

FOCUSED VISIT REPORT

VALLEY CITY

STATE

UNIVERSITY

SUBMITTED TO
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

APRIL 24-25 1996

STATEMENT OF AFFILIATION STATUS

NAME:	Valley City State University 101 Southwest College Street Valley City, ND 58072
STATUS:	Accredited (1915 - 34; 1950 -)
HIGHEST DEGREE AWARDED:	Bachelor's.
MOST RECENT ACTION:	January 27, 1995.
STIPULATIONS ON AFFILIATION STATUS:	None.
NEW DEGREE SITES:	Prior Commission approval required.
PROGRESS REPORTS REQUIRED:	None.
MONITORING REPORTS REQUIRED:	None.
CONTINGENCY REPORTS REQUIRED:	None.
OTHER VISITS REQUIRED:	An evaluation in 1995-96 focused on the mission of the institution.
LAST COMPREHENSIVE EVALUATION:	1991-92.
NEXT COMPREHENSIVE EVALUATION:	2001-02.

ADMINISTRATION

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Jan Drake

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V-500/ALUMNI

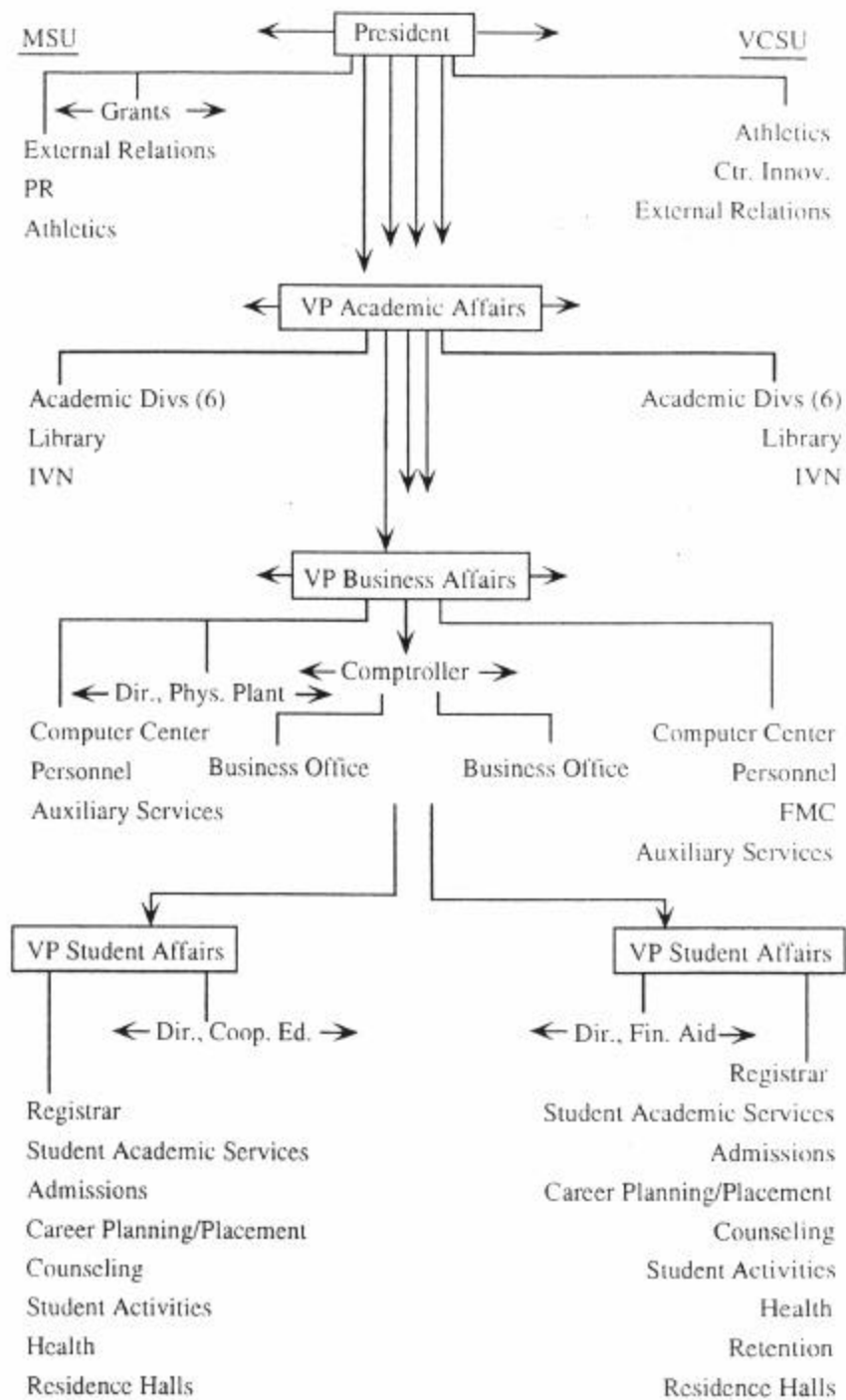
Luther Skogen

**SELF-STUDY COORDINATOR**

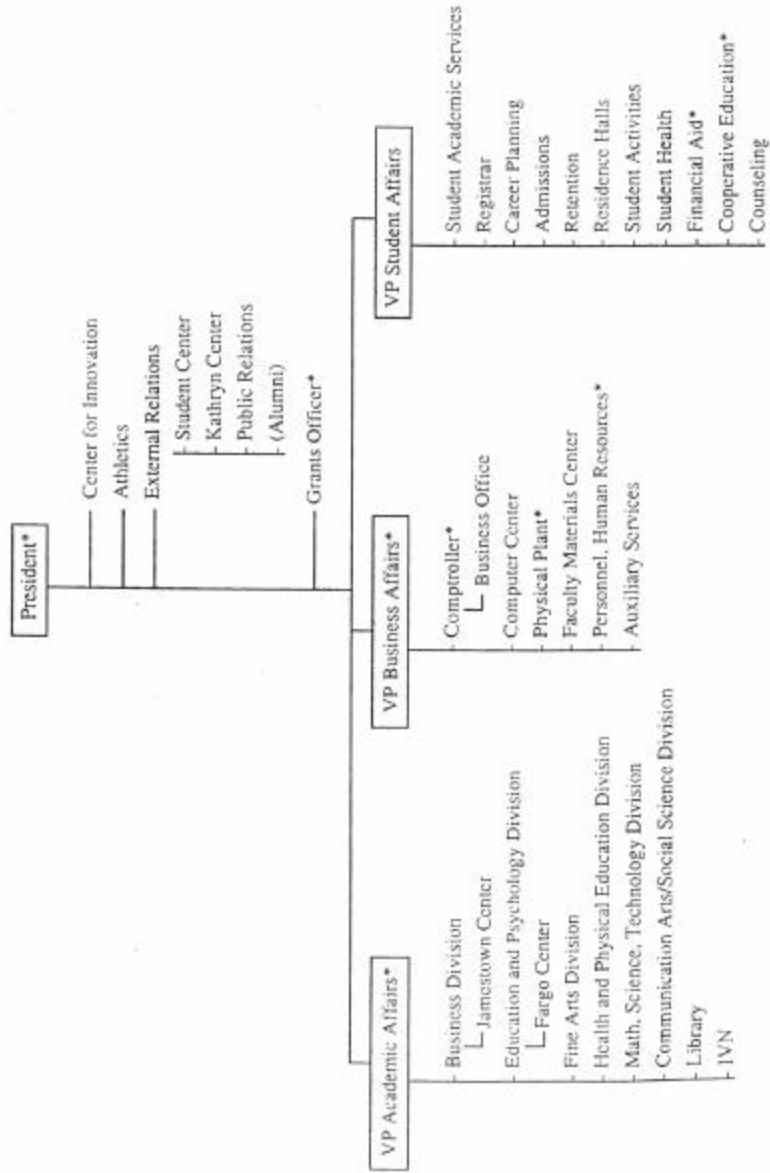
Dr. Diana Skroch, Chair, Division of Fine Arts

Karen Spenningsby, Administrative Secretary

MSU/VCSU



VALLEY CITY STATE UNIVERSITY



* Also serves MaSU

Organization of The Report

Valley City State University's report for the April 24-25, 1996, North Central Association focused evaluation is comprised of three parts.

INTRODUCTION

The first part describes the accreditation history and recent developments at the institution,

EXAMINATION OF AREAS OF FOCUS

The second part addresses the concerns of the 1992 NCA evaluation team. Each response utilizes a consistent format:

Individuals involved with preparation of response
Status quo at time of last evaluation
Actions taken to address concern
Rationale
Effectiveness of actions
Documentation

The documentation cited in the report is available in the resource room for review by the NCA consultant-evaluators.

THE 2001-2002 COMPREHENSIVE VISIT

The third part enumerates concerns which need to be addressed before the 2001-2002 comprehensive NCA evaluation.

Introduction

THE HISTORY OF ACCREDITATION AND RECENT DEVELOPMENTS AT VALLEY CITY STATE UNIVERSITY

Valley City State University is currently accredited by the National Council for the Accreditation of Teacher Education and by the North Central Association of Colleges and Schools.

The State Normal School at Valley City received its initial accreditation by the North Central Association in 1915. Recent accreditation history includes a comprehensive evaluation conducted in 1982-83 followed by a recommendation for continuing accreditation. The next comprehensive visit was scheduled for 1991-92, and between 1988 and 1992 all campus constituencies became involved with preparation for review.

In 1990, the State Board of Higher Education (SBHE) gave Valley City State University a special mission in instructional technology, innovation, and service to rural schools. However, at the time of the most recent comprehensive evaluation, March 30 - April 1, 1992, the NCA team noted that the university's mission statement, which had been under review since 1989, had not yet been approved. While recommending continuing accreditation, the team required a June 1, 1994, report on the continuing development of the university's program to document student academic achievement, and an additional evaluation during 1996-97 focused on the mission of the institution.

Then, in September, 1992, the chancellor of the North Dakota University System proposed to the State Board a potential partnership between Valley City State University and Mayville State University, a similar institution 75 miles away. In December, the State Board determined that, as a first step to reallocate funds from administration to instruction, the partnership would include sharing administrators: there would be one president, one chief academic officer, and one chief administrative (business affairs) officer. In spring,

1993, the State Board approved the mission statement NCA had reviewed the previous year.

in May, 1994, Valley City State University's report on the continuing development of the program to document student academic achievement was submitted to North Central; it was accepted July 20. Following consultation with the NCA liaison, it was decided that the date of VCSU's focused visit would be advanced by one year and coordinated with the comprehensive evaluation scheduled at Mayville State University.

VCSU's vice president for academic affairs resigned in January, 1993, and Dr. Ray Brown, chair of the Division of Business, was named interim chief academic officer. From July 1 until August 1, following the retirement of VCSU's president, Dr. Brown also served as interim president. On July 16, Dr. Ellen Chaffee, formerly North Dakota University System (NDUS) vice chancellor for academic affairs and Mayville State University's interim president from February to July, was appointed president of the two institutions. Following a national search, Dr. Jennifer Bailey was appointed, provost for both campuses, taking office in April, 1994. When Dr. Bailey subsequently left her position in December, the universities were without academic leadership for a period of seven months. A second nationwide search resulted in the appointment of Dr. Ray Brown as vice president for academic affairs for both campuses on August 1, 1995.

The NDUS chancellor since July, 1991, Douglas Treadway, resigned to accept a position as president of a college on the west coast, and Dr. Gene Kemper assumed full-time duties as acting vice chancellor for academic affairs effective March 1, 1994. In June, following a national search, Dr. Bruce Berglund first accepted, then declined, the position of chancellor. Larry Isaak, acting NDUS chancellor, and vice chancellor for administrative and student affairs, was appointed chancellor effective July 12, 1994 through June 30, 1996. His term has since been extended through 1998.

At present, the Mayville State University-Valley City State University partnership includes nine shared positions: president; vice president for academic affairs; vice president for business affairs; comptroller; financial aid director; director of the physical plant; grants and contracts officer; director of cooperative education; and human resources administrator.

Examination of Areas of Focus

Concern 1

The mission statement of the institution has been in a state of flux since 1989 and still awaits approval by the North Dakota University System. The uncertainty of the institution's mission adversely influences the ability of the faculty and staff to focus their energies or to direct planning efforts.

Individuals involved with preparation of response: Ellen Chaffee, Diana Skroch

This concern relates to three key topics: (1) Board approval of the university's mission and incorporation of a special mission focus on instructional innovation and technology; (2) institutional planning; and (3) development of a shared administration with Mayville State University.

BOARD APPROVAL OF THE UNIVERSITY'S MISSION AND SPECIAL MISSION FOCUS Status quo at time of last evaluation. The State Board of Higher Education enacted in 1991 a new policy requiring Board approval for campus mission statements. The VCSU mission statement was ready for approval then, along with those of other campuses in the System. The new statement incorporated the 1990 State Board charge to VCSU to assume a leadership role in instructional innovation and technology. A new chancellor requested that the Board delay all approvals until he had had an opportunity to become familiar with the campuses throughout the state.

Actions taken to address concern. No questions were raised regarding VCSU's proposed

mission statement during the chancellor's review period. The statement, as proposed by the University and reviewed during the 1991 NCA visit, was approved by the Board in 1992:

**Valley City State University Mission
as approved by the State Board of Higher Education,
May 1992**

VCSU is a collegiate institution for the instruction of students in the liberal arts and sciences and an academy for superior small college preparation of elementary and secondary school teachers. VCSU performs a leadership role in North Dakota for rural education, including effective use of instructional technology. The University also provides education in business and organizational management to meet the human resource requirements of its region. The University affords a regional access opportunity for persons seeking general education for self-development or as preparation for graduate or professional study.

A COMMUNITY OF TEACHERS AND LEARNERS

VCSU is a community where teaching and learning are characterized by disciplined effort, enthusiastic intellectual curiosity, shared values, ethical behavior, mutual courtesy, tolerance of individual differences and a sense of public responsibility. The collegiate education continues beyond the classroom to include a variety of experiences that assure development of values and behaviors expected of educated people. Faculty and staff are striving to develop a unique culture of innovation and commitment to continuous improvements in teaching and learning. In this spirit of Total Quality, it is assumed that every student is capable of high achievement.

GROUNDING IN THE LIBERAL ARTS AND SCIENCES

Through its curriculum, the University imparts basic tools of literacy and mathematical reasoning. It also communicates democratic values, develops critical and analytical thinking, powers of expression, ethical conduct, and aesthetic appreciation. The foundation in the liberal arts is intended to encourage an affection for learning and a recognition that learning is a lifelong process.

PREPARING FOR THE FUTURE

Pursuit of knowledge at VCSU is a dynamic, never ending process founded on a belief that the rapid emergence of technology as an intellectual, cultural, and economic force requires new types of relationships with other human beings and significant changes in societal institutions,

Rationale. The proposed mission statement adequately reflected both the historic mission of the University and VCSU's special mission in instructional technology, innovation, and service to rural schools. The new chancellor and the Board were satisfied with the statement.

Effectiveness of actions. In April, 1991, prior to the comprehensive evaluation, VCSU faculty and staff were asked to respond to a survey designed to elicit perception of working

conditions. Responses were recorded on a five-point scale, "Strongly Agree" (5); "Somewhat Agree" (4); "Neutral" (3); "Somewhat Disagree" (2); and "Strongly Disagree" (1), which corresponded to a positive or negative opinion concerning the respective statements. The following statements about the mission of the university received positive responses:

I understand the mission of the institution (4.39 Faculty; 4.23 Staff)

I believe that the institutional mission is appropriate. (4.31 Faculty; 4.10 Staff)

The only substantial new element in the approved mission statement is the special mission focus on instructional innovation and technology: the shift has been led by faculty, through committees and grant-writing efforts. That the faculty have embraced the new focus is demonstrated through their responses to statements on VCSU's 1995 Cultural Climate Survey, where a mean score higher than 3.00 indicated consensus:

3.92 *An institution with a clearly defined mission.* (SD: 1.02)

3.68 *An institution with an appropriate mission.* (SD: 1.09)

3.26 *An institution with university system support for its mission.* (SD: 1.03)

INSTITUTIONAL PLANNING

Status quo at time of last evaluation. VCSU did not have a formal written institutional plan in 1991-92.

Actions taken to address concern. Through a highly participative process, VCSU developed a vision statement in 1993-1994, as follows:

Valley City State University is a nationally recognized learner-centered caring community committed to continuous improvement.

For the past two years, VCSU has used an on-going process of strategic planning to develop and update its priorities for the near term. The model for the planning process came from the Procter & Gamble corporation, which developed the Purpose-Goals-Strategies-Methods approach as a variation on a Japanese quality management approach called hoshin-kanri. All drafts of the plan are circulated at least twice through an "up-down" process to solicit recommended changes. The strategies listed in the university's plan become the purpose statements for unit plans, as relevant to their functions. The university is, for the first time,

developing an institutional fact book to track major variables, including those identified in the strategic plan.

Rationale. The activity levels for instructional innovation and technology at VCSU, combined with the new shared administration with Mayville State University, required the establishment of a very purposeful, participative method of focusing institutional resources on key trajectories. The new vision statement and the strategic planning process serve that purpose.

Effectiveness of actions. The strategic planning and visioning process provided arenas for discussion and action among faculty and staff and between MaSU and VCSU, and they also provided a foundation for a new approach to personnel evaluation that focuses on contributions to institutional plans and professional development. It was learned in 1995 that the training which had been received on VCSU's strategic planning method was fundamentally flawed. The individual who developed the method had served as a consultant in 1995, and the process has since been revised. The new process permits greater focus in the plan, which was the primary need identified by faculty during the early planning process. On the 1995 Cultural Climate Survey, faculty provided a positive response to this statement:

3.45 An institution whose planning process is determined by its mission. (SD: 1.08)

SHARED ADMINISTRATION WITH MAYVILLE STATE UNIVERSITY

Status quo at time of last evaluation. Until 1993, VCSU had no specific relationship with Mayville State University except that both were members of the North Dakota University System.

Actions taken to address concern. In December 1992, the State Board of Higher Education decided that VCSU and MaSU would "be served by one administrative team and collaborate on academic offerings, programs, and services which, through joint ventures, would strengthen opportunities for students and faculty." The Board approved a plan that called for a shared president, academic vice president, and business vice president for the two campuses. At the same time, the Board actively investigated establishing a formal

partnership between North Dakota State University and the North Dakota State College of Science. Discussions were also held regarding joint ventures among the four campuses in the western part of the state. However, viable and acceptable approaches in these other areas were not identified at that time. With resignations, reassignments, and early retirements in the incumbents of positions targeted for sharing at Valley City and Mayville, the new model was in place by August 1993.

Valley City State University continues to be an autonomous institution. Both VCSU and MaSU are separately identified in the state Constitution. The legislature appropriates funds to each institution separately, and state law prohibits pooling institutional funds. Each is under the direct control of the State Board of Higher Education, and each is separately accredited. The two faculty associations are independent of one another, faculty appointments are to a single institution only, and all faculty governance processes continue as they were before the shared administration. Costs for shared personnel are assigned to one campus or the other so that the total contribution of each campus is reasonably equitable. Non-personnel costs incurred by each institution are paid from that institutional budget.

Rationale. The Board's stated purpose for shared administration with MaSU was to improve learning opportunities for students through joint ventures and shared programs. Chancellor Treadway believed that he had a mandate from the Board to identify dramatic new approaches in the System that would help restore public confidence in higher education while also improving service and efficiency. The delay in mission approvals that he requested upon his arrival to the position was intended to provide him with the opportunity to identify ways of meeting that mandate. Most likely, one of the key factors that led to the shared administration was the fact that, at that time, the cost-per-student at VCSU and MaSU was relatively high within the NDUS. Although the shared administration did not generate a budget reduction, the Board clearly intended that administrative saving (then conservatively estimated at \$164,000 per year for the three shared executive officers) be re-invested in instruction. Since 1993, the proportion of the budget devoted to instruction has been increased 2-4%. With the addition of more shared positions since 1993, and with state policy changes in executive perquisites, the estimated cost of personnel replacements has risen to \$176,000 at VCSU and \$186,000 at MaSU.

Five more administrators are now shared between the two campuses, all evolving naturally

and voluntarily: director of financial aid, grants officer, director of cooperative education, director of physical plant, and comptroller. The two institutions also share a human resources officer who is based at North Dakota State University. The two library directors have occasional personnel exchanges and have developed methods of sharing materials and dividing acquisitions to achieve improved services at reduced cost. The computing staffs have begun to identify ways of leveraging human resources relating to voice, video, and data support to best serve both campuses. Joint proposals for grants to the two universities have yielded support from the U.S. West Foundation and the federal Title III program. The two campuses mounted major marketing initiatives in 1994-95, with parallel committees and shared consulting services. Most of the administrative offices have improved their operations by learning from best practices on the other campus. The number of courses shared between the campuses over the statewide interactive video network has risen from zero to over a dozen each year, with a total of 211 enrollments in VCSU's IVN courses by fall 1995. Among the benefits, this course sharing has permitted VCSU to re-establish a geography minor it terminated several years ago due to budget cuts: the minor is described in the 1996-98 catalogue. The entire faculties of both institutions have met together for professional development each year. The two student governments hold periodic joint meetings. VCSU's Executive Team (president, vice president for academic affairs, vice president for business affairs, the two vice-presidents for student affairs), along with other two-campus officers, meet twice annually to discuss key issues that relate to their dual campus roles.

Effectiveness of actions. The two institutions have exceeded all defined expectations of the State Board of Higher Education. The partnership has been an instrumental factor in achieving \$1,700,000 in grants that would not have gone to either institution alone. Administrative operations are less costly, with the savings going to instruction. Additional benefits are described above. Since all partnership ventures are undertaken by mutual agreement of the affected parties, and since all shared executive officers divide their time and attention equally, there is no reason to suppose that the benefits of the partnership accrue in anything other than a balanced way between the two institutions.

The only specific change the Board mandated in establishing the partnership with MaSU was to reduce the combined total of eight top officers to a combined total of five, three of whom would be shared. The primary intent the Board specified was to improve

opportunities for students. This left the universities with a great deal of latitude, and also a great deal of ambiguity. The president has consistently taken the position that the administration would not specify particular partnership developments, but rather that the administration would encourage and support initiatives that arose naturally from the involved parties. Whatever benefits that stance may have, it did not contribute to resolving any ambiguities in the minds of faculty and staff about how the partnership was to operate. Moreover, the Board had taken its action over the strong protests of campus and community people as expressed in the Board's public hearings at VCSU on November 19, 1992.

Although the campuses have actively developed the partnership in various ways, residual negative feelings continue at some level to this day among some employees. Many faculty continue to believe strongly that having two academic vice-presidents is essential. The concern expressed most often about the partnership is for the workloads of the shared administrators and the perceived need for daily on-site leadership in all executive functions. This was exacerbated during 1994-95 by the non-performance of the provost who resigned in December and was not replaced until August 1995. Some on each campus are uncomfortable with the fact that five of the eight shared administrators reside in Mayville, although all five are on Mayville State's payroll and three of them (including both vice presidents) spend 50% of their time in Valley City.

Responses to the 1995 VCSU Cultural Climate Survey indicated that, although faculty acknowledged the existence of both administrative and academic partnerships with MaSU, their support for the administrative relationship was relatively low (mean score higher than 3.0 suggests consensus):

4.45 *An institution whose relationship with MaSU includes administrative partnerships. (SD: .55)*

3.82 *An institution whose relationship with MaSU includes academic partnerships. (SD: .87)*

3.08 *An institution where the faculty support academic partnerships with MaSU. (SD: .75)*

2.87 *An institution where the faculty support administrative partnerships with MaSU. (SD: .96)*

This lack of support may have been related to a lack of clarity in the decision-making processes:

2.97 An institution with a clearly understood decision making process (i.e., if I have a question, I know where to go). (SD: 1,13)

On a January, 1996 survey conducted at VCSU, 74% percent of respondents (administration, faculty, and staff) indicated that they understand the goals and purposes of the partnership with Mayville State University. Fifty-six percent believe the partnership is accomplishing its goals and purposes, and an identical number feel that they personally are involved in the partnership. However, 30% consider their workload significantly increased by the partnership and 34% report an increase in stress. Nevertheless, faculty continue to provide their best efforts to ensure success for each institution and for the partnership.

Members of the State Board of Higher Education and the chancellor have made repeated statements that they understand the partnership arrangement to be unusual and accept the possibility that it may not work in the long term. They remain open to proposals for change, including a return to a traditional arrangement. However, the state's climate and economic condition make special additional funding highly unlikely. Restoration of administrators at VCSU would require over \$176,000 per year in new or reallocated funds.

Documentation

Action Agenda for the 90's (SBHE 7 Year Plan)

VCSU Self-Study Report for NCA, March 1992

Pathways to the Future: North Dakota's Higher Education Seven-Year Plan, 1994

"A Study of Organizational Change with Emphasis on Valley City State University,"

Patricia A. Hill, May, 1995 (includes VCSU Cultural Climate Survey, March 1995)

Partnership for Learning: Mayville State University-Valley City State University, 1995

Beyond Tomorrow: The Strategic Academic Plan of the NDUS, April 1995

NDUS Project Implementation and Timelines, June 1995

Navigating and Communicating: An Owner's Guide to Mayville State and Valley City State

Universities, 1995-96

MaSU-VCSU Partnership Survey, January, 1996

State Board of Higher Education minutes and policies

Executive Team minutes

Concern 2

The proposed mission statement for Valley City State University reflects a leadership role in technology innovation. Budgetary support which provides appropriate resources and professional development opportunities for the faculty is essential for the institution to successfully assume a leadership position in this role.

Individuals involved with preparation of response: Dave Bass, Bill Buck, Don Cannon, Ellen Chaffee, Jan Drake, Larry Grooters, Candace Kane, Lori Lahlum, Dan Pullen, Diana Skroch, Joe Tykwinski

Status quo at time of last evaluation. The leadership role in technology innovation which had been requested by VCSU was granted by the State Board of Higher Education in 1991. At that time, VCSU's primary assets in this area were one statewide interactive video network classroom (IVN), two adjoining classrooms for interactive video practice, two specially designed and equipped multimedia teaching workstations, MIDI keyboards for music composition, ten mobile multimedia teaching stations, mainframe computing through a statewide network, one campus mini-computer (System 36), and over 240 desktop personal computers, some of which were located in the nine microcomputer laboratories across campus ranging from three to thirty units each. The computer center staff consisted of three full-time persons, plus a half dozen part-time student workers. The technology budget had increased from \$115,853 in 1985 to \$146,721 in 1991.

The 1992 self-study report rated VCSU's computing and special technology facilities "superior to those in most institutions of its size and resources." The 1991 special mission assignment indicated the State Board's concurrence in this assessment.

Actions taken to address concern. State Funding. An IBM AS 400 mid-range computer was installed in the computer center in 1992. At that time 39% of the faculty owned a personal computer. Three faculty utilized their personal computer in their office; the remainder received university computers through student lab replacements. Most computers were purchased with state-appropriated funds, with the remainder of dollars coming from grants and local funds. During 1993-94 a large portion of instructional equipment funds was pooled

in order to provide more advanced computers on the desktops for faculty, and completion of the campus backbone network had become a high priority. Academic computing was allocated networking funds to purchase and install intelligent hubs (concentrators) and fiber optic cable in key locations. This allowed Internet access to student labs and faculty offices provided they were connected to the backbone, although many buildings (Allen Library, Foss, Graichen, McCarthy, Osmon Field House, and Vangstad) were still not connected.

In July, 1994, all of the instructional equipment funds were allocated by the provost to purchase computer-related equipment and the responsibility for prioritizing and determining purchases was delegated to the coordinator of academic computing. The Division of Business received a new Gateway 2000-SX33 computer lab. Due to lower than projected enrollment for fall 1994, tuition revenues were short, and the Computer Center became responsible for installment payments on a capital lease to pay for these purchases, as well as for a Gateway 2000 computer lab for teaching night classes at the North Dakota State Hospital Resource Building in Jamestown. At this time, software standards were taking shape as site licenses were purchased from the Higher Education Computer Network (HECN) for student labs and staff and faculty offices.

In January 1995, a long range technology planning committee was formed to provide direction and leadership in meeting future campus needs. A vision statement was formulated which dovetailed with the University's mission statement. After many hours of gathering information, and with the encouragement of president Ellen Chaffee, the idea to explore the feasibility of requiring students to have notebook computers emerged. The North Dakota State Board of Higher Education subsequently approved a notebook computer fee and a technology fee in November 1995. The VCSU administration has committed a significant percentage of resources to complete the campus backbone and support the notebook initiative. All faculty received a new notebook computer with CD-ROM capability in February 1996, purchased with institutional funds through a capital lease agreement. Students will receive their notebook computers by August 1996, purchased through a capital lease and funded by the notebook computer fee. Staffing for a "help desk" and the remainder of the campus networking will be funded by a NDUS revenue bond. The student technology fee will pay for the revenue bond over a ten-year period. In addition, all campus equipment dollars are being reallocated by the administration to remodel sixteen classrooms in eight different buildings in time for fall 1996 classes. These classrooms will be equipped with multimedia

presentation equipment and student tables with electrical connections for the notebook computers. In addition, eight of the classrooms will feature student tables with network connections.

The current inventory includes desktop computing with connectivity to the campus network and the Internet for every faculty member. Among the major resources are 133 CD-ROM drives, nineteen laser-disk players, fourteen LCD panels, seventy-four letter-quality printers, twenty-eight laser-quality printers, ten inkjet printers, eleven scanners, eight buildings with multimedia classrooms, and seven networked laboratories.

Special Appropriations. VCSU was the only institution in the state to receive "special initiative" funding from the legislature, amounting to \$250,000 in 1993-95 and \$200,000 in 1995-97. One-half of the funds is invested in the Center for Innovation in Instruction, with its mission of improving teaching with technology. The other half is start-up funding for VCSU's new learning center for human development, consisting of an adventure learning course on a leased site seventeen miles south of Valley City in Kathryn, North Dakota, as well as other programs to develop leadership, teamwork, communication, and quality management skills (Zenger Miller, Conflict Resolution, Conflict Mediation, Covey's Seven Habits of Highly Successful People, Myers-Briggs Personality Inventory, ISO 9000, and Total Quality Management). The larger portion of the Kathryn Center allocation is dedicated to the teamwork training function with the remainder for conference facilities and equipment. All freshmen participate in adventure learning as part of orientation, and an increasing number of classes are taking advantage of various resources of the learning center. A minor in corporate training for students in Business and Education has been proposed and will be presented to the SBHE in spring, 1996. The Kathryn Center is a key piece of the internship experience. As of February, 1995, approximately 1750 people have experienced Adventure Learning.

Grant Funding. In 1992-95, VCSU received faculty development funding from the Bush Foundation, totaling \$180,000 over the three-year period. The grant supported faculty development in instructional technology at the individual, divisional, and institutional levels – every division and 72% of the faculty received grants. According to the final report, the 1992-95 period has been one of extensive changes in the use of technology at VCSU. A

second Bush Foundation grant proposal (\$180,000 for 1996-99) *is* awaiting approval in late February after a site visit November 30, 1995.

VCSU has received grants for instructional innovation from the Fund for the Improvement of PostSecondary Education (FIPSE), totaling \$101,200 for 1993-94 and \$85,300 for 1994-95. The focus of these grants was to establish an organizational climate for instructional innovation. Project activities have included start-up funding for the Kathryn Adventure Learning Center and the development of an ability-based assessment model which will more clearly define outcome expectations for students. \$70,000 was approved to fund the final year of the FIPSE grant in 1995-96.

Together, Valley City State University and Mayville State University have received a 1995 grant of \$29,180 from the U.S. West Foundation. The grant will pay for a local area network server at each school, which will give faculty, students, and staff enhanced electronic mail capabilities, allow faculty to post and collect assignments and announce events, and facilitate the scheduling of meetings. Training for faculty will begin in March.

VCSU is a partner in a \$287,000 grant awarded in 1995 by the U.S. West Foundation to North Dakota State University. Members of the Division of Education and Psychology are active participants in the development and implementation of multimedia instructional modules to help K-12 teachers and teacher educators integrate multimedia education tools into their teaching. NDSU will match \$119,000 for the project, VCSU will contribute \$10,000, and the North Dakota Telecommunications Council will donate \$10,000, for a total funding package of \$426,000.

Together, VCSU and Mayville State University won a 1995-2000 federal Title III grant for \$1,700,000 to transform the teaching-learning process. The project has been named Improving Learning with Technologies. Most of the funds are for faculty development and equipment, emphasizing movement toward the day when all graduates will have a personal portfolio on a CD-ROM disk each has made to document what they know and are able to do as a result of their college education. Mayville State faculty are focusing on integrating technologies into the processes of teaching and learning. The grant calls for extensive cross-training between the faculties of the two institutions.

VCSU co-sponsors and is the host site for the Center for Innovation in Instruction (CII), a statewide organization supported by the North Dakota Departments of Public Instruction and Vocational Education, with a mission of improving teaching with technology. The Center, which began operations fall 1993, has a building on the VCSU campus with a staff of five. Serving primarily K-12 schools since its founding in 1993, the Center also provides technical support for technology planning and faculty development at VCSU. It sponsors workshops (topics have included e-mail, the Internet, the World-Wide Web, word processing, and Sendit), seminars, conferences, consulting services, and contract services and has also provided internship opportunities for students. Presently, the Center staff is teaching a course on the administration of instructional technology.

Rationale. The Bush, FIPSE, and Title III grants were all aimed squarely at pursuing the mission of VCSU, including the special mission focus in instructional innovation and technology. The Bush grant enabled virtually all faculty members to become more familiar with instructional technologies and software, primarily in their disciplines. The FIPSE grant brings the faculty together for shared development of the concept of learner-centered education and outcome expectations. The Title III grant supports comprehensive integration of instructional technologies throughout the curriculum, focusing on documenting student outcomes. The Center for Innovation in Instruction and the Kathryn Adventure Learning Center provide valuable infrastructure to support diverse mission-based initiatives.

The notebook computing initiative has two primary purposes: (1) to support a significant improvement in faculty and student access to computing and communication systems as part of the learning process; and (2) to ensure that VCSU remains in the forefront of instructional technologies despite serious state financial constraints. VCSU will be conducting research to assess achievement of the first purpose. As to the second purpose, the technology planning process revealed that the state appropriation places VCSU on a seven-year replacement cycle for equipment. Given the rapid changes in technologies, obsolescence was inevitable. Although the notebook computing initiative shifts a funding burden to students, it also yields substantial direct and indirect value for students by enabling them to be highly skilled in computing to enhance their job prospects, providing greater efficiencies and effectiveness in some aspects of the learning process, increasing students' communication access to faculty and staff, giving them twenty-four hour individual access to computing capabilities, and supporting their group project activities for various classes. VCSU will shift some of the

equipment from computer labs to staff desk tops, while retaining only one or two computer labs for access to specialized equipment. Savings from new equipment purchases no longer needed to support labs can be directed toward a more realistic equipment replacement cycle. Savings from staffing computer labs can be reallocated toward direct assistance for faculty and students using notebook computers.

Effectiveness of actions. Fifty-six percent of the faculty agreed or strongly agreed on a 1995 Bush Grant survey that "the work environment at VCSU supports change and encourages people to speak freely." Seventy-nine percent of the faculty agreed or strongly agreed that "considerable progress has been made toward the adoption of innovative instructional technology at VCSU in the past year or two." On the 1994 Teaching, Technology, and Scholarship Project Faculty Survey, 63% of the faculty said they use a computer for instructional or scholarly work on a daily basis, compared with less than 25% of faculty nationally. Ninety-six percent agreed or agreed strongly that the university has been generally supportive of faculty efforts to enhance instruction with information technology. However, responses to statements on the 1995 Cultural Climate Survey show that additional support may be needed:

2.89 An institution which adequately supports faculty needs related to classroom technology. (SD: 1.11)

Prior to 1991, 13% of full-time faculty utilized e-mail services; by 1995, 95% were logging on regularly. Sixty-nine percent of the faculty now have personal computers at home.

A 1995 technology survey revealed that 2,160 individual software licenses are in use, encompassing over 300 different packages.

The computer center staff remains at three full-time positions, despite the fact that the 1993 legislature reduced VCSU's salary line by one position and specifically targeted computing for that reduction.

IVN, the two-way communication system, has been used for holding administrative meetings and teaching courses, and has served as the vehicle for a joint session of the student governments of each campus. By 1993-94, eight shared courses were cross-listed and being

offered over IVN; in 1994-95, there were fourteen cross-listed courses on the schedule; and in 1995-96, thirteen courses, with a total of 211 enrollees participating by fall 1995. A geography minor to be shared by VCSU and MaSU was approved in September 1995 and will be listed in the 1996-98 catalogue. IVN line charges of \$80 per hour are paid through dollars appropriated by the legislature, while the host (delivering) campus pays \$10 per hour for technical fees at each receiving site. Billing is processed through the University of North Dakota which has responsibility for NDUS distance education as described in the State Board's Seven Year Plan. Faculty representatives from each campus serve on the IVN Strategic Advisory Committee.

Due to continuing severe constraints on state funding, VCSU's equipment budget dropped to \$72,915 in 1993-94, but climbed back to \$131,000 in 1995-96. The increase is greater than it appears because, effective in 1995-96, budgets for equipment costing less than \$750 were shifted to the operating budget line. However, it appears that, for the near future, all equipment dollars will be diverted to meet the expenses of the notebook initiative. Private funding is being sought for such needs as renovation of the track and a floor for Osmon arena.

For over twenty years, VCSU has been funded on a "minimum staffing" concept that recognizes the diseconomies of scale in a university of 1,000 students. It is becoming increasingly difficult to identify viable sources of reallocation funds to allow VCSU to address any new needs such as those that accompany the dramatic increase in technology use.

Documentation

Action Agenda for the 90s (SBHE 7 Year Plan)

VCSU Self-Study Report for NCA, March 1992

Teaching, Technology, and Scholarship Project Faculty Survey, 1994

US West Foundation Grant: Collaboratively-Created Multimedia Modules for Teachers – NDSU/VCSU, December, 1994

Bush Grant Survey, 1995

Summary Evaluation Year Two FIPSE Grant VCSU (includes VCSU Cultural Climate Survey,

March, 1995)

MaSU-VCSU Cooperative Arrangement Development Grant (Title III), May 1, 1995

VCSU Technology Plan, May 11, 1995

CII: a Grant Final Report Submitted to the Bush Foundation, September 8, 1995

Kathryn Center Report, November, 1995

IVN Report, 1995

U.S. West Foundation Grant: Network Servers and Faculty Training, 1995

Concern 3

Professional development opportunities are minimal for the faculty and staff to develop the skills required for scholarly activities.

Individuals involved with preparation of response: Ray Brown, Larry Grooters, Michael Moriarty, Diana Skroch

In its April 1991 Accreditation Action Report for Valley City State University section V.B., The National Council for Accreditation of Teacher Education expressed a concern similar to that of the North Central Association: "Faculty development funds are severely limited." The response to this concern is related to two topics: (1) state-funded faculty development, and (2) development made possible through other funding sources.

STATE-FUNDED FACULTY DEVELOPMENT

Status quo at time of last evaluation. Immediately prior to the comprehensive evaluation in 1992, faculty development had been funded with state dollars at the following levels:

1990-91	\$15,907
1991-92	\$13,476

In the 1991 survey of working conditions, faculty disagreed with the following statement:

2.00 I believe adequate financial resources are provided for faculty training and development.

Actions taken to address concern. State funding for faculty development has continued to be limited, with only \$200 allocated for each full-time faculty member annually. In March, 1994, the NDUS Faculty Compensation Committee recommended that the State Board of Higher Education request funding in an amount equal to 1% of gross salaries line item for the system to be used for faculty development.

DEVELOPMENT MADE POSSIBLE THROUGH OTHER FUNDING SOURCES

Status quo at time of last evaluation. In 1990, the State Board of Higher Education had formally asked Valley City State University to accept a mission of leadership in instructional technology. A Bush Planning Grant in March, 1990, provided the financing to implement the work of the Committee for Improvement in Technology in Education (CITE). CITE recommended that faculty development funding enhance the mission in technology from the State Board and explored the potential for funding faculty development with a Bush Grant in the academic year 1991-1992.

Actions taken to address concern. The committee traveled to exemplary sites, purchased demonstration course materials, and engaged consultants with experience in technology-related instructional matters. CITE then wrote a second grant for faculty development from the Bush Foundation that established the Center for Innovation in Instruction (CII), as well as provided money for faculty development on the VCSU campus. The total value of the grant for professional development, stipulated to be development in technology-related areas, was \$180,000. Annual allocations of \$60,000 were divided into three equal portions of \$20,000 for the faculty, academic divisions, and institution.

The Faculty Development Committee awarded a total of \$57,822 in individual faculty development grants. This sum represents fifty grants to thirty-one faculty members, that is, a total of 57% of the faculty whose professional development has been enhanced through individual Bush funding. Intended to enhance faculty knowledge of technological applications in instruction, individual grants included software purchases, travel to appropriate conventions for learning purposes as well as for the presentation of papers, course and program development, research in hypertext, graduate school expenses, tutorial development, and other projects such as a case study of the higher education computer network received funding. An application for a renewal of the Bush Grant awaits a February decision.

The Center for Innovation in Instruction now conducts an outreach on behalf of Valley City State University to K-12 schools in the area, providing opportunities to develop technology applications in education as well as other educational innovations. The Center also provides services in innovative development to the faculty at VCSU.

The Long Range Technology Committee completed a study of the feasibility of implementing a notebook computer campus concept at VCSU. On November 16, 1995, the State Board of Higher Education authorized VCSU/MaSU to impose a notebook computer fee. That fee will be \$427 per semester, beginning fall 1996 at VCSU. Students and faculty will be issued state-of-the-art laptop notebook computers which will be upgraded every two years. These possibilities and others enhance the future of faculty development at Valley City State University by indicating the probable directions of developmental funding in the near future.

In June, 1991, the Valley City State University Alumni Association's Second Century Committee proposed that a development fund be established to increase faculty productivity and bolster morale. Since then, the Alumni Board has approved funding of \$5000 annually, to be used for motivational or technology-related workshops and for various idea-generating ad hoc groups. During 1991-94, expenditures, which included workshops on Total Quality Learning, were approved by the vice president for academic affairs or provost. In 1994-95, when the university functioned without a provost, disposition of the funds became the province of the Faculty Association, which funded a lecturer, a consultant, and video and sound equipment. In 1995-96, proposals are submitted to the Faculty Development Committee.

Most of the federal Title III grant funds (\$1,700,000) are designated to strengthen faculty development, calling for extensive cross-training between the faculties of the two institutions, and specifically, training 90% of the faculty in multimedia technology.

Rationale. The rapid pace of technology-driven societal changes can result in a gap between expectations of communities and the types of educational services institutions are prepared to deliver. The contrast was particularly evident between the levels of technology in the workforce and the integration of computing at Valley City State University in the late 1980s. The situation was a source of particular concern in an environment where the institution faced stable-to-declining levels of revenue from the state.

People on the campus began to realize that they needed to take responsibility for technological progress: it was no longer sufficient to focus attention on the legislature hoping for adequate funding. Rather, the campus needed to develop creative approaches that included conversations with external partners to identify and meet common needs.

In addition, people began to see that changes in internal relationships were needed. People were faced with pressures for maintaining traditional processes at the same time that they were expected to make tremendous time commitments associated with adapting new technologies to teaching and learning. The creative ideas and energy of staff and students would be critical elements and these groups needed opportunities for meaningful participation and growth.

It soon became apparent that new skills were needed on the campus beyond the technological skills which were the focus of initial efforts. People began to identify and develop strategies for acquiring the necessary skills.

Initially, the emphasis was placed on traditional alternatives for securing funding to bring in consultants or send people on field trips to campuses where there was evidence of innovation. These steps were acceptable and necessary. However, these approaches did not fundamentally alter the situation. The institution would need to maintain a large stream of faculty development dollars for years to keep pace with perpetual change.

Since the public schools and other partners were facing similar needs and it was apparent that the pace of change would place a greater premium on certain skills in the future, the institution recognized that incredible opportunities existed for turning initial weaknesses into strengths. VCSU could step forward within the North Dakota University System and the nation as a model for adaptation to technology and change.

The Center for Innovation in Instruction was an important first effort at statewide leadership when a facility was remodeled on the VCSU campus to support professional development in technology. The CII concept grew out of conversations with representatives of public schools and vocational centers. The startup costs and funding for services are shared among the three educational sectors of the state. Growing from one to five employees in three years, the CII has an impressive track record that includes presentations in over half of the schools in the state.

The Kathryn Center concept emerged as another powerful symbol for the institution's new emphasis on teamwork and creative problem-solving. The Adventure Learning Course was designed as an opportunity to develop new areas of expertise in training. These skills would

initially meet internal needs as new freshmen, staff, and faculty passed through the Center. Then, the same people and facilities would be available to lead other governmental agencies and business firms.

The same concept continues to expand as employees and students acquire outside training in conflict resolution, total quality principles, and other areas related to organizational adaptation and efficiency. Over time a very broad array of services evolves. Internally, people become more flexible and supportive of risk-taking needed to modify and create new processes. Over time, the institution itself becomes a powerful model with useful insights to share and a sustainable mechanism for meeting the needs of other groups.

Effectiveness of actions. The amount of the Bush Grant awards was consistent with the targeted \$20,000 for individual faculty development. The amounts expended on individual work were \$20,246 (1992-93), \$19,069 (1993-94), and \$18,507 (1994-95), that is, a total of \$57,822 for fifty individual grants. In addition, approximately \$113,000 additional Bush grant dollars were devoted to faculty development at the divisional and institutional levels.

The faculty demonstrated extensive interest in the grant opportunity and fulfilled many of the original expectations of the grant. Valley City State University faculty have developed a habit of innovation which the renewal of the grant will continue to facilitate. A divisional grant for the Communication Arts Department, for example, allowed the purchase of the Daedalus Integrated Writing Environment which has been in active use in computer-assisted instruction (CAI) in selected Freshman English Composition classes since spring 1993. Other innovations and improvements in instruction continue to take place. A 1994 survey on undergraduate instruction showed that half or more of the faculty used such techniques as behavior modification, futuristic forecasting, independent study, field trips, cooperative learning strategies, role playing, and student journals.

A survey conducted in the fall of 1995 gathered information to support the assertion that faculty continue to be involved in the development of their scholarly skills at their own expense. Of the faculty who responded to the survey, 30% report attending a total of fifty funded professional conferences as well as an additional twenty-two unfunded conferences. This suggests that there is a moderately high percentage of the faculty dedicated to faculty development activities at a level where they provide their own funding.

A March 1995 report prepared by The Technology, Teaching, and Scholarship Project indicates that approximately 31% of the twenty-seven respondents spend at least four hours a week in research activities. During the academic year 1994, 29% of respondents presented at least one paper while 15% published an article in a juried professional journal. This suggests that the practice of professional development activities has a stable base in the faculty at this time. This base can be expected to increase during the coming years as the institution increases the value it places on professional development activities.

According to the 1995 Cultural Climate Survey, faculty feel encouraged to develop themselves professionally, but believe resources to be inadequate:

3.55 An institution where professional development is encouraged. (SD: 1.03)

2.08 An institution where resources for professional development are adequate.

(SD: 1.00)

Still, the institution's professional development efforts on behalf of faculty are numerous. Since fall, 1994, the faculty have gathered for weekly Learner-Centered Education Meetings to share topics of interest with their peers. There are monthly "Brown Bag" lectures and regularly scheduled Sheyenne Valley Natural Science lectures. On-campus opportunities for development over the past three years have included sessions led by Dr. Al Mamary, an internationally recognized authority on creating quality schools; two workshops by David Langford, known for his success with Total Quality Management principles and practices; numerous workshops devoted to computer technology (word processing, SENDIT, Internet, World Wide Web, e-mail, and CD-ROM applications); Covey's Seven Habits of Highly Successful People; Conflict Resolution and Mediation; Meeting the Requirements of the Americans With Disabilities Act; Cooperative Learning Strategies; Global Education; Adventure Learning with its application to classroom activities; Total Quality Management; Reality Therapy; and Control Theory Psychology. Off-campus opportunities include attendance at educational conferences, including SITE, AACTE, ASCD, IRA, and NDEA; visits to Alverno College, Milwaukee, Wisconsin; visits to the University of Minnesota-Crookston; annual conferences of the North Dakota Reading Association; and Glasser's Workshop on Quality Schools, to name just a few.

Opportunities for staff development have also increased. A 1995 survey of staff development shows that 23% of the staff regularly take university classes and that 7% report having completed a degree. The level of staff involvement in professional development is above

50%. Staff also report participating in learning activities such as the Adventure Learning Program at the Kathryn Center, Sexual Harassment Training at the American Counseling Association Conference, extensive training in the use of software programs and e-mail, and job-related reading. It is certain that staff indicate a strong level of interest in such opportunities.

Valley City State University remains firmly committed to grant opportunities that will continue to enhance faculty development with renewed emphasis on learner-centered education in grant writing. Faculty express a continuing interest in exploring the objectives of higher education and developing assessment techniques related to those objectives. Faculty continue to seek alternative funding for their development activities, not only through Bush Grant opportunities but also through other grants related to their areas of interest, Faculty are also developing the habit of funding some of their own activities out of their personal financial resources, although such funding is necessarily limited.

The evidence suggests that a high level of interest in professional development exists among both faculty and staff on the Valley City State University campus and that this trend is likely to increase during the coming years, especially with the administration's continuing support and encouragement for the entrepreneurial search for appropriate funding.

Documentation

Survey of Faculty Morale/Response to Working Conditions, April 1991
VCSU Self-Study Report for NCA, March, 1992
1994 Teaching, Technology, and Scholarship Project Faculty Survey
NDUS Faculty Salary Report for 1995-97, March 1994
"Undergraduate Instruction: What Do We Know?" Dianne Wood, Spring, 1994
Faculty Development Database File, 1994-1995
Faculty Classroom Innovations Database File, 1994-1995
Valley City State University Cultural Climate Survey, March 1995
NCA Staff Personnel Advisory Committee Survey, June 28, 1995
Grant Final Report Submitted to the Bush Foundation, September 9, 1995
Fedgazette Vol. 7, No. 4 October, 1995: pp. 1-8,
Alumni Association Faculty Development Grant Fund Report, 1991-1996
VCSU 1995-96 Report to Investors: Beginning the Dialogue
"Computer Notebook Initiative"
Final Reports for Individual Bush Grants
VCSU Faculty Salary Data
Learner-Centered Education Meetings at VCSU
Brown Bag Lectures
Sheyenne Valley Natural Science Lectures

Concern 4

The draft memorandum with North Dakota State University to provide professional coursework in Elementary Education has not been formalized.

Individuals involved with preparation of response: Larry Grooters, Diana Skroch

Status quo at time of last evaluation. In the late 1980s, the State Board began urging all higher education institutions to seek ways to share resources and collaborate in program planning in order to achieve improvements and reduce expenditures. One result of this directive was the VCSU-NDSU Elementary Education Program.

NDSU had never offered a major in elementary education, but many of its students enrolled in the major, which could be completed through the Tri-College system in Fargo-Moorhead. When the Moorhead State University elementary education program enrollment began to reach its maximum level, fewer of the NDSU students were accepted into its professional fourth-year program.

To resolve this problem, the presidents of NDSU and VCSU, with approval of the State Board, decided upon a trial cooperative program. By 1992, the Division of Education had delivered courses in elementary education to students at North Dakota State University in Fargo by authorization of the State Board of Higher Education for two years. Although course delivery was occurring, long-term plans for degree completion had not been developed, and North Dakota State University had not made a formal commitment to provide resources, including library, equipment, and classroom space. The team was also concerned about faculty time spent in traveling between the Valley City State University and North Dakota State University campuses

Actions taken to address concern. At the present time, plans for degree completion are provided for in the program information booklet. Under the agreement, VCSU teaches all of the courses of the Elementary Education major on the NDSU campus. Students complete the general studies (with modifications to meet VCSU Foundation Studies requirements) and a

minor in the NDSU curriculum. Graduates attend the NDSU graduation ceremonies but their diplomas are issued by VCSU. Registration fees are retained by NDSU but VCSU counts the student enrollment in its FTE numbers. North Dakota State University has committed to provide the necessary resources, equipment, and classroom space needed to run the program successfully. Some course sessions of the Elementary Education Program offered on the NDSU campus are conducted from VCSU over the Interactive Video Network (IVN).

Rationale. The result of sharing courses via IVN has made it possible to use resources to develop new courses, expand the curriculum and introduce students to learning in a technological environment. Many of the courses taught at NDSU are methods courses and are not conducive to this kind of instruction because they require either field experience or mini-teaching sessions.

Teacher Education faculty teach a twelve hour load which includes- supervision of field experiences not necessarily in local schools. Although travel time is not taken into consideration, faculty often supervise student teachers in the Fargo area, so the travel time is not a concern.

Effectiveness of actions. Since IVN was established in 1991, the usage has increased, causing scheduling problems. There are not enough ports to connect all classes that institutions would like to send; however, more ports will be added in the next two years. The North Dakota University System is picking up the line charges for courses taught as part of faculty load and the IVN site pays the technician fees. This application of modern instructional technology will continue to provide increased learning opportunities for residents of North Dakota.

Currently, about 150 students are enrolled in the shared program. The formal agreement with NDSU will be revisited and revised in 1996.

Documentation

Major in Elementary Education Program Booklet, revised September 1994

Concern 5

While the assessment plan has been conceptually developed and has university-wide recognition, several essential outcomes measures need to be developed.

Individuals involved with preparation of response: Bonnie Alexander, Dave Bass, Ray Brown, Dwight Crabtree, Larry Grooters, Lori Lahlum, Sharon McCarriar, Michael Moriarty, Diana Skroch, Joseph Stickler, Richard Thorn

Status quo at time of last evaluation. Valley City State University's preparations for the 1992 comprehensive evaluation included development of a plan in response to NCA's relatively new directive to document student academic achievement. The assessment plan had broad faculty and staff involvement and acceptance and flowed naturally from the ten institutional purposes. The self-study indicated that a number of assessment output measures had yet to be developed and projected a pilot study in 1993-94. The NCA evaluation team requested a June 1, 1994 report on the continuing development of the program to document student academic achievement. The report described the evolution of the university's Total Quality philosophy into Continuous Improvement in Teaching and Learning; grant funding awarded by FIPSE to serve as the foundation on which to build a system-wide laboratory for the reform of undergraduate education; and the various assessment initiatives undertaken since the comprehensive visit. It was accepted by NCA.

Given the changes in administrative personnel since the last comprehensive evaluation (the retirement of a president and replacement with a new president who would serve the two institutions of the VCSU-MaSU collaborative; four changes in academic leadership; and, following the resignation of the provost, seven months without academic leadership on either campus) it is not surprising that progress in further development of the assessment plan has been somewhat halting.

Actions taken to address concern. Leadership Surveys. Faculty, staff, students, and community members have recently completed the second annual leadership feedback survey to let members of the Executive Team (president, vice president for academic affairs, vice

president for business affairs, and vice president for student affairs) know how they are perceived. Respondents rated the team members on seventeen items, including attitude, communication and listening skills, ability to provide useful information and set appropriate priorities, and level of trust.

Program Evaluation. The State Board of Higher Education requires regular rotation of program evaluations. Approval of a seven-year cycle of review is expected in spring 1996. Evaluations conducted since the last comprehensive visit as well as those not cited in the 1992 NCA Self-Study include:

1989-90	Art
1990-91	Computer Information Systems
1991-92	Health & Physical Education
1991-92	Music
1994-95	Physical Education/Athletics

The following programs are scheduled for evaluations in the next two years:

1995-96	Education (NCATE)
1995-96	Human Resources
1995-96	Industrial Technology
1995-96	Technology Education
1995-96	Vocational Education
1996-97	Music (NASM)
1996-97	Art
1996-97	Business

Foundations Assessment. The Valley City State University Plan requires an assessment upon completion of the Foundation Studies. A plan drafted by the curriculum committee to monitor the degree to which Foundations courses meet stated objectives was approved by the Faculty Senate in February 1996:

A. Criteria for courses designated "Foundations Studies courses."

1. Each course designated a Foundations Studies course must meet several of the Foundations Studies objectives.
2. The course syllabus must explain exactly how each Foundation Studies objective is to be met.
3. Every semester each Foundations Studies course must be assessed by students as to whether the course met the stated objectives.

B. Process for Foundation Studies course approval and maintenance in the Foundation Studies curriculum.

1. Any department may submit courses that they would like to see applied as Foundation Studies courses to the Curriculum Committee. Not all will be approved.
 - a. The course syllabus will serve as the primary source of evidence for the course's acceptance into Foundation Studies. The syllabus must clearly identify the Foundation Studies objectives that it will be offered to fulfill and what ability level students will be expected to meet (see new Foundation Studies objectives draft proposal 7/31/95).

The syllabus must also explain how the Foundation Studies objectives will be taught and exactly how student attainment of these objectives will be measured.

The syllabus should also include: a schedule of topics, student assignments, methods in relation to the objectives, and basic course and textbook information.

- b. When a course is approved as meeting Foundation Studies objectives, the department agrees to do the following:
 - i. Make notification when substantive changes are made in the intended Foundation Studies objectives of the course.
 - ii. The instructor will participate in the development of an assessment tool, along with the scheduling and carrying out of an assessment of the foundation studies objectives for the course.
 - iii. At the conclusion of the course, the instructor will send a brief summary to the Curriculum Committee of how the course activities relate to the intended student objectives/outcomes. Instructors should keep a few copies of assignments, course materials, samples of student work, quizzes, and exams for one year. Some of these materials may be requested by the Curriculum Committee.
- c. The course assessments completed by students each semester, along with the instructor summary, will be reviewed by the Curriculum Committee. Courses deemed as not adequately meeting Foundation Studies objectives will be removed and/or replaced after an adequate period of time is allowed to adjust the course.

Foundation Studies objectives were identified with the range of courses in which each objective was met:

1) To read with understanding, to write with clarity, and to listen and speak effectively. To learn to organize ideas and present them coherently. To explore alternative means of communication, including the universally accepted symbol system of numbers, the language of computers, and the non-verbal communication of theatre, music and the visual arts.

ENGL 111, 112; SPCH 150; BUSI 180; CIS 175, 221; HUM 201, 202; MATH 115, 131; EES 225; CHEM 121, 122, 202, 311, 312, 331, 332, EES/PHYS 240; GEOG 110, 225; TECH 310

2) To develop the arts of inquiry, abstract logical thinking, problem solving skills, and critical analysis involving quantified thinking in number and proportion. To learn to think independently and creatively.

ENGL 111, 112; SPCH 150; BUSI 180; CIS 175, 221; HUM 201, 202, MATH 115, 131; PE 100; PSYCH 100; EES 225; CHEM 121, 122, 202, 311, 312, 331, 332; EES/PHYS 240; GEOG 110, 225; TECH 310

3) To develop a consciousness of history and an understanding of the common heritage of Western Civilization, appreciating at the same time the value of human diversity in race, gender, and ethnicity. To develop an openness to the expression of diverse cultures and values.

ENGL 111, 112; SPCH 150; HUM 201, 202; MATH 131; PSYCH 100; SSCI 100, 235, 290; GEOG 110; TECH 310

4) To understand the nature of human creativity, to appreciate artistic and literary achievement, and to encourage creative activity.

ENGL 111, 112; SPCH 150; HUM 201, 202; MATH 131; PSYCH 100; TECH 310

5) To understand and develop an appreciation for the human relationship with nature. To examine the concepts and methodologies of science and to see how scientific discoveries have led not only to new technologies but also to a vastly expanded view of the universe and the place of humanity within it.

BUSI 180; CIS 175, 221; HUM 201, 202; EES 225; CHEM 121, 122, 202, 311, 312, 331, 332; EES/PHYS 240; SSCI 100, 290; GEOG 110, 225; TECH 310

6) To learn about the shared human activities of producing and consuming and the interaction of a complex and interrelated world economy.

HUM 201, 202; MATH 115, 131; SSCI 235; GEOG 110; TECH 310

7) To examine the significance of work including the disciplines and satisfactions of work and the place of work in a well-balanced life. As a part of the balanced life to recognize the importance of leisure and to develop habits in the conduct of every life activity which lead to physical and mental health, aesthetic satisfaction, intellectual stimulation, and 'emotional fulfillment.

ENGL 111, 112; SPCH 150; BUSI 180; HUM 201, 202; PE 100, 101, 102, 103; PSYCH 100; EES/PHYS 240; TECH 310

8) To understand that men and women are not only autonomous individuals but also members of a human community to which they are accountable. To gain an understanding of ethical and moral questions and the capacity to make responsible moral choices. To develop a sense of teamwork and cooperation in organized society and at the same time, to encourage a sense of initiative, leadership, responsible risk, and adventure.

ENGL 111, 112; BUSI 180; HUM 201, 202; PE 100, 101, 102, 103; PSYCH 100; SSC1 100, 235, 290; TECH 310

9) To become aware of the wholeness and structure in the total body of knowledge.

ENGL 111, 112; SPCH 150; BUSI 180; HUM 201, 202; MATH 115, 131; PE 100, 101, 102, 103; CHEM 121, 122, 202, 311, 312, 331, 332; EES/PHYS 240; TECH 310

Foundations courses were linked to the specific objectives met in that course:

<u>Courses</u>	<u>Objectives Met</u>
ENGL 111, 112	1, 2, 3, 4, 7, 8, 9
SPCH 150	1, 2, 3, 4, 7, 8, 9
BUSI 180	1, 2, 5, 7, 9
CIS 175, 221	1, 2, 5
HUM 201, 202	1, 2, 3, 4, 5, 6, 7, 8, 9
MATH 115	1, 2, 6, 9
MATH 131	1, 2, 3, 4, 6, 9

<u>Courses</u>	<u>Objectives Met</u>
PE 100	2, 7, 8, 9
PE 101, 102, 103	7, 8, 9
PSYCH 100	2, 3, 4, 7, 8
ESS 225	1, 2, 5
CHEM 121-122, 202	1, 2, 5, 9
CHEM 311-312, 331-332	1, 2, 5, 9
ESS/PHYS 240	1, 2, 5, 7, 9
SSCI 100, 290	3, 5, 8
SSCI 235	3, 6, 8
GEOG 110	1, 2, 3, 5, 6
GEOG 225	1, 2, 5
TECH 310	1, 2, 3, 4, 5, 6, 7, 8, 9

Majors in the Academic Disciplines. Despite the interruptions in academic leadership, significant progress has been made by some departments and divisions in the further development of content assessment within their various disciplines. For example, the Division of Fine Arts has a fully-functioning assessment plan. Sequences of art and music studio courses involve continuous critique by the student, student peers, and faculty mentor, lead to student portfolio development, and culminate in public exhibitions and recitals. In turn, students are involved in on-going evaluation of their classes and instructors. Alumni surveys, attrition interviews, and student advisory councils contribute to the cycle of continuous improvement. All teaching majors must pass the Pre-Professional Skills Test (PPST) and the Professional Knowledge portion of the National Teachers Exam (PK-NTE). Additionally music education majors must pass a proficiency examination in piano and a comprehensive skills examination prior to student teaching, ensuring a minimum competency in visual and aural analysis, sight-singing and error detection, functional keyboard skills, instrumental techniques, and conducting.

The Division of Education and Psychology has met the accreditation standards of the National Council for the Accreditation of Teacher Education since 1964. Their assessment plan utilizes continuous analysis of PPST and PK-NTE scores and adjustment of standards; clinical and field-based experiences with review by student, cooperating instructor, and faculty mentor; student portfolio development; and continuous student evaluation of objectives.

The Department of Chemistry utilizes nationally standardized examinations published by the American Chemical Society to assess both the chemistry curriculum and student achievement. These examinations are regularly administered as the final tests at the completion of the chemistry course sequences. Results show that VCSU students compare favorably with national standards; exceptional performances are documented in student reference files and trend lines suggesting continuous improvement.

The Division of Business uses a capstone course experience, Business Policy, to assess both the students and the curriculum. As a part of this capstone experience, a national Major Field Test by Educational Testing Service is administered and evaluated against national averages. The Business Division uses national accreditation standards for evaluation and development of curriculum. Student teaching is required of Business Education students and the assessment meets national and state standards.

The Division of Communication Arts and Social Science meets the professional criteria for its representative member disciplines. The Communication Arts Department continues to meet the standards of the National Council for Teachers of English. The Social Science Department regularly reviews its offerings to guarantee consistency with national standards in history and sociology. The division regularly reviews all syllabi and course outlines to guarantee consistent application of the national and state standards. Faculty Development and Total Quality Teaching criteria are features of divisional policy in order to support continuous improvement in the divisional offerings.

The Division of Health and Physical Education has met the accreditation standards of the National Council for the Accreditation of Teacher Education since 1992. An exit exam for the purpose of assessing the knowledge of upper-level physical education majors and minors was piloted fall, 1995, and will be revised spring, 1996. Graduating senior exit interviews will be conducted each spring, beginning 1996.

Still other departments and divisions are phasing in new assessment plans: senior Biology and Composite Science majors will be expected to provide portfolio documentation of their knowledge and skills in specific areas, as well as various professional activities. All plans

for assessment of major content are expected to be completed spring 1996. Assessment plans are available for review in the NCA resource room.

Courses Offered Over IVN. Since 1993, VCSU has offered a variety of courses over the North Dakota Interactive Television Network (IVN) to its partner institution, MaSU; in return, MaSU offers courses to VCSU. This reciprocal effort between institutions has enabled both to provide courses which would not normally be offered at the receiving institution. Twenty-five VCSU faculty and staff have received training on IVN. During the academic year 1994-95, a survey was conducted in IVN classes at VCSU. The overall response from students indicated that they were satisfied with the experience, although there were areas of concern, including the apprehension created by the cameras, the sound delay between sites, and particularly, the lack of personal contact. Still, IVN provides opportunities for increased course offerings, benefiting students at both campuses, and strengthening the cooperative ties between institutions. With increased e-mail usage, it is expected that off-site students will feel more connected to their instructor.

Recent developments at Valley City State University, specifically large grant awards, ensure significant changes in future assessment procedures.

FIPSE. The focus of a \$300,000 award from the Fund for the Improvement of Post Secondary Education (FIPSE) is to establish an organizational climate for instructional innovation with a commitment to continuous improvement. The project began in September, 1993. A project director was selected and faculty participated in workshops presented by Dr. David Langford. During the first year approximately a dozen faculty innovated with emphasis on increased student responsibility for learning, competency matrices for assessment of student learning, and altering assessment tasks to become more performance-based. Rapid changes during this first year led to concern among students, staff, and faculty about goals and direction of the project, and need for more communication about cultural change within the university as an institution, and lack of professional development before implementation of innovations. In short, the original goal of the grant and related three-year time period seemed unrealistic. At the end of the first year the project director resigned after establishing the FIPSE Advisory Council (FAC) with membership from faculty, students, and staff.

After selection of a new project director, second-year activity focused on creating a cultural change based on "learner-centered education" and efforts to determine areas of student, staff, and faculty needs prior to major reforms in teaching and learning. Weekly meetings with students, staff, and faculty (approximately 25% of the entire faculty attended regularly) promoted time for discussion of critical issues and for professional development sessions led by the FIPSE Advisory Council. Dr. Sarah Jacobson, an external evaluator with expertise in organizational change surveyed students and faculty to determine attitudes about the campus climate, then conducted workshops on organizational change and leadership.

As a result of learning from past experiences, the FIPSE Advisory Council selected assessment reform as the critical focus for year three. A proposal to develop an ability-based assessment model was supported by the Faculty Senate and Faculty Association. The model (see pages 42-44), developed during summer 1995, was derived from the existing Foundation Studies objectives, and states desired abilities in behavioral terms to facilitate measurement. Revision of the model is underway, with each of the ten ability areas assigned a committee of faculty, students, and staff dedicated to the following schedule:

April 15, 1996	Committee develops rough draft of four levels of abilities
May 1, 1996	Academic Divisions add levels 5 and 6 for abilities relevant to major programs of study
May 8, 1996	Committee profiles faculty development needs in the area of abilities assessment
Summer, 1996	FIPSE project director schedules assessment training sessions for faculty
Fall, 1996	Committee revises abilities levels 1-4 for foundation studies; Academic Divisions adopt abilities levels 5-6 for major programs Faculty begin assessment training
Spring, 1997	Pilot courses introduce ability levels and student self-evaluation strategies
Fall, 1997	Ability levels integrated into foundation studies assessment

THE FOUNDATION STUDIES

Objectives

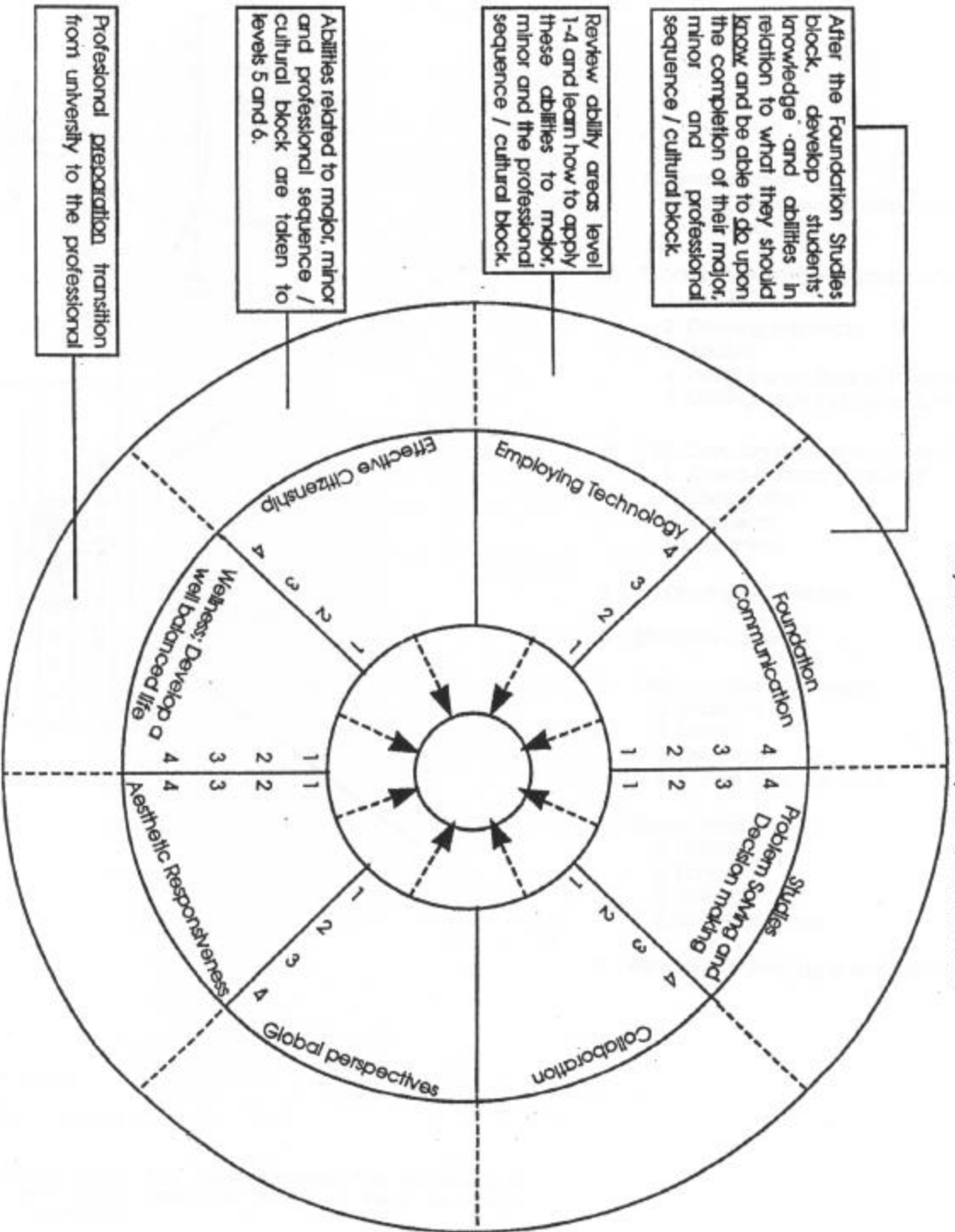
All students, with the exception of those pursuing the Bachelor of University Studies degree, are required to complete the Foundation Studies. The requirements are designed to provide an intellectual foundation in the liberal arts and sciences. A foundation in liberal learning is intended to encourage an affection for the life of the mind and an inclination toward lifelong learning. The general objectives of the Foundation Studies curriculum are to assist the student:

1. To read with understanding, to write with clarity, and to listen and speak effectively. To learn to organize ideas and present them coherently. To explore alternative means of communication, including the universally accepted symbol system of numbers, the language of computers, and the non-verbal communication of theatre, music, and the visual arts.
2. To develop the arts of inquiry, abstract logical thinking, problem solving skills, and critical analysis involving quantified thinking in number and proportion. To learn to think independently and creatively.
3. To develop a consciousness of history and an understanding of the common heritage of Western Civilization, appreciating at the same time the value of human diversity in race, gender, and ethnicity. To develop an openness to the expression of diverse cultures and values.
4. To understand the nature of human creativity, to appreciate artistic and literary achievement, and to encourage creative activity.
5. To understand and develop an appreciation for the human relationship with nature. To examine the concepts and methodologies of science and to see how scientific discoveries have led not only to new technologies but also to a vastly expanded view of the universe and the place of humanity within it.
6. To learn about the shared human activities of producing and consuming and the interaction of a complex and interrelated world economy.
7. To examine the significance of work including the disciplines and satisfactions of work and the place of work in a well-balanced life. As a part of the balanced life to recognize the importance of leisure and to develop habits in the conduct of every life activity which lead to physical and mental health, aesthetic satisfaction, intellectual stimulation, and emotional fulfillment.
8. To understand that men and women are not only autonomous individuals but also members of a human community to which they are accountable. To gain an understanding of ethical and moral questions and the capacity to make responsible moral choices. To develop a sense of teamwork and cooperation in organized society and at the same time to encourage a sense of initiative, leadership, responsible risk, and adventure.
9. To become aware of the wholeness and structure in the total body of knowledge.

Foundation Studies Objectives Broken Down into 17 Abilities

- 1) Demonstrates an ability to read with understanding, to write with clarity, to listen and speak effectively.
- 2) Demonstrates an ability to organize ideas and present them coherently.
- 3) Uses alternatives means of communication, including the universally accepted symbol system of numbers, the language of computers, and the non-verbal communication of theatre, music, and the visual arts.
- 4) Demonstrated the arts of inquiry, abstract logical thinking, problem solving, and critical analysis involving quantified thinking in number and proportion.
- 5) Demonstrated an ability to think independently and creatively.
- 6) Communicates a consciousness of history and an understanding of the heritages of World Civilizations, appreciating at the same time the value of human diversity in race, gender, and ethnicity.
- 7) Demonstrates an openness to the expression of diverse cultures and values.
- 8) Demonstrates an understanding of the nature of human creativity, an appreciation of artistic and literary achievement, and expresses creative activity.
- 9) Communicates an understanding of concepts and methodologies of science.
- 10) Demonstrates an understanding of how scientific discoveries have led to new technologies as well as a vastly expanded view of the universe and the place of humanity within it.
- 11) Communicates an understanding of the shared human activities of producing and consuming and the interaction of a complex and interrelated world economy.
- 12) Demonstrates an understanding of the significance of work, including the disciplines and satisfactions of work and the place of work in a well-balanced life.
- 13) Communicates the importance of leisure and demonstrates habits which lead to physical and mental health, aesthetic satisfaction, intellectual stimulation, and emotional fulfillment.
- 14) Demonstrates an understanding that men and women are not only autonomous individuals but also members of a human community to which they are accountable.
- 15) Communicates an understanding of ethical and moral questions and the capacity to make responsible moral choices.
- 16) Collaborates as part of a cooperative team and demonstrates a sense of initiative, leadership, responsible risk, and adventure.
- 17) Demonstrates an awareness of the wholeness and structure in the total body of knowledge.

Major, Minor and Prof. Sequence / Cultural Block



Initial implementation of the program will occur during 1996-97, with four or more faculty teaching trial courses. Ultimately, the model will be used across campus with all courses and programs of study.

Title III. The \$1,700,000 federal Title III award won by the VCSU-MaSU collaborative is intended to transform the teaching-learning process and the project has been named Improving Learning with Technologies. The MaSU-VCSU Cooperative Arrangement Development Grant (Title III) is closely allied to the ability-based assessment model. The grant will leverage progress to date by focusing on curricular and technical capacity to use CD-ROM as the vehicle for assessment/comprehensive student portfolio development to document students' knowledge, skills, and attitudes. The following timeline has been developed for implementation of project goals:

September 1997	External advisory groups for validation of criteria for CD-ROM portfolios.
May 1998	Twenty-five percent of full-time students will be building CD-ROM portfolios.
September 1999	At least 36% of faculty and 50% of students will use CD-ROM portfolios as means of assessment; all elementary education methods courses will use CD-ROM portfolios.
September 2000	Sixty-five percent of faculty will adopt CD-ROM portfolios as a means of assessment; 75% of students will be building CD-ROM portfolios.

Follow-up Surveys of Graduates. In April, 1994, the provost's office launched a "Needs Assessment Survey" among eight of the universities' constituent groups, including alumni. Surveys were mailed and/or distributed from April through June, 1994, and tabulated during 1994-95. Of 950 surveys mailed to VCSU Alumni, 152 (16%) were returned. Given a five-point rating scale, "Strongly Agree" (4); "Agree" (3); "Neither Agree nor Disagree" (2); "Disagree" (1); and "Strongly Disagree" (0), alumni agreed that "Valley City State University produces competent graduates" (Mean 3.38) and "has a positive community image"

(Mean 3.07). However, given a four-point scale, "Very Satisfied" (4); "Somewhat Satisfied" (3); "Average" (2); and "Not Satisfied" (1), graduates indicated moderate satisfaction (Mean 2.62) to the question "How satisfied are you with the education you received at VCSU?" When asked, "How good an educational value do you think undergraduates at VCSU are getting for their tuition dollars?" "Outstanding Value" (4); "Good" (3); "Acceptable" (2); and "Low" (1), the answer was "Acceptable" (Mean = 2.06).

Additionally, academic divisions have conducted independent surveys of their graduates: the Division of Education and Psychology regularly surveys first and third-year teacher education graduates. The Division of Business conducts an alumni survey every five years, most recently in summer 1995. The Division of Math, Science, and Technology surveyed mathematics, biology, and chemistry graduates in fall 1995. Department of Music alumni surveys (the first administered summer 1995 in preparation for evaluation by the National Association of Schools of Music) will be conducted at five-year intervals. The Division of Communication Arts and Social Sciences regularly surveys its graduates to determine customer satisfaction and aid in the development of criteria for the revision and renewal of course offerings. The most recent survey of English, Spanish, and social science graduates was conducted in the fall of 1995. The Division of Health and Physical Education will conduct a program assessment survey for first and third-year graduates in spring, 1996. There is a recognized need to develop a systematic method of gathering information from graduates.

Rationale. The intent of the vast majority of the changes at VCSU is to create a learner-centered environment in which computers and other types of instructional technology improve the teaching and learning process and assessment becomes more authentic and performance-based.

Effectiveness of actions. The 1995 Cultural Climate Survey included a number of questions designed to elicit information about faculty and student attitudes about the teaching and learning environment at VCSU (a mean score of 3.0 or greater represented consensus). The statements below received various positive responses from faculty, and consistently, more strongly positive responses from students.

VCSU is a learner-centered community. (Faculty 3.58; SD: .68) (Students 3.88; SD: 1.0)

VCSU is an organization committed to continuous improvement.
(Faculty 3.58; SD: .79) (Students 3.77; SD: .88)

VCSU is an organization perceived as a leader in the applications of new methods for teaching instruction. (Faculty 3.35; SD: .86) (Students 3.74; SD: .92)

VCSU is an organization which is nationally recognized as a center for teaching and learning. (Faculty 2.46; SD: .99) (Students 3.78; SD: 1.04)

VCSU is a place where faculty and staff are striving to develop a unique culture of innovation. (Faculty 3.62; SD: .68) (Students 3.71; SD: .9)

VCSU is a learning community that offers students the opportunity to maximize their individual learning capabilities. (Faculty 3.61; SD: .79) (Students 3.62; SD: .87)

Even though the curriculum may be sound, it is changed continuously in order to improve it. (Faculty 3.29; SD: .90) (Students 3.56; SD 1.08)

Performance assessment with explicit criteria, feedback, and self-assessment is used to continuously improve teaching. (Faculty 3.08; SD: 1.02) (Students 3.89; SD: 1.18)

Documentation

Needs Assessment Survey, April 1994

1994-95 Survey of IVN Courses

Summary Evaluation Year Two FIPSE Grant (including the VCSU Cultural Climate Survey,
March 1995)

MaSU-VCSU Cooperative Arrangement Development Grant (Title III), May 1, 1995

VCSU Assessment Plan, 1995-96 Update

Departmental/Divisional Assessment Plans

Ability-Based Assessment Model

Concern 6

Team report misnumbered-no sixth concern.

Concern 7

Compensation and working conditions (access to computers, professional development) adversely impact the ability of the institution to recruit and retain high quality faculty and staff involved in scholarly activities.

Individuals involved with preparation of response: Bill Ament, Bill Buck, Joan Noeske, Diana Skroch

COMPENSATION

Status quo at time of last evaluation. In April, 1991, prior to the comprehensive evaluation, VCSU faculty and staff were asked to respond to a survey designed to elicit perception of working conditions. Responses indicated that compensation (the average 1991-92 faculty salary was \$33,909) was considered inadequate by faculty and staff alike:

I am fairly paid for the duties I perform and the responsibility level I have.
(Faculty 2.44; Staff 2.15)

My salary compares fairly to market salaries for similar jobs.
(Faculty 1.83; Staff 2.08)

Further, both faculty and staff showed interest in salary increases based on merit:

I prefer that salary increases be based on performance. (Faculty 3.58; Staff 4.13)

Actions taken to address concern. In 1992-93, faculty received an across-the-board raise of \$40 per month, or \$480, and in 1993-94, a raise of \$60 per month, or \$720. In 1994-95, all faculty received a 3% increase.

Rationale. All salary increases have been mandated and defined by the state legislature for all state employees, except that the increase of 3% in 1994 was authorized by the legislature with no appropriation to cover the expense. VCSU granted that increase, using savings from the administrative reductions in the partnership with MaSU.

Effectiveness of actions. The average faculty salary has fluctuated somewhat due to turnover and replacements. In 1994-95, the average salary was \$34,462, an increase of only

\$553, or 1.6%, since 1992. However, over the last four years, the mean rate of inflation has been approximately 3.3%. Faculty response to a March, 1995, campus climate survey indicated that compensation is still considered inadequate to recruit well-qualified individuals:

2.53 An institution where compensation and working conditions make it possible to recruit and retain high quality faculty and staff. (SD: 1.08)

Campus Trends 1993 (*Fedgazette* p. 4) reported that the majority of public-sector institutions "have seen no real increase in their operating budget over the last five years" and that levels of compensation have suffered. University System salaries lag both regional and national salaries by 14-30% and North Dakota remains ranked forty-ninth in the nation in salaries of full-time public university faculty. However, it should be noted that the number of FTE employees has remained stable (134.7 in 1992 and 135.6 in 1995) and that fringe benefits for faculty and cost of living in North Dakota are comparable to those in other midwestern states. Further, there is a perception that the quality of life is good.

In March, 1994, the NDUS faculty compensation committee recommended that adjustments in faculty salaries (7% per year for each of the next three biennia) be funded by legislative appropriation. Of this amount, 3% represents an across-the-board cost-of-living adjustment and 4% a market and equity adjustment.

ACCESS TO COMPUTERS

Status quo at time of last evaluation. In 1991, faculty provided a positive response to this statement about classroom technology:

3.23 I feel the administration adequately supports faculty needs relating to classroom technology (hardware, software, support, etc.)

By early 1992, almost 40% of VCSU faculty members owned a computer at home (approximately twenty-one out of fifty-four faculty members). Three of these faculty members also used their personally owned machines as their primary computer at the office. The remainder of the faculty were provided a university desktop computer, albeit many of the machines were older units that were redistributed as a result of the purchase of newer,

more powerful machines for the student labs. The strategy used by the vice president for academic affairs was to put a computer on every faculty member's desk which would be adequate to meet each individual's needs. Most computers had been purchased with state appropriated funds, with the remainder of dollars coming from grants and local funds.

Actions taken to address concern. By July, 1993 (fiscal year 1994), the strategy shifted to put more advanced computers on the desktops for faculty. A large portion of instructional equipment funds was pooled for purchasing new IBM and Apple Macintosh computers for faculty. One need not look far to see that placing technology into the hands of faculty has been a high priority for the VCSU administration. In addition, the completion of the campus backbone network had become a high priority. Academic computing was allocated networking funds to purchase and install intelligent hubs and fiber optic cable in key locations, allowing Internet access to faculty offices which were connected to the backbone.

In July 1994, several faculty members received high-powered computers and site licenses were purchased from the Higher Education Computer Network (HECN) for student labs and faculty offices.

In January, 1995, a long-range technology planning committee was formed to provide direction and leadership in meeting future campus needs. In a comprehensive planning process completed May, 1995, VCSU concluded that it should pursue the possibility of requiring a special student fee that would permit all students to have individual access to a leased notebook computer, effective in the fall of 1996. Final approval to levy tuition increases in support of the notebook initiative was granted in November, 1995. Faculty obtained their notebook computers in February, 1996, and will receive extensive support for training and curriculum development, in part through a new coordinator hired through the Title III grant. Summer stipends are available for continuing development to ensure that the faculty will be prepared to take advantage of universal notebook computing in a large number of classes next fall.

Rationale. The notebook computing initiative has two primary purposes: (1) to support a significant improvement in faculty and student access to computing and communication

systems as part of the learning process; and (2) to ensure that VCSU remains in the forefront of instructional technologies despite serious state financial constraints. VCSU will shift some of the equipment from computer labs to staff desk tops, while retaining only one or two computer labs for access to specialized equipment, Savings from staffing computer labs can be reallocated toward direct assistance for faculty and students using notebook computers.

Effectiveness of actions. On the March, 1995, Cultural Climate Survey, faculty provided strong affirmation about the availability of computers for their use, but indicated that support for classroom technology needed to be increased:

4.37 *An institution where faculty have access to computers.* (SD: .63)

2.89 *An institution which adequately supports faculty needs related to classroom technology (hardware, software, support, etc.).* (SD: 1.11)

This need was confirmed by the Technology Planning Committee. On a 1995 survey of faculty and staff, the level of available technology training opportunities was rated well below average (1.9 on a scale of 1-Low to 5-High) and the current level of technical support as "low " (2.5).

DEVELOPMENT

See response to Concern

Three.

Documentation

NDUS Faculty Salary Report for 1995-97, March 1994

Teaching, Technology, and Scholarship Project Faculty Survey, 1994

Summary Evaluation Year Two FIPSE Grant (including VCSU Cultural Climate Survey, March 1995)

VCSU Technology Plan, May, 1995

Fedgazette Vol. 7, No. 4 October, 1995: pp. 1-8.

VCSU 1995-96 Report to Investors: Beginning the Dialogue

VCSU Faculty Salary Data

"Computer Notebook Initiative"

IVN Report, 1995

Concern 8

With the newly organized North Dakota University System, there seems to exist a sense of ambiguity regarding the functions of the System office and the University administration.

Individuals involved with preparation of response: Ellen Chaffee

Status quo at time of last evaluation. In 1990, the State Board of Higher Education announced the establishment of the North Dakota University System, largely in response to a statewide election that rescinded a tax increase and cut budgets. The Board's intent was to reduce duplication and promote collaboration among the eleven campuses in the System. In fact, however, eight of the campuses had reported to the Board since 1938, the other three joining in 1982. The Board made only two substantive changes in 1990: it changed the System chief executive's title from commissioner to chancellor, and it called on campus presidents to report to the chancellor and the Board, instead of only to the Board.

The ambiguity sensed by the site visit team was due largely to the Board's inference that this was to be a major change, the broad goals of the change, and yet the minimal actual change associated with the announcement. Taken together, this left considerable role definition to be negotiated by the various key parties. In 1991, the Board hired a new chancellor, Doug Treadway, who left in 1993. His successor was Larry Isaak, former vice chancellor for administration since 1984, who now has a contract as chancellor through 1998.

Actions taken to address concern. Chancellor Treadway charted a course that clearly emphasized campus-based leadership for System coordination, subject to priorities and plans

established by the Board. Treadway reduced the size of the central staff and assigned system-wide leadership roles to various campuses for various functions, creating a number of interdependencies. This was a new model without precedent in other states that evolved with some confusion but without substantial difficulties.

Chancellor Isaak has tended to continue this path, but to greatly increase his emphasis on the collective leadership responsibilities of the chancellor's cabinet (all campus chief executive officers, plus the two vice chancellors). Chancellor Isaak and the current president of the Board have led the Board through a process that culminated in 1995 with the Board's decision to adopt a "policy governance" approach developed by author John Carver – meaning that the Board will increasingly specify the ends it expects the campuses and the System to achieve and define the parameters of acceptable action, while leaving the determination of specific means toward those ends with the chancellor and the campuses. A phased process of revisions to the Board's policy manual has begun, which could culminate in many current policies either being abolished or transferred to the purview of the chancellor and the cabinet.

These changes relate almost entirely to statewide issues rather than to campus governance and autonomy. Their net effect seems to have been an increase in campus-based input into statewide matters, rather than the reverse. All campuses, however, have become subject to increasing initiatives to meet state needs in various ways. Since 1990, all campuses have moved to the semester calendar, certain expectations about general education requirements have been adopted, and programs that involve more than one campus are systematically encouraged. Additional measures intended to improve inter-campus transfer of courses, a/1 involving considerable campus-based participation and review, are underway. The impact on VCSU has been essentially the same *as* that on any other campus.

Rationale. The Board seeks to improve efficiency and increase campus responsiveness to the needs of students and the state, in accordance with its strategic plans for the University System.

Effectiveness of actions. A major effect has been substantial Board movement away from micro-managing the institutions. Previous Board agendas required two full meeting days, nine to ten times per year. The current schedule calls for approximately six one-day meetings (an afternoon and the following morning) and a few conference-call meetings. Construction-related approvals now appear on a consent agenda with very little discussion, while they once were presented and discussed, sometimes at length, one at a time. Each institution once presented its agenda items to the Board at every meeting; currently, except for a brief campus report early in the meeting, the institutions' issues are sorted by type and presidents appear only if called upon in the discussion process. As the movement toward "policy governance" continues, Board meetings are likely increasingly to focus on major statewide issues.

The chancellor consults frequently with presidents between meetings as issues arise, and uses cabinet meetings to develop consensus on matters that will go to the Board or the legislature.

The primary potential concern that VCSU foresees but has not experienced to date is that movement toward "system-ness" may inhibit the university's ability to meet the Board's mandate for instructional innovation. For example, the Board has been moving in the direction of significant commonality in general education requirements across all campuses as part of its efforts to improve transfer of credit. To the extent that curriculum development may lead in directions like multi-disciplinary courses or competency-based curriculum, NDUS policies may slow innovation.

Documentation

Personal experience of the president, who was the NDUS vice chancellor for academic affairs from 1985-1993.

THE 2001-2002 COMPREHENSIVE VISIT

Preparations for the 1996 NCA focused evaluation have identified the following concerns which need to be addressed prior to the 2001-2002 comprehensive NCA evaluation:

Faculty have been over-extended, affecting both their ability to mentor students and their morale.

Effort should be made to simplify the committee structure and to reduce the number of faculty hours spent in such activities.

No reward or institutional support system is available for faculty who contribute to the content of knowledge with research, presentations, and publications.

No sabbatical program exists; such a program could become reality through the savings from replacing full-time faculty on leave with temporary faculty or adjuncts.

There needs to be a systematic, efficient way of gathering, storing, and accessing professional information from faculty and staff.

Equipment budgets which average \$100,000 annually have been inadequate. VCSU plans to raise private funds for selected academic program needs, athletics, facilities, and other purposes of interest.

The average age of the faculty is increasing as the institution's potential to recruit and retain well-qualified faculty appears to be decreasing. The merging of these problems may threaten continuity of programs.

Mandates from external agencies (NCA, NCATE, SBHE) may require additional resources to implement, with no increase in budget.

Declining populations and increased fees may negatively impact enrollment.

Outside political initiatives to remove VCSU from the state constitution may lead to closure proposals in the legislature which, even if not successful, may affect campus stability.

In a student-centered environment, there must be a balance of concern for the advances of technology and the growth and human development of students.

A systematic method of gathering information from alumni needs to be developed.

There must be continuing development, supervision, and coordination of the plan for assessment of student academic achievement. The following assessment-related needs would be addressed through implementation of the ability-based assessment model:

Defined outcomes of student abilities in the Foundation Studies courses and in each academic major program.

Ongoing assessment for each Foundation Studies course (based on student surveys which rate course content and instructional effectiveness).

Professional development for faculty to enhance assessment skills.

Interdisciplinary teaming among faculty to coordinate course requirements and assessment strategies for Foundation Studies courses.