than Regents. Other committees of the SDBOR that have representation from faculty or staff at USD include: Academic Affairs Council (AAC), Student Affairs Council (SAC), Business Affairs Council (BAC), Research Affairs Council (RAC), University Relations Council (UAC), and the Technical Affairs Council.
Based on the committee websites, these committees each include USD administrators. For example, the USD Provost serves on the Academic Affairs Council and the USD Vice President of Finance serves on the Business Affairs Council.

USD faculty serve on SDBOR discipline councils. According to SDBOR Policy 1:7:8 faculty perspectives are integrated into the SDBOR policy-making process through a mix of discipline-specific (e.g., Mathematics, English) or general advisory bodies. Each Discipline Council represents one field of study or a group of fields commonly recognized as being related. The review team looked up the Communications and Mathematics discipline councils on the SDBOR website. Communications had one USD faculty member and Mathematics had two.

USD staff are engaged in governance through the Civil Service Advisory Council (CSAC). CSAC is a campus committee group that provides support and shared governance for employees classified by the state of South Dakota as Civil Service Employees. The group has representation on various institutional committees such as the university budget, IT advisory, scholarship, parking, president’s council for diversity and inclusiveness, and the regental Civil Service Advisory Council. According to this committee's Standing Rules and Procedures it consists of ten civil service USD employees elected as members from the following groups: administrative, professional, and technical: 2 members; clerical: 4 members; custodial: 2 members; security and trades: 1 member; and off-campus: 1 member. The CSAC provides a channel of communication between civil service employees and officials of the USD administration regarding areas of employment, fringe benefits, staff development, and other issues and concerns.

Students are involved in USD governance in a number of ways. SDBOR Policy 1:3 states that one of the nine SDBOR members shall be a student.

USD students also serve on a number of university committees. Based on the Student Government Association agenda for September 8, 2020, students serve on the following USD committees: Student Affairs Committee, SGA Finance Committee, Support Center Review Council (2 students), University Assessment Committee (2 students), Information Technology Committee (2 students), University Budget Committee, General Activity Fee (4 students), Digital and Accessibility Committee, and iCare Programming Committee.

USD students are also involved in deciding how the general activity fee (GAF) is used. According to USD Policy Number 2.054 the GAF supports student functions related to the co-curricular and extracurricular activities and operations and payment of debt incurred for construction maintenance, repair and equipping of student unions, athletic facilities and wellness facilities. The pledged component goes to bond payments and other determined uses. The remaining is the core rate which goes to the GAF Committee for allocation. The GAF Committee is made up of four students, two faculty members, and the Vice President of Student Services. The committee is chaired by the VP of Finance and Administration, who is a non-voting member.

USD regularly uses data to reach informed decisions in its best interests and in the interests of its constituents. Below are four examples.

The information below is from the Bookstore RFP Committee Presentation to Executive Council February 4, 2019. After using Barnes & Noble to operate the bookstore since 2001, USD in March 2018 decided to consider other options. An ad-hoc committee consisting of nine administrators/staff, three students, and two faculty was formed to investigate options for bookstore operations and draft a request for proposal (RFP). The committee surveyed students and faculty/staff. The committee
reviewed responses to the RFP by six vendors and scored them using a common rubric. The top four vendors were invited to campus. The committee scored the four vendors based on their proposals and campus visits. The committee recommended either of the top two vendors who tied in their score.

The below is based on an email communication from a department chair. In 2013 OT received USD approval to increase the class size from 28 to 32. In 2017 the program was awarded accreditation to transition from a Master’s degree program to a Doctoral degree program. The transition to the doctoral program required additional financial support an additional 2.4 FTE positions to allow the increase in the cohort size from 28 to 32. In July 2017 the program moved to the SCSC which provided larger classroom space to accommodate a class of 32 students. The increase in cohort size was further supported by the program application numbers. Application numbers by admission year have ranged from 126 in 2015-2016 to 160 in 2013-2014 (first admission cycle of 32 seats).

The below is based on an email from an assistant director. Based on available space, workforce needs, faculty resources, and clinical education site availability, the capacity of the Physical Therapy class was increased in 2015 from 26 (the cap since 1991) to 28 for the Class of 2018. Because of the move to new space, cap was increased to 32 November 2017.

The below data was provided to support the USD PhD in Health Sciences new program proposal in the May 2016 SDBOR minutes. Bureau of Labor Statistics projected 37% growth for behavioral science/health educators with an 11% increase in South Dakota through 2020. Medical and health service managers were expected to grow by 22% nationally and 14 % in South Dakota during the same time period. The proposed program would meet the state and national shortage of doctorally-prepared faculty and administrators in health and human services.

USD administration makes sure that faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective collaborative structures. For example, all curriculum and instruction requests are routed through a series of approval committees that are comprised of faculty (majority), staff, and students. The curriculum and instruction processes are outlined in 3.A.1. The groups involved in the curriculum and instruction processes are the department/division, college/school curriculum committee, dean, Academic Affairs, University Curriculum and Instruction Committee, Graduate Council, University Senate, and the SDBOR.

For example, the University Curriculum and Instruction Committee has nine faculty from the seven schools/colleges, one staff from Academic Affairs, and two students (undergraduate and graduate; the graduate student position was vacant) based on the April 1, 2019 minutes. The committee also has five ex-officio staff from various areas.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
The institution’s resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution’s organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution’s fiscal allocations ensure that its educational purposes are achieved.

**Rating**

Met

**Rationale**

The USD Hiring Guidelines Handbook outlines the proper procedure for administrators to follow, and the Best Hiring Practices guidebook assists USD employees with adherence to proper and legal hiring and recruitment activities. According to the USD Hiring Guidelines Handbook applicants must meet minimum qualifications to be considered. Qualifications for a job or criteria given consideration in the hiring process may include education, training, experience, skills, aptitudes, and general ability. All staff receive initial training through orientation.

See criteria 3.C.7 for evidence that staff members providing student support services, such as tutoring, financial aid advising, academic advising and co-curricular activities, are appropriately qualified, trained and supported in their professional development.

According to USD Policy Number 4.008 USD is committed to providing Civil Service/Non-Faculty Exempt (CSA/NFE) staff with opportunities for professional development, training, or service engagement opportunities. During each annual performance evaluation period, all CSA/NFE staff are required to participate in a minimum of two professional development, training and/or service engagement opportunities. This requirement, and the completion of the requirement, or lack thereof, will be noted on the annual performance review of all CSA/NFE staff. Examples of training in the Addendum document are as follows: Supervisor Training, DocuSign Publi training, Search committee training, Workplace Safety, Dale Carnegie Trainings, and Aces Performance Review refresher.

The Presidential Lunch & Learn Series is designed to bring greater awareness about the operation of various academic and support units around campus. Based on the addendum document, from February 2019 to February 2020 there were 20 Presidential Lunch & Learn events with the number of participants (faculty and staff equally split) ranging from 46 to 86 (9/2019 Strategic Planning Committee) with an average of 66.
The President's Executive Leadership Initiative (PELI) helps people learn about issues facing higher education, fosters interdisciplinary collaborations, and cultivates a strong connection to the campus community. Based on the addendum document there were 18 in the 2019 PELI cohort and 19 in the 2020 cohort. Each cohort had six faculty and the remainder was staff/administrators.

USD has sufficient building space for administrators, staff, faculty, and students. According to the most recent Campus Space Analysis performed in Fall 2013 USD has 1,316,107 assignable square feet and needs 1,495,398 with a deficit of 179,291. The conclusion of the report is that the total quantity of classroom and office space appears adequate. This report did not address residential space.

The review team discussed the buildings on three lists with the Assistant Vice President for Facilities Management. The three lists are: 1) 2011 System-Wide Audit - buildings in dire need of major remodel, renovation, or should be razed; 2) 2013 Campus Space Analysis - buildings that need major improvements; and 3) 2013 Campus Space Analysis - will require attention in the next 5-10 years. Based on those discussions all of the needed work in these lists has either been completed, is in-process, or is in the planning phase. For example, the Arts & Sciences Building was on the first and third lists and one of the completed projects was corridor and classroom updates to that building. Julian Hall Dorm is on the first and third lists. Currently, Julian Hall and Addition are being used for temporary office space until the new Health Science Building is completed. After that Julian Hall/Addition will be demolished.

Based on the 2015 Residential Facility Report to the SDBOR and subsequent developments there appears to be adequate housing for residential students. According to the 2015 Residential Facility Report there had been a plan to demolish Julian Addition and Brookman Hall and build a new facility in Fall 2019 to meet the need for additional capacity. But according to an email from Assistant Vice President of Financial Affairs there have been two nearby private developments opened totaling 700 bedroom units. Because of the two new facilities and high demand by students to reside in Brookman Hall, renovations to update and improve Brookman Hall have been taking place, and there is no plan for an additional housing facility. Julian Hall/Julian Addition will be demolished after completion of the Health Sciences building and departments occupying the space are moved.

USD appears to have sufficient information technology (IT) infrastructure. Based on the USD Information Technology Services Educause Core Data Survey 2019, USD's total central IT spending per student full-time equivalent (FTE) is $1,246 and is $1,044 per institutional FTE. USD is on the low end of spending per student among its peer schools which have a median of approximately $1,600. USD’s IT spending per institutional FTE appears to be in the middle of doctoral public institutions. USD’s IT spending as a percentage of its expenses is 4.42 percent which is above the median of its peer schools which is just below 4 percent.

USD's financial resources appear to be adequate based on their audited financial statements. USD is audited as part of the State of South Dakota by the State Auditor of South Dakota. USD's most recent financial statement is for the year ended June 30, 2019. USD's Combined Financial Index (CFI) for the years ended June 30, 2019, 2018, and 2017 is 2.8, 3.6, and 2.6 respectively. Each is well above 1.1 and is considered "above the zone" by the Higher Learning Commission with no additional follow up required. The decrease in the CFI from 2018 to 2019 is because of changes in the net assets of the Foundation. In FY 19, the Foundation had received significantly less revenue compared to FY 18. The Foundation's change in net assets was $31M in 2017 and only $4.9M in 2018. This change is because Foundation gift revenue decreased from 2017 to 2018 because of a one-time $5 million gift received in 2017 and because of a large swing in investment return from 2017 to 2018 (14.1% to -
1.9%.

According to the Vice President of Finance the bond rating for the South Dakota University System is Aa3 which is Moody's fourth highest ranking. USD has a goal to have cash at 10-15% of the annual budget. They are meeting that goal. They have 158 days of cash on hand which is above the goal of 150. USD's goal for their CFI for the year ended June 30, 2020 is 2.5 or higher. As of the date of the review the June 30, 2020 financial statements are not final.

The president said at the initial meeting of the review team with the Leadership Team that enrollment is down in the fall but not a big drop and that revenue declined by 2.2%. She said that because of Covid-19 risk USD has been slow to fill positions and has paused capital projects. The deans have been told to look for meaningful cuts that will have a lasting impact and not just the easy cuts.

Information on USD's budget model is based on the USD Responsibility Center Management Operating Manual. In early 2011, the President of USD, announced that USD would officially begin using a hybrid Responsibility Center Management (RCM) as the budget model beginning in FY13 (July 1, 2012). At USD this model consists of Institutional Core Centers which are revenue generating: two colleges and five schools, and Support Centers which are non-revenue generating. Additionally, there are Auxiliary Services, Service Units, and Designated Centers which are excluded from the RCM budget model.

Each of the two colleges and five schools is responsible for developing strategic plans and financial plans that fit within the USD Strategic Plan. The Faculty Senate, through its representation on the University Budget Committee Council, is responsible for monitoring the academic impacts of the budget.

The colleges and schools receive undergraduate and graduate revenue for the courses they teach net some funds held back for possible bad debts, facilities, and other reasons. They also receive fees, grants, and part of the state appropriation. The colleges and schools pay for their own salaries and wages, payroll taxes and benefits, and operating expenses.

Support center costs are allocated to the colleges and schools. Support centers represent operations that are necessary to run the institution, like facilities. The mechanism for periodic review of support centers is through an annual presentation and financial review given by the support centers to the UBC.

The Support Center Review Council (SCRC) annually reviews support center costs, advises UBC regarding cost allocation versus fees for services, makes recommendations to UBC regarding changes to support center budgets, and communicates SCRC items to their constituents. This committee consists of Assistant Vice President of Financial Affairs (Non-Voting Chair), president appointed vice president, Dean of Libraries, three core unit deans, president appointed administrator from a support center, Faculty Senate appointee, president appointed faculty, president-appointed staff, and Graduate and Professional Students Association President or Student Government Association Vice President.

There were a number of comments on the RCM budget process both at the Leadership Team Meeting and the Criteria 2 and 5 Open Forum. At the Leadership Team Meeting the following comments were made: "more transparency," "more data analysis performed at the college level," "more attention to data," "some faculty are not thrilled about, but deans love it," "more people are more
involved in the process," "the budget is always mysterious to faculty," "there is now authority at the college level," "more people know where things are subsidized," "it has caused more focus on recruitment and retention," "it is a blunt instrument," "there is potential for pain with enrollment shifts," and "it is a movement away from permanent lines."

At the Criteria 2 and 5 Open Forum the following comments were made. Three faculty members remarked that the information is "good" in response to her questions, "clear," "use it to spend money," and is accessible to non-department chairs. A staff, currently on SCRC, says that she uses the road map and that there is a budget partner for each school/college. A dean said that the road maps and the budget partner are helpful, money-making activities have been affected by Covid, and there has been good communication between the budget office, deans, and chairs.

Under the RCM budget model the seven colleges/schools are responsible for developing strategic plans and financial plans that fit within the USD Strategic Plan.

**Interim Monitoring (if applicable)**

_No Interim Monitoring Recommended._
5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution’s sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

USD allocates its resources based on its Responsibility Center Management budget model which is discussed further in Criteria 5.B. Based on this approach each school/college receives its own tuition revenue, research grants, and an allocation of the state appropriation and uses it based on the school/college missions which are in alignment with the mission and priorities of USD as a whole.

Below are examples where USD linked its assessment of student learning and evaluation of operations with planning and budgeting.

The Beacom School of Business found that business students were behind in the areas of business analytics based on assessment of student learning. In response the school created two new majors in business: statistics and business analytics and also added an innovation center to their building which includes a Bloomberg Lab.

In the Deans’ Council Minutes for August 18, 2015 the Noel Levitz Student Survey results were discussed. The results show that student satisfaction is up and faculty care about, are sensitive to, and are interacting more with their students. USD’s faculty rank higher than the national average. The plan was to message these results.

In July 2019, the Dean of Students used the results of the Noel Levitz Student Survey to examine whether students were aware of USD housing upgrades and found they were not. The response was to advertise some of the changes to make sure students are aware of them.

In the Criteria 2 and 5 Open Forum five people gave examples of using assessment of learning data
in planning and budgeting. A dean stated that the Center for Teaching and Learning uses assessment of learning in various ways and has produced an annual report. He also said that technology is used in new ways, and there is new training for faculty. An administrator said, "student affairs uses learning outcomes, and the results are used for planning and budgeting." A staff said that USD has committed more to assessment and has upgraded assessment software. A faculty member stated that because of RCM, decisions are based on enrollment and are made at the college level. Finally, a student services staff said that she spends a lot of time on student outcomes and that there is an emphasis on the meaning for students.

USD in its planning incorporates a variety of people both inside and outside the university. The USD Strategic Planning Task Force for the newest strategic plan has the USD Chief of Staff as the Strategic Plan Champion and has a Department Chair, Provost, and Vice President of Finance as co-chairs. The members of the task force are a wide mix of administrators, faculty, and staff.

Community engagement was integrated into the strategic plan that ends in 2020. Specifically, "Community and University Relations" serves as one of the five central "strategic themes" highlighted in the plan.

Another example of community engagement is that USD is a member of the Integrated Community Action Planning (ICAP) group. According to the minutes of their meetings ICAP has members representing Clay County, the City of Vermillion, the Vermillion School District, and the Vermillion Chamber. According to the January 2019 minutes, ICAP began considering the development of a Community Center.

There were positive comments on the most recent strategic planning processes at the Open Meeting on Criterion 2 and 5. A faculty member on the plan stated that there has been a wide variety of people on campus involved that have built consensus. A staff member said, "they did it well this time and there was more involvement with the community," and "there were good ideas and the team worked well together." Another staff member "was impressed with the leadership," and said, "people were put into a new area to provide their input." A dean said, "40 people on the plan worked together for themes. An administrator stated, "the previous plan was difficult to benchmark,", and a dean said, "the student success committee focused on broad theme metrics."

Below are examples of how USD has planned based on a sound understanding of its revenue and costs.

USD has created a dashboard from the Delaware Cost Study analysis to support administrators in decision making. The Arts & Sciences Dean’s Office has consulted the Delaware Cost Study as part of the approval process for hiring permanent and adjunct faculty. Arts & Sciences has used the relative costs per credit hour for comparable institutions to help make decisions such as the inactivation of the French program, the approval of recent hires in Sociology and Chemistry, and the addition of adjunct faculty across multiple departments.

The Department of Modern Languages & Linguistics responded to low enrollment in their French and German programs by moving up their program review. Based on the low enrollment, the results of the program review, and the data discussed in the previous paragraph, the department decided to deactivate the French program and to modify German and make it more collaborative. The review team noted that there was no longer a French program on the department website, and the website states that there is a German Collaborative Agreement with South Dakota State University.
USD's planning considers the need for skilled employees in the state. Two examples of this are the expansion of in-state tuition to other states and the change in name and structure of the shared Sioux Falls location.

The expansion of in-state tuition to other states was discussed at the initial meeting with the leadership team and at the SDBOR meeting. At the meeting with the leadership team, an administrator said that he met with the University of Maine and saw what they did. He said that it had been difficult to raise money for scholarships, and that the change had brought in enough students so that it was beneficial, but it is hard to say what will happen in the future. At the SDBOR meeting a regent stated that this move developed through a long process with input from the university and SDBOR staff. He also stated that bringing more students from out of state could serve South Dakota by filling a need for employees in a low unemployment state.

The change of name and structure of the Sioux Falls location to the Community College for Sioux Falls was also discussed at the SDBOR meeting. A regent stated that it had been a trial and error process, the shared leadership with Dakota State and South Dakota State was not working, and USD is the best sponsor. Based on internal analysis USD found that there were 686 students who did not pursue post-secondary training from the 2015-2016 graduating classes from Sioux Falls-area high schools. Additionally in 2017, there were 38 students initially admitted to the Vermillion main campus who expressed interest in the Sioux Falls main campus. This change allows USD to expand their mission to South Dakota's largest population center and help meet their need for employees.

See Criteria 5.A for examples of how USD has used data to improve its operations and student outcomes. Below are three additional examples of how USD implements its plans to improve its operations and student outcomes.

Based on their Open Pathway Quality Initiative Report USD started working in September 2015 toward the strategic goals of Diversity and Inclusiveness in their Strategic Plan. USD made a number of changes related to this area. An example is the Associate Vice President for Diversity (AVP) was appointed to the president's Executive Council and the Support Center Review Council that is involved in the budget process. A second example was the Admissions Office hired a Multicultural Recruitment Coordinator, who oversees recruitment efforts for students of color and other diverse populations. Evidence of progress in this area is that from 2015 to 2019 there was improvement in six Student Satisfaction Inventory Results related to Diversity and Inclusiveness. For example, on the item Faculty members show tolerance and respect for diversity in the classroom the score increased from 5.11 in 2015 to 5.92 in 2019. Additionally there were improvements in enrollment, retention, and graduation rates for students of color. For example, enrollment of students of color as a percentage of all students increased from 10.9% in Fall 2013 to 13.6% in Fall 2018.

In 2018, USD reinstated the position of Native American Academic Advisor in the Academic and Career Planning Center. The position had been eliminated when it was vacated in the fall of 2015 with the goal that all academic advisors would be trained to serve our Native American population. However, data from IRPA showed a marked decline in Native American retention rates that may have been attributed to this vacated position. USD reversed course to reinstate the position in the fall of 2018 in response to the data.

In November 2019 the Director of Internal Audit at SDBOR made a visit to the USD campus and reviewed procedures and internal controls of credit cards/store cards and charge accounts. She found good internal controls in some areas and weaknesses in others. She provided recommendations for improvements in the areas of weaknesses. The USD internal audit director followed up with the
departments where weaknesses had been noted and verified that changes have been made to procedures to address the weaknesses. In a meeting with three of the regents, a regent on the audit committee mentioned this audit and also stated that the SDBOR internal auditor was beginning to use risk assessment/management to determine the audits to perform.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.S - Criterion 5 - Summary

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

Rationale

The South Dakota Board of Regents along with University of South Dakota (USD) administration, faculty, staff, and students all work together to make informed decisions that improve the university. One example of this is the transparent budget model USD uses that has significant input from administration, faculty, staff, and students at a variety of levels. Because of the careful monitoring of its finances, USD is in a strong fiscal position to be able to respond to future challenges and opportunities. Finally, USD regularly uses data to reach informed decisions in its best interests and in the interests of its constituents.
FC - Federal Compliance

Rating

Does not require monitoring

Federal Compliance Filing Form

- USD_FedCompFiling_2020_FRM.docx

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

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

The institution meets HLC’s requirements.

Rationale:

Based on a review of the materials provided, students receive a rigorous education within the best practices of higher education. All delivery formats are covered in the institution’s policies for awarding credit hours. The institution’s policy includes both a reference to instructional time and that it awards credit beyond the assessment of student learning. The intended learning outcomes and student achievement for non-traditional courses in alternative formats can reasonably be achieved by the student in the timeframe and activities allotted for the course. The policy is reasonable within the federal definition and the range of good practice in higher education. The sample academic programs course descriptions and syllabi are reflective of the institution’s award of credit policies. The learning outcomes in the sample are reflective of the institution’s policies on the award of credit. The institution’s assignment of credit to courses and programs across the institution is reflective of its policies on the award of credit. They are also reasonable and appropriate within the commonly accepted practice in higher education. Tuition and fees per credit hour are within the range of good practice in higher education. 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. While course fees vary depending on the discipline, they are within the range of good practice for higher education and the website provides an explanation for additional fees. The class schedule also includes information about course fees.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

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

The institution meets HLC’s requirements.

Rationale:
With regard to the Student Complaint Process, it is available in several places on the website for personnel in the President’s Office to record the concern and either work with the individual for resolution or contact the relevant department. If referred, the receiving office addresses the complaint and informs the President’s Office upon resolution for tracking. Written complaints that do not go to the President’s office, but are received directly by an employee are recorded by individual offices on a templated spreadsheet. On a monthly basis, administrative personnel from each of the Vice President’s offices requests these spreadsheets from departments and collates the results and sends the division’s sheet to Academic Affairs. Academic Affairs combines the collected spreadsheets and submits this document to the President’s Office. The university established a time frame for the formal resolution to occur for the student. This information is on the website.

3. PUBLICATION OF TRANSFER POLICIES

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

The institution meets HLC’s requirements.

**Rationale:**

The University’s transfer policies are published on the institution’s website and in other statewide publications and this clearly explains articulation agreements the institution has with other institutions. An appropriate process is in place to align disclosed transfer policies and procedures used by the institution in making transfer decisions.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

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

The institution meets HLC’s requirements.

**Rationale:**

The requirements for the password are strong and bolster personal ID security. By requiring two different channels of authentication, USD protects user logins from remote attacks that may exploit stolen usernames and passwords. The student must provide both factors of authentication to access University services such as email and the student portal. The online testing tools they utilize are the Respondus Lockdown browser with Monitor or ExamID and ExamMonitor. If a student utilizes a proctor at a remote location, the proctor is instructed to follow the USD Testing Center identification verification protocol. Instructions are sent to each proctor any time exam information is forwarded. The student is required to hand staff either their student identification card or a legal form of identification such as a valid driver’s license or passport. No exam will be allowed to be taken without physical verification of the ID.

5. TITLE IV PROGRAM RESPONSIBILITIES

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

The institution meets HLC’s requirements.

**Rationale:**
Academic progress and attendance policies and disclosures to students above were available and accounted for in this review. The University's financial and accounting practices adhere to national standards and appropriate state and federal laws and regulations. USD does make the campus Cleary Report public and the reports for the last 3 years were available.

6. PUBLICATION OF STUDENT OUTCOME DATA

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

The institution meets HLC’s requirements.

Rationale:

The public sharing of outcomes is on the institution’s website. The information available on the institution’s website is easily identified and accurately reflects the range of programs at the institution. The university website contains specific links for students and consumer information. USD provides accurate information on its website, catalogs, and other documents regarding institutional accreditation by the Higher Learning Commission. The university catalog and website indicate affiliation with specialized accreditation agencies that is accurate and complete. Recruitment materials provide accurate information to prospective students regarding program requirements.

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

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

The institution meets HLC’s requirements.

Rationale:

USD has specialized accreditation in multiple disciplines in good standing. Program accreditation was in force at the time of this review. The directory of University Accreditation is on display on the website detailing university programs with specialized accreditation, listed alphabetically by College and/or Program, followed by the name of the accrediting agency.

USD has probationary accreditation status with CAEP (Council for the Accreditation of Educator Preparation) in the School of Education. The Review Team discussed this issue with the Interim Dean and Interim Associate Dean of the School of Education. USD is working with CAEP individuals and have made significant changes in their assessment processes to meet the CAEP standard for further review. The issue was one of determining validity and reliability of assessment tools. The Review Team believes the School of Education has adequately addressed the probationary accreditation status with CAEP.

In addition, the School of Law was found to be not compliant with Standard 316 during its most recent accreditation cycle with the ABA (Council on the Section of Legal Education and Admissions to the Bar of the American Bar Association). In this case three issues were of concern. The Review Team met with the Dean to discuss the issues related to non-compliance. One was that the Dean did not have faculty rank and tenure. The Dean will be applying for rank and tenure in a few weeks. Another was passage rates for the Bar examination. Passage rates for the next class in question already have reached the necessary standard. The third related to the strategic plan with the law library. This area is in compliance now. The Review Team believes the School of Law has adequately
addressed issue of being not in compliant with Standard 316.

There are no other sanctions or provisional accreditations at USD.

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

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
## Review Dashboard

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Rating</th>
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<tr>
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<tr>
<td>FC</td>
<td>Federal Compliance</td>
<td>Does not require monitoring</td>
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</table>

FC: Federal Compliance
Review Summary

Conclusion

USD's mission, which is South Dakota codified law and under the authority of the South Dakota Board of Regents, is articulated publicly and widely and easily accessible to stakeholders and the public. As articulated by the president, the foundation of the university is the liberal arts courses and thus operationalized throughout the institution through the general education, undergraduate programs, and graduate and professional programs. With respect to its Values statement, USD demonstrates in its assurance argument and in discussions with the peer review team that USD strives to be a regional leader in diversity and inclusiveness. Additionally, USD has provided ample evidence of its commitment to the public good, with its considerable efforts beginning at the community level in Vermillion and then extending throughout the state and the region. Similarly, USD's assurance argument, combined with open forum discussions and areas of focus with students, staff, and faculty, provide ample evidence of USD's commitment to cultivate and foster diversity and inclusiveness, both on campus and beyond the campus, and to foster and promote civic engagement among students, staff, and faculty.

USD has concrete evidence to confirm it acts with integrity and its conduct is ethical and responsible. They have both system-level polices and institutional-level practices associated with research compliance, governance and academic integrity. Academic freedom and integrity are integral to the institution and evidenced in multiple policies. However, with recent legislative changes disbanding the faculty union new processes are needed to ensure faculty have a place to go with concerns and issues around academic freedom, may they arise.

USD has exerted great effort in addressing the previous HLC accreditation visits and teams’ concerns about the challenges of diversity. The QIP and QIR illustrate the laudable energy, effort, and work that have gone into strengthening this facet of the university. The open forum discussions indicate that the university runs the risk of losing the rewards of those efforts if it does not maintain its momentum. Continued attention to diversity and inclusive excellence is encouraged.

USD has effectively implemented the South Dakota Board of Regents' policies to develop and refine organizational structures and processes that ensure high-quality educational experiences to students at the flagship university in the state. These structures and processes are in place at multiple levels of academic degrees, instructional delivery modes, and locations. The faculty and staff employ institutional resources with precision to provide students with the knowledge and lifelong skills consistent with college-educated persons.

USD has invested considerable resources and made significant progress in establishing processes that support the assessment of curricular and co-curricular programs. The positive learning environment and committed support for student success is evidenced through meetings with faculty, staff and administrators. Assessment data are analyzed, used, and communicated to the university and Board of Regents. Both curricular and co-curricular examples were provided of changes to programs, policies, and procedures due to data analyses. An upgrade in software will increase functionality of the systems which will enhance the level of institutional data available to individual faculty and staff for analysis. One challenge for the future will be to design, implement, and maintain a basic training program for faculty and staff on using the data tools accurately and using data to inform decision-making. USD has been a commitment to assessment with the hiring of a fulltime person responsible for assessment. The program review process has been completed by only a few programs. All are scheduled within a seven-year cycle. The Year Four Review Team is encouraged to review closely the progress that has been made.

The South Dakota Board of Regents along with University of South Dakota (USD) administration, faculty, staff, and
students all work together to make informed decisions that improve the university. One example of this is the transparent budget model USD uses that has significant input from administration, faculty, staff, and students at a variety of levels. Because of the careful monitoring of its finances, USD is in a strong fiscal position to be able to respond to future challenges and opportunities. Finally, USD regularly uses data to reach informed decisions in its best interests and in the interests of its constituents.

USD is maturing in its strategic planning processes. The planning for the next strategic plan is underway and includes a task force of 40 individuals representing all aspects of the campus, community, and other stakeholders. This ensures the USD community is authentically invested in the plan.

USD’s grounds are in excellent shape. The campus has an aesthetic appeal that is critical for recruiting and for contributing to good morale among faculty, staff, and students. The campus retains a nicely calculated balance between traditional and contemporary modes of architecture; it keeps its grounds well-groomed; all manner of safety measures are in place; and the athletic facilities and all-purpose student facilities are in very good condition. USD clearly understands the relationship between the health and appearance of a college campus and the satisfaction and productivity of its students and employees.

USD is a strong university which appears to care for its students and employees and is designing programming and policies to create a positive environment for all and a quality education for their students. The institution is evolving and changing based upon input from its constituencies.

**Overall Recommendations**

**Criteria For Accreditation**
Met

**Sanctions Recommendation**
No Sanction

**Pathways Recommendation**
Eligible to choose

**Federal Compliance**
Does not require monitoring

*No Interim Monitoring Recommended.*
### Institutional Status and Requirements Worksheet

**INSTITUTION and STATE:** University of South Dakota, SD  
**TYPE OF REVIEW:** Open Pathway Comprehensive Evaluation  
**DESCRIPTION OF REVIEW:** Visit to include a Federal Compliance Reviewer: Dr. Mercedes Fisher  
Due to the COVID-19 pandemic, only the following will travel to campus: Kevin Cole. The rest of the team will conduct the evaluation remotely.  
**DATES OF REVIEW:** 9/14/2020 - 9/15/2020  
☐ No Change in Institutional Status and Requirements

---

### Accreditation Status

**Nature of Institution**

- **Control:** Public  
- **Recommended Change:** No change.

---

**Degrees Awarded:** Associates, Bachelors, Masters, Specialist, Doctors  
- **Recommended Change:** No change.

---

**Reaffirmation of Accreditation:**

- **Year of Last Reaffirmation of Accreditation:** 2011 - 2012  
- **Year of Next Reaffirmation of Accreditation:** 2020 - 2021  
- **Recommended Change:** 2030-31

---

### Accreditation Stipulations

**General:**

- The institution is approved at the following program level(s): Associate's, Bachelor's, Master's, Specialist, Doctoral

- The institution is not approved at the following program level(s): None
Institutional Status and Requirements Worksheet

**Recommended Change:** No change.

---

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

**Recommended Change:** No change.

---

**Distance and Correspondence Courses and Programs:**
Approved for distance education courses and programs. Approval for correspondence education is limited to courses.

**Recommended Change:**

---

**Accreditation Events**

- Accreditation Pathway: Open Pathway

**Recommended Change:** Eligible to choose.

---

**Upcoming Events**

**Monitoring**

**Upcoming Events**

None

**Recommended Change:** No change.

---

**Institutional Data**

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<tr>
<td>Doctoral Degrees</td>
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</tbody>
</table>
Internal Procedure

Institutional Status and Requirements Worksheet

Extended Operations

Branch Campuses

None

Recommended Change: No change.

Additional Locations

Black Hills State University -- Rapid City, 4300 Cheyenne Boulevard, Rapid City, SD, 57709 - Active
Capital University Center, 925 E. Sioux Avenue, Pierre, SD, 57501 - Active
Community College for Sioux Falls, 4801 N Career Ave., Sioux Falls, SD, 57107 - Active
Rapid City Health Science Building, 1011 11th St, Rapid City, SD, 57701 - Active
Sanford Education Center, 1605 South Euclid Avenue, Sioux Falls, SD, 57105 - Active
Sanford School of Medicine -- Rapid City Site, 520 Kansas City Street Suite 200, Rapid City, SD, 57701 - Active
Sanford School of Medicine--Sioux Falls Site, 1400 West 22nd Stree, Sioux Falls, SD, 57105 - Active
Sanford School of Medicine-Yankton Site, 409 N. summit Street, Yankton, SD, 57078 - Active

Recommended Change: Typo in second line – “Capital”. Typo in second to last line “Street”.

Correspondence Education

None

Recommended Change: No change.

Distance Delivery

04.0301 - City/Urban, Community and Regional Planning, Bachelor, 50% or more but not 100% 303301 Sustainability
09.0102 - Mass Communication/Media Studies, Bachelor, 50% or more but less than 100% distance edu. B.A./B.S. in Contemporary Media and Journalism
11.0101 - Computer and Information Sciences, General, Bachelor, 50% or more but less than 100% distance edu. B.A./B.S. in Computer Science.
11.0101 - Computer and Information Sciences, General, Master, Master's in Computer Science
13.0203 - Indian/Native American Education, Certificate, 50% or more but not 100% Graduate American Indian Education
13.0203 - Indian/Native American Education, Certificate, 50% or more but not 100% Undergraduate American Indian Education
13.0301 - Curriculum and Instruction, Doctor, 50% or more but less than 100% distance edu. Ed.D. in Curriculum and Instruction.
13.0301 - Curriculum and Instruction, Specialist, 50% or more but less than 100% distance edu. Ed.S. in Curriculum and Instruction.
13.04 - Educational Administration and Supervision, Master, Master's in Ed Administration
13.04 - Educational Administration and Supervision, Specialist, Specialist in Ed Administration

13.0401 - Educational Leadership and Administration, General, Doctor, 50% or more but less than 100% distance edu. Ed.D. in Educational Administration.

13.0401 - Educational Leadership and Administration, General, Specialist, 50% or more but less than 100% distance edu. Ed.S. in Educational Administration.

13.0501 - Educational/Instructional Technology, Master, Technology for Education and Training

13.1001 - Special Education and Teaching, General, Bachelor, 50% or more but less than 100% distance edu. B.S.Ed. in Special Education.

13.1001 - Special Education and Teaching, General, Master, 50% or more but less than 100% distance edu. M.A. in Special Education.

13.1202 - Elementary Education and Teaching, Bachelor, 50% or more but less than 100% distance edu. B.S.Ed. in Elementary Education.

13.1202 - Elementary Education and Teaching, Master, 50% or more but less than 100% distance edu. M.A. in Elementary Education.

13.1205 - Secondary Education and Teaching, Bachelor, 50% or more but less than 100% distance edu. B.S.Ed. in Secondary Education.

13.1205 - Secondary Education and Teaching, Master, 50% or more but less than 100% distance edu. M.A. in Secondary Education.

13.1302 - Art Teacher Education, Bachelor, 50% or more but less than 100% distance edu. B.F.A. in Art Education.

13.1305 - English/Language Arts Teacher Education, Bachelor, 50% or more but less than 100% distance edu. B.S.Ed. in English.

13.1311 - Mathematics Teacher Education, Bachelor, 50% or more but less than 100% distance edu. B.S.Ed. in Mathematics.

13.1312 - Music Teacher Education, Bachelor, 50% or more but less than 100% distance edu. B.M. in Music Education.

13.1314 - Physical Education Teaching and Coaching, Bachelor, 50% or more but less than 100% distance edu. B.S.Ed. in Physical Education.

13.1314 - Physical Education Teaching and Coaching, Master, 50% or more but less than 100% distance edu. M.A. in Kinesiology & Sport Science.

13.1314 - Physical Education Teaching and Coaching, Master, Physical Education, Master Arts in Kinesiology and Sport Science

13.1315 - Reading Teacher Education, Certificate, Graduate Certificate in Literacy Leadership and Coaching

13.1322 - Biology Teacher Education, Bachelor, 50% or more but less than 100% distance edu. B.S.Ed. in Biology.

13.1328 - History Teacher Education, Bachelor, 50% or more but less than 100% distance edu. B.S.Ed. in History.

13.1331 - Speech Teacher Education, Bachelor, 50% or more but less than 100% distance edu. B.S.Ed. in Speech Communication.

14.0501 - Bioengineering and Biomedical Engineering, Doctor, 50% or more but less than 100% distance edu. Ph.D. in Biomedical Engineering.

14.0501 - Bioengineering and Biomedical Engineering, Master, 50% or more but less than 100% distance edu. M.S. in Biomedical Engineering.

16.0501 - German Language and Literature, Bachelor, 50% or more but less than 100% distance edu. B.A. in German.

16.0901 - French Language and Literature, Bachelor, 50% or more but less than 100% distance edu. B.A. in French Studies.
16.0905 - Spanish Language and Literature, Bachelor, 50% or more but less than 100% distance edu. B.A. in Spanish.
16.1001 - American Indian/Native American Languages, Literatures, and Linguistics, Bachelor, 50% or more but less than 100% distance edu. B.A. in American Indian Studies.
23.0101 - English Language and Literature, General, Bachelor, 50% or more but less than 100% distance edu. B.A. or BS in English.
23.0101 - English Language and Literature, General, Master, 50% or more but less than 100% distance edu. M.A. in English.
24.0101 - Liberal Arts and Sciences/Liberal Studies, Bachelor, 50% or more but less than 100% distance edu. M.A. in Interdisciplinary Studies.
24.0101 - Liberal Arts and Sciences/Liberal Studies, Master, MA in Interdisciplinary Studies
24.0102 - General Studies, Associate, Associate Degree
24.0102 - General Studies, Bachelor, Bachelor of General Studies
26.0101 - Biology/Biological Sciences, General, Bachelor, 50% or more but less than 100% distance edu. B.A./B.S. in Biology.
26.0101 - Biology/Biological Sciences, General, Doctor, 50% or more but less than 100% distance edu. Ph.D. in Biological Sciences.
26.0102 - Biomedical Sciences, General, Bachelor, Medical Biology
26.0102 - Biomedical Sciences, General, Doctor, 50% or more but not 100% Basic Biomedical Science
26.0102 - Biomedical Sciences, General, Master, 50% or more but less than 100% distance edu. M.S. in Basic Biomedical Science.
27.0101 - Mathematics, General, Bachelor, 50% or more but less than 100% distance edu. B.A./B.S. in Mathematics.
27.0101 - Mathematics, General, Master, 50% or more but less than 100% distance edu. M.S. in Mathematics.
27.0101 - Mathematics, General, Master, 50% or more but less than 100% distance edu. M.A. in Mathematics.
30.0101 - Biological and Physical Sciences, Master, 50% or more but less than 100% distance edu. M.N.S. in Natural Science.
30.2001 - International/Global Studies, Bachelor, 50% or more but less than 100% distance edu. B.A. in International Studies.
31.0101 - Parks, Recreation and Leisure Studies, Bachelor, 50% or more but less than 100% distance edu. Bachelor of Science in Recreation (B.S.R.)
31.0101 - Parks, Recreation and Leisure Studies, Bachelor, 50% or more but not 100% Kinesiology & Sport Science
38.0101 - Philosophy, Bachelor, 50% or more but less than 100% distance edu. B.A./B.S. in Philosophy.
40.0501 - Chemistry, General, Bachelor, 50% or more but less than 100% distance edu. B.A./B.S. in Chemistry.
40.0601 - Geology/Earth Science, General, Bachelor, 50% or more but less than 100% distance edu. B.S. in Earth Science.
40.0801 - Physics, General, Bachelor, 50% or more but less than 100% distance edu. B.S. in Physics.
40.0801 - Physics, General, Master, 50% or more but less than 100% distance edu. M.S. in Physics.
42.0101 - Psychology, General, Bachelor, 50% or more but less than 100% distance edu. B.A./B.S. in Psychology.
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<th>Education Percentage</th>
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<td>51.0202</td>
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<td>51.0203</td>
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Institutional Status and Requirements Worksheet

51.1005 - Clinical Laboratory Science/Medical Technology/Technologist, Bachelor, 50% or more but less than 100% distance edu. B.S. in Clinical Laboratory Science.

51.1501 - Substance Abuse/Addiction Counseling, Bachelor, Addiction Studies

51.1501 - Substance Abuse/Addiction Counseling, Certificate, Graduate Certificate

51.1501 - Substance Abuse/Addiction Counseling, Certificate, Undergraduate Certificate in Addiction Studies

51.1501 - Substance Abuse/Addiction Counseling, Master, Master of Arts in Addiction Studies

51.1503 - Clinical/Medical Social Work, Bachelor, 50% or more but less than 100% distance edu. B.S.W. in Social Work.

51.2201 - Public Health, General, Master, Master, Public Health

51.2306 - Occupational Therapy/Therapist, Doctor, Occupatinal Therapy Doctorate

51.2308 - Physical Therapy/Therapist, Doctor, Doctorate in Physical Therapy

51.3801 - Registered Nursing/Registered Nurse, Associate, Associate - 51.3801 Nursing

51.3801 - Registered Nursing/Registered Nurse, Bachelor, RN to BSN Degree Completion

51.99 - Health Professions and Related Clinical Sciences, Other, Bachelor, Bachelor of Science in Health Sciences

51.99 - Health Professions and Related Clinical Sciences, Other, Certificate, Graduate Certificate in Long-term Care Management

52. - BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES, Bachelor, 50% or more but less than 100% distance edu. B.B.A. Marketing.

52.0201 - Business Administration and Management, General, Bachelor, 50% or more but less than 100% distance edu. B.B.A. Management.

52.0201 - Business Administration and Management, General, Bachelor, Business and Management general, Business Administration

52.0201 - Business Administration and Management, General, Master, MBA

52.0206 - Non-Profit/Public/Organizational Management, Certificate, Graduate Certificate in Non-Profit Management

52.0301 - Accounting, Bachelor, 50% or more but less than 100% distance edu. B.B.A. Accounting.

52.0301 - Accounting, Master, 50% or more but less than 100% distance edu. M.P.A. in Professional Accountancy.

52.0301 - Accounting, Master, Master of Professional Accountancy

52.0601 - Business/Managerial Economics, Bachelor, 50% or more but less than 100% distance edu. B.B.A. Economics.

52.0801 - Finance, General, Bachelor, 50% or more but less than 100% distance edu. B.B.A. Finance.

52.10 - Human Resources Management and Services, Bachelor, 50% or more but less than 100% distance edu. B.B.A. Human Resource Management.

54.0101 - History, General, Bachelor, 50% or more but less than 100% distance edu. B.A./B.S. in History.

54.0101 - History, General, Master, 50% or more but less than 100% distance edu. M.A. in History.

Contractual Arrangements
Institutional Status and Requirements Worksheet

13.04 Educational Administration and Supervision - Master - Master - 13.04 Educational Administration and Supervision (Ed Administration) - LERN Association

13.0401 Educational Leadership and Administration, General - Master - Master - 13.0401 Educational Leadership and Administration, General (Ed Administration) - Teach For America

22.0101 Law - Doctor - Law - iLaw Ventures, LLC

22.0101 Law - Doctor - Law - iLaw Ventures, LLC: A BARBRI company

51.1005 Clinical Laboratory Science/Medical Technology/Technologist - Bachelor - Medical Laboratory Science - Sanford USD Medical Center

51.1005 Clinical Laboratory Science/Medical Technology/Technologist - Bachelor - Medical Laboratory Science - Sanford USD Medical Center

51.1005 Clinical Laboratory Science/Medical Technology/Technologist - Bachelor - Medical Laboratory Science - Mercy Medical Center

None

Recommended Change: No change.

Consortial Arrangements

13.0501 - Educational/Instructional Technology - Master - Technology for Education & Training - South Dakota Board of Regents

14.05 - Biomedical/Medical Engineering - Master - Master - 14.05 Biomedical/Medical Engineering (MS in Biomedical Engineering) - South Dakota Board of Regents

14.0501 - Bioengineering and Biomedical Engineering - Bachelor - Biomedical Engineering - South Dakota Board of Regents

14.0501 - Bioengineering and Biomedical Engineering - Doctor - Doctor - 14.0501 Bioengineering and Biomedical Engineering (PhD Biomedical Engineering) - South Dakota Board of Regents

16.0101 - Foreign Languages and Literatures, General - Bachelor - Bachelor - 16.0101 Foreign Languages and Literatures, General (BA in French Studies & BA in German) - South Dakota Board of Regents

40.0801 - Physics, General - Doctor - Doctor - 40.0801 Physics, General (PhD in Physics) - South Dakota Board of Regents

40.0801 - Physics, General - Master - Master - 40.0801 Physics, General (MS Physics) - South Dakota Board of Regents

51.1005 - Clinical Laboratory Science/Medical Technology/Technologist - Bachelor - Medical Laboratory Science - St. Luke Medical Laboratory Science

51.1005 - Clinical Laboratory Science/Medical Technology/Technologist - Bachelor - Medical Laboratory Science - North Dakota Medical Laboratory Science

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

Recommended Change: No change.