NCA SELF-STUDY REPORT 2001

VALLEY CITY STATE UNIVERSITY
Valley City
State University

Self-Study Report 2001

Prepared by the Faculty, Administration, Staff, and Students

Submitted to The Higher Learning Commission of the North Central Association of Colleges and Schools
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<td>ALFI</td>
<td>Access Line for Information Web-based student information system hosted by NDUS</td>
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<td>APAC</td>
<td>Academic Policy and Affairs Council VPAAs, division chairs, and librarian for academic policy issues</td>
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<td>CCF</td>
<td>Council of College Faculties NDUS representative faculty group for liaison to SBHE</td>
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<td>CII</td>
<td>Center for Innovation in Instruction VCSU affiliate, mission to improve teaching with technology (statewide, mainly K-12)</td>
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<td>CIO</td>
<td>Chief Information Officer Official in charge of information technologies on campus</td>
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<td>CITE</td>
<td>Committee for Innovation and Technology in Education VCSU ad hoc committee c. 1987-1993 that generated IT interest and activity</td>
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<td>DAC10</td>
<td>Dakota Athletic Conference Ten universities in the NAIA athletic conference for ND and SD</td>
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<td>FIPSE</td>
<td>Fund for the Improvement of Postsecondary Education Federal education grant agency</td>
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<td>HECN</td>
<td>Higher Education Computing Network NDUS centralized computing facilities and services, located at UND and NDSU</td>
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<tr>
<td>IT</td>
<td>Information technology Computers, digital tools, and networks used to access and work with information</td>
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<td>IIC</td>
<td>Institutional Improvement Committee High level multi-constituency committee focusing on strategic planning and assessment</td>
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<td>TTC</td>
<td>Information Technology Center Office providing information technology services for faculty, staff, and students</td>
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<td>IVN</td>
<td>Interactive Video Network NDUS statewide system of two-way interactive video</td>
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<td>KCLL</td>
<td>Kathryn Center for Lifelong Learning VCSU department that oversees adventure learning and non-credit instruction</td>
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<tr>
<td>MIS/SIS</td>
<td>Management information system/student information system Software and data bases that allow people to find and analyze information</td>
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<td>MSU</td>
<td>Mayville State University Public baccalaureate institution 75 miles from VCSU</td>
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<td>Minot State University Public baccalaureate/master’s institution 200 miles away</td>
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<td>NAIA</td>
<td>National Association of Intercollegiate Athletics The national athletic association to which the DAC10 conference belongs</td>
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<td>NDSU</td>
<td>North Dakota State University Public research university 60 miles away</td>
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<tr>
<td>NDUS</td>
<td>North Dakota University System All public higher education entities in North Dakota, consisting of 10 institutions and one branch campus</td>
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<td>NDUSO</td>
<td>North Dakota University System Online Collaborative of NDUS institutions offering an online A.A. degree</td>
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<td>OCM</td>
<td>Online course management Software-enabled capability of managing courses online</td>
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<td>PLA</td>
<td>Prior Learning Assessment A formal system of identifying credit-worthy life experience</td>
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<tr>
<td>PT3</td>
<td>Preparing Tomorrow’s Teachers to Use Technology A federally funded grant project based at VCSU</td>
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<td>RTC</td>
<td>Regional Technology Center A new 20,000 s.f. facility for technology business incubation that also houses CII and the University’s technology education program</td>
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<td>SBHE</td>
<td>State Board of Higher Education The governing board for all NDUS institutions</td>
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<td>SPAC</td>
<td>Staff Personnel Advisory Committee The representative organization for staff at VCSU</td>
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<td>TAC</td>
<td>Technology Advisory Committee The committee that plans IT development and equipment purchases for VCSU</td>
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<tr>
<td>UABCS</td>
<td>Universidad Autonoma de Baja California Sur VCSU’s partner university in La Paz, Baja California Sur, Mexico</td>
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<tr>
<td>UND</td>
<td>University of North Dakota Public research university 120 miles away</td>
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<tr>
<td>URSE</td>
<td>Universidad Regional del Sureste VCSU’s partner university in Oaxaca, Mexico</td>
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Welcome to Valley City State University!

Every August, I give a State of the University address as part of fall convocation week. Many times during the 1990s, I opened that address with a train metaphor to represent the process of change. In 1993, I arrived to find a University that was poised for dramatic adventures with people champing at the bit to run with their dreams. I said then that the train was in the station, loading passengers. Over the years, it eventually turned into a rocket ship hurtling through space.

The people of VCSU got on board, figured out who could best take which roles, kept their eyes on a shared target, and did each and every thing necessary to get us there. As we entered new frontiers, they got out and laid tracks. When we ran short of provisions, they hunted and gathered. They found booster rockets and created aerodynamic shapes. By 1995, we knew our students needed full-time use of a portable computer, in and out of class – but always, always as a tool to achieve learner-centered education, as a means to greater ends. By 1997, we could describe our shared target as “customized learning” that is convenient, efficient, and effective for learners.

The associated benefits of our journey are multiple. We are now able to help people learn to think and work in a digital age. Businesses seek us out as partners. Local leaders have declared our graduates to be the most valuable renewable resource in the region, working with us in major efforts to keep those graduates employed here. Academic projects such as the Medicine Wheel and the Community School of the Arts have boosted both the University and the community. Our evolutionary process and our commitment to professional development have enabled a number of students and others to develop high-demand technology skills that benefit both them and the University.

We are transforming the teaching and learning processes by taking our vision, mission, and purposes so seriously that we cannot help but change. We are pleased to present to you a dynamic Valley City State University, and we welcome your contributions to its continuous improvement.

Ellen-Earle Chaffee
President
CHAPTER 1

INTRODUCTION

**Historical Overview**

Valley City State University was established by the North Dakota Constitutional Convention as a land grant institution in 1889. From the beginning, the institution was a product of both local community initiative and direction from the North Dakota legislative assembly. Eager for early action, representatives of the Valley City community prevailed upon the first legislative assembly to pass a bill implementing the constitutional provision. The Normal School opened on October 13, 1890, in rented quarters in Valley City and in September of 1892 moved to its present location. In 1894, the first graduating class, consisting of three members, received normal school certificates.

In 1921, the legislative assembly authorized the State Normal School at Valley City to award a Bachelor of Arts degree in Education (later changed to Bachelor of Science in Education), and designated the institution as Valley City State Teachers College, effective July 1, 1921. The new collegiate status subjected the College to new standards of academic quality and breadth of program. The curriculum in the liberal arts and general education expanded to provide a broader intellectual foundation. The purpose of the institution was enlarged to include the preparation of secondary school teachers and supervisors as well as elementary school teachers, and preparation of students for vocations and professions other than teaching. In 1939, an important development in governance of the institution occurred with a constitutional revision creating a State Board of Higher Education and placing all of the state's institutions of higher education under its control.

Although the College had offered a liberal arts program since 1946, it was not until 1963 that the legislative assembly recognized the expanded mission and designated the institution as Valley City State College. In 1987, the name was changed to Valley City State University.

**Accreditation History**

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

The State Normal School at Valley City received its initial accreditation by the North Central Association in 1915. Recent accreditation history includes comprehensive evaluations conducted in 1982-83 and 1991-92, followed by recommendations for continuing accreditation. 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.
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, the date of VCSU’s focused visit was advanced by one year and coordinated with the comprehensive evaluation scheduled at Mayville State University. The focused visit was completed satisfactorily in April 1996.

**A Decade of Transformation: A Play in Three Acts**

Ten years ago, Valley City State University was a very different place – not the way Chicago is different from Nashville, but the way a cornfield is different in fall from spring. The changes are organic, evolutionary, and productive, but nonetheless dramatic. In the spirit of drama, the University's last ten years are presented here as a play in three acts, depicting a decade of transformation.

**Act I – The Stage is Set (c. 1989-1993)**

Political, economic, and demographic realities set in

To a degree few people fully comprehended at the time, the 1980s were a decade of farm closures and out-migration for North Dakota. The loss of rural economic activity and young families is the undercurrent for all major trends that have been playing out in the state ever since. During the later 1980s and into the 1990s, a number of school districts merged together as enrollments began to decline.

The 1989 legislative session based its 1989-91 state budget on modest tax increases. Legislators’ apparent insensitivity to the economic stresses on taxpayers in the 1980s prompted the people to reject the tax increases in a popular referendum in late 1989, which led to cuts in all state budgets and serious re-examination of priorities and public relations.

Perhaps the most famous phrase in North Dakota history is the “too much mistake,” coined by state historian Elwyn Robinson. The state's founders, he argued, were overly optimistic on most dimensions, including the establishment of too many postsecondary education institutions. The refrain in public discourse that responded to this notion throughout the 20th century was “close small colleges.” In 1990-91, the State Board of Higher Education sought to demonstrate its responsiveness to the people's tax rejection without yielding to the closure refrain. Whatever the Board members may have wanted to do, closing small colleges was a political and legal impracticability, since the colleges have vocal defenders and constitutional status.

Coincidentally, two other major events occurred at the same time. The 1989 legislature also passed a law requiring creation of a seven-year plan for higher education. The Board had spent much effort in the 1980s to organize and flesh out its first policy manual, and the time was right for its first formal statewide planning initiative. Responding to the law brought the Board and campus leaders together in new ways. It also began to increase substantive communication among the Board, the legislature, and the executive branch. In addition, Board members studied a management philosophy that came to be known as Total Quality Improvement...
CHAPTER 1

INTRODUCTION

The Board made three major decisions in the 1990-92 time period to try to demonstrate its responsiveness to cost-conscious taxpayers without harming institutions.

First, the Board created the North Dakota University System (NDUS), headed by a chancellor. The change was primarily symbolic. The Board already governed all affected institutions and employed a Commissioner. Over time, the change has encompassed more centralized budget development and legislative relations, with the campus presidents more clearly reporting to the chancellor rather than the Board.

Second, the Board adopted Total Quality Improvement on behalf of itself and the campuses. The Board published a booklet for all employees explaining TQI and expressing its commitment. Ultimately, the Board did not follow through on this commitment. It was important at the time, however, in shaping the Board’s thinking about its options and in making a statement about what kind of University System the Board wished to encourage.

Third, the Board investigated two proposed structural changes among the campuses and eventually adopted one of them. During the exploration process, the Board put a moratorium on approving proposed revisions of institutional mission statements. This moratorium and lack of clarity about how the new university system might impact institutional autonomy led a visiting team from the North Central Association to require an interim report and visit for Valley City State University.

The proposed structural change that was not adopted was to place North Dakota State University in partnership with the North Dakota State College of Science. The other, which the Board adopted in December 1992, was to place Valley City State University in partnership with Mayville State University, with shared top administrators and the intent to improve opportunities for students. The two universities were the smallest baccalaureate institutions in the state. They had and would retain constitutional, budgetary, and accreditation autonomy. To support improved opportunities for students, the state had been among the first to develop a comprehensive statewide interactive video system (IVN), and it had a statewide online library catalog (ODIN). Although unstated, it is likely that the two primary goals for the new structure were (a) to make a dramatic statement to the people of North Dakota and (b) to decrease administrative overhead costs and allow the savings to fund salaries and instructional activities on each campus.

And at Valley City State University in 1989-1993 . . .

Valley City State University was preparing for a ten-year North Central Association reaccreditation review. Assessment of student learning was a major new requirement
for the accreditation process, and the University prepared its first assessment plan, which NCA accepted.

Key individuals at VCSU had long been fascinated by the potential of instructional technology. In the 1980s, then-president Charles House showcased a mobile instructional technology unit at Board meetings and other events. Through such activities, the Board recognized VCSU’s emerging innovation in teaching and learning using technology throughout the curriculum. In 1990, as part of the Board’s response to the public mandate for change, President House requested and received Board designation for VCSU as the state’s leading institution for instructional technologies and excellence in rural education.

Much of the development of instructional technology came from an informal group of like-minded faculty and staff that organized itself at that time as the Committee for Innovation in Instruction (CII). Its primary purpose was to discuss ways to advance the newly added portion of the mission relating to technology and innovation. All faculty and staff participants in CII were volunteers, and they represented all six academic divisions.

The group obtained a Bush Foundation faculty development grant (1992-95) to provide opportunities for faculty to learn more about instructional technology. It led in developing a new instructional technology degree program, which was approved in 1993. It also worked with K-12 educators to propose establishment of a state-funded center to assist K-12 and other educators in learning how to use technology for instruction. When the legislature funded the proposed organization in 1993, it took on the Center for Innovation in Instruction name and the mission “to improve teaching with technology.” CII has been extraordinarily successful. It is located on the VCSU campus but is quasi-independent. Meanwhile, the VCSU interest group changed its name to the Committee for Innovation and Technology in Education (CITE) and continued to meet, plan, and support relevant initiatives.

Also evident in the new mission statement was the extent to which the Board’s interest in Total Quality Improvement resonated with the VCSU culture. The University brought state and national Total Quality experts to campus on several occasions in the early 1990s and strongly endorsed student-centered learning as its highest commitment. For example, in a major strategic planning initiative in 1993-94, VCSU adopted this vision statement, which remains in effect: “Valley City State University is a nationally recognized learner-centered caring community committed to continuous improvement.”

Recognizing the vulnerability of small campuses, the importance of enrollment growth, and the Board’s growing emphasis in the 1980s on inter-institutional collaboration, VCSU reached out for two new student markets offering courses in Jamestown and an elementary education program at Fargo, in collaboration with NDSU.

The other was in Fargo, on the campus of North Dakota State University, an hour away. NDSU is authorized to offer secondary education, but not elementary education. Its elementary students had been capitalizing on the Tri-College University...
and ultimately transferring to sister institution Moorhead State. The Moorhead State program was full in those years, leaving substantial unmet demand for elementary education in Fargo-Moorhead. Through an innovative approach, VCSU began to offer its elementary education program on the campus of NDSU. The program grew quickly and has now stabilized at its capacity of about 110 students.

When the State Board of Higher Education decided in December 1992 that VCSU would share administrators with Mayville State, the Board was already aware that President Charles House would retire at the end of the academic year. Soon after the Board’s decision, academic vice president Judy Kemp accepted a position in Maine. President House appointed business division chair Ray Brown as acting vice president for the Spring of 1993, and the Board appointed him acting president for the month of July, while the search for a shared president with Mayville State concluded. The Board appointed Ellen Chaffee as president of both institutions, starting August 1, 1993.

Much discussion about the nature of the partnership and extent of shared administration took place throughout 1993 and much of 1994. With the appointment of the president, the universities were in a position to begin shaping the very general mandate of the Board into a reality.

Also during this period, VCSU received state funding to restore much of the main corridor of its main building, McFarland Hall, to its historic look. The project provided a much-needed improvement in appearance, the first major renovation of an old building in several decades.

The University had established fund-raising groups for scholarships in the early 1970s and had a periodic newsletter and Homecoming activities for alumni. Each activity was separate from the others, administered by 1.5 staff members funded by the University. During this period, VCSU received its first two significant bequests, both in the form of endowed scholarships. No one on campus had known these were coming, since the University had no major gifts or planned giving initiatives.

**Act II – Major Changes (c. 1993-1998)**

*Risk, institutional differentiation*

By refusing to allow the 1989 tax increase, North Dakotans set the stage for what has become a decade of financial squeeze. The mid-1990s were characterized by low salary increases, failure to fund inflation, and accelerating deferred maintenance. The campuses began to know the full meaning of the word “reallocations,” both in order to seize such opportunities for improvement as they could and to comply with various unfunded mandates. Through reallocation, the university system made significant efforts to increase salaries of continuing personnel with salary levels being the top priority.

During this period, the impact of farm closures and out-migration that began in the 1980s appeared in K-12 enrollment projections. Everyone within higher
education and many in the general public became aware that the number of high school seniors would wobble a bit for the rest of the decade and then, during the 2000-2010 decade, decline precipitously to a total of about 25 percent fewer seniors. Every institution in the state began to step up its efforts at differentiation, outreach, and marketing. Sometimes these initiatives enhanced the evolution of the fledgling university system; sometimes they were inconsistent with its emphasis on collaboration over competition.

The State Board increased its efforts to create a unified budget proposal for each biennial legislative session, replacing largely unrestrained institutional requests and lobbying with a coordinated set of guidelines and parameters that allowed campuses to define their own uses within budget categories and limits, but did not allow for requests beyond what the Board authorized. In a sense, the Board shifted some competitive politicking that had earlier taken place in the Capitol to its own arena. In doing so, the Board defined each biennium a set of parameters that, in its view, represented a reasonable approximation of equity among the campuses within a reasonable overall budget increase. Capital projects were placed in statewide priority order. Campus presidents were expected to support the Board’s budget and capital proposals.

The shift in budget approach was timely, in that Governor Schafer (1992-2000) expected substantial reallocation in all state budgets as a first – and sometimes last – step in the budget process. Twice he mandated starting the budget process with reductions to a new base (95 percent and 97 percent) and twice the base was “hold even,” without inflation. The Board’s stronger hand on the rudder may have preempted what otherwise could have been major disputes among the campuses.

In 1996-97, the State Board hired a consulting team to review the entire state system from a strategic perspective. Widely known as “the second Bush panel,” (funded by the Bush Foundation) the effort engaged nationally known higher education experts to review progress made since a similar group reported in 1986. The themes of the report were quality, access, and partnerships. It endorsed greater efforts to serve adults and part-time students and more engagement with workforce training. It also implied that the state needed to come to grips with its ambivalence about the number of public campuses.

This report, plus the increasingly difficult budgets, made for a louder chorus decrying “too many campuses.” People held varying views on whether Valley City State University was in jeopardy. Some felt that three smaller campuses would go first, and perhaps that would be enough. Some felt that VCSU had established its value beyond question and would be retained regardless of size. In the minds of many, though, there was no telling how far the state would go once it began any closings at all. It was no secret that the smaller campuses made up only a tiny fraction of the total higher education budget. Once people realized how many would have to go in order to make a real difference financially, the appetite for closure might have become enormous.

In previous sessions over a period of many years, legislators had repeatedly defeated resolutions to take higher education’s section of the state constitution to a vote of
The primary partnering activities between VCSU and MSU were: shared library science minor, collaborative library collection development, exchange of selected courses over the interactive video network, and the initial strategic planning exercise.

With special initiative funding from the legislature, the University built an adventure learning course at the former Kathryn School, 17 miles south of Valley City.

The Board's seven-year strategic plan of the early 1990s evolved through legislative action into a six-year plan with mandated collaboration among the Board, legislators, governor, and public instruction in developing the plan. In this phase, campuses were required to report annually on their contributions to achieving the statewide plan.

And at Valley City State University in 1993-1998 . . .

The beginning of the 1993-1998 period focused on launching a new president and a new administrative structure in conjunction with developing a new strategic plan. Planning activities were frequent, extensive, and intense throughout 1993-94, both on campus and with colleagues from Mayville State. Ray Brown continued as acting academic officer while applying for the shared provost position with Mayville State. The joint search committee recommended others, instead. Dr. Brown left the University and the appointed individual began work in April 1994, but serious problems arose from both campuses before the end of that semester. Extensive attempts at resolution were unsuccessful, and the president terminated the provost in December. Meanwhile, all academic leadership came from the division chairs and faculty. Dr. Brown reapplied for the shared position and served from 1995-1998. Since the president aimed to have either herself or the academic vice president on campus at all times, those two officers rotated, each at VCSU for a week at a time.

Other positions shared with Mayville State at the outset included the vice president for business and the comptroller. Through the remainder of the 1990s, shared positions fluctuated, numbering as many as nine at one point, including human resources director, facilities services director, financial aid director, grants officer, and director of cooperative education. Analyses during the period showed that each institution saved over $500,000 per year in salaries and benefits during peak sharing periods, over $300,000 otherwise. All such funds were reinvested in the University, primarily in additional salary increases to continuing personnel.

The primary partnering activities that took place between the two universities in this period were: shared library science minor, collaborative library collection development, exchange of selected courses over the interactive video network, and the initial strategic planning exercise.

Continuing the University’s interest in Total Quality, VCSU hosted expert David Langford as a consultant. He described a “ropes” or “adventure learning” course at his school, and the notion appealed strongly to VCSU leaders. With special initiative funding from the legislature, the University built an adventure learning course at the former Kathryn School, 17 miles south of Valley City. The course includes
various activities that help people develop leadership, teamwork, communication, risk-taking, and other personal and interpersonal skills. Deciding to establish the course was a far greater risk than it now appears. No such facility was remotely familiar to virtually anyone in North Dakota, and it was sometimes perceived as a very expensive toy or a ridiculous psychological game. Fortunately, both students and leading businesses throughout the region saw it otherwise.

All faculty and most staff members were first to participate when the course opened in 1994, helping build their skills for more changes to come. The course is part of the orientation process for all new students, quickly giving them a sense of belonging. It is a key component in the corporate training minor established in 1996. Through the course, the University serves many diverse corporate clients for their training needs. The course has also allowed the University to offer valuable colleagueship and economic support for the tiny community of Kathryn.

The University had a pre-existing freshman seminar program, but the adventure learning course helped support efforts to increase its scope and effectiveness over the years. The program was retitled Learning to Live, Living to Learn. As of 2000-01, the program incorporates a substantial leadership development component and it continues throughout the freshman year instead of just fall semester.

In 1993, nearby University of Minnesota – Crookston provided all faculty and students with notebook computers. Members of the Committee for Innovation and Technology in Education (CITE) at VCSU paid attention to this development, and soon individuals and small groups were visiting Crookston, supported by the Bush Foundation faculty development grant. The more familiar people became with the notebook campus idea, the more appealing it became as a logical next step for VCSU’s instructional technology leadership position. CITE members recommended that VCSU should have a technology plan and submitted a written proposal to the administration in the Fall of 1994. The proposal called for a committee structure (implemented and called the Technology Advisory Committee) and a planning process developed by the Center for Innovation in Instruction. TAC began work in January 1995, ultimately leading to the notebook initiative.

CITE members and other volunteers participated in writing VCSU’s share of a collaborative Title III federal grant in 1994-95, focusing on faculty development and student portfolios with instructional technology. Their proposed development process complemented two other major efforts. First, the staff of the Center for Innovation in Instruction led a campus team through a comprehensive technology planning process. Second, the Executive Team led an extensive set of structured interactions through which faculty, staff, and students considered the possibility of providing universal access to computer technologies. Consensus was to proceed with that initiative. The University appointed a chief information officer (CIO), the first such position in the state university system. The technology planning team became a permanent Technology Advisory Committee, and the CIO’s staff group became the Information Technology Center.

Fortunately, the Title III proposal was funded in 1995-2000. The grant provided faculty development and key equipment in support of the notebook initiative.
Grants from the Bush Foundation supported other essential faculty development opportunities. The University gained authority from the State Board to levy a notebook technology fee of $850 per student per year to pay the direct cost of the student computer, software, and key support. This represented a tuition/fee increase to students of nearly 50 percent in a single year – arguably suicidal for a small campus with adverse demographics and keen competition. This was a second major risk for this time period following the risk of shared administration, but it generated essentially no dissent on campus. People believed that this was the right thing to do, period. Enrollment was steady that first year and has been ever since.

The University reallocated to cover all remaining costs of the notebook initiative – the state provided no additional funds. Costs included completing the campus network, purchasing extensive equipment beyond what was covered in the grant, paying the new CIO and limited additional technical staff, and renovating nearly all classrooms for 100 percent technology use.

The driving vision behind the Title III grant was not the notebook initiative, however. Rather, the grant was aimed at eventually requiring all graduating students to have produced a digital portfolio of their best work in college. This requirement takes effect for all graduating seniors starting in Spring 2002. During the early years of the grant, the portfolio’s purpose was seen variously as a way of assessing and documenting student academic achievement or as a dossier for prospective employers. Pursuing and sorting through this and related issues represent a major portion of the University’s attention to assessment during this period.

All faculty received notebook computers in Winter 1995; all students received them in Fall 1996. During 1995-96, extensive classroom renovations, infrastructure development, and equipment purchases took place along with considerable training. Curriculum changes were made to ensure student competency with the computers from the beginning. Decisions about software, image, help desk, and peripherals took place along with decisions about training topics and methods.

The Board and the University were eager to conduct research about the impact of technology on learning, but time and resources did not permit a comprehensive approach. Several professors led specific projects to identify changes in faculty practice and student perceptions of impact. Limited as they are, those initiatives are remarkable in several respects. They were done voluntarily, with only minimal support from Bush Foundation grant funds; they represent high quality research methods; they encompass nearly all aspects of teaching and learning; and they document both massive classroom changes and strong student support for those changes.

Another innovative approach to institutional assessment began in 1995 with the University’s first Report to Investors. Produced annually through the vice president for student affairs, the report details multi-year trend lines and key facts about the University on dimensions about which the public, boards, and legislators typically want information. The report is a major contribution to address public expectations of accountability. In addition, it serves as a set of key indicators for those who set priorities for University improvement.
Another major initiative of this period capitalized on several years of development by Spanish professor Kay Kringlie, who had been visiting UABCS, a college in La Paz, Mexico, every year. As her relationships there evolved, she made it possible for the two universities to implement a partnership agreement for the exchange of students and faculty. The first such agreement was signed in 1994. In an effort to reflect the ideals put forth in the North American Free Trade Act, Dr. Ray Brown also built a relationship with Brandon University in Manitoba to expand the opportunity for international exchange. VCSU also assisted Brandon University in developing a relationship with UABCS, resulting in a tri-lateral agreement in 1998. In 1999, the University entered a partnership with URSE, a University in Oaxaca, Mexico.

As these changes developed, faculty and staff felt the need for a revised mission statement. Through extensive consultation, they developed the current mission, approved by the State Board in February 1998:

Valley City State University is a learner centered community dedicated to continuing improvement in meeting student needs. Preparing individuals to serve in a changing world, the institution provides a quality educational experience in an innovative culture and a technologically enhanced environment.

A leader in the effective use of instructional technologies, Valley City State University is a member of the North Dakota University System and offers baccalaureate degrees in education, business, and the liberal arts.

The new mission statement confirms the significance of learner-centered instruction, innovation, and instruction technology as hallmarks of VCSU’s efforts to prepare individuals to serve in a changing world.

The relentless search for new frontiers and better ways that has come to characterize Valley City State University soon produced another major grant proposal. The University won another $1.7 million in federal Title III funds, this time as a single institution, for the period 1998-2003. The purpose was to take major steps toward the concept of customized learning. This concept evolved from the notion that technology is only a tool, a means to the end of better learning. The question then became, “Better in what ways?” Faculty immediately used technology to improve standard classroom experiences, which was one vitally important answer to that question. But technology opened so many doors – distance delivery, for example, as so many other campuses were beginning to pursue. VCSU took a different approach.

Customized learning comes from the university’s commitment to learner-centered education. The best way to be fully learner-centered would be to do all those things, and only those things, that help the learner achieve his or her educational and professional goals, and to do them in ways that best fit the learners’ time, pace, and learning style. In other words, distance from a campus is only one of many dimensions on which learners differ. VCSU focused on the other dimensions in defining and pursuing customized learning. Through the grant, VCSU is developing...
A different kind of customizing came from conversations with personnel at Great Plains Software, a highly successful Fargo firm. At the University's invitation, they defined their entry level knowledge and skill requirements and VCSU customized its curriculum to address those expectations. The company provides an exceptional internship period as part of the program.

During this period, the University also established and grew the Community School of the Arts to provide community service and to enhance several aspects of the arts program. In addition, the music program sought and received full accreditation from the National Association of Schools of Music.

The National Council for the Accreditation of Teacher Education conducted a review of that program and cited it as exemplary. The North Central Association conducted an interim review, including a site visit, and was satisfied with its findings.

Clearly, Valley City State University was a center for productive change in the mid-1990s. Reviews during that period by NCA, NCATE, and NASM all confirmed that change was not coming at the expense of quality direct services to current students.

Some key factors probably contributed to maintaining a sense of order and progress in the midst of change:

First, the University had a simple, dynamic strategic plan with annual revisions, published for annual distribution in the fall in conjunction with a presidential State of the University address that focused each year on the accomplishments of the last year and the themes for the year ahead.

Second, the University placed a heavy emphasis on communication of all kinds. During the period, both voice mail and email capabilities became available to all and were used to good effect. The Executive Team held periodic town hall meetings; the faculty held weekly LCE discussions (learner-centered education) and periodic brown bag sessions on various topics of interest.

Third, the leadership structure placed considerable responsibility on division chairs and other faculty leaders, since designated academic leadership was part-time or non-existent throughout the period. This is hardly a recipe for success on every campus, but the people of VCSU were demonstrably up to the challenge. The atmosphere at VCSU is open, yet people respect governance and procedures, creating a climate within which much decentralized initiative could take place without trampling on others.

The dominant changes to physical facilities during this period related to technology – completing the campus network to every building, classroom, office, and residence hall room; creating the Help Desk and the Instructional Media Center; and
renovating nearly all classrooms for power and network at each student seat and presentation equipment at the front of the room. In addition, the state supported continued restoration of the main floor of McFarland Hall, with a dramatic improvement in the student services facilities.

During this time, VCSU sought and found private funding for facilities projects for the first time in its history. Projects funded partially or entirely with private dollars include the electronic sign at the entrance to campus, the track, football stadium seating, and the playing floor in the field house.

The University’s relationship with the community took on new dimensions, too. For the first time ever, anywhere in North Dakota, the city allocated economic development funds to market the University to prospective students. The total amount over three years exceeded $160,000. The economic development corporation created an ex officio board position for the VCSU president, a role in which she has been actively involved. The University is also deeply involved with the local Chamber of Commerce. The Kathryn Center for Lifelong Learning, a unit of VCSU, has become an active member of the Fargo-Moorhead Chamber of Commerce.

Finally during this period, the University worked with key volunteers to define and create a unifying VCSU Foundation to serve as an umbrella group for its scholarship and alumni groups. Professional staffing was improved and fund-raising efforts became more coordinated and diverse. The Foundation also established a new group for major giving called the Board of Regents.

**Act III – Maturation and Development (c. 1998–present)**

**Payoff**

Early in 1999, the legislature established a study committee on higher education to function during 1999–2001. Senator David Nething chaired the group and conducted it in a most unusual way. Working with the State Board, he named two consultants to facilitate a planning process and expanded his committee of 21 legislators to include 40 business and government leaders and representatives of key constituencies inside higher education. The expanded group, the Roundtable on Higher Education, met periodically throughout one year and produced a report with numerous recommendations for change on the part of all players related to higher education. The primary themes of the report are to make higher education the engine for economic growth in North Dakota and to provide flexibility with accountability for campus operations.

The State Board adopted the report and constructed a new strategic plan for itself from its Roundtable action agenda. The Board revised the structure of its meeting agenda to correspond to its strategic plan. It required all campuses to submit their Roundtable plans within four months. It structured the system budget request in accordance with the Roundtable recommendations. In short, the Board is utterly serious about the Roundtable report, and the evolution from no shared planning to integrated state/campus planning is complete.
INTRODUCTION

Changes in the structure of the budget are expected to be significant. For the first time, the budget is based on a single line item (operations) and tuition revenues are exempt from the appropriation process.

The University's Roundtable plan has become its new strategic plan, using the state-specified format.

The state's economy and demography continue to place extraordinary pressures on the state budget. The general fund appropriation for 2001-03 will not fully fund inflation. Salary increases are pegged at three percent in 2001 and two percent in 2002, likely to firmly ensconce the state in its typical 50th place for faculty salaries.

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Changes in the structure of the budget are significant. For the first time, the budget is based on a single line item (operations) and tuition revenues are exempt from the appropriation process. Each campus has been provided with a set of nine peer institutions from other states. The Board is in the process of defining a long term financing plan for each campus based in part on how it compares with its peer institutions. The state had not been fully funding its enrollment formulas for years; this new approach moves the process even farther from enrollment as a driver for state general fund appropriations, and it increases the potential benefit of increased enrollment and tuition revenue.

In June 2001, the Board granted each campus unlimited authority to grant tuition waivers. In light of North Dakota demographics, VCSU wishes to consider approaches that will support efforts to recruit out-of-state and international students who have good prospects for success in college.

One of the three premises of the Roundtable was that it aimed to support a positive future for all of North Dakota, not just the urban areas. The state is entering a period of dramatic reduction in the expected number of high school seniors from one year to the next. All campuses are doing their best to recruit in state and elsewhere, and the two research universities have both announced major enrollment increase goals.

The state has hired a chief information officer and his leadership is resulting in major improvements in networking the state, especially rural areas. The vision calls for digital capacities that would allow extensive, sophisticated distance delivery among schools at all levels and with business and industry. The state has a fledgling Information Technology Council, of which the president of VCSU is a founding board member. The state chamber of commerce is in the midst of a highly participative New Economy Initiative that is designed to define new pillars for a successful economy in North Dakota and build a base of understanding and support for those pillars. One of them is information technology.

The University's Roundtable plan has become its new strategic plan, using the state-specified format. Most of the state focus is on economic development, education excellence, and access. To provide a more complete plan to address the university's needs, the new strategic plan adds a number of objectives designed specifically to

And at Valley City State University in 1998-present...

The University's Roundtable plan has become its new strategic plan, using the state-specified format. Most of the state focus is on economic development, education excellence, and access. To provide a more complete plan to address the university's needs, the new strategic plan adds a number of objectives designed specifically to
increase enrollment, with a priority for full-time on-campus students. The University will participate in distance delivery as feasible, but under current conditions its priority must be to ensure a stable base on campus.

When Ray Brown left the academic vice presidency in 1998, the chair of the business division served as acting vice president for a year, as did his counterpart at Mayville State. The president authorized a search for an academic vice president for VCSU only and named the acting vice president at Mayville to the permanent position there. The current academic vice president, Les Wong, began the position in 1999. Dr. Wong found that some routine office functions had not been tended during the preceding years of a shared vice president and exceptional academic change. Tending to these, including gathering updated faculty vitae, and completing program reviews, has been a top priority.

With this change and on-going questions about the nature of the partnership with Mayville State, the president appointed a task force in Fall 2000 to study and make recommendations about the relationship between the two institutions. At the end of that process, the president announced the following decisions:

- To recognize that sharing of administrators will continue unless and until the State Board of Higher Education decides otherwise.
- To refer to the arrangement between MSU and VCSU as “shared administration.”
- To encourage collaborations between the two institutions that would (a) provide more time for professional development, (b) assist in addressing low-enrollment classes or programs, (c) enrich the learning opportunities for students, or (d) provide opportunities for both campuses to increase enrollment.
- To request consideration of the costs of shared administrators in the budget allocations for 2001-2003.

The new Title III grant continues, with development of online courses in technology education. Efforts to move to online student services have been frustrated by lack of an adequate state information system and lack of authority to acquire an independent system. The position of director of instructional technology, originally funded in the earlier Title III grant, is now funded by the institution.

VCSU faculty and staff are developing an unprecedented number of grant proposals. The Bush Foundation continues to provide strong support for faculty development, with the current grant focusing on assessment. Two science professors have won applied research contracts, an education professor has a curriculum grant, and the Education Division has a PT3 (Preparing Tomorrow’s Teachers to Use Technology) grant in partnership with local K-12 schools. Several others are outstanding, including one that would support a partnership with a tribal college.

Many courses have become hybrid in their integration of technology, in which class meetings and distance delivery are blended and some students may participate almost entirely online. The integration of technology into core teaching and learning processes has become so complete as to be almost invisible to participants any
more, except when people come to visit or when the media produces a story. In addition to visits from state and regional colleagues, VCSU has hosted national and international visitors. A list of these may be found in Chapter 4, page 57. Such visits and stories are becoming a much-appreciated part of normal life on campus as well.

Students are well into the process of developing their digital portfolios, with the model being documentation of performance on the University’s required Abilities, hence focusing on assessment rather than prospective employment. Faculty are developing refined definitions and assessment strategies for the Abilities, and an Abilities booklet was published in 2000 for faculty orientation. In addition, all faculty applying for tenure and promotion in 2000-01 did so through submission of their own digital portfolios.

Academic divisions are experiencing some reorganization. Computer Information Systems has joined the business division and technology education has joined education. The CIS program has been revised significantly. In 1999, the general education program was revised to incorporate the Abilities students must demonstrate for graduation.

The major state-funded capital projects now are in the ADA, life safety, and basic infrastructure categories. These categories are consistent with projects funded by the state on nearly all other campuses due to a severe backlog of deferred maintenance projects.

The county economic development agency has decided to focus on VCSU graduates as the key local resource. The agency and the University worked together to design and fund a 20,000 square foot building known as the Regional Technology Center. The Center for Innovation in Instruction rents one-fourth of the space and provides building management services. The University rents one-fourth of the space for the new technology education program. The remaining space is to incubate technology-based businesses. The building’s grand opening was May 1, 2001, and several business tenants are preparing to occupy space in it. The University will continue to work closely with the project to provide expertise as needed.

A number of VCSU faculty members have also become active participants in programs at the Barnes County Historical Museum, which moved into spacious downtown quarters and hired a director in 1998.

The VCSU Foundation has emphasized building relationships with prospective major donors, including distant alumni, in recent years. The goals are to increase membership in the Board of Regents and to increase planned giving. During the 1990s, University support for the Foundation has dwindled to almost no funding due in part to ambiguous messages from the state about the appropriateness of state funding for such activities and partly as a means of coping with on-going reductions in state funding over the years.
Similarly, the Kathryn Center for Lifelong Learning has been weaned from state support far sooner than anticipated. Administrators have been exploring alternative structures that, they hope, will preserve all the functions of the center at less cost.

**Epilogue**

Common lore has it that smaller organizations are more nimble and threatened organizations are more motivated to change than others. While VCSU is among the smallest public baccalaureates in the nation and the changes it has made in the last ten years stretch the imagination, there is nothing small about its ambitions, nothing desperate about its culture, nothing ill-conceived among its moves. One cannot fairly write off the changes at VCSU as driven by sheer necessity. The institution had legitimate choices at every step of the way, and it consistently chose the boldest possible move that would strengthen the teaching and learning processes.

University leaders believe that Valley City State University is well positioned to meet the challenges of the coming decade and beyond. The integration of technology in teaching and learning represents a substantial asset both for recruiting traditional students to campus and for enabling the faculty to reach out with relative ease to distant students. It also helps the University attract exceptional new faculty and staff.

The new strategic plan shows a strong emphasis on enrollment development both through substantive changes such as new majors and through increased emphasis on marketing. Some consultants and visitors in recent years have cautioned the University not to rest on its laurels – especially, not to relax after one or two years of implementing the notebook initiative. Events of the last ten years clearly demonstrate that the University has repeatedly sought the edge of the cliff, the frontier of best practice. The University will now find ways to maintain that culture and momentum while paying greater attention to its public image and market development opportunities.

**The Self Study Process**

The 1994 report on documenting academic achievement and the self study required for the focused visit in 1996 have necessarily assisted in laying the groundwork for the 2001-2002 self study process. The parallel preparations for an NCATE continuation visit in Fall 2001 have also assisted the process of thoughtful, thorough review.

In 1999, the president appointed two self study co-coordinators, who attended the NCA convention in Chicago in April of that year and began the early planning of the self study process. Additionally, the Institutional Improvement Committee, comprised of faculty members from each academic division, students, members of the Executive Team, and staff representatives, was charged with the task of serving as the Steering Committee for the self study.

The Steering Committee developed a timeline, a working outline of the study, and created six task groups, one for each of the five criteria, and one to review VCSU’s
The report that follows first examines the significant innovations of the past decade, as they have developed from serious, thoughtful implementation of the mission. Two members of the Steering Committee chaired each of these groups. These task groups collected and analyzed data and wrote preliminary drafts relating to their assigned sections. Committee report sheets for both the GIRs and Criterion reports, as well as copies of minutes, are available in the resource room.

Under the direction of the new VPAA in 1999-2000, all departments updated or completed new program reviews. In Fall 2001, divisions were asked to use these program reviews to provide division narratives that summarized pertinent information for the task groups. These narratives are available in the resource room. The Steering Committee met weekly during the Winter and Spring of 2000-2001, reviewing drafts and identifying further additional study. Final drafts were reviewed and refined in Summer 2001, and the Report was completed in August 2001.

**The Self Study Report Organization**

The report that follows first examines the significant innovations of the past decade, as they have developed from serious, thoughtful implementation of the mission. The next section outlines the University’s responses to the concerns of the 1992 and Focused Visit (1996) team reports, followed by sections presenting patterns of evidence for each of the five Criteria of Accreditation. The General Institutional Requirements and the Basic Institutional Data forms are located in appendices. See the Table of Contents for the detailed organization of the Report.
Chapter 2: A Decade of Transformation

The 1992 self study theme was the University in Transition, as changes in the North Dakota University System in the early 1990s placed VCSU in the situation of responding to those changes and their effects. The State Board of Higher Education mandated a sharply defined institutional mission, “for the superior small-college preparation of teachers and of small-business personnel for its region,” and its statewide mission of developing instructional technology applications. This mandate for change shaped the challenges for VCSU clearly: to transform “education[al] practice within a culture of innovation” (Holleque, 2000). The dynamics of change and the University’s innovative responses to the Board’s mandate have resulted in far more than mere transition: for VCSU, the 1990s have been a decade of transformation.

The University vision statement from 1994 broadly indicates the philosophic concerns of the campus and the intent to pursue excellence in education:

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

The national recognition over the past few years from the Blackburn Award for Administrative Excellence (1997), CAUSE Best Practices in Professional Development (1996), top regional public liberal arts college (US News 1998, 1999, 2000), and Computerworld Premier 100 IT Leaders 2001 shows VCSU’s successful pursuit of the direction indicated in its vision. The innovative changes in teaching and learning on campus follow naturally from the student-centered philosophy the vision statement suggests.

The University’s mission statement has been revised during this decade from a simple statement of program and clientele to one that emphasizes the prevailing teaching philosophy and technology focus of the institution:

Valley City State University is a learner-centered community dedicated to continuing improvement in meeting student needs. Preparing individuals to serve in a changing world, the institution provides a quality educational experience in an innovative culture and a technologically enhanced environment.

A leader in the effective use of instructional technologies, Valley City State University is a member of the North Dakota University System and offers baccalaureate degrees in education, business, and the liberal arts.

Approved by the State Board of Higher Education, February 1998

The central ideas of the mission statement have guided faculty, staff, and administration in their efforts to meet the challenges of the State Board of Higher Education’s mandate. The process of planning, review, and revision which VCSU’s vision, mission, and strategic planning follows is discussed in detail in Chapter 4, page 51).
This chapter provides an overview of the key initiatives and significant changes on campus over the past decade, using phrases from the mission statement to demonstrate the ways these changes fit within the framework of how the University sees itself, its relationships with others, teaching and learning on campus, and the uses of technology in education.

**A learner-centered community dedicated to continuing improvement in meeting student needs...**

Over the past decade, VCSU faculty and staff have actively sought ways to improve the quality of learning and living that students experience at VCSU. The customized learning initiative and the transformation of the first year orientation program are two strong examples of the University's concern for meeting student needs. Two new partnerships with area high schools (dual credit) and the NetWork Center in Fargo provide concrete illustrations of the ways the University may customize learning to assist students in meeting their goals.

**Learning to Live, Living to Learn**

Valley City State University has a long tradition with freshman experience programs. In conjunction with a FIPSE grant which promoted the concept of creating a learner-centered community, significant revisions began during the 1993-94 academic year to align the freshman experience with this learner-centered concept. A group of student leaders, working collaboratively with faculty, staff, and administration, comprised a committee whose charge was to redesign the freshman experience, formerly “Freshman Dialogue.”

This planning committee recommended a new title, “Learning to Live, Living to Learn,” which reflects two important foundations of a learner-centered campus community. The first part of the title, Learning to Live, focuses on the adjustment students must make and the skills they must develop to succeed in a higher education environment. The second part of the title, Living to Learn, introduces the importance of lifelong learning.

The planning committee also recommended that the freshman experience should promote student leadership and development opportunities, not only for freshmen but also for upper-level students, beginning with the active role students performed on the FIPSE Advisory Committee and the Learning to Live Planning Committee. Involving upper-level students as members of the planning committee and as mentors to new students were the first stages in creating a freshman experience which would eventually feature upper-level students as course instructors.

Revisions in the Learning to Live, Living to Learn program also include an orientation component for new freshmen. Beginning in August 1994, freshmen received an opportunity to participate in adventure learning activities ("ropes course") at the Kathryn Center. While adventure learning was voluntary in 1994, it has evolved to become a required component of the orientation activities provided for freshmen.
during the opening weekend activities. Student feedback from surveys about their experience at the Kathryn Center indicates their satisfaction with this initiative.

Learning to Live, Living to Learn continues to stay aligned with the concepts of learner-centered practices. Featured components of class activities from the Learning to Live program include:

- Freshman pre-registration for classes prior to the start of fall semester. As part of the registration process, they register for Learning to Live, Living to Learn. Twelve sections are offered and maximum enrollment for any section is 16 students. Small class size promotes positive relationships between instructors and students and among students within each section.

- Orientation activities during opening weekend, required for new freshmen as part of the Learning to Live curriculum. Weekend activities are scheduled so students spend at least 16 hours within their Learning to Live groups in adventure learning activities at the Kathryn Center for Lifelong Learning, in notebook computer checkout and computer training sessions, and in other scheduled activities that promote teamwork and social skills.

- Curricular units, including access to campus services, VCSU Handbook on campus policies, time management, learning styles and study skills, conflict resolution and group dynamics, and academic advising. A Learning to Live manual with class activities is required for all class participants. In addition, campus speakers meet with each section to address a variety of issues (i.e., substance abuse, career planning, financial aid, international student programs) during the academic year. Learning to Live sections are also required to attend some of the convocation programs sponsored by the VCSU Program Board and the Student Senate.

- A community service project. Each section must select, plan, and implement a community service project. Collaboration and teamwork are emphasized; service projects require a minimum of eight hours participation from each student during the implementation phase.

Future plans for the Learning to Live program include more consistent and more formal evaluation of the program through review by the Curriculum Committee, stronger integration with the general education program, and exploration of using the Kathryn Center for Lifelong Learning to deliver curricular units on stress management and team building skills.

**Customized Learning Initiative**

In her 1997 opening address, President Chaffee called for open, flexible access to education, mass customization of education, and learner-directed processes. She was referring not to traditional distance education, but rather learning that is self-paced, full-or part-time, any place, experiential, career focused, lifelong, and targeted to meet learners’ goals.
VCSU has begun moving this direction in several ways:

- The targeted use of Title III and Bush Foundation grant money has placed programs and campus courses online, and supported faculty development in customized learning, including extensive, ongoing training in the use of Blackboard, and the increased use of faculty websites for teaching.
- Student Services has implemented changes to accommodate students: the entire NDUS system implemented ALFI (Access Line for Information), a web-based registration, which was beta-tested at VCSU in Fall 2000 and Spring 2001; and, with the assistance of Title III funding, the institutionalization of student services online will be completed by 2003 (see chapter 9 for further discussion of this development).
- Online communities for faculty and students were created in 2000 as the portal for access to online information.
- The development of a faculty development framework (see section below, page 28) will assist faculty in applying learning theories and innovative instructional techniques to create learning that is convenient, effective, and efficient.

**Dual Credit**

Guidelines established by the North Dakota Century Code (28-32-01, Subdivision Q of Subsection 1; 1997 Senate Bill 2003) authorize dual credit courses that can receive both high school and college credit. Eligible students in grades eleven and twelve may earn dual credit by enrolling in any course at either their high school or VCSU if it has been jointly approved by appropriate high school and University administrators.

VCSU has partnered with Valley City High School, Oakes High School, the Vocational Center, and Lisbon High School to provide university credit for specific courses taught in the high school; the high schools also provide high school credit for specific courses high school juniors and seniors may take on the VCSU campus. Per VCSU policy, high school faculty teaching Dual Credit courses must be reviewed by the granting department and possess the same credentials as departmental faculty (VCSU 601.5). Credentials are reviewed by department and division chairs prior to appointment.

Through the dual credit program, the University provides significant opportunities for high school students who are eligible to participate. Being enrolled concurrently in high school and the University provides these students access to a broader selection of courses, greater flexibility in their class schedules and an opportunity to be challenged academically. It allows students to make efficient use of their time by getting an early start on completing requirements towards a college degree. It also benefits the student financially since the student is still living at home and pays only the required tuition and fees for these credits with no room, board, or other related fees attached. While providing this service to these students, the University gains valuable exposure within these high schools which may positively impact future enrollments.
The NetWork Center

The NetWork Center in Fargo, ND, is an approved off-campus site offering credits in the Computer Information Systems-Networking Concentration Major. Starting in Fall 2000, the partnership with the NetWork Center allows students to pursue intensive training and hands-on experience in the information technology industry and earning prestigious industry certifications such as A+, CNE, and MCSE at the NetWork Center while receiving academic credit for the training as an integral part of a bachelor’s degree at VCSU with a major in Computer Information Systems (CIS).

Currently no on-campus VCSU students participate in the program. The NetWork Center is a Veteran’s Affairs approved training site for vets who are on vocational rehabilitation or recently discharged. Credits from prior academic experience are transferred into the program to meet the degree requirements for the BS in CIS-Networking Concentration. NetWork Center students pay all fees, receive student IDs, and are encouraged to participate in university programs. Because the NetWork Center provides computers and network access, the notebook fee is waived for these students per agreement with the NetWork Center. With the change in financing models for NDUS institutions, the leadership team at the NetWork Center and VCSU will be reexamining the partnership in the Summer of 2001 to consider other revenue enhancing strategies beneficial to both partners.

In order to assure quality of instruction and content, a full-time campus faculty person oversees the curriculum and acts as liaison. Part of the assignment is a weekly physical presence at this off-campus site, and any grading is done in consultation with this faculty member.

Over the last year eight to ten students have taken advantage of the opportunity to receive VCSU credit for their training at the NetWork Center. All of them report high satisfaction with the training and supervision. As the program develops, there will need to be a re-examination of how this opportunity can be made available to on-campus students. Three major issues need to be resolved:

- The distance (over 60 miles) makes regular commuting expensive for students.
- It is also cost prohibitive for the NetWork Center to send equipment and trainers to Valley City on a regular basis. This problem is significant but not irresolvable.
- The training at NetWork Center is a full-time assignment (40 hours a week) and prohibits campus students from enrolling in any other coursework.

Both NetWork Center and VCSU recognize these issues. Current and ongoing program review will seek solutions to what is an excellent opportunity for students.
Preparing individuals to serve in a changing world...

Students, faculty, and staff remain aware of the changing concerns and focus of the world beyond the classroom walls. Over the past decade VCSU has developed several significant partnerships to help the University prepare students effectively.

Microsoft-Great Plains Business Solutions

Microsoft-Great Plains Business Solutions, of Fargo, ND, entered into an arrangement with both Valley City State University and Mayville State University in 1998 to design a student internship experience that met the needs of the company and the students of the universities. The internship is part of the Business and Information Technology Division curriculum that faculty, in conjunction with MS-Great Plains personnel, designed specifically to meet MS-Great Plains' entry-level skill requirements. The Board approved this arrangement under 403.1 Program Approval as a symbol of the importance of this corporate-university partnership in North Dakota.

The internship has two stages implemented over a seven-month period. Selected students in the first stage experience extensive and intensive training within the Customer Service and Technical Support areas of MS-Great Plains. During this period, students become oriented to the culture of MS-Great Plains, noted by Fortune Magazine as one of “The Best 100 Companies to Work For.” The second stage focuses on the job performance. Positive performance reviews by both the faculty supervisor and the company performance review team are required to move from phase one to two.

The director of career services and the Division of Business and Information Technology chairperson coordinate admission into this internship program. The student completes forms, an extensive interview process ensues, the division chair grants final academic approval, and the student then reports to the assigned area at MS-Great Plains. To ensure quality and sufficient progress towards learning, the division chair supervises the internship and assigns grades on a pass/no pass basis. The division chair works closely with the internship coordinator and the MS-Great Plains unit manager.

Since Summer 1999, ten student interns have been enrolled at MS-Great Plains, in Customer Service, Development, and eProcurement. This internship is arranged during the summer between the junior and senior year and continues into the student’s senior year. Of the ten interns enrolled, four have been offered permanent employment with MS-Great Plains upon graduation. Students report significant satisfaction with the experience. The job offers also confirm the company’s satisfaction with the intern’s performance.

Annual follow-up meetings involving the president, vice president, division chair, and director of career services have occurred with the corporate vice president and unit supervisors of MS-Great Plains. Every facet of the partnership’s actions are examined to ensure a quality experience for students. MS-Great Plains also attempts
to hold an on-campus recruitment day and Career Services hosts an MS-Great Plains Day during the spring semester. The relationship has been a productive one for students and for faculty. In exchange for this internship, VCSU uses Great Plains software (gifted to the Business and Information Technology Division) in the accounting courses and by CIS majors in networking.

**International Programs**

To prepare its students to live and work in a global environment, Valley City State University has signed formal partnership agreements with universities in Mexico and Canada:

- Brandon University, Brandon, Manitoba (Nov. 17, 1998)
- Universidad Autonóma de Baja California Sur, La Paz, BCS (June 15, 1994)
- Universidad Regional del Sureste, Oaxaca de Juárez, Oaxaca (October 20, 1998)

Since 1995 there have been 25 student exchanges and five faculty exchanges; recently two secondary education students have completed their student teaching in La Paz. Mexican students serve as language laboratory assistants and provide students enrolled in Spanish classes an opportunity to practice with native speakers. The agreements among the schools provide for two scholarships (tuition waivers) for each year. For Mexican students, VCSU also waives the technology fee and provides a double room in student housing. Should the Mexican student stay at VCSU an additional year, he/she may apply for other types of scholarships. However, the agreement is understood to be for two new students each year.

In October 1999, the VCSU international program, in cooperation with the Valley City Chamber of Commerce and the city of Valley City, hosted *Fiesta Mexicana*, a commercial and cultural event featuring handcrafts, folk art, dancing, and music from Oaxaca and La Paz. Plans are being made for future cultural exchanges: the VCSU Band and Choir are fund-raising for a trip to Mexico in 2002, and a second *Fiesta* will be held on Sept. 27-29, 2001.

International efforts continue to expand. During the 2000-2001 academic year there were over 30 students (not including Canadians) from international lands. Many of these students receive full or partial tuition waivers and work on campus. These students represent countries such as Zimbabwe, Bulgaria, Ghana, Mexico, Nigeria, and Poland. Most significant was the appearance of African students who hit the VCSU web page, applied and enrolled. They have become actively involved in campus activities (two are now student senators), and they have become instrumental in identifying other African students interested in attending. They are also academically well prepared and doing well in their classes. Students from Gambia, India, People's Republic of China and Nepal have applied for the 2001-2002 academic year. These students bring a world perspective to the campus and classrooms.
Also, in the year 2000-2001 negotiations with the People's Republic of China's Ministry of Education are examining a significant student population for the 2001-2002 year and beyond. China has expressed an interest in placing up to 50 students per year in VCSU programs for a two-year cycle. Negotiations are into their fifth month as of this writing. Faculty and student exchanges are also on the agenda.

The institution provides a quality educational experience in an innovative culture...

VCSU's innovative culture has been the major key to changes this past decade. The shift to Ability based assessment, the development of the Kathryn Center for Lifelong Learning, and the shared administration with Mayville State University illustrate the innovative culture in which the University works.

Ability Based Assessment

The advisory council for the 1995 FIPSE grant, in consultation with faculty and administration, guided the University's focus on assessment. One of its activities was to restate the Foundation Studies objectives as desired Abilities in behavioral terms to facilitate measurement; faculty formed groups to define these Abilities and determine ways to measure student progress in each.

In the ensuing years, a combination of Bush Foundation and Title III funds facilitated faculty projects and training; by 1999 the Faculty Ability Groups had defined eight Abilities and the specific skills related to each Ability. In Spring 2000, each Faculty Ability Group wrote rubrics to identify five levels of performance for each skill. The Abilities and their related skills are listed in Table 2.1.

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<tr>
<th>Ability</th>
<th>Related Skills</th>
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<tr>
<td>Aesthetic Engagement</td>
<td>Receptivity</td>
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<td>Visualization</td>
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<td>Collaboration</td>
<td>Positive Interdependence</td>
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<td>Performance</td>
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<td>Effective Citizenship</td>
<td>Provides Service to Others</td>
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<td>Teaches Others</td>
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<td>Change Agent Skills</td>
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<td>Global Awareness</td>
<td>Works with Diversity</td>
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<td>Understands System</td>
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<td>Interrelationships</td>
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<td>Problem Solving</td>
<td>Gathering Information</td>
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<td>Creative Thinking</td>
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<td>Decision Making</td>
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<td>Systems Analysis</td>
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<td>Technology</td>
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<td>Applies</td>
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<td>Wellness</td>
<td>Self-Management</td>
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<td>Self-Worth</td>
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Table 2.1. VCSU Abilities and Related Skills
Faculty Senate adopted the *Abilities, Skills, and Levels* document in April 2000. This document, with its definitions and rubrics, is available in the resource room, on the web (<www.vcsu.edu/documents>), and on the I drive of the campus network.

General education (formerly Foundation Studies) areas developed designated Abilities (see *2000-02 Bulletin*, p. 29; also, general education course syllabi); in addition, every division has selected the particular Abilities its students will demonstrate with high proficiency (indicated in the *2000-02 Bulletin* on each division page). Students use the Abilities selected by their division/department to focus their digital portfolios (described below, page 34).

Faculty and departments are exploring the potential of outcome-based assessment using the Abilities. The senior portfolios offer a summative assessment measure; faculty in each division are developing rubrics and benchmarks to usefully evaluate both the students and the programs. Some departments are developing formative assessment measures to use with the senior portfolios to evaluate program effectiveness. In addition, the most recent Bush Foundation funding will support Faculty Ability Group review of each Ability, campus-wide, at the sophomore and senior levels. The Abilities and their use in both institutional assessment and general education are further discussed in Chapter 6, pages 108 and 125.

**Kathryn Center for Lifelong Learning**

In August 1994, the University opened an innovative student and employee training center in Kathryn, ND. The Kathryn Center for Lifelong Learning, with offices located on the campus of Valley City State University, provides performance-based, customized training to campus, local, and regional organizations. The center’s program is designed to promote teamwork, trust building, peak performance, and leadership development for individuals and organizations through interpersonal skills training. Originally focused on adventure learning, the high ropes challenge course, the program has developed numerous “hands-on” workshops in such areas as leadership development, facilitating, team and personal development, customer service, problem-solving, and personality assessment. The center also offers computer training. Much of its work is customized to meet the needs of corporate or organizational sponsors.

Since 1994, the KCLL has evolved into a vital organization consisting of a director, an adventure learning coordinator, a customized computer coordinator, a half-time administrative assistant, work study students, a student assistant, and periodic interns. In addition to these, several faculty and staff members are trained to facilitate both “high” and “low” ropes activities. The KCLL Advisory Council, a representative group of VCSU personnel and clients, advises the president and director of the center regarding planning, development, policies, and procedures. It helps identify, develop, and implement the most effective and promising programs, clients, and methods. The State Board officially approved the KCLL as a unit of VCSU on November 22, 1996.
The KCLL currently involves itself on campus by providing instructional support for the Division of Business and Information Technology's corporate training minor, playing an integral role in VCSU freshman orientation, and relying on VCSU faculty, staff and students to assist with facilitation and corporate training needs. Most VCSU freshman students participate in a full day of adventure learning as part of freshman orientation, the first group participating in Fall 1994, and entering freshmen in subsequent years thereafter. In addition, VCSU sports teams (football, women's basketball, and volleyball), resident assistants, some courses (at the request of faculty), and some high school student days sponsored by divisions (Business Day, Language Arts Festival, Spanish Day, speech tournaments) have all used KCLL facilitators and activities to further team-building, enhance self-esteem, and improve communication.

The center extends the University into the region and state by actively marketing its products to corporate, civic, church, athletic, and educational groups. It is in many ways analogous to a continuing education unit. VCSU has achieved community, statewide, and out-of-state recognition for the services offered by the KCLL. Many businesses and organizations in the state have used the services of the KCLL and, as a result, are more aware of VCSU. In 1999-2000, the latest year for which data are available, the Kathryn Center conducted 150 trainings for 2,700 learners, covering 12,000 hours throughout much of the eastern two-thirds of North Dakota.

The self supporting activity of the KCLL is under constant review. The chilling economy of 2000-2001 has caused many companies to reassess themselves, especially those in North Dakota and the northern plains states. Issues before KCLL are not unlike those before all businesses within rural economic markets. The rural location 75 miles from the Fargo metroplex provides an additional, unique challenge to the marketing and client development efforts of KCLL staff.

While the KCLL maintains a loyal client base, the ability to develop new clientele under these circumstances has been particularly challenging. The growth of computer training in corporate, private and public educational markets has provided additional competitive challenges. To the staff’s credit, the income base compared to past years, has not diminished. In this uncertain business climate, the KCLL has been exploring the development of an overnight, corporate training facility (a remodeling of the current center to accommodate multiple days events) with private investors. Additionally, the KCLL staff in conjunction with the VCSU Executive Team will reassess center functions with an eye toward long-term sustainability. A new and focused business plan is expected during the Fall 2001 term.

**Faculty Development Framework**

A year-long Bush Foundation planning grant in 1999-2000 allowed faculty to explore campus needs and determine an appropriate direction for faculty development over the next five years. The critical teaching and learning concerns focused on the need to develop new teaching/learning strategies and assess the
outcomes appropriately to understand both how students learn and how the University can support and encourage that process.

To meet these needs, VCSU is in the process of developing a campus framework for teaching and learning. The unit will be a central office on the campus and its assignments will include helping faculty understand how best to create learning that is convenient, effective, and efficient while promoting instructional techniques to enhance face-to-face and online technology-enhanced teaching and learning. In addition to assisting faculty, the unit will provide a focal point for classroom research and campus assessment of teaching and learning, including not only new teaching strategies, but also the digital portfolio assessment.

The framework will centralize grant and resource development support as well as providing a menu of professional staff development opportunities. Specific campus activities coordinated by the unit are: a) summer institute, b) teaching and learning roundtables, c) online teaching initiative with course info, d) support the multimedia stations on campus used in creation of senior portfolios. A complete overview of the unit including visions, purposes, and strategies is in the 2000-2003 Bush Foundation grant proposal as a center for teaching and learning.

Shared Administration with Mayville State University

Mayville State University (MSU) and VCSU are autonomous institutions with similar missions, located 75 miles apart. They have separate accreditations and budgets. Both prepare people as teachers, for business careers, and for professional and graduate studies. To improve quality and efficiency, they share four administrators and several cross-campus ventures, while each maintains its unique identity.

The arrangement was established in December 1992 by the State Board, which voted that the two universities 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 current shared president of both institutions was appointed in July 1993.

In January 1994, transition teams from both campuses worked together to develop a shared vision, goals, and action plan for the partnership. Both campuses committed to the following vision, which formed the basis of their strategic plan from 1993 to 2000:

- Maximizing learning for a lifetime
- Sharing and developing resources
- Providing organizational efficiencies
- Documenting results

In 1999-2000, the State Board of Higher Education adopted a new approach to strategic planning, identifying six cornerstones on which institutions are to take action. They are: economic development, educational excellence, flexible and
Executive leaders of both universities meet regularly to develop and track the strategic plan and discuss matters of mutual interest. Currently the two universities share a president, vice president of business affairs, comptroller, and director of financial aid. At times, they have also shared one or more of the following positions: vice-president for academic affairs, director of facilities services, human resources officer, grants officer, and cooperative education director. The initial success of the arrangement was noted in 1996, when the MSU-VCSU shared administration won the John L. Blackburn Award for exemplary models of administrative leadership from the American Association of University Administrators.

The State Board of Higher Education has made no attempt to direct the universities regarding specific collaborative efforts. Of the many ideas for collaboration discussed, formally and informally, among people from both universities, the following collaborative ventures on “academic offerings, programs, and services” have developed since 1993:

- A collaborative $1.7 million grant for instructional technology development
- Information technology track in collaboration with MS-Great Plains Business Solutions
- Accounting and other courses shared over the Interactive Video Network
- Partnerships established with two universities in Mexico and one in Canada
- Jointly offered minor in library science
- Library collection strategies coordinated to achieve savings
- Information and procedural exchanges in financial aid
- Information and procedural exchanges in other student affairs areas
- Multi-year loan of grand pianos
- Information and procedural exchanges in support of notebook computer initiatives
- Information and procedural exchanges in business affairs

In addition to expanding opportunities for students and improving procedural efficiencies on both campuses, the arrangement has resulted in savings from reduced administrative salaries that have made many improvements possible on each campus otherwise not possible due to limited state funding. These include higher salary increases than state funds provide and the transition to universal computing for all students and faculty.

Although a number of mutually beneficial activities has occurred and both institutions have put their savings to important uses, most activity between the two has consisted of capitalizing on opportunities as they arise.
Recognizing the considerable changes each campus has experienced over the past five years, the president established a task force in Fall 2000 to examine “the long apparent disconnect between the word ‘partnership’ and the nature of the interactions between the two campuses” and make recommendations to the joint executive team regarding the relationship.

The six-member team (three faculty from each campus) reported in December 2000, that the strength of the relationship is the shared ventures that increase student opportunities and conserve fiscal resources. The positive public image of the “partnership” has served worthwhile purposes statewide. The report concluded that the members were “not prepared to recommend joint activity between VCSU and MSU that goes beyond shared administrators and ‘normal’ possibilities that could take place between any two campuses in the North Dakota University System.” (The Rapidly Disappearing Task Force Report to the Joint Executive Team, December 2000).

The Executive Team accepted that advice and informed all faculty and staff that sharing of administrators will continue unless and until the State Board of Higher Education decides otherwise; the arrangement between MSU and VCSU would be referred to as “shared administration;” and the administration encourages collaborations between the two institutions that would (a) provide more time for professional development, (b) assist in addressing low-enrollment classes or programs, (c) enrich the learning opportunities for students, or (d) provide opportunities for both campuses to increase enrollment. The president also asked the chancellor to review the cost each campus incurs for shared administrative salaries.

The Medicine Wheel Park

Astronomy students began construction of a medicine wheel as a class project in 1992. This project, originally funded by volunteer labor, materials, and equipment, was awarded approximately $80,000 in grants and in-kind donations in 1999. The 19 acre park is located on a bluff just above the campus to the south. Attractions of the park include a reproduction of a Native American medicine wheel (calendar), a meridian calendar, a scale model of the solar system, a concrete bicycle path stretching across the park along the rim of the bluff, several nature trails leading from the campus up the hillside through a riparian woods, and historic Native American burial mounds. Except for one acre of land owned by the City, the park is located on University land.

The park is used for educational activities for VCSU courses. Tours and field trips for the public, in particular K-12 school groups, are provided by VCSU. More information about the Medicine Wheel may be obtained at <http://medicinewheel.vcsu.edu>. The Medicine Wheel Park is used for educational activities for VCSU courses. Tours and field trips for the public, in particular K-12 school groups, are provided by VCSU.
The Community School of the Arts

The Community School of the Arts provides the citizens of Valley City and the surrounding communities with access to a variety of arts programs, including music, the visual arts, literary arts, and drama. Founded in 1994 as a preparatory department affiliated with the University, the program started with just two piano teachers and twenty piano students. The program was expanded in 1996 into a Community School of the Arts. In 1999 it became a fully certified member of the National Guild of Community Schools of the Arts. At present there are over 200 students participating in a variety of arts programs, and 19 members of the faculty.

The director of the Community School of the Arts is guided by an advisory board of community members, including representative parents, civic leaders, and University and public school faculty. The University provides the facility, fiscal agency, and ¼ release time for the director; the Community School is otherwise self-supporting, funded by tuition, grants, and donations.

Students from elementary school through college age have participated in Community School programs, as have members of the community at large. The youngest students to participate in Community School activities were 1½-3 years old participating in a Kindermusik class, and the oldest participants have been in their 80’s – some in private music lessons, and some in the Community Chamber Orchestra or Valley Voices Women's Choir. In addition to serving the Valley City area, the Community School draws students from 19 communities in the region.

The music programs at the Community School have been highly successful. From the initial offering of only piano lessons, the program has grown to include private lessons in voice, piano, organ, guitar, strings, woodwinds, brass, and percussion instruments. A music theory computer lab offers weekly instruction in music theory. Other successful music programs include the Community Chamber Orchestra, the Valley Voices Women's Choir, an annual Chamber Music Festival and a program for instruction of string instruments in the public schools.

The ever-changing curriculum of the Community School is designed to reflect the demands and needs of the community. Some of these programs include private and group lessons in painting, drawing, ceramics and printmaking, based on demand. The Girl Scout Art Day and the Ceramic Communion Cup Program are annual events.

Since its inception, the Community School of the Arts has made the arts a more visible and integral part of Valley City and the surrounding communities. A scholarship program aids in the effort to make the arts accessible to as many people as possible. The VCSU Community School of the Arts is always receptive to new ideas for programs and willing to experiment with programs that will appeal to new audiences. Because of this flexibility, the Community School maintains a vital and exciting presence within Valley City and the surrounding communities.
A leader in the effective use of instructional technologies...

In 1990 the State Board of Higher Education assigned VCSU the statewide mission of developing instructional technology applications. Three significant changes on campus, the establishment of the Center for Innovation and Instruction in 1993, the notebook initiative in 1996, and the developing use of digital portfolios (required of all students entering under the 1998-2000 Bulletin or later), illustrate the University’s leadership in instructional technologies. At VCSU, instructional technology has become “a structured, strategic emphasis that runs throughout the organization” (Luker, quoted in Computerworld, January 1, 2001)

The Notebook Initiative

In 1990 VCSU received its special mission designation as a leading institution in the application of teaching technology because of its already rich application of instructional technology in the classroom. At that time, VCSU had the richest per-student access to computers of all the institutions in the state (one computer station per 4.9 students) and was already supplying consultants in multi-media applications and distance learning technology.

For faculty, students, administration, community members, and staff involved in the technology planning process, the next logical step was to provide universal access for students and multi-media teaching stations for innovative instruction. By August 1996 all students and faculty had IBM ThinkPad notebook computers. Twenty classrooms have been renovated to provide network capabilities, with multi-media teacher stations and projection televisions to display computer or video information. The notebook initiative has also required the development of a Help Desk, and the restructuring and realignment of technology support personnel: both academic and administrative support personnel now report to the VPAA. VCSU is the first institution in the state, and one of the first in the nation, to provide notebook computers to all students and faculty.

The notebook computers and related resources have changed teaching and learning at VCSU. The results of four years of student surveys, available at Dr. Holleque’s faculty site <http://community.vcsu.edu/facultypages/kathryn_holleque/Surveys.htm> document the changes students note in their learning.

According to these surveys, most students are using the computers in the following manner:

- 92 percent use their computer daily.
- 86 percent access the Internet and 93 percent use e-mail at least daily.
- 77 percent report having more communication with faculty because of computer availability.

Moreover, they are using the computers in ways that seem to enhance their experience in terms of commonly accepted indicators of good practice in teaching and learning:
• 84 percent say it is now easier to be more actively involved in learning.
• 83 percent say computer use helps them take more personal responsibility for their learning.
• 83 percent say computer use helps them better integrate and organize knowledge in meaningful ways.
• 73 percent report that computer use increases their curiosity and interest in learning.

Finally, the students’ summary comments are uniformly positive:

• 91 percent say technologies enhance learning.
• 79 percent say in-class use is valuable for learning.
• 75 percent say that using computers helps them meet their learning goals.
• 92 percent report that using computers saves them time.
• 91 percent say having technology skills is important to their future employment.

VCSU has received national recognition for its technological innovations:

• Computerworld (January 1, 2001) discusses VCSU’s strategic use of technology as a model for both education and business transformation, and describes many ways technology has changed traditional classroom approaches at VCSU. The article is available on the web at <http://www.computerworld.com/cwi/story/0,1199,NAV47_STO55572,00.html>.
• Educause Quarterly (Number 1, 2000) describes the current level of instructional technology usage at both VCSU and MSU; an online version of the article is available at <http://www.educause.edu/ir/library/pdf/EQM0017.pdf>.

**Digital Portfolios**

The 1995-2000 Title III grant focused on implementing the digital portfolio initiative. The portfolio is both an assessment tool, integrated into the curriculum at VCSU, and an employment tool for graduating seniors who can use it to demonstrate certain abilities to prospective employers.

Beginning with the 1998-2000 catalog, VCSU requires senior students to create digital portfolios that illustrate the intellectual and job-related Abilities they have developed while studying at VCSU.

Students begin work on their portfolios in general education courses, by preparing projects that show their achievement of the Abilities each general education course emphasizes (see the General Education Abilities, page 29 of 2000-2001 Bulletin, for more specific information). As students progress in their majors, they further
develop some of these Abilities that pertain specifically to their major fields of study. The specific Abilities developed in each division are indicated in the description of each division (2000-2001 Bulletin, pages 39-67). Each class includes projects and activities that allow students to develop and illustrate their achievements in the specified Abilities.

Currently, students prepare their digital portfolios on CD-ROMs. The portfolio presents the best work each student has completed while studying at VCSU, work that illustrates significant achievements of at least five of the eight VCSU Abilities. Some of these Abilities are major-specific, while some may relate to the student’s minor field, general education studies, or co-curricular activities.

**Center for Innovation in Instruction**

The Center for Innovation in Instruction (CII) is an instructional technology training and resource center dedicated to developing and supporting instructional innovations and the applications of emerging technologies in the K-12 classroom. With the mission of “improving teaching with technology,” the center’s primary services include workshops for inservice educators in technology planning, using instructional technology hardware and software, and integration of instructional technology into the curriculum. Its primary customer base is K-12 teachers and administrators.

VCSU serves as the host location and fiscal agent for CII. It was established in 1993 through a grant from the North Dakota Educational Telecommunications Council and is currently funded by state education, vocational education, and higher education groups. CII receives some of its funding from the legislature. All CII staff are VCSU employees. CII uses VCSU financial and administrative services, including human resources, accounting, facilities, and telecommunication infrastructure and support services.

The Center for Innovation in Instruction has a board of directors made up of representatives of its major stakeholder groups. The Board’s function is advisory, helping CII plan, and advocating for CII among various stakeholder groups. VCSU president, Dr. Ellen Chaffee, serves as the president of that board. Other members include representatives from the Department of Public Instruction, the State Board for Vocational and Technical Education, the ND University System, NDSU/UND Educational Administration Programs, and a superintendent from east North Dakota, a superintendent from west North Dakota, an appointee from the Greater North Dakota Association, and a K-12 teacher.

CII develops and delivers resources and services to its primary customer base: North Dakota public school districts. CII also works with teacher preparation programs at state post-secondary institutions to better prepare new teachers to integrate modern technology resources into their classroom practice. CII services are delivered to customers primarily as workshops, training sessions and consultations. Fifty percent of CII’s workshops are offered for graduate credit through continuing education departments at NDSU, UND and MiSU.
CII serves as a lead agency in North Dakota on a number of school technology planning, funding and technology integration training initiatives. For instance, the center, along with the State Board for Vocational and Technical Education, co-directs a statewide five-year technology integration process funded by a $7 million Technology Innovation Challenge grant from the US Department of Education.

By serving the needs of educators statewide and providing leadership in the area of instructional technology, the partnership with CII extends VCSU’s presence throughout the state and helps it accomplish the 1990 university system mandate to provide leadership in the area of instructional technology.

**Regional Technology Center**

The Regional Technology Center is an exciting new partnership between the Valley City-Barnes County Development Corporation and Valley City State University. Universities in the NDUS have a long and successful history as economic and educational “engines” within their rural communities. This partnership provides a vital link between higher education and the private sector to develop economic alternatives to the agricultural base of the region.

The purpose of the Regional Technology Center is to revitalize the local economy and link Valley City and this rural region to the global marketplace by the development and support of information technology (IT) professionals and companies. The Regional Technology Center in cooperation with the University will generate a ready workforce, offer a higher level of technology services, provide training and education leading to new job opportunities and serve as a business incubator. New information technology companies that are being recruited to locate in the business incubator or in Valley City-Barnes County will need the technical services, training, and telecommunication infrastructure available through the Center.

The Regional Technology Center has been planned and organized over a four year period. These plans came to fruition with the start of construction during the 2000-2001 academic year. The 20,000 sq. ft. state-of-the-art facility is located on University property on Winter Show Road and 5th Avenue Southeast in Valley City. The center houses 10,000 sq. ft. of high tech business space and an additional 10,000 sq. ft. leased to Valley City State University for the Center for Innovation in Instruction, the Technology Education Program, and other University-related programs and services. A variety of telecommunications equipment is available, including web services and VoIP (voice over internet protocol) for phone and data services. Valley City State University provides on-going management services for the technology center as well as providing technical consultation with regard to VoIP, ISP, broadband services, multimedia equipment, networking, and troubleshooting.

The Center for Innovation in Instruction and the technology education program moved into their new quarters at the center in April 2001. Two other tenants began work at the center this summer; one already employs two VCSU graduates, and the other interviewed students and started operations in August.
The Center seeks to recruit information technology companies looking to start and/or expand their operations by providing state-of-the-art networking services, on-going training and a constant source of new, higher skilled employees. Targeted information technology companies include hardware and software technical support, web-based companies, e-commerce, accounting and other higher level back office operations. Students gain first-hand, real-world experience through internships, summer employment, part-time employment and ultimately full-time employment. New businesses will have ready access to a highly trained workforce and the state will have alumni who may choose to remain in the state. Entrepreneurship will be rewarded to the benefit of the region where out-migration of the young is a serious problem for North Dakota.
Chapter 3: Concerns from the 1992 Comprehensive Evaluation Visit and the 1996 Focused Visit Reports

The team reports from the comprehensive evaluation visit of 1992 and the Focused Visit of 1996 emphasize the cooperative spirit, camaraderie, dedication, and responsiveness of students, faculty, and staff at Valley City State University. Some of the points identified as particular strengths include:

- Effective participatory governance.
- A cooperative learning environment that includes faculty, staff, and students working side by side.
- Exemplary cooperative relationships with the city, the region, and the public schools.
- Extraordinary support of the mission statement from faculty, staff, students, constituent groups, the chancellor’s office, and the State Board of Higher Education.
- Strong, responsive service-oriented support services for faculty, students, and staff.

The concerns identified by the two teams are discussed below. Since the 1996 focused visit self study responded thoroughly to each concern from the 1992 report, the information below provides a similar format—background information about the concern, status at the focused visit in 1996, and an update, describing the current situation. The last section of this chapter discusses the three concerns mentioned in the focused visit team report.

Concerns from the 1992 Comprehensive Evaluation Visit Report

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.

Background:

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. The mission statement, as proposed by the University and reviewed during the 1991 NCA visit, was approved by the Board in 1992. Chapter 4 (page 51) discusses the changes in the mission over the past decade and current strategic planning processes.
1996 Focused Visit Status:
In April 1996, the visiting team indicated that this concern has been alleviated: “Having an approved mission statement has removed many of the uncertainties about the future of Valley City State University and has permitted the faculty and staff to focus their energies on the implementation of the various components of the mission statement” (Team Report of a Focused Visit, 1996, page 20).

Current Status:
The notebook initiative and the partnership with MSU, in their early stages at the time of the focused visit and described thoroughly in the team report of 1996, have been fully implemented. During the 2000-2001 academic year, the University System has directed campuses to respond to the Roundtable report of May 2000 (see discussion in Chapter 1, page 13, and Chapter 4, page 54). At VCSU, the Institutional Improvement Committee (IIC) and Executive Team have developed a strategic plan that is based on the six cornerstones identified by the Roundtable report and adopted by the SBHE in Fall 2000. Copies of the NDUS and VCSU strategic plans are available in the resource room.

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.

Background:
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 by the SBHE demonstrated concurrence in this assessment.

1996 Focused Visit Status:
Three funding sources provided budgetary support for technology innovation on campus.

- State Funding. Beginning in 1993-1994, campus instructional equipment funds have been pooled to provide for campus technology equipment needs. 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.
In 1996, a NDUS revenue bond funded staffing for a help desk and the remainder of the campus networking. The student technology fee will pay for the revenue bond over a ten-year period. In addition, all campus equipment dollars were reallocated by the administration to remodel sixteen classrooms in eight different buildings in time for Fall 1996 classes. These classrooms are equipped with multimedia presentation equipment and student tables with electrical and network connections for the notebook computers.

- **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 provided start-up funding for the Kathryn Center for Lifelong Learning, consisting of an adventure learning course on a leased site 17 miles south of Valley City in Kathryn, North Dakota, as well as other programs to develop leadership, teamwork, communication, and quality management skills.

- **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 percent of the faculty received grants.

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

VCSU was 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 were 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.

Together, Valley City State University and Mayville State University received a 1995 grant of $29,180 from the U.S. West Foundation, to pay for a local area network server at each school. In addition, 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, Improving Learning with Technologies, primarily funded 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.
CONCERNS

CHAPTER 3

Current Status:
The technology initiative has become the focus of the Information Technology Center, a new organization on the campus since 1995. The Chief Information Officer (CIO) maintains the budget and has established the planning process for the campus. The resources for the initiative, although not totally adequate, have kept pace with the technology growth on the campus. A fourth source of technology funding, student fees, grew substantially starting in 1996. The notebook initiative is primarily funded by an annual student technology fee of $997.75 per student. In addition, a second Title III grant (1998-2003) and Bush Foundation grants for 1996-1999 and 2000-2003 have provided additional resources for professional development.

Concern 3
Professional development opportunities are minimal for the faculty and staff to develop the skills required for scholarly activities.

Background:
State funding for faculty development results in an allocation of $200 for each full-time faculty member annually. This remains unchanged from the situation in 1992. At the time of the last comprehensive visit, a Bush Foundation planning grant was assisting faculty in exploring the potential for funding faculty development through other sources.

1996 Focused Visit Status:
The Bush Foundation (1992-95) and FIPSE (1994-96) provided much needed faculty development funding, especially in the areas of assessment, multimedia technology, and technological applications in instruction.

Current Status:
While professional development opportunities for the faculty and staff to develop the skills required for scholarly activities are still poorly funded, continued grant-writing efforts have maintained a higher level of funding than faculty had in 1992.

- The Bush Foundation has granted funds for faculty development over the past eight years. A one-year planning grant in 1998-99 resulted in a new Bush Foundation grant for the campus in 2000. These new funds have a more scholarly focus.
- The first Title III grant with Mayville State University (1995-2000) provided faculty development moneys, and technology training (funded by TitleIII) has been a regular part of the campus. Lists of faculty development activities can be found in the yearly Title III formative reports from 1996-2000 (located in the resource room).
- The education division received a three-year PT3 (Preparing Tomorrow’s Teachers to Use Technology) grant in 2000. This national teacher preparation reform initiative is to ensure that all future teachers are technology-proficient educators who are well prepared to teach 21st century students.
The campus Faculty Development Committee is charged with looking for faculty moneys from other sources that would allow for faculty development in academic pursuits in all disciplines.

While the 1999-2000 campus climate survey indicates overall satisfaction with professional development activities at VCSU (3.66 on a five point scale, assessing “adequate training to complete job responsibilities”), faculty and staff alike indicate a strong interest in increased opportunities for training and education (4.17 on a five point scale).

**Concern 4**
The draft memorandum of understanding with North Dakota State University to provide professional coursework in elementary education has not been formalized.

**Background:**
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 and Psychology 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.

**1996 Focused Visit Status:**
The VCSU/NDSU Memorandum agreement was signed April 2, 1996, and describes the following arrangements: 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 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).

**Current Status:**
The elementary education program at NDSU has grown to a head count of 110 students and remains a vibrant part of VCSU's education program. The formal agreement with NDSU was revisited and revised in 2000-2001, and is currently under negotiation. While IVN use has diminished (due largely to the difficulties in scheduling mentioned in the 1996 focused visit report), increased computer use on both campuses has allowed some delivery of courses via Blackboard. In response to growing demands on faculty time, VCSU made a strategic commitment to add a new faculty line in elementary education for 2001-2002. See Chapter 6, page 117, for a discussion of this program and the current working arrangement with NDSU.

**Concern 5**
While the assessment plan has been conceptually developed and has received University wide recognition, several essential outcomes measures need to be developed.

**Background:**
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; 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.

**1996 Focused Visit Status:**
The 1995-96 Assessment Plan updated the 1994 report to NCA and identified the ways the FIPSE grant was guiding the University toward an ability-based assessment model. One of the most significant developments was the identification of the relationship between courses in Foundation Studies and the 17 Foundation Studies objectives (see pages 37-8 in the Focused Visit Report). The 17 Foundation Studies Objectives were reworded as Abilities, and then ultimately transformed into eight Abilities (see chart, “Coming into Focus,” after page 41 in the Focused Visit Report).

**Current Status:**
Since the last comprehensive evaluation visit, VCSU has experienced frequent changes in academic leadership—over the past ten years, five individuals have filled the position of vice-president of academic affairs, two of them in a shared VPAA/Provost position with MSU. For seven months in 1993-1994, and six months in 1995,
both campuses were without academic leadership. Given this turnover, faculty have been responsible for guiding many of the changes on campus, and it is not surprising that progress in campus-wide assessment has been somewhat slow until recently.

- **Program Review**: The State Board of Higher Education requires a regular, seven year rotation of program evaluations. In 1999 the VPAA required all programs to complete (or update) a program review, since the self study process required up to date information about all programs, and some programs had missed being reviewed. A new rotation and process of review has been set up by the VPAA and APAC (see 2001 Assessment of Student Learning Plan in resource room).

- **General Education**: The general education program (formerly Foundation Studies) is reviewed by the Curriculum Committee. The transformation of the Foundation Studies objectives into the eight Abilities in 1995 formed the basis of an ability-based assessment model. General education courses were assigned Abilities, based as closely as possible on the relationship of the course to the original Foundation Studies objectives (the Focused Visit Self Study Report identifies the relationship between specific courses and the 17 objectives on pages 37-8; the Bulletin indicates the relationship between specific general education courses and Ability areas on page 30).

  Faculty committees assigned to each Ability described the expected outcomes and assigned levels of development within each skill. A compilation of this faculty effort was published in May 2000 (see Abilities and Skills Booklet, available in the resource room) and beginning in Fall 2000, all courses in the general education program include a project tied to the course Ability. The Curriculum Committee has been active in gathering syllabi and project descriptions to monitor the progress of implementation.

- **The Abilities and the Senior Portfolio**: The Abilities also provide a strong link between the general education program and the majors. Each division and major has identified the three to five Abilities significant to high achievement in its area. Students are expected to demonstrate these particular Abilities in their digital portfolio at graduation. Interested students have been developing digital portfolios since 1997, and faculty participation has been encouraged through Title III funding. The commitment of the faculty to this assessment measure may be seen in the addition of the digital portfolio as a graduation requirement in the 1998-2000 Bulletin. The first graduating seniors affected by this requirement will graduate in Spring 2002. To prepare for the needs of these students, faculty have been developing coursework to assist students conceptually, as well as designing evaluation tools and processes to assure that the digital portfolios demonstrate that students are meeting the requirements of their major field of study.
• **Institution-Wide Abilities Assessment:** Since the Abilities provide the framework for study in both the general education program and the majors, the *2001 Assessment of Student Learning Plan* (available in the resource room) outlines an institution-wide assessment process of the Abilities at entry, midpoint, and graduation. Initial data has been collected this summer for one Ability, and faculty will begin reviewing and refining the process in Fall 2001.

• **Updated Assessment Plan:** The Assessment Plan of 1995-96 anticipated the development of Ability-based assessment at VCSU, although the timeline assumes a faster implementation. As the University began its self study process in 1999, it became clear that the 1995-96 plan no longer described current assessment processes nor the University’s anticipated directions. The relationship between assessment and change—in curriculum, faculty development, and finances—was also not detailed in ways that would inform decision making on the University campus. After considerable discussion, and with the assistance of an outside consultant in assessment, an updated assessment plan draft was prepared in Spring 2001 and is in the initial stages of implementation. Copies of the *2001 Assessment of Student Learning Plan* are available in the resource room.

*(no Concern 6 due to misnumbering in the Team Visit Report)*

**Concern 7**

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

**Background:**

In 1991, the average faculty salary at VCSU was $33,909; by 1993 the University System salaries lagged both regional and national salaries by 14-30 percent and North Dakota ranked 49th in the nation in salaries of full-time public university faculty. It should be noted, however, that fringe benefits for faculty, and the 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 (*Fedgazette*, Oct. 1995, p. 4).

**1996 Focused Visit Status:**

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 percent increase.

All salary increases were mandated and defined by the state legislature for all state employees, except that the increase of 3 percent 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 MSU.
Faculty response to a March 1995, campus climate survey indicated that compensation is still considered inadequate to recruit well-qualified individuals:

**Current Status:**
Compensation for University personnel is an especially challenging task that has adversely impacted the ability of the institution to recruit and retain high quality faculty and staff. Recognizing this problem, the Roundtable for the North Dakota Legislative Council Interim Committee on Higher Education (Report: May 25, 2000) recommended the following options:

1. Remove tuition from the appropriations process which would allow universities to retain revenue earned by them from increased enrollment;
2. Create and support an entrepreneurial environment where the talent of university personnel can be matched with private sector investment to commercialize intellectual capital in the form of products or services. The faculty and staff would receive financial rewards for their innovations; and
3. Provide opportunities for faculty and staff to serve as consultants to the public and private sectors to increase earning power.

The compensation issue is important in all areas; however, information technology positions are extremely difficult to recruit and retain high quality personnel. According to the Information Technology Association of America (ITAA) report *Bridging the Gap*, April 2000, over 840,000 vacant information technology positions will go unfilled. VCSU has responded in part to this challenge with a “grow your own” philosophy, providing training opportunities and on-the-job development for talented, interested faculty and staff. The problem, of course, with this approach is that, once trained and experienced, these people may move on to higher paying positions in information technology. Faculty and staff currently employed at the University are in high demand given the high level of technical skills they possess.

**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.*

**Background:**
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. 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 with the broad goals, yet the actual change associated with the announcement was minimal. In 1991, the Board hired a new chancellor, Doug Treadway, who left in 1993. His leadership direction was not clear at the time of the last full accreditation review.
1996 Focused Visit Status:
Chancellor Treadway charted a course that clearly emphasized campus-based leadership with 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. It evolved with some confusion but without substantial difficulties.

Chancellor Isaak, appointed in 1993, 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 vice chancellors). Chancellor Isaak and the Board have studied the “policy governance” approach developed by author John Carver, in which a board specifies the ends it expects the campuses and the system to achieve and defines the parameters of acceptable action, while leaving the determination of specific means toward those ends with the chancellor and the campuses. Though not formally adopted, policy governance is evident in many changes of policy and practice since 1993.

These changes relate almost entirely to statewide issues rather than to campus governance and autonomy. 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.

Current Status:
The NDUS system has made strong efforts to integrate processes system-wide, for efficiency and student success. Most significant developments include:
- common calendar
- common course numbering
- broadbanding for staff positions
- new finance plan based on peer institutions
- Council of College Faculties

The NDUS system has made strong efforts to integrate processes system-wide, for efficiency and student success. A common calendar and common course numbering of all 100 and 200 level courses, have resulted in simplifying transfer and improving communication among the state schools. NDUS implemented broadbanding for staff positions, and developed a new finance plan based on peer institutions. The Council of College Faculties (CCF) was developed to strengthen system-wide faculty ties in every discipline. A representative of CCF attends State Board of Higher Education (SBHE) meetings (ex officio), improving direct communication between the Board and the faculty.

In 1999-2000, a legislative committee expanded to include leaders from higher education, business, and government. Through a series of meetings, they developed a new consensus on goals for the NDUS, published in a Roundtable report in May 2000. These goals (“cornerstones”) were adopted by SBHE in Fall 2000 and are required elements in every campus strategic plan. VCSU has recently revised its strategic plan to incorporate the six cornerstones of the Roundtable report (see Chapter 4, page 54, for further discussion of the report and its impact on VCSU). Most recently, in response to these cornerstones, the legislature has identified a set of institutional accountability measures that will help each University in the state track and report its activities.
Concerns from the 1996 Focused Visit Report

Concern 1
While Valley City State University has developed multiple measures of academic quality, further attention needs to be given to integrating the various outcomes assessments of foundation courses [general education] with various outcomes assessments of majors in order to consider and use the results of assessment for programmatic improvement.

Background:
In 1996, VCSU was beginning to develop the eight Abilities as measurable, behavioral outcomes of the Foundation Studies objectives. The process of this development is described in Chapter 2, page 26. The Assessment Plan of 1995-96 accurately describes the multiple measures being used in 1996 by the various programs and the vision being pursued of eventually using the Abilities as a framework for assessment.

Current Status:
Outcome assessments for general education are now integrated with those for majors. The Abilities framework now in place, which provides concrete terms for understanding the relationship between general education courses and the majors, is illustrated in the VCSU Abilities and Skills booklet and program-based Ability maps, as described in further detail in Chapter 5, page 123.

The 2001 Assessment of Student Learning Plan (available in the resource room) describes the various kinds of assessment of student learning, including Ability assessment, classroom, and program assessment, and illustrates the feedback loops that inform improvements in teaching, curriculum, and institutional review. Implementation of the assessment plan, including the development of those assessment measures not already in place and the initial gathering of data for Ability assessment, began in 2001.

Concern 2
Clarification of the chain of responsibility for decision-making regarding the usage of assessment findings for programmatic improvement is needed.

Background:
The team noted that the Curriculum Committee and the Academic Policy and Affairs Council deferred decision-making for programmatic improvement to each other (page 21 of the 1996 team report), and determined that, “while a mechanism for using assessment data to lead to programmatic improvement may exist, it was obviously not common knowledge to campus leaders.”

Current Status:
The University now has a full time VPAA, and, under the vice president’s direction, faculty have completed program reviews and have started working on classroom
and Ability assessment and research. The 2001 Assessment of Student Learning Plan illustrates the feedback loops and the relationships between assessment data and decision-making in the classroom, for the program, for general education, and for the University as a whole.

In 1997 the Program Planning and Evaluation Committee was reshaped as the Institutional Improvement Committee, whose responsibilities include strategic planning and institutional review, while the Academic Policy and Affairs Council focuses on academic policy and efficient operation of the academic divisions, and the Curriculum Committee deals with the results of program review—the proposed program changes—and with related curricular issues, including decisions regarding general education courses and the Abilities.

**Concern 3**

*As innovative approaches to education are implemented, there is a need for new initiatives and careful planning to continue to place the University in a leadership position.*

**Background:**

At the time of the 1996 focused visit, the team witnessed the initial stage of implementation for the notebook initiative. In addition, the Kathryn Center, the partnership with Mayville State, and CII were new. The energy and optimism levels on campus were high and the visiting team seems to have concluded that University personnel (a) should continue to innovate and (b) might be tempted to rest on their laurels.

**Current Status:**

Some of the major developments since 1996 are: the definition of customized learning as the University’s long-term instructional goal; development of the eight Abilities as a campus-wide framework for assessment; development of the senior digital portfolio as a process of demonstrating competencies; conversion of faculty promotion documentation to the digital portfolio format; development of hybrid courses to blend technologies appropriately into the instructional process and move toward customized learning; delivery of selected courses online; and a $1.7 million grant to create a world class technology education program in cooperation with the International Technology Education Association. The University has received three consecutive “best colleges” citations from U.S. News, high ranking in the Yahoo Most Wired study, and designation by *Computerworld* as a Premier 100 IT Leader. IBM selected VCSU as a feature site in its latest ThinkPad University promotions.
Chapter 4: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education

The mission and purposes of Valley City State University are influenced by two distinct groups: the North Dakota University System mission and mandates (as directed by the State Board of Higher Education) and the educational philosophy of the Valley City State University community (its faculty, staff, administration, and students).

The North Dakota University System Mission and Mandates

The North Dakota University System comprises ten campuses and one branch. Its vision is to serve as “the vital link to a brighter future” for its students and the citizens of North Dakota, and its mission is

To enhance the quality of life for all those we serve and the economic and social vitality of North Dakota through the discovery, sharing, and application of knowledge. (NDUS Policy Manual, 100.4, 2001)

The State Board of Higher Education reviews and approves the mission statement of each campus, to ensure that each campus expresses the general purposes of the system. The Board also mandates an institutional mission for each campus. In February 1990, Valley City State University was given the institutional mandate “for superior small-college preparation of teachers and of small-business personnel for its region” and a statewide mission for leadership in the effective use of instructional technology and service to rural areas (SBHE Minutes, February 1990, pages 21-22).

These mandates and the NDUS mission itself provide a cornerstone for the development of VCSU’s vision statement (1994) and two separate mission statement revisions (1992, 1997).

The Valley City State University Educational Philosophy

The revised mission statement developed immediately after the Board’s mandates (approved in May 1992) reflected both the historical mission of the University and its special mission in instructional technology, innovation, and service to rural schools (see 1992 mission statement and discussion in the NCA Focused Visit Report, April 1996). The rapid changes that ensued from this innovative culture, including, among other initiatives, the decision to provide universal access to computers for the entire campus by Fall 1996, made the need to revisit the mission statement apparent.
The Institutional Improvement Committee (IIC), a group representing faculty, staff, students, executive team, and community members, revised the vision, mission, and goals in 1997-98; the process was facilitated through the Kathryn Center, with representatives focusing on values. The revisions were returned to campus for change and consensus. The IIC disseminated drafts to

- the Faculty Senate, governing body of the Faculty Association
- the Student Senate, governing body of the student body
- the Staff Personnel Advisory Committee (SPAC), an advisory committee comprised of clerical, technical, facilities services, and professional staff.

After the three groups reached consensus through continuous revision, the mission was returned to the IIC for final campus approval in 1998 before submission to the SBHE.

**Vision and Mission at Valley City State University**

The University vision statement indicates the broad educational philosophy and intent to pursue excellence in education:

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

This vision reiterates the Board mandate for “superior small-college preparation” and the NDUS mission’s objective of providing “high quality, innovative learning opportunities tailored to the needs of students…”

The recently revised mission statement emphasizes the Board’s mandate for leadership in instructional technology, its concern for academic excellence, and the prevailing teaching philosophy of the University:

Valley City State University is a learner-centered community dedicated to continuing improvement in meeting student needs. Preparing individuals to serve in a changing world, the institution provides a quality educational experience in an innovative culture and a technologically enhanced environment.

A leader in the effective use of instructional technologies, Valley City State University is a member of the North Dakota University System and offers baccalaureate degrees in education, business, and the liberal arts.

*Approved by the State Board of Higher Education, February 1998*

The mission is central to planning and innovation at VCSU. Chapter 2 describes a number of ways the University has changed over the past decade, ways that clearly develop from various applications of the mission statement. In addition, responses to campus climate survey questions in 1996 and 2000 indicate that faculty and staff clearly understand and approve the University’s focus:
The positive responses tabulated in Table 4.1, (based on a five-point scale where 5 is “strongly agree” and 1 is “strongly disagree”), demonstrate the centrality of the ideas in the University mission statement to the work of faculty and staff.

The responses of students from several focus groups on the university mission in Fall 2000 demonstrate that students are aware of the mission and see consistency between the mission and day to day life on campus. The student responses from the focus groups discussions are available in the resource room.

### University Purposes

The University purposes express the general curricular purposes in terms useful for strategic planning:

- VCSU will offer a total curriculum grounded in the liberal arts and sciences and basic intellectual skills.
- VCSU will offer a program for the superior, small-college preparation of teachers for the elementary and secondary schools of North Dakota.
- VCSU will offer programs in business studies to the level of the bachelor’s degree which are addressed to the human resource needs of the small businesses of its region.
- VCSU, through the curricula of its various academic divisions and departments, will offer instruction of a content and quality suitable to qualify the students who successfully complete the requirements to be admitted to graduate studies for which their undergraduate curricula provide appropriate preparation, or to professional schools.
- VCSU will be the leading institution of the North Dakota University System or the instructional application of information media technologies (Policy V100.5)

These purposes inform the specific curricular and resource planning of all academic units of the institution, leading to the specific agenda of goals within the regular planning cycle.

### Partnership Purposes and Strategic Planning

As a result of the developing partnership between MSU and VCSU, and because of the shared administrative offices, both MSU and VCSU found it useful to identify shared purposes relating to the partnership. These four purposes formed the foundation for strategic planning each year from 1994-2000:

<table>
<thead>
<tr>
<th>Campus Climate Survey Question</th>
<th>1996 Faculty</th>
<th>2000 Faculty</th>
<th>1996 Staff</th>
<th>2000 Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the mission of the institution</td>
<td>4.27</td>
<td>4.0</td>
<td>4.29</td>
<td>4.18</td>
</tr>
<tr>
<td>I believe that the institutional mission is appropriate</td>
<td>4.19</td>
<td>3.97</td>
<td>3.97</td>
<td>4.29</td>
</tr>
</tbody>
</table>

Table 4.1. Response to Campus Climate Survey Questions Regarding Mission
- Maximize learning for a lifetime
- Share and develop resources
- Provide organizational efficiencies
- Document results

Each year the Executive Team confers with the IIC, evaluates the success of the past year’s strategic plan, and develops an annual strategic plan draft to further the purposes of the University. This plan, disseminated through Baselines (an internal, informative pamphlet for faculty and staff), indicates the activities the University pursued each year that relate to each purpose, the VCSU office responsible for overseeing the activity, and the progress completed. Copies of Baselines from each of the past seven years are available in the resource room. The Institutional Improvement Committee (IIC) is charged with reviewing the draft strategic plan at its first meeting in September.

The VCSU Strategic Plan

In September 2000 the SBHE endorsed six cornerstones for higher education identified in “A North Dakota University System Report of the Roundtable for the North Dakota Legislative Council Interim Committee on Higher Education” (May 2000). In order to compare its goals and purposes with the Roundtable cornerstones, the IIC reviewed the University purposes and requested input from all divisions and units during Fall 2000. This review has resulted in the Valley City State University Strategic Plan, submitted to the State Board on June 1, 2000 (copies are available in the resource room).

The mission and purposes of VCSU are shared through many channels. Faculty, staff, the media, and community affiliates receive copies of Baselines at the president’s opening address at the beginning of fall term each year. Other methods of communication with the campus and community have included the president’s weekly column in the local newspaper, a weekly campus newsletter, the Hotline, distributed on campus and mailed to campus affiliates and SBHE members; a monthly Bridging the Community Breakfast (through 1998), where campus and community members share events and concerns of interest; the biennial University catalog; program fact sheets; the VCSU Web Site; and the Alumni Bulletin.

National Recognition and the Pursuit of Excellence

In 1993 VCSU committed itself, through its vision statement, to seek “national recognition.” A number of awards, grants, recognitions, presentations, and visits from many companies and universities during the past decade speak to the University’s focus on the “superior preparation” of students in an innovative, technologically enhanced environment:
Awards

- Blackburn Award For Administrative Leadership (1997)
- 7th Most Wired Campus, Yahoo Internet Life, 2000
- Computerworld Premier 100 IT Leaders 2001

Accreditations

- NCATE Exemplary rating/Best Practices website (1996)
- NASM Accreditation (1997)
- Community School of the Arts Accreditation (1999)

Major Grants

- FIPSE (1993-96)—focused on campus assessment and the Abilities
- Title III (1995-2000)—$1.7 million, split with Mayville; for creating digital portfolios
- Title III (1998-2003)—$1.7 million, to develop the technology education program and renovate VCSU administrative and support systems
- Preparing Tomorrow’s Teachers to Use Technology grant (2000-2003)—$411,387 over three years; to provide opportunities for VCSU elementary education faculty, preservice teachers, and inservice teachers to work together to integrate technology into their courses
- Bush Foundation Grants: (1992-95)—$180,000, faculty development grant; (1996-99)—$180,000, instructional technology; (1999-00)—$20,000 planning grant; (2000-01)—$72,500, assessment; (2001-03)—$100,000 online course development
- Grants from EPA and ND Dept. of Health (2001-03)—$111,333 to evaluate macroinvertebrate populations and water quality
- Medicine Wheel Park grants (1999-2001)—$100,000 from National Recreational Trails, Valley City Convention and Visitors Bureau, Valley City Food and Beverage Tax Fund, and private contributions

A Sampling of Pertinent Presentations at Important Conferences

A complete bibliography of VCSU faculty and staff publications and presentations, 1996-2001, is available in the resource room.


A Partial Listing of Regional, National, and International Visitors

1996  Turtle Mountain Community College, ND
      American Association of Colleges and Universities

1997  Brandon University, Canada
      Universidad Autonoma de Baja California Sur, LaPaz, Mexico
      Black Hills State University, SD
      Fresno State University, CA
      Arcadia University, Canada
      Northern State University, SD

1998  Brandon University, Canada
      Winona State University, MN
      Westminster College of Salt Lake City, UT
      Northern State University, SD
      Macomb Community College, IL
      Ridgewater College, MN

1999  Greenville College, IL
      SEI-Information Technology, ND
      SOLECTEK, IL
      Eduprise, NC
      Great Britain
      (Secretary of Joint Information Systems Committee, head of Learning and Teaching
      Policy at the Higher Ed. Funding Council for England, Chancellor for Teaching &
      Learning at the University of Kent, and head of international relations at HEFCE)

2000  Colorado Tech University, Sioux Falls, SD
      CISCO Systems, Inc., ND

2001  Turtle Mountain Community College, ND
      College of St. Catherine, MN
      Napoleon, Wishek, and Ashley, ND (K-12 School to Work)
      Sitting Bull College, ND

National Media Recognition

- IBM Thinkpad University (The IBM Global Campus): VCSU is featured in print and video promotions
- U. A publication of Careerlinknorth. Winter Spring 2001. 4:2
- Educause Quarterly, 2000:1
- Computerworld. March 26, 2001. 35:15
- Northwest Dentistry, 2000, 79:5
**Strengths**

- The mission is central to the work of the University; faculty, students, and staff show evidence that they understand and support the mission of the University.

- The University has developed a strong basis for strategic planning, with sufficient flexibility to respond effectively to NDUS requirements.

- The University has made strong and successful efforts in pursuing excellence and national recognition.

- The strategic direction of the University is strongly aligned with the State Board of Higher Education’s Roundtable cornerstones.

**Challenges**

- While the University mission and vision have been reviewed during the past decade, the IIC must now review the University purposes and consider revisions that align the purposes with the changes the University has experienced.

- The University must encourage faculty research and scholarship while maintaining a primary focus on teaching and learning.
Chapter 5: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes

Governance and Administration

Valley City State University has well-defined and understood organizational structures, policies, and procedures in place that make for an effective administration. The University follows the policies and procedures as set out in the North Dakota University System policy manual. These policies and procedures are available on the web and cover a wide range of topics from governance and organization to purchasing.

In addition the University has its own policies and procedure manuals. These can be found on the University's home page under documents. Each year a document called Baselines is produced and distributed to all faculty and staff. This document contains, among other items, an organizational chart and a complete listing of the University’s committees, their composition and their duties. This structure and policies offer all faculty and staff the opportunity to provide input into major decisions made by University administration. This also provides administration with a broad foundation of information on which to base decisions.

Administration

State Administration: The State Board of Higher Education and the Chancellor

The North Dakota Century Code (Chapter 15-10-17) establishes the State Board of Higher Education (SBHE) as the governing body for the North Dakota University System (NDUS). As a constituent campus of the NDUS, Valley City State University is governed by the SBHE. The VCSU president reports to the SBHE and chancellor.

Membership of the State Board consists of eight persons appointed by the Governor. Seven are subject to North Dakota state Senate confirmation; they serve not more than two four-year terms. The eighth member is a student appointed by the Governor from a list of names submitted by the North Dakota Student Association. The student member serves a one-year term, and not more than two consecutive terms. In addition to the eight voting members, one non-voting faculty representative, elected by the Council of College Faculties, serves a one-year term.

The chancellor serves as the system's chief executive officer. The chancellor and the system office staff support the SBHE in developing public policy for the NDUS, in advocating on its behalf, and fostering shared leadership throughout the system.


**University Administration**

The president and vice presidents meet at least twice monthly with the comptroller and the CIO (the Executive Team) to ensure coordinated University leadership. The chancellor evaluates the president annually and the president evaluates all who report to her annually. The president, vice president for business affairs, and comptroller have served in those roles since 1993. The vice president for student affairs has served in that role since 1985. The vice president for academic affairs came to VCSU in 1999. Three times in the last eight years, the administration has sponsored confidential written evaluations of all top administrators by all or a representative sample of the faculty and staff. The results are used as input to personal development plans and performance reviews. The results have been so consistently positive and are necessarily so general that administrators focus more on gathering feedback for themselves and those they supervise on a daily ad hoc basis.

**President**

The president is the chief executive officer of the institution and a member of the chancellor’s executive staff. The president is responsible to the chancellor for all matters concerning the institution and is an advisor to the chancellor in matters of inter-institutional policy and administration. SBHE Policy 305.1 (President’s Authority and Responsibilities) outlines specific responsibilities and duties, including the obligation to insure effective and broad-based participation in the decision-making process from faculty, staff, students, and others in those areas in which their interests are affected. The VCSU foundation director, the director of athletics, the director of the Center for Innovation in Instruction, and vice presidents for academic, business and student affairs all report directly to the president.

**Vice President for Academic Affairs**

The vice president for academic affairs is responsible for the general administration, organization, and development of the academic and instructional programs and services of the college. The vice president is responsible for coordinating and supervising the administrations of six academic divisions, the library, the director of admission and records, the chief information officer, and the director of the Kathryn Center for Lifelong Learning.

The six academic divisions of the University are

- Business and Information Technology
- Communication Arts and Social Science
- Education, Psychology, and Technology
- Fine Arts
- Health and Physical Education
- Mathematics and Science
The vice president for academic affairs is the designated officer in charge of the campus in the absence of the president.

Vice President for Business Affairs

The vice president for business affairs is responsible for developing, coordinating, and supervising the administration of all fiscal matters related to the campus, including budget development, purchasing, and all accounting functions. Departments and services reporting to the vice president for business affairs include the comptroller, the business office, the office of facility services, the faculty materials center, and human resources. The vice president coordinates campus development and supervises new construction. The vice president serves in a dual capacity as the vice president for business affairs for both Valley City State University and Mayville State University.

Vice President for Student Affairs

The vice president for student affairs is responsible for administering, organizing and developing the programs of student services with the purpose of maintaining a campus social and living environment wholesomely supportive of the academic curriculum. The vice president is responsible for the programs of:

- Enrollment management
- Student academic services
- Financial aid
- Counseling
- Career services
- Student union
- Student activities
- Housing
- Student government
- Health services
- Food service
- Bookstore

The student affairs unit has recently realigned its assessment goals with the Roundtable cornerstones. The new Student Affairs Assessment Plan and a summary of the changes to programs and services resulting from assessment are available in the resource room.

Governance

The community culture at VCSU strongly values shared governance. The size of the institution and the number of standing and advisory committees established to direct the curriculum, resources, student experience, and faculty and staff activities provide opportunities for all on campus who wish to be involved in decision making. The Policy Manual (V301) describes a procedural, shared governance, “a democratic approach appropriate to an academic community.” That VCSU has been able to
move forward so successfully in educational technology over the past decade demonstrates the commitment of the faculty, staff, students, and administration to active, shared governance.

**Faculty Association**

As stated in its constitution, the purpose of the Faculty Association is “to foster a liberal education of high quality that is consistent with the University mission, to make determinations regarding the role and status of the faculty, and to render formal advice to the President of the University on such matters.” The Faculty Association Constitution is VCSU Policy V201.

Voting members include faculty with rank of instructor, assistant professor, associate professor, professor, and any other faculty teaching half-time or more. Non-voting members include professional-level administrators. All councils and committees representative of the faculty as a whole are accountable to the association.

The association meets monthly to discuss matters referred to it by the Faculty Senate or raised by its members. Over the past ten years, the Association has worked with the Executive Team and the Student Association in making a number of significant, campus-wide decisions:

- approval and implementation of the notebook initiative
- agreement on a single platform (IBM) for campus computers
- revision of the mission statement
- development of Abilities definitions and levels, and approval of the final Abilities document

During the 2000-2001 academic year, 88 percent of the faculty attended at least two of the nine monthly association meetings; in addition, virtually every full-time faculty member participates in the work of the association through committee assignments.

**Faculty Senate**

The Faculty Senate is the principal working body of the faculty with respect to academic policies and procedures, and functions as an executive team of the Faculty Association. As such, it receives and acts upon recommendations, proposals, or concerns from divisions, departments, committees, students or other individuals. If actions of the Faculty Senate are supported by a unanimous vote, they are reported to the Faculty Association as action taken. Otherwise, they are referred for additional consideration or placed on the agenda of the Faculty Association.

The elected officers of the Faculty Association, one representative elected from each of the six academic divisions, the Council of College Faculty representative, a student representative selected by the Student Senate, and the president of the University or her representative, comprise the Faculty Senate.
Faculty Association Committees

The Faculty Association and Senate discharge their work through established committees that either channel their recommendations back to the association or the senate or forward them to the University president. Faculty members predominantly compose association committees, with student representation and administrative participation as appropriate to the issues. The standing committees, as defined by the constitution, include

- Curriculum Committee
- Welfare Committee
- Budget and Salary Committee
- Standing Committee on Faculty Rights
- Teacher Education Committee
- Council of College Faculties
- Library Committee
- Financial Aid Committee
- Diversity Waiver Selection Committee
- Athletic Committee
- Academic and Scholastic Standing Committee
- Constitutional Review Committee

Recognizing the full load faculty carry, administration and faculty have intermittently initiated discussions about reviewing and restructuring the standing committees. This will be a key agenda item for the 2001-2 academic year. The Faculty Association and senate have the prerogative to create *ad hoc* committees when necessary.

As described in the VCSU Policy Manual, Section V307.1, various administrative committees/advisory groups also include faculty representation:
- Academic Policy and Affairs Council (APAC) (VPAA and Division Chairs)
- APAC+5 (Registrar and Directors of Technology, Kathryn Center, Library, Admission)
- Institutional Improvement Committee
- Faculty Development Committee
- International Advisory Committee
- Technology Advisory Committee
- University Budget and Facilities Committee
- Title III Advisory Committee
- Judicial Council
- University Hearings and Appeals Board
- Adult Curriculum Advisory Committee
- Student Grievance Committee
- Education & Psychology Division Appeals Committee
- Financial Aid Committee
- Minority Recruitment Committee
- Staff Personnel Board
- Mayville/Valley City Loss Control
The Student Association

All enrolled students of the University are members of the Student Association, which elects four officers and ten student senators to form the Student Senate, the governing body of the Association. Program Board and the Inter Fraternity-Sorority Council also each select one representative to participate on Student Senate.

The Student Senate concerns itself with issues of campus life, including issues arising from the Inter-Residence Hall Council, the Inter Fraternity-Sorority Council, and the Activities Board. The Student Senate administers an activity fee budget of over $100,000 every year which the Finance Commission recommends to the University president for expenditure of the student activity fee. These fees support student activities and the Memorial Student Center. Over the past 10 years, Student Senate has discussed, debated and approved University fee levels. Two increases in the activity fee, a technology fee, and a recent increase in the technology fee (2000) have gone through Student Senate.

Each year Student Senate assigns student representatives to appropriate faculty and administrative committees (Financial Aid, Judicial Council, UHAB, IIC, etc.) on most committees students are active voting members. Open forums are used to receive student input on ideas or major discussions such as increasing the student activity fees and the notebook initiative.

The Student Senate actively participated in planning and approving the campus-wide notebook initiative, and in reviewing the University mission statement. For several years it worked with the Faculty Association Welfare Committee to develop an improved course assessment tool, which was approved in 1998 as a faculty option to the standard course assessment form. In addition, Student Senate revised the student grievance policy and the alcohol policy in 1996-1997, and developed a Publications Board to oversee the student publications in 1997. The Senate wrote resolutions in 2000-01 regarding the BA/BS degree graduation policy and per-credit tuition.

Members of the Student Senate have testified before North Dakota legislative committees on behalf of the University, and they are active in the North Dakota Student Association. During the 1999-2000 school year, one VCSU Senate member participated in the state-wide Roundtable for the North Dakota Legislative Council Interim Committee on Higher Education, which culminated in the report discussed in Chapter 4, page 54. A student from VCSU was one of two student representatives on this state-wide committee.

The Staff Personnel Advisory Committee

The Staff Personnel Advisory Committee (SPAC) acts as an advisory committee to the University president and the director of human resources on matters relating to staff personnel, and initiates and reviews proposed revisions to staff personnel policies. SPAC also provides an avenue for distribution of information and governance issues across campus. Banded staff at VCSU are divided into four employee groups:
professional, technical/para, facilities or office support. Each group elects two representatives to serve as liaison between their group and the SPAC committee.

SPAC is the most direct avenue of information passed from staff to the president. Each of the four staff groups meets on a monthly basis, and forwards issues to SPAC for clarification or discussion with the other groups. SPAC meets monthly with issues reported by the staff group representatives. Monthly minutes are distributed to SPAC members and the president, who responds to issues and topics discussed. Any items requiring more input or clarification are discussed one-on-one with the president, or are referred to the appropriate VCSU administrator for response or information. Many times, administrators will attend group or SPAC meetings to discuss or share responses to issues raised.

The committee advocates and solicits numerous training topics and projects from across campus to allow all staff personnel continued growth, development and involvement in campus activities. Recent training opportunities and ongoing projects developed by SPAC include

- CPR/First Aid/AED training – done annually
- Customer Service
- Team Building Development Workshop
- Convocation Sharing of State Developed Cornerstones
- Continued Campus Wide Staff Development Plan
- New Employee Welcome Packet
- Staff Service Recognition Awards
- Employee of the Year Award
- Highway Clean-Up Program (with Faculty and Students)
- Food Pantry Collection

Areas SPAC is currently striving to improve include staff participation in campus events (i.e. opening school activities), increased staff participation at their banded group meetings, increased attendance at trainings, and clearer avenues for staff input.

**Human Resources: Faculty, Students, and Staff**

It is the people of Valley City State University who give the university its strong culture and warm atmosphere.

**Faculty**

Faculty members at Valley City State University possess the necessary professional competencies to provide effective instruction and to carry out related responsibilities. The faculty demonstrate a genuine concern for their students’ personal and intellectual development and career success. They are committed to scholarship in their professional disciplines and to the process of teaching and learning in higher
education. Faculty quality is documented by credential files, by self-evaluation, and by student and peer assessments. The table below summarizes the distribution of degrees and tenure, across all six divisions.

<table>
<thead>
<tr>
<th>Division</th>
<th># Faculty</th>
<th>Tenured</th>
<th>Terminal Degree</th>
<th>Master’s Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASS</td>
<td>12</td>
<td>5</td>
<td>6</td>
<td>6*</td>
</tr>
<tr>
<td>Education</td>
<td>13</td>
<td>9</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Health PE</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Math/Science</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Business</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>31</td>
<td>25</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 5.1. Faculty by Division, Tenure, and Degrees

*Includes 1 ELT

It is important to note that five recently hired tenure track faculty must initiate and complete a doctorate prior to the award of tenure. All five are currently enrolled and on schedule. The recruitment and hiring of full-time and especially part-time faculty with terminal degrees has become extremely difficult. This “grow-your-own” philosophy has been implemented quite successfully with both faculty and technology staff. The University endeavors to assist faculty in completing their doctoral programs.

The recruitment and retention of a highly motivated, skilled and innovative faculty is no small chore. Location, depressed salaries, and a sagging national economy, especially in the agricultural sector, present obvious challenges. Most noteworthy is the high caliber of individuals the University has been able to retain and recruit. The focus on teaching and learning within a technologically sophisticated environment has been key to faculty recruitment. But the challenge to recruit and retain will remain. Once trained and experienced in a notebook culture, these faculty become highly sought-after by other universities.

**Adjunct and Part-Time Instruction**

VCSU has held a long tradition of minimizing the use of adjunct professors. Because consistency and quality of instruction provide the best learning environment, the faculty is committed to an educational experience directed and led by full-time professors. Student comments and alumni studies repeatedly affirm this value.

Such a commitment remains a paramount strength of the institution. The full-time faculty deliver an overwhelming majority of the curriculum. In 1999-2000 and 2000-2001, an adjunct budget of $163,220 represented 6 percent of the total dollars allocated to full-and part-time faculty salaries. Of the 6 percent, ¾ went to true part time instruction. The remaining ¼ supported full-time faculty accepting overload assignments, which represents one means of additional income for faculty in a state with historically low salary standards. The commitment to instruction by full-time faculty is overwhelming. It remains to be seen whether the economic climate will allow VCSU to sustain this commitment to full-time instruction.
Faculty Assignments

The annual faculty assignment is 12 credits per semester or approximately eight three-credit classes an academic year. Inspection of annual course offerings (an average of 610 courses a year) reveal that a vast majority of the curriculum is comprised of three-credit offerings (44 percent) followed by two-credit (31 percent) and one-credit offerings (16 percent). Four-credit offerings exist predominantly in the sciences and are few (9 percent). The recent introduction of eight-week courses on a very limited basis has provided additional opportunities for students to pick up specialized courses and offered faculty a means of additional income.

Class size generally approaches a 17:1 student faculty ratio. Only a few classrooms serve classes larger than 50. And while class size and course loads seem reasonable, faculty have considerable student contact time. Add governance, service to the broader community and scholarly or artistic activity, and one quickly sees a committed but taxed workforce. One additional faculty line was added in 2000-2001 (business). Another will be added in 2001-2002 (education). Strategic planning processes enable divisions to link staffing requests to goals and mission.

A history of budget cuts through the early 1990s is the source of some of this staffing pressure. Internal reallocation to support the notebook initiative along with the assignment of faculty to administrative posts also prevented replacement of faculty. However, as grants have picked up some of the one-time reallocation costs, and as enrollment stabilizes, opportunities to restore needed staff give rise to optimism. The infrastructure to support instruction remains inadequate, however, and is an issue in need of attention for the coming decade. Only three of the six divisions have a full-time administrative assistant.

Faculty Release Time

Research grants, athletic coaching or administrative assignments comprise the three largest categories of faculty release time. The vice president for academic affairs is the only full-time academic administrator. Three faculty are on full-time release to service grants, research, or support services (technology education, instructional technology and the Information Technology Center respectively). The academic divisions are led by a division chair from the faculty with ¼ release. Two division chairs have an additional ¼ release to either chair a department (music) or to supervise a large teacher education unit. Coordinators of this NCA self-study report were granted up to 3/4 release time.

VCSU is a member of the Dakota Athletic Conference (DAC-10) under the auspices of the NAIA. Coaching duties comprise significant release time assignments for faculty in the division of health and physical education. Two coaches hold tenured positions (track and women’s volleyball). All other coaches are non-tenure track appointments. The policy of the University is to fill faculty-coaching appointments with non-tenure track appointments.
Replacing to cover faculty release time appointments are generally part-time adjuncts, which defines the major need for adjuncts on campus.

Faculty Scholarship

While teaching is the primary responsibility and concern of faculty at VCSU, the faculty and administration also recognize that the pursuit of scholarly work improves the quality of teaching and learning on campus. Therefore, despite full teaching schedules and minimal monetary faculty development support, VCSU faculty have actively engaged themselves in the pursuit of scholarly activities. For the past four years, these activities include:

- One faculty member has published a book and has another book forthcoming.
- Fourteen different faculty members have published articles in refereed, academic journals or conference proceedings. Faculty articles have appeared in journals like *The Prairie Naturalist, Paideuma: A Journal dedicated to Ezra Pound Scholarship, and The American Music Teacher*. Published articles in conference proceedings include, the Canadian Mathematical Society, the Society for Information Technology and Teacher Education (a number of articles), and the Association for the Advancement of Computing in Education.
- Twenty faculty members have presented papers at academic conferences; most faculty members attended a conference during the period surveyed.
- Many faculty speak to local groups and provide expertise at area workshops. A number of faculty members give lectures for the Barnes County Historical Society Lecture series, and faculty often serve as experts for K-12 in-services.
- Three faculty members have conducted seminars in Mexico at VCSU’s sister university in La Paz.
- The art and music faculty exhibit their work and perform at concerts.

VCSU faculty members have also received grant money to facilitate research opportunities and enhance programs offered on campus. One faculty member received a Fulbright grant for the 2000-2001 academic year; another received a Fulbright award for 2001-2002. Faculty research on campus includes work on learning styles, Eurasian Watermilfoil (a VCSU faculty member first documented Eurasian Watermilfoil in North Dakota), Sheyenne River invertebrates, Medicine Wheel Park development, Norwegian immigrant women, the Cold War West, Ezra Pound, Lewis and Clark’s celestial navigation, student perceptions of the impact of notebook computers on learning, and a variety of math and computer projects.

Faculty Development

Faculty development is important to the promotion of scholarship on any campus. At VCSU, an annual stipend of $200 has been provided for each faculty member to attend a conference or workshop, with allocation methods determined by the divisions. State fleet vehicles are provided for travel within the state of North
Dakota. The VPAA office seeks to provide additional support to those people attending regional and national conferences to present papers.

Because of limited faculty development monies on campus, grants from outside sources have played an important role in the total faculty development picture. Bush Foundation grants have provided important faculty development dollars. Most faculty have received Bush Foundation monies to enhance their technology skills. Title III grant monies have also enabled VCSU faculty to develop new skills.

Since faculty development is so crucial to a university community, the Faculty Development Committee at VCSU spent the 1999-2000 academic year discussing changes to the faculty development policy that was implemented in 1996. The key feature in the committee’s discussions is the inclusion of a paid sabbatical. All of the new proposals are designed to encourage and facilitate academic scholarship on the campus of VCSU. The Faculty Association has discussed the new policy proposals during the 2000-2001 academic year.

Results of the ACT Student Opinion Survey show generally high levels of satisfaction with programs and services at VCSU. Perhaps the largest single concern for the future is enrollment. Demographics of the traditional areas VCSU draws from are changing.

Students

The 1990s were a decade of transformation for students as well at Valley City State University. The student body demonstrates a marked increase in both diversity and quality, with a 25 percent increase in minority students (from 32 to 48), and increases in both the average ACT scores and GPA of new freshmen. The implementation of notebook computers changed both the ways students learn and the culture of communication on campus. Orientation programs and services have been greatly enhanced with the introduction of the summer orientation program (1992), the ropes course (1994), and the development of Freshman Dialog into a more extensive orientation course, Living to Learn (1995). Student services are being developed in the online environment to provide convenient access to students both on-campus and at a distance.

Enrollment

State-wide, North Dakota is facing demographic challenges. From 1990-2000, only 5 of the 53 counties in North Dakota showed any growth in population, and the number of high school graduates in the state is expected to decline by 16 percent over the next ten years. In the fifteen counties surrounding Valley City, the number of high school graduates is expected to decrease by 12 percent over the same period. At Valley City State University, the majority of students (approximately 78 percent) come from within the state. As the number of North Dakota high school graduates decreases over the next several years, marketing strategies will have to shift to students from other states, other countries, and to students taking classes online.
As Figure 5.1 shows, the headcount enrollment over the past five years has varied from a low of 1054 in 1997 to a high of 1,121 in 1996. Full-time equivalent student enrollment ranged from 876 in 1997 to 932 in 1996, amounting to a variance of approximately 6 percent. A history of stable enrollment patterns can be seen in the Comprehensive Planning Enrollment Report in the resource room.

Students at Valley City State University come from 17 states, three Canadian provinces, and eight foreign countries. Fifty-five percent of the enrollment comes from the surrounding seven counties. The past ten years have seen an increase in the number of out of state students, from 11 percent in 1990 to 22 percent in 2000. Students of minority cultures make up about 10 percent of the student body, with non-resident aliens at 4.58 percent, Native Americans at 2.29 percent, Hispanic and Black/Non-Hispanic at 0.82 percent each, and Asian/Pacific Islander at 0.45 percent. Residency status, age, and student classification breakdowns can be found in the VCSU Fall Enrollment Statistics Report (see resource room).

Over the past decade, the average ACT score for new freshmen increased from 20.0 to 21.1, and the average GPA of new freshmen increased from 2.80 to 3.13. The four year graduation rate has increased from 14 percent to 26 percent. The number of transfers has increased from 69 in the Fall of 1990 to 88 in Fall 2000.

The director of enrollment management coordinates the marketing and recruitment efforts of the University. The director, along with two admissions counselors and one administrative support staff position, oversee a program of high school visits, career fairs, direct mail and telemarketing. Use of the World Wide Web, e-mail, and CD-ROM have become important marketing tools.

**Retention**

Over the past five years, an average of 68.3 percent of the new freshmen return for a second year of study at VCSU, compared to the national average sophomore return rate of 71.9 percent (ACT, Inc., Feb. 16, 2000). VCSU’s sophomore return rate is actually fairly good, considering an average of 24 percent of the entering freshmen at VCSU indicate on the CIRP survey that the chances are “very good”
that they will transfer to another college before graduation. The national average for this question is 10 percent.

Figure 5.2 shows a slight decline in the retention rate over five years.

Figure 5.2. Student Retention

VCSU’s graduation rate, however, has increased significantly over the past decade. As Figure 5.3 indicates, the five year graduation rate has jumped from 23 percent for the class entering in 1990 to 38 percent in 1999 for the class entering in 1995.

Despite these improvements in retention, VCSU’s five year graduation rate in 1999 is still below the national average reported by ACT in 1999 of 42.2 percent (ACT, Inc., Feb. 16, 2000). Several retention strategies are in place that assure students every opportunity to be successful and to persist in reaching their academic goals:

- A comprehensive orientation program is in place to assure that all new students begin their college careers with the tools and experiences necessary to be successful.

- A peer tutoring program, study skills classes, and academic advising and counseling are available to all students.
A system of monitoring class attendance is in place and faculty report students having difficulty in classes to the director of student academic services.

In addition to these measures, exit interviews are held with all students withdrawing from the University and surveys are conducted with students who do not return. Students leave Valley City State University for a number of reasons, including family, academic, finances, health, and geographic location. These are similar to the national data reported by ACT, which indicates that the three “primary reasons students leave college are financial problems, inadequate academic preparation, and difficulty adapting to college life” (Habley, *ACT Office for the Enhancement of Educational Practices 2000*). Data from VCSU’s exit interviews is available in the resource room.

**Staff**

Members of the staff at Valley City State University assist the administration, faculty, and students in maintaining an environment conducive to learning, providing technical and clerical assistance, maintaining records, and managing the physical plant.

In 1999, the NDUS developed a new classification system that places staff in broad salary bands that focus on the knowledge and skills of the individual, rather than the narrow focus of a particular job description. The new system provides management flexibility to develop positions and assign work based on the need of the organization, rather than depending on pre-existing job classifications. Changes in work assignments are thus accommodated without an immediate need to review classification and pay grade.

VCSU employs 90 full-time and three part-time staff, who fall into six bands, as indicated in Table 5.2. One-third of these individuals in staff positions have worked at VCSU at least 15 years, providing strong stability in campus offices.

<table>
<thead>
<tr>
<th>Band Number</th>
<th>Description</th>
<th># Employed</th>
<th>Mean Salary</th>
<th>Average Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1000</td>
<td>Administration Managerial</td>
<td>14</td>
<td>$41,128</td>
<td>14.13 years</td>
</tr>
<tr>
<td>Band 3000</td>
<td>Professional</td>
<td>14</td>
<td>$30,532</td>
<td>6.13 years</td>
</tr>
<tr>
<td>Band 4000</td>
<td>Technical &amp; Paraprofessional</td>
<td>12</td>
<td>$22,063</td>
<td>12.17 years</td>
</tr>
<tr>
<td>Band 5000</td>
<td>Office Support</td>
<td>16 FT; 3 PT</td>
<td>$18,953</td>
<td>12.11 years</td>
</tr>
<tr>
<td>Band 6000</td>
<td>Crafts and Trades</td>
<td>11</td>
<td>$21,047</td>
<td>14.6 years</td>
</tr>
<tr>
<td>Band 7000</td>
<td>Services</td>
<td>10</td>
<td>$15,531</td>
<td>5 years</td>
</tr>
</tbody>
</table>

Table 5.2. Staff Classification, Salary, and Years of Service

VCSU has identified market salary values for all staff positions on campus. These values, level of responsibilities, and internal equity are used in determining salary
increases above across-the-board increases. VCSU has a Salary Administration Policy to address salary applications. Annual responsibility reviews are used to assess staff performance.

All regular employees of VCSU are eligible for three course tuition waivers per calendar year, following the guidelines in Human Resource Policy 33. In addition, employees enjoy many training opportunities, including customer service workshops, computer training workshops both on and off campus, and informational workshops at convocation each August.

**Information and Technology Resources**

Information and technology resources are among the strongest assets of Valley City State University.

**The Library**

Academic libraries are, and have been, in the forefront of technological change in adopting their learning resources for students and faculty to the changing formats of information. From the earliest technological format—from books, filmstrips, microforms, 16 mm films, videos, videodiscs, CDs, CD-ROMs, and now online access to digital databases, academic libraries are providing learning resources in every useful format to their students and faculties. VCSU’s Allen Memorial Library has actively participated in these revolutionary changes.

The result of these changing formats of information is that both the variety of the library’s learning resources and the access to these learning resources have increased dramatically, especially over the last 10 years. In 1991 the Library’s 11 online terminals initiated access to its online catalog, ODIN (Online Dakota Information Network), while access to online full-text periodicals began in July 1996. With the advent of a networked campus and the use of a notebook computer by each individual student and faculty member in August 1996, hundreds of access points to the library’s catalog and full-text periodicals became available from networked classrooms, offices, dormitories, and other residences. In keeping with the University’s policy of providing universal online access to students, faculty, and staff, the library is working to make as many as possible of its learning resources available online so that students and faculty can access them on their notebook computers from any location that has a network port or a telephone.

The library’s web pages now provide access to the learning resources of the library, including our online catalog, which contains both print and digital resources, the 32 online subscription databases to which the library currently subscribes, thousands of other online catalogs worldwide, as well as information on the Internet. The library web pages, which have been recently redesigned and are constantly updated, provide an overview of the library’s resources on the first page, plus a general reference page, and an individual web page for each of the six academic divisions. The web page for each division contains online resources germane to that division’s academic
programs. Since the quality and accuracy of non-library web information varies tremendously, the library web pages also provide access to librarian-vetted Web sites with URLs for sites that contain only high quality and accurate information.

**Use and Service**

As expected from these changes in format, use of the library's physical-format learning resources has somewhat declined, while online use of the library digital learning resources is high—especially since the University's policy provides universal online access to students and faculty. This is true even though only partial user statistics of online resources are available, as online resources are relatively new, and vendor statistical packages are even newer. However, the online statistics that are available document the fact that customer use of the library's online resources has increased access to the library's learning resources and more than made up for the drop in the use of the library's physical-format resources.

From January 2 to June 30, 2001 the VCSU web site was “hit” (clicked on) 24,810 times, according to the statistical package that is currently in use. At least 9 percent of the use is between 10:00 p.m. and 7:00 a.m. (hours when the library building is not open). Not counting the home page of the library (library.vcsu.edu) which opens first, the subscription database page was used most, followed by the business division's page, the Newspapers Online link, the general reference page, and the encyclopedias link.

In addition, most online commercial vendors have recently started providing their customers with information on the use of their subscription databases, although there is little standardization between vendors in the types of information they collect. User statistics for 2000-2001 (the only year for which substantial statistics are available) show 17,780 user logins, 21,692 searches, and 78,638 views of database items. The 78,638 views represented 52,565 online uses of periodicals and 26,018 uses of online books (including online encyclopedias, dictionaries and ebooks) and 55 views of in-house library digital newspaper database.

The total circulation of the library's physical-format learning resources was 38,781 in 1990-1991, before the introduction of online digital resources in our library. Annual circulation statistics remained constant in the period from July 1, 1989-June 30, 1994, averaging about 39,500 a year. However in 1995-1996 they dropped to 33,391, in 1997-1998 to 23,783 and in 2000-2001 to 17,227. This drop coincides with the availability of full-text online periodicals in July of 1996, universal access via notebook computers for all faculty and students in August 1996, and the increasing number of online resources the library is making available to its users.

Combining the use of online resources for 2000-2001 with the use of physical-format statistics for 1999-2000 show that the use of the library's learning resources has increased dramatically. Table 5.3 shows 95,456 documented instances of use of the library's learning resources in 2000-2001.
The major drop in use of physical-format resources is not in the use of books but in the use of paper-format periodicals (as opposed to online full-text periodicals), paper pamphlets (vertical file), and paper reserves (online courses use the reserve software in Blackboard). The use of physical-format audiovisual resources has actually gone up. When the use of the library's online resources is combined with the use of the library's physical-format resources, use of library resources has increased 139 percent, more than doubling use compared to 1991.

The fact that some users tend to use internet information even though it is not quality-vetted and that, in 2000-2001, 12.4 percent of VCSU students were being taught on off-campus sites and used libraries located at those sites also contributed to the drop in the use of physical-format learning resources. However, the high use of the library's online resources demonstrates the library's success in making information available in the formats that students and faculty need.

**Interlibrary Loan**

Another indicator of the changing nature of student and faculty use of information resources, whether provided by the library or available elsewhere on the World Wide Web, is the library's interlibrary loan statistics. In 1990-91 there were 2,441 items borrowed from or loaned to other libraries. By the academic year 1999-2000, with the advent of online information in the library subscription databases and on the Internet, interlibrary loan, while still important, had decreased somewhat to 2,146, a drop of 12 percent. This is also an indicator of the changing role of the library. Users can now access thousands of full-text periodicals online via the library's subscription databases, as well as ebooks, and have less need to request paper copies of these articles and books for them via interlibrary loan.
Access to North Dakota Academic Libraries

In 1991 the online catalog, ODIN (Online Dakota Information Network) became operational, and at the time was considered “spectacular and revolutionary” as libraries were among the first organizations to make extensive use of online databases, giving users direct knowledge of the learning resources in other member libraries. In 1991 ODIN provided access to 11 North Dakota academic libraries, two North Dakota public libraries, and a network of libraries in South Dakota and Minnesota. By 2001 the number of ODIN libraries had more than quadrupled, now including 52 North Dakota academic, public, private, and special libraries, and through the web provides access to thousands of catalogs worldwide. Web-based ODIN is also much easier to use than the system’s initial telnet version software which was DOS-based and required learning a number of two-letter commands in order to use the online catalog.

The number of records in ODIN has increased dramatically, almost doubling between 1991 and 2001. In 1991 ODIN contained 1,160,443 book and audiovisual records, of which 789,725 were unique titles. At VCSU these online records were only accessible from 11 dedicated computer terminals located in the library. By June 30, 2001 ODIN contained 2,242,037 book and media records, with 1,516,819 unique titles, and these records are accessible from hundreds of student, faculty, and staff computer notebooks.

Access to Learning Resources on Campus

The number of learning resources in the library has also increased significantly in the last 10 years. On June 30, 1991, the library contained 84,191 books volumes and 4,260 audiovisuals. By June 30, 2001, the collection had increased to 92,934 book volumes (including 5,969 purchased ebooks) and to 15,069 physical-format audiovisuals. The trend in collection development is shown by the increase in audiovisuals, the acquisition of ebooks, the switch from digital to online databases discussed below, and the increasing number of online databases provided by the library.

Although the number of print periodical subscriptions within the library has declined from 395 on June 30, 1991 to 320 on June 30, 2001, this is more than made up for by user access to 2,923 full-text periodicals and journals. In fact, it is the library’s policy to substitute the full-text online periodical or journal for the print edition whenever the full-text of the journal becomes available online in one of the databases the library subscribes to. This continuing change from print to online periodicals is another indicator that the library is successfully moving to an online environment, and increasing student and faculty access to more learning resources as a result, as the online databases contain many full-text periodicals that were previously unavailable to library users in paper format.

In 1991 the library provided paid access to only five digital copyrighted subscription databases, four of which were indexes to periodical citations and did not contain full-text articles. On July 1, 1995 the library purchased access to four online periodical databases and added an online encyclopedia with the advent of notebook
computers in August 1996. The number of online resources has grown constantly since then. As of June 30, 2001 the library provides paid online access to 31 online copyrighted subscription databases that are all accessible online on the library's homepage(s) using VCSU's LAN. Students and faculty access these databases from their classrooms, offices, dormitories, and residences, as well as from the 58 notebook ports in the library. A list of the databases available is provided in the library narrative, or may be viewed through the library web pages.

The library has also purchased permanent access to 5,969 netLibrary e-books for students and faculty use. Access to these copyrighted electronic books is not available free on the Internet. netLibrary also contains over 3,500 ebooks on which copyright has expired and has electronic indexes for both collections. The free ebooks are also available in scattered locations on the Internet. The 5,969 purchased copyrighted e-books are cataloged in our online catalog.

Each academic division has a section of the library's budget and the faculty members of each division recommend to their division chair the purchase of learning resources of particular usefulness for their academic programs. Faculty members thus select most of the specific subject-related print and audiovisual resources (including videos, CDs, and CD-ROMs) and online databases purchased by the library. The head of collection development and other library staff members also recommend specific print, non-print, and online database subscriptions to faculty members who then decide whether these resources would be useful additions to the library's learning resources.

Staff

As in most small academic libraries, each professional member and paraprofessional member of the library staff wears a number of hats in providing library services that in larger libraries would be provided by a number of separate individuals—which makes the professional lives of our library staff very interesting. There are four professional staff members (two 12-month positions, and two 9-month positions) one 12-month paraprofessional position, five part-time library assistants who each work 17 hours per week, and a number of student assistants. Details regarding the staff assignments are available in the library narrative located in the resource room.

Facilities

The library building was constructed in 1951 and has generally proved adequate to house the library's collections of learning resources, provide space for students and faculty to use them, offices for library staff, and even space to place relatively recent technological inventions such as computers, scanners, a CD-ROM burner, large and small screen televisions, a CD-ROM tower and CD listening equipment. The library has also been retrofitted to provide 58 network ports for student computer notebooks, 14 network ports for desktop computers for student use, nine ports for networked staff desktop computers, and three ports for three staff notebook computers.
Space for periodical storage appears to have been resolved with the use of microfiche and microfilm; the curriculum library and the reference area, however, do face space problems and the need to weed. Specific details describing the periodicals, curriculum library, and reference area space issues are provided in the library narrative located in the resource room.

**Expenditures**

In a climate of economic restraint the library’s budget has remained relatively flat, except for minimum salary increases, and inflation has dramatically decreased both the library purchasing power for learning resources and the purchasing power of the salaries of the library staff. Despite these challenges, the library continues to provide excellent service through strategic use of limited resources. Specific information about the library budget may be found in the library narrative, located in the resource room.

The library’s membership in networks and consortiums has stretched the library’s financial resources in the purchase of electronic resources—sharing an online catalog with 51 other North Dakota libraries and purchasing of online databases jointly with other libraries through the library’s membership in library networks and consortiums.

The library’s staff is dedicated to continuously improving these services and increasing the learning resources that it makes available to users—as shown by its collection development statistics for both print and digital resources. While use of the library’s physical-format resources has declined, use of the library’s online resources is high. This is in keeping with the University’s mission of providing a quality educational experience in a technology-enhanced environment, which includes universal online access.

Despite budget and staff constraints, the library is successfully working within the initiatives and mission of the University in providing learning resources and services needed by students and faculty. Student satisfaction with library facilities and services is high. The ACT Student Opinion Survey rated library facilities and services 4.03 in 1995, 4.06 in 1997, and 4.15 in 2000, compared to a national average of 3.87 in 2000 for library facilities and services. Students also ranked the library facilities and services third highest out of 65 categories they evaluated.

**Information Technology at VCSU**

Information technology (IT) at VCSU is pervasive, democratic, and strategic. Special attention is given to integration with the teaching and learning process throughout the curriculum. These goals are achieved with a limited budget. The key is an uncommonly high degree of University wide standardization and proliferation that exponentially increases the value of the information technology investment.
Computerworld writer Kathleen Melymuka describes the impact of information technology at VCSU:

“The result is a model for education - and business - of how the strategic use of technology can improve processes (teaching), boost the quality of products (graduates), reinvigorate employees (teachers and staff), tighten relationships with customers (prospective employers of graduates), forge links with the community and ultimately transform the organization.” (“Laptop U,” January 1, 2001).

Alignment of IT Resources with State and Local Needs

Information technology at VCSU is student centered

Efforts to move toward the University goal of customized learning focus on the needs of customers in terms of appropriate and convenient access to learning. The extensive development of the campus web site provides customers with improved access to information.

Multiple years of surveys conducted by Dr. Kathryn Holleque of the Education, Psychology, and Technology Division, provide evidence that the notebook computer environment and online courseware has positive effects on multiple indicators of student centered learning. The details of these surveys are included in the following documents: 1) “Validating the University Mission: The Learner Survey,” 1999, 2) “Transforming Higher Education: Excellence Within a Culture of Innovation,” 2000, and 3) “The X Factor,” 2001.

VCSU seeks both internal and external opportunities for improving efficiencies

VCSU provides centralized IT services that are shared by all departments, including help desk, e-mail, intranet services, Internet access, web site, and online course management systems.

VCSU has standardized on a single software image for all campus users including: Microsoft Windows 98 and Office 2000 professional, Novell intranet and GroupWise e-mail, and antivirus software.

All NDUS campuses share many IT-based systems including ODIN, IVN, and administrative computing.

VCSU cooperates with the Information Technology Division (ITD) of North Dakota by supplying an annual technology plan and committee work that results in statewide standards. In 2000, ITD spearheaded the deployment of a statewide telecommunications network and now supplies Internet access to VCSU.
Information technology is well managed

VCSU has completed an institutional technology plan each year since 1995. The technology plan stems from an institutional strategic plan that stems from a NDUS strategic plan.

VCSU has a Chief Information Officer (CIO) who serves on the campus Executive Team.

A Technology Advisory Committee (TAC) consisting of students, faculty, staff, and community members, provides input on technology planning and policy decisions.

VCSU has a central IT budget that includes the following: all computer hardware (with the exception of grant funds), nearly all IT related operating expenses, and all IT salary funds (with the exception of grant funds).

VCSU provides leadership for developing a shared infrastructure

VCSU is working closely with the Valley City - Barnes County Development Corporation to build the information technology economy. Together they have created a Regional Technology Center.

Valley City State University is home to the Center for Innovation in Instruction. The CII delivers technology training and leadership to K-12 schools throughout North Dakota and provides training and technology leadership at VCSU.

VCSU personnel serve on statewide and University System committees and task forces. President Chaffee currently serves on the board of an industry-based, statewide Information Technology Council of North Dakota. The CIO currently serves on an NDUS Information Technology Council (ITC). Several Information Technology Center staff meet regularly with peer groups from the other NDUS institutions. The comptroller, registrar, and the director of the library have contributed significant input to develop and secure NDUS information technology services appropriate to their respective areas.

Major Initiatives and Resources

Some of the major technology initiatives at VCSU are the notebook computer initiative, customized learning, electronic portfolios, and the Interactive Video Network.

The Notebook Computer Initiative

The phrase “notebook computer initiative” is commonly used at VCSU to describe a full range of computing services that correlate to the introduction of notebook computers for all VCSU faculty and full-time students in 1996. These computers are upgraded approximately every 24 months. The actual range of upgrade has been 18-30 months.
Classrooms are equipped to take advantage of the notebook computers. VCSU has approximately 52 classrooms. Of those 52 rooms, seven to ten rooms have specially designated functions, such as a chemistry laboratory and art studios. Thirty-six classrooms are equipped for projecting the notebook computers and other audio/video sources. Thirty-three classrooms have at least one LAN connection. Twenty-five classrooms are fully equipped with network and electrical connections for every student; a networked laser printer; and a large screen projection device for projecting computer, VCR, and other audio/video equipment. This is sufficient to meet classroom requirements during peak hours (9-11 a.m., Monday-Wednesday).

With more LAN (Local Area Network) connections than people, all users have convenient, high-speed access to networked information while on campus. The proliferation of notebook computers and LAN connections, combined with a modem pool, provide anytime, anywhere access to networked information and electronic communications.

A centralized, campus-wide Help Desk is available for technical support to students, faculty, staff, and administration. The Help Desk is currently open approximately 13 hours per day, Monday-Thursday and eight hours on Friday. The Help Desk is the single point of contact for all IT related services. Responsibilities of the Help Desk include the following: customer referrals to ITC specialists and other experts; inventory management and distribution of all campus portable and desktop computers; license management and loading of the campus standard software; computer hardware and software troubleshooting and repairs; checkout of video camcorders, digital still cameras, LCD projectors, and scan converters; installation and troubleshooting of classroom multimedia equipment; installation and maintenance of distributed multimedia production workstations; and the maintenance of distributed laser printers.

**The Effects of the Notebook Initiative on Campus Life and Learning**

This rich technology environment has transformed nearly all aspects of the campus. Students are more involved in the learning process as they use their computers to conduct research, communicate, create and solve problems, and take notes. Students develop electronic portfolios that demonstrate abilities not documented on a resume or transcript. The campus web site has become the preferred campus information system, and in many cases the only source of particular information. Employees use technology for research, electronic forms processing, communication, and problem solving.

Multiple surveys of three separate groups of users, conducted over several years, provide evidence that students, faculty, and staff believe the notebook computer initiative provides a more effective learning environment.

Surveys sponsored by the TAC (Technology Advisory Committee) can be found in the annual campus technology plans, copies of which are located in the resource room. Questions administered before and after the implementation of the notebook computers produced the following results:
Faculty and staff rated technical support higher in 1997, as compared to 1995. In 1995, when asked how they felt about the current level of technical support, faculty and staff had a rating of 2.5 on a 5-point scale, with 5 being a high level of support and 1 being a low level of support. In 1997 the rating climbed to a 3.6. One conclusion is the Help Desk created in 1996 and standardization made it easier for technical support personnel to provide knowledgeable service. Related questions revealed that technical support personnel served more users in 1997 than in 1995.

Faculty and staff rated the level of training higher in 1997, as compared to 1995. In 1995, when asked how they felt about the current level of training opportunities, faculty and staff had a rating of 1.9 on a 5 point scale, with 5 being a high level of training opportunities and 1 being a low level of training opportunities. In 1997 the rating climbed to a 3.5. Standardization of software greatly facilitated a campus-wide training strategy.

Students were surveyed in General Psychology during the first semester of the notebook computer initiative in 1996.

At the beginning of the semester, a clear majority (64 percent) of students believed that technology would at least mostly enhance the learning experience. By the end of the semester, 74 percent reported technology had mostly or definitely enhanced the learning experience, and only one percent reported it had not enhanced it at all.

When asked what they thought about the prospect of using a computer lab instead of their own computers, students overwhelmingly indicated a preference for using their own computers. 89 percent of them reported that they would mostly/definitely prefer their own computer, and of those, 71 percent were in the definite category. Only three percent of the students indicated a definite preference for a computer lab.

94 percent of the students reported that using their notebook computers had increased their communication with other people at least some. Only one percent indicated using them had not increased communication at all.

92 percent of the students reported that having their own computers saved them at least some time.

Results from ACT Student Opinion Surveys conducted in the Spring of 1997, 1998, and 2000 show strong and increasing student support for the notebook computer initiative. The surveys also indicate students are more satisfied in 2000 with the level of use of the computers in the classroom setting.

When asked, “how much has the notebook computer enhanced the learning experience” 58 percent of the students indicated, “mostly or definitely
enhanced it” in 1997 and this number rose to 82 percent by 2000. Only five percent of the students indicated, “not enhanced or mostly not enhanced it” in the 2000 survey, compared to 16 percent in 1997.

- When asked “how satisfied are you with the level of the use of your notebook computer during class time” 50 percent of the students indicated “very satisfied or satisfied” in 1997 and this number rose to 76 percent in 2000. Only eight percent of the students indicated, “dissatisfied or very dissatisfied” in the 2000 survey, compared to 27 percent in 1997.

Starting in 1998, the faculty and staff survey included questions from the student survey. The results from the 1999 faculty and staff survey indicate the following:

- When faculty were asked “how much have the notebook computers enhanced learning” 75 percent indicated “mostly or definitely enhanced it.” Only six percent indicated, “not enhanced or mostly not enhanced it.”

Collectively, these surveys indicate strong support and continued integration of the notebook computer initiative.

**Customized Learning and Technology**

VCSU received a federal Title III grant in 1998 worth $1.7 million dollars over five years. The purpose of the grant is to develop a customized approach to learning by deploying two major components. The first component is the delivery of the technology education degree program in a customized manner. The second component is the delivery of student services in a customized manner.

From an information technology infrastructure perspective, a critical component is the implementation of an enterprise level, online coursework management system. VCSU deployed a TopClass server as a pilot project in the Fall of 1997. The 1998 Title III grant provided funding to make online coursework management software a standard application available to all faculty and students at VCSU. A Blackboard CourseInfo system was deployed in the Spring of 1999. A full-time applications developer was hired in December 1999. An enterprise level UNIX server was deployed and a half-time faculty trainer was hired in May 2000. The use of CourseInfo included 12 faculty and 23 courses in the Fall 2000 semester and 23 faculty and 43 courses in the Spring 2001 semester.

As part of the Title III grant, the technology education faculty are preparing coursework in order to deliver a program online to distance learners. However, most of the online coursework campus wide is designed to supplement classroom instruction, in what is referred to as a hybrid learning environment. The hybrid learning environment is evolving toward a point where some students, perhaps only a few in a large class, will be able to take a course completely at a distance, if necessary. This is physically possible today. Initial survey research, described below, indicates the effectiveness of the hybrid learning environment.
The Effectiveness of Hybrid Learning

Survey research described in *The X Factor* (Holleque, 2001), reveals that student interaction in an online learning environment appears to have some advantages over the traditional classroom. Students tend to agree with each of these seven statements:

1. Students experience a higher degree of student interaction in the online environment.
2. Online group discussions are more comfortable for students.
3. Students have more meaningful interaction with each other in an online environment.
4. Students are more likely to share their own opinions on a given course topic in an online environment.
5. Students are more likely to share their ideas in an online environment.
6. Students are more likely to discover what other students think about a given course topic in an online environment.
7. Students gain a wider perspective when discussing course topics with other students online.

In the survey follow-up exercise in April 2001, when asked to explain the impact each of these statements had on learning, students consistently made several points related to student interaction in an online learning environment compared to that in a traditional classroom. Among them were these, in brief:

- More comfortable and positive experience.
- More honest and fuller expression of ideas, equal opportunity for input.
- Less pressure, overcoming shyness, more confidence, fewer inhibitions.
- Freedom from fear, less stress, less intimidating.
- Expanded points of view, broader spectrum of ideas, remember more.
- More productive, input quality improves, worthwhile feedback.
- More free and open communication.
- Time for reflective communication.
- More in depth communication.
- More open, reciprocal sharing.
- Value differing points of view.

In considering the potential impact of online instruction and student services at VCSU, the Technology Advisory Committee developed the following resolutions in the Spring of 2001: 1) We believe online instruction can help customize learning and services. 2) We believe hybrid delivery can improve learning. 3) We believe that we can provide quality, distance learning instruction to under-served markets.

**Issues to Address**

The development of online student services is strongly dependent on the administrative computing information system. This is a common system for the entire North Dakota University System.
funded requests to replace this system during the 1999-2001 biennium, and only minimally in 2001-2003 biennium. Without a new administrative computing system, VCSU will be limited in the number and type of online services available to all students. The current system provides access to online registration and online admissions. Other online services may be added over time. VCSU can develop and provide online student services for distance learners, but the backoffice processes will require manual tasks that will not scale to serve all students.

Significant information technology development remains in order to deliver an integrated system of online student services, online coursework, and an electronic academic assessment system (electronic portfolios).

Electronic Portfolios

Thanks to a 1995 Title III grant, VCSU had the funds to develop an electronic portfolio requirement for all students. The timing of this initiative directly corresponds to the implementation of the notebook computer initiative. The personal notebook computers gave students the tool to effectively store and manage a portfolio of their best work in college. The portfolios provided yet another application and reason for personal, ubiquitous access to computers. The electronic portfolio initiative matured as it combined with an academic initiative, whereby students are required to demonstrate a set of Abilities in their portfolios.

The information technology infrastructure implications include multiple portfolio production workstations throughout campus. The portfolio production workstations allow students and faculty to capture and manipulate pictures, video and audio, and to create CD-ROMs for the corresponding large file demands of these types of digital files. The grant provided the initial funding for these stations. The University is obligated to fund the replacement equipment.

There is a potential need for a centralized information management system for tracking student progress toward the Abilities and for storing and retrieving the corresponding portfolio evidence. Funding for a commercial product was included in the 1998 Title III grant. Unfortunately, the commercial product specified in the grant is no longer able to meet the needs of VCSU. Alternatives are under consideration.

IVN (Interactive Video Network)

NDUS maintains an IVN (Interactive Video Network) classroom on the VCSU campus. A separate telecommunications network links multiple IVN classrooms together. VCSU personnel are responsible for coordinating and facilitating activities in the classroom.

The NDUS allocates funds to IVN for annual telecommunication costs, central technical and administrative personnel, classroom equipment, and all other related information technology associated with the system. The IVN pays campuses $10 per hour for technical support expenses, during the time they receive an event.
IVN is a partnership among the NDUS campuses and would never have accomplished what it has done without the support and active involvement of each campus. The SBHE policies that relate to IVN are included in the Policy section of the Coordinators Handbook, along with procedures and guidelines established by the NDUS Academic Affairs Council, and operating procedures developed by the IVN coordinators and staff.

**IVN Credit Events**

Four types of courses are offered via IVN at VCSU:

- Courses from programs approved by the NDUS chancellor that are sent/received by VCSU (see approved list in the resource room)
- Courses from approved programs VCSU sent/received to augment the curriculum
- Cross-listed courses, between VCSU and MSU (included above in sent/received)
- Courses from approved programs sent by other institutions and are received by VCSU for area students

Valley City State University offers credit classes via IVN to augment the following programs:

- Business administration major (Area of Concentration – Accounting) *
- English as a second language endorsement (English)
- General education or composite science (Physics, Chemistry) *
- Geography minor *
- History major and minor *
- Library media and information science minor *
- Vocational technical education Major
  (* denotes cross-listed courses with MSU)

The number of courses sent by VCSU over IVN has increased since 1996-97 from 10 to 13 in 2000-01 and the number received has increased from 7 in 1996-97 to 10 in 2000-01. The number of students served in the period has grown from 166 to 325. (Complete statistics available in the resource room.) IVN courses are considered part of faculty load, subject to program review by the department offering the course.

**IVN Non-credit Events**

In addition to the many credit classes offered via IVN, Valley City State University participates in various meetings, seminars, workshops, and special events. During 2000-2001, the primary non-credit user of IVN resources was the North Dakota University System. The secondary non-credit users were state government agencies and K-12. Last year, 25 non-credit events utilized 150 IVN hours at VCSU. A list of organizations that utilize IVN resources at VCSU is available in the resource room.
Changes in IVN

Originally, VCSU was primarily an IVN receiving site for programs such as social work and nursing. With the development of the VCSU-MSU partnership, the focus changed to offering more courses between VCSU and MSU. Eventually VCSU and MSU received joint approval to deliver programs such as library media and information science (LMIS) and geography minors.

In the Fall of 1999, IVN installed new state-of-the-art VTEL videoconferencing equipment statewide. After some difficulties with new scheduling software, Merlin software was installed for increased reliability. In early 2001, IVN was converted to the statewide fiber optic digital network for increased bandwidth.

Other changes include the addition of a second IVN classroom at VCSU for Fall 2000 and the addition of network connections, network switch, and network printer to both rooms. The second classroom provides for increased opportunities for hosting credit and non-credit events. The networking of both IVN classrooms allows VCSU to deliver and receive cross-listed courses with MSU in a manner consistent with student use of notebook computers in the traditional classroom and curriculum.

The Future of IVN

Implementation of new technologies will likely have both positive and negative effects on future IVN usage. New standards offer videoconferencing over the Internet to reach customers in-state and world-wide. A recent statewide taskforce evaluated videoconferencing units and proposed to expand IVN capabilities to the Internet. As videoconferencing technology evolves and prices drop, IP-based deployment will become pervasive. For successful implementation of this technology, there must be adequate funding for network bandwidth. The continued development of the statewide communications network, currently underway to all North Dakota cities, is imperative. This project will spur economic development and provide citizens with more educational and entrepreneurship opportunities.

The online (Blackboard) initiative at VCSU may eventually impact IVN use. Currently several faculty are using Blackboard to augment IVN courses. As faculty become more comfortable with online software, some courses may be offered completely online. This would reduce the current offering on IVN and open time slots for other types of use.

Are we using IVN resources efficiently and effectively?

The primary use of IVN resources has traditionally been the augmentation of courses in the VCSU curriculum. This includes the share of courses with MSU through cross listings. Other institutions in the North Dakota University System are also using the VCSU IVN classroom to deliver graduate and undergraduate courses, including Extension and Career Development, to students in the Valley City area. All of these indicate the effective educational utilization of IVN resources.
IVN facilities are also used widely for events such as meetings, seminars, workshops, and training. This saves many dollars in time and travel expense for the University, state, and ultimately the taxpayers of North Dakota. The completion of a second IVN classroom during Fall 2000 greatly improved the effective use of IVN resources by increasing available room openings and eliminating event time conflicts often encountered with having only one room.

Community groups, local professionals, and area school children are often participants in special IVN events on the campus of VCSU. One recent event on March 21, 2001, was a presentation about the Lewis and Clark Expedition. Across the state, IVN delivered this event to over 500 participants at 13 receiving sites, including 41 children and four teachers from Washington School in Valley City. In celebration of the 10th anniversary of the North Dakota Interactive Video Network, special events on a variety of topics were held each month during the 2000 – 2001 academic year. IVN events are often announced in the monthly campus Hotline and the Valley City Times Record local daily newspaper to notify individuals and promote local participation.

Many students, faculty, administrators, and staff currently use IVN resources at VCSU. While the online initiative may affect usage in the future, it may offer an opportunity to promote additional curricular usage that could have a positive effect on the institution’s enrollment. Increased staffing for IVN would also help to promote the utilization of its resources and its overall effectiveness.

**System Resources at VCSU**

ITD (Information Technology Division) of state government negotiates Internet access for all state agencies and spearheaded the implementation of a statewide network. VCSU is connected to the statewide network via a 10Mb service.

VCSU maintains an AS/400 midrange computer for RJE (remote job entry). Prior to December 2000, this AS/400 also hosted a student prospect and tracking system used exclusively by the enrollment management office at VCSU. Due to the limited capabilities of the tracking system, VCSU contracted with the North Dakota Association of Counties to build a new database system. This system, built using Access programming, is used by the enrollment services personnel to track information about prospective students. As soon as the student applies for admission, the Higher Education Computer Network System is utilized for official state reporting.

VCSU maintains a second AS/400 that hosts a textbook management system for the campus bookstores at both VCSU and MSU.

VCSU has a campus Ethernet LAN consisting of a Gigabit Ethernet fiber optic backbone, nine network servers, 56 printers, and approximately 2,000 nodes. All nodes are connected to the Internet. All buildings on campus are connected to the LAN with the exception of a few storage buildings, family student housing, and a
small building used by the Art Department for ceramics. A gigabit LAN extends to the Regional Technology Center located on University property. This LAN extension provides VCSU entities located in the Center with continued access to campus LAN resources and phone services.

The system resources provide network connections in every residence hall room and lounge. A printer is provided in each residence hall. Both student lounges in the Student Union have numerous network connections as well as all meeting rooms. The library also offers student study space with network connections. Plans are currently underway to address the need for network access in the family housing units.

VCSU maintains a phone switch and communication lines throughout the campus. The University provides students with phone service in the resident halls. Campus personnel configure the phone switch software and other phone services are outsourced.

**Future Use and Impact of Technology**

Information technology is increasingly vital to accomplishing the University mission. The reliance on information technology is driving the demand for increased reliability of services. The demand for computer network reliability will dictate the need for more enterprise level server pools with features such as server mirroring and central hard disk arrays, redundant network hardware, software and hardware for monitoring and ensuring the security of network servers, and redundant WAN services.

The increasing number and variety of applications is driving the demand for the integration of applications in a more seamless and efficient environment. The Cisco AVVID (Advanced Voice, Video, and Integrated Data) system recently deployed in the Regional Technology Center is a pilot project that will provide valuable experience and insight with the convergence of voice, video, and data services. Significant development remains in order to integrate the systems of online student services, online coursework, and an electronic academic assessment system. The Title III grant awarded to VCSU in October, 1998, provides some financial support for accomplishing the online development objectives.

The rich technological environment at VCSU creates many opportunities for new applications. The introduction of new applications and the integration of current applications is a continuous process that is still evolving toward the capacity of the current environment. As the sophistication of the technological environment increases, there is an increased need for training and IT support staff.

The growing deployment of e-commerce practices throughout the education industry requires student access to industry standards for such commerce. Software advancements and the increased use of multimedia materials dictate an aggressive information technology replacement cycle.
The increased application of telecommunications will facilitate an increase in partnering activities with other institutions and organizations. Specific partners that could especially benefit include MSU; LaPaz, Mexico; Oaxaca, Mexico; Brandon University, Canada; K-12 schools; and regional businesses.

**Business and Student Services Resources**

Student services and business affairs complement and strengthen the academic mission.

**Financial Aid and Scholarships**

Valley City State University follows the rules and regulations for distributing financial aid as outlined in Federal regulations and the Department of Education Student Financial Aid Handbook. Students and their families are informed about opportunities for financial aid through the *Bulletin* and the *Guide to Student Aid*. A full-time director (shared with MSU), an assistant director, a half-time administrative assistant, and two student assistants administer the financial aid program.

The financial aid budget (cost of tuition, fees, room, board, books, supplies, and personal/misc.) for full-time students has increased from $6463 in 1992 to $9264 in 2000. While costs for students have continued to rise, funding of the primary campus-based programs has actually decreased. Generous supporters of Valley City State University have contributed to scholarship accounts enabling over 38 percent of enrolled students to receive approximately $340,000 in campus based scholarship programs.

The University assists students in managing the costs of attendance and utilizes sound debt management practices. The student loan default rate at VCSU is one of the lowest in the nation, often showing a default rate of two percent or less.

**Office of Career Services**

The Office of Career Services provides a complete array of services for currently enrolled students and alumni of Valley City State University, including assistance in career decision making, campus employment, job search skills and campus employment. Information about on and off campus employment, internships, summer, part-time, and full time positions is made available through hard copy resources and the career services web page. Credential files are maintained on all students and alumni, and an annual placement report summarizing the activities and events of the Career Services Office, the graduating class, and alumni is produced and distributed on campus.

**Career Development**
A formalized four-year Career Development Plan is in its second year on the campus. Students are assisted and work with career services staff from the Learning to Live course through the Senior Seminar course. During the Freshman Learning to Live course students create a career portfolio, the first step in identifying “Who Am I?”

The actual Career Development Plan has the following four steps:

1. Career Services presents in all Learning to Live classes (orientation course) where students begin a career portfolio and hear about the services available to them.
2. Individual appointments with all second year students by career services staff to review their career portfolio.
3. Students are encouraged to do a job shadow or an internship experience during their junior year.
4. Students enroll in the Senior Seminar class, which provides the necessary training in job search skills.

The Senior Seminar class in education meets during the first five weeks of the semester before students leave for their student teaching experience. The current goal is to incorporate the Senior Seminar: Job Search Skills class with the Portfolio class and have it required of every student at the University. Students who have attended generally have a much clearer idea of how to conduct a job search and know the hard work that is involved in the process.

**Internships**

The internship program, administered through the Office of Career Services, provides students (who are of sophomore standing or better and have a 2.5 cumulative grade point average) the opportunity to gain valuable on-the-job experiences while applying their classroom knowledge. There are specific guidelines for the student intern to follow and the work site must be approved by the career services director. A work agreement form and a learning contract are completed by the employer and student intern and maintained in the student's internship file. With the exception of human resources students, who are monitored by the director of career services, the academic departments are responsible for supervising students in their area(s) and for awarding the credit/grade at the completion of the experience.

**Campus Employment**

There are two student employment programs on the campus of Valley City State University. The College Work Study Program is a financial need-based work program: a student's eligibility to participate is determined by the director of financial aid following a review of the federal financial aid application. Students who are eligible and agree to participate are placed in an appropriate work setting on the University campus: they must be paid a minimum of $5.15 per hour and all work must be based around the student's class schedule. VCSU's second employment program is the Student Assistance Program, open to any student who has a desire to work, with no financial need necessary. All offices and academic areas have the opportunity...
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VCSU’s Prior Learning Assessment (PLA) program is designed to offer adult learners the opportunity to apply learning received from life and work experience toward a VCSU degree.

The Campus Activities Board is responsible for formulating and carrying into execution a broad social, recreational, and cultural program of activities.

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Students may interview and hire students to work through this program. The student employee must be paid a minimum of $5.15 per hour and work is scheduled around the student’s class time.

All student employees are provided with a Student Employee Handbook at the beginning of the academic year. At midpoint fall semester, student employees attend a one-hour training session and are given the opportunity to evaluate their work setting. Supervisors evaluate student employees at midpoint, fall semester and again at the conclusion of the academic year. Any problems, concerns, or complaints by either side are handled between the supervisor, student employee, and the director of career services. All student employees are expected to be valuable members of the team and perform the necessary job requirements in a professional manner. Student workers are warned and a dismissal can occur if problems are not remedied. Supervisors may nominate student employees for the Student Employee of the Month award. At the end of every year, a Student Employee of the Year is selected from the year’s monthly winners.

Prior Learning Assessment Program

VCSU’s Prior Learning Assessment (PLA) program offers adult learners the opportunity to apply learning received from life and work experience toward a VCSU degree. Participants in the program develop a personalized portfolio of prior learning experiences through a one-credit course – BUSI 190 Career Planning and Portfolio Development. The course is designed for adult learners and supported by the PLA coordinator. Since 1997 between 10 and 18 students per year have enrolled in the course.

The portfolio describes and documents prior academic and non-academic learning and includes a plan for the use of the credits within a degree completed at VCSU. Much of the documented learning is of non-college experience prior to entering or returning to college. It often includes experiential development or work competency. Faculty from the academic area in which the credit request is made review the portfolio materials. The process results in credits being granted, not granted, or partially granted with additional work needed.

This program is administered through the Office of Career Services and is based on principles developed by the Council for the Advancement of Experiential Learning (CAEL). Details concerning the program are available in the Prior Learning Assessment Program brochure and enrollment data are in the resource room.

Student Activities

Student activities occur in a variety of settings and are the result of many group efforts. The director of the Student Union and student activities serves as the advisor of the Student Senate Campus Activities Board. The Campus Activities Board operates on a budget allocated by the Student Senate through student fees. The Campus Activities Board is responsible for formulating and carrying into execution a broad social, recreational, and cultural program of activities. Programs
include dances, entertainers, speakers and special events such as Homecoming, Sno-Daze and Alcohol Awareness Activities. During the summer school session, the program has been expanded to include picnics, discount movie passes, golf passes, bowling night, a trip to an amateur baseball game, and activities such as canoeing.

In order to actively involve incoming students, new students are asked to complete a survey indicating the activities they were involved in during high school and the types of activities they would like to see/take part in while a student at VCSU. This information is given to advisors or department heads so they can contact these students. This also helps the Campus Activities Board plan events that will be successful and well attended.

The Division of Health and Physical Education along with the Department of Athletics hosts a comprehensive program of intramurals. A director of intramurals plans and promotes a yearlong schedule of male, female and co-ed activities. Included are softball golf, bowling, basketball, volleyball, and racquetball. In 2000-01, 292 men and 220 women participated in intramurals. Over 300 students participated on co-ed intramural teams. Students consistently give high satisfaction ratings to the intramural program.

Musical groups and concerts are sponsored by the Department of Music as part of its curricular offerings. In addition, over 20 student organizations and clubs provide student opportunities for campus involvement and the development of leadership skills.

**Head Start**

In 1993 Valley City State University began a lease agreement with Community Action Region VI - Head Start. As a federally funded program, Head Start provides childcare and educational programs for qualifying families. The lease agreement calls for an annual payment to the university for approximately 7,000 square ft. of space on the first and second floors of Mythalar Hall. The on-campus location provides convenient childcare services for enrolled students with children and it serves as a practicum site for students enrolled in early childhood programs.

**Food Service**

The Valley City State University food service is managed by Sodexho Marriott Services, Inc., in accordance with the provisions of a five-year management agreement. Sodexho Marriott Services employs a general manager, chef manager, and an adequate number of employees to prepare and serve a variety of meals in the cafeteria and the Viking I. Residence hall students are required to select a board contract from a number of available options.

Sodexho Marriott Services adheres to stringent standards for food preparation and safety, and is responsive to their customers through comment cards, surveys, and
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an open door policy. A copy of the management agreement is available from the vice president for business affairs. Students are generally satisfied with the food service program, rating it 3.44 (on a five point scale) compared to the national 3.09 rating in the ACT student satisfaction survey. They especially appreciate the flexibility of the program, which uses a declining cash balance rather than a meal plan, so students can determine when they wish to eat and how they wish to allocate their food dollars.

Residence Hall Life

Valley City State University owns and operates five residence halls. The residence halls are an important component in the total educational experience of students. The residence halls provide a wide variety of educational, social, and cultural programs throughout the academic year. Each residence hall is equipped with lounges, laundry rooms, exercise equipment, large screen televisions, and kitchenettes. Each room is fully furnished and includes phone service, voice mail, and network connections.

All freshmen and sophomore students are required to reside on campus and participate in the board plan. Exceptions to this policy are listed on p. 30 of the 2000-01 Student Handbook.

The residence halls are managed by the vice president for student affairs, the assistant director of housing, an administrative assistant, two live-in head residents and a staff of 16 resident assistants.

The newest residence hall on campus is over 30 years old. While the residence hall facilities and furnishings are well maintained, it is becoming increasingly important to consider new construction or renovation. The competition for students and the need to provide modern and up-to-date housing facilities make it necessary to explore the conversion of existing structures into suites or apartments. The modernization of campus housing is indicated in the VCSU Strategic Plan.

Health Services

A registered nurse provides health services to University students at no charge. The nurse’s office is open from 9:00 AM to noon Monday through Friday. Services offered include over the counter medications, first aid supplies, blood pressure checks, allergy injections, strep testing, HIV testing, and referrals to clinics and hospitals. Family planning services are also provided in cooperation with an area Family Planning Center. A portion of the University fee provides funding for salaries and supplies.

Counseling

Counseling services are designed to assist student in resolving personal, career, academic, social and medical problems and concerns. Services are provided without cost to the student on an appointment or walk-in basis. A licensed professional
counselor serves as the University counselor and is on duty to provide personal counseling, group counseling, workshops and seminars. In addition to the licensed professional counselor, two other members of the student affairs staff, the director of student academic services, and the vice president for student affairs possess Masters degrees in counseling and guidance and provide counseling services as needed. Students at VCSU rate Personal Counseling Services higher than the national average for college students on the ACT Student Opinion Survey.

**The Bookstore**

The bookstore, located in the Student Union, carries a variety of trade books, reference books, computer supplies and software, office supplies, candy, giftware, and apparel. The bookstore is managed by a manager and assistant manager and maintains adequate inventory variety and quantities. The bookstore manager works with faculty in selecting and ordering instructional materials for courses each semester. Pricing and return policies are set at levels that will provide a profit, and contribute to the overall stability of auxiliary operations. The bookstore manager reports to the Student Union director. A bookstore advisory committee, consisting of faculty, staff, and student customers is being formed to provide advice and feedback to the bookstore manager.

**Teacher Center**

The ten teacher centers of the North Dakota Network loan materials to area schools and instructors to provide opportunities for continuing education. Valley City’s teacher center, housed in the lower level of Allen Memorial Library, receives limited University support of space, furniture, utilities, and telephone. The library received a grant from the teacher center to catalog its materials on ODIN; consequently, borrowing privileges for the materials were extended to the University. No printed agreement formalizes this relationship.

**Faculty Materials Center**

The Faculty Materials Center provides photocopy and printing equipment and services throughout campus to students, faculty, and administrative offices. The FMC serves as a valuable and economical resource in VCSU campus marketing. A number of publications, brochures and newsletters are designed and produced in the FMC, including the *Report to Investors, Baselines, Kathryn Center* and CII handouts, *Alumni Bulletin* and VCSU scholarship auction materials. The FMC director and staff strive to meet customer needs by producing quality products quickly and at a reasonable cost. The Faculty Materials Center director reports to the vice president for business affairs.

**Physical Resources**
The physical plant has undergone a series of changes to accommodate the changes in the way instruction is delivered, providing a networked campus that includes wired classrooms, faculty, and administrative offices, and dormitories. Other projects not directly related to instruction enable the institution to provide a safe and pleasing environment for academic instruction, including the McFarland Hall renovations and the health and safety project in Vangstad, McFarland, and McCarthy Halls.

**The Physical Plant**

Campus buildings include a total of 505,139 square feet of floor space with a total building replacement cost of $39,282,300. Equipment inventories for instructional purposes exceed $4.6 million on a cost basis. The campus covers 94 acres of which 64 acres are maintained intensively.

McFarland Hall houses all main administrative and student services offices. The director of the Student Union and student activities is located in the Student Union. The University health nurse is located in Graichen Gymnasium and the athletic director is located in the W.E. Osmon field house.

Approximately 56 regular classrooms, of which 25 are networked to support the notebook computer initiative, provide an attractive environment for teaching and learning. Facilities include four auditoriums for campus programs, lectures, and public performances and presentations. Vangstad Auditorium is an historic feature of the campus with a seating capacity of 825; Froemke Recital Hall in the Foss Music Building seats 210. Theatre 320 in McFarland Hall seats 100 for drama performances, and the Science Center lecture hall seats 100. The Science Center also houses a planetarium with seating for 50 persons.

The campus athletic complex is used for instructional programs in health and physical education and for intercollegiate and intramural sports competition. The facilities include a fieldhouse arena with basketball court and seating for 2,600 spectators. The arena, which received a new hardwood floor in 1998, is convertible to an all-purpose area for basketball, volleyball, indoor tennis or free exercise. Adjacent to the fieldhouse is Lokken Field, a football stadium with seating for 2,500 spectators. A new eight lane track was installed in 1997, and new seats were installed in 1999. Included in the athletic complex is a three-diamond softball complex, and practice field areas. Graichen Gymnasium, located in the main campus area, is used for faculty offices, volleyball matches, intramural sports, and classroom instruction.

Auxiliary services buildings, funded on a self-liquidating basis, include the Memorial Student Center which accommodates the food services, bookstore, swimming pool, conference rooms and networked lounges. Five residence halls are capable of housing 258 men and 318 women students. Sixteen two-bedroom apartments units provide student family housing accommodations.

The Medicine Wheel and Regional Technology Center are both on land owned by the University; both are described in Chapter 2. The astronomy classes assist in
maintaining the Medicine Wheel. RTC land is leased to and maintained by the Valley City-Barnes County Development Corporation.

Overall, buildings on the VCSU campus are in good condition. The only large improvement needed is tuckpointing on many of them because of age. Other general improvements are needed on sidewalks, alleys and parking lots. Also, Foss Hall, Robertson, Mythaler, McCoy and the field house need elevators. The University is currently in the process of doing a comprehensive facilities analysis and will be upgrading the heating and lighting system with $2.3 million financed through a state municipal lease. A summary of the performance contracting program is available in the resource room.

The University is funded by the state for one large capital project every two years. More money is needed to complete other projects such as making Graichen Gym handicapped accessible and providing a second exit from the basement. However, such projects are placed on a deferred maintenance list due to lack of state funds. The VCSU Master Plan (available in the resource room) outlines the various physical plant improvements pursued as funds become available.

**Organization and Resources**

The operation and maintenance of University physical facilities is the responsibility of the Facilities Services Department. The department consists of a director, an executive housekeeper, a full-time administrative assistant, twelve full-time custodial positions, and thirteen trades people.

The Facility Services Department provides services and programs for plant operations, building maintenance and repair, custodial services, grounds care, utilities and energy management, transportation, and motor pool. The department also provides service support for special events and participates in the planning and construction of new facilities and remodeling of existing structures.

**Improvements of the Past Ten Years:**

- Complete remodeling of main floor McFarland Hall including student service office areas
- Remodeling of first and third floor McFarland
- Air conditioning installed in student service office areas and Foss Music Hall
- Renovation of 25 classrooms in support of notebook computer initiative
- Elevators installed in McFarland Hall (2), McCarthy Hall (1), and library (1)
- Sprinkler system and other fire safety upgrades in McFarland and Vangstad Hall
- New roofs on Rhoades Science Building, Foss Music Hall, Kolstoe Hall, field house classroom, family housing, and ceramics building
- Renovation of footbridge
- New 250 hp boiler installed
- Networking of all residence halls
• Upgrade of campus outdoor lighting
• Chemistry Lab waste facility

**Campus Safety**

**Security**

Each year in accordance with the Campus Security Act, Valley City State University publishes its crime statistics and campus security measures. Included in the document, which is circulated campus wide and published on the VCSU Web site, are VCSU’s campus security policy, crime statistics, safety and security measures, and prevention tips.

Campus security is provided by a nighttime campus security officer. The security officer patrols the campus both on foot and vehicle and is in direct radio contact with the 24 hour power plant office and the Valley City Police Department. Specific policies are in place for after hours entry into buildings.

As the result of a recent nighttime walk-through on the campus, lighting was re-evaluated. Lights were added in several entryways and alleys. Parking lot lights and streetlights were upgraded. Battery pack emergency lights have been installed in every building.

Campus safety and security information is placed in each residence hall room at the beginning of every school year. According to the ACT Student Opinion Survey, students are satisfied with the level of safety on campus. Student rated personal safety and security on campus at a level 3.87 on a scale of 1 to 5. The national average for college students is 3.68. The *Report to Investors* reports campus crime statistics, demonstrating that students live in a very secure environment.

**Fire Safety**

McFarland Hall and Vangstad Hall have had recent sprinkler system upgrades. Fire escapes on McCarthy, McFarland and Vangstad had repairs and upgrades. New fire doors were installed on the first floor of McFarland Hall. All smoke detectors were recently replaced with more sensitive smoke and heat detectors and the visibility of all exit signs was improved.

All campus buildings are connected to a central fire alarm system which is staffed 24 hours a day. Resident assistants receive training on fire prevention and fire safety procedures. Fire drills are conducted annually in all residence halls and each room is equipped with a smoke alarm.

The Valley City fire department conducts the fire drills in all of the dorms. All smoke alarms are checked yearly and all other safety devices such as extinguishers and hoses are checked monthly. Life safety projects are a high priority on the campus and money is available through the state for these kinds of improvements.
Fiscal Resources

Valley City State University is committed to maintaining a level of expenditures that will provide both the environment and human resources necessary for effective teaching and learning. Resources are allocated in a manner that will support the goals and strategies of the institution. One example of this commitment to University goals is the accomplishment of the notebook initiative without any additional state funding.

Valley City State University receives an unqualified opinion on its financial statements from the North Dakota State Auditors Office on the annual audit. This is an indication that financial reports are consistent with industry standards and that the data are comparable to other institutions.

As part of the statewide Roundtable review of higher education in 2000, the Board and the legislature launched a process that could yield major changes in how campuses are funded. In the distant past, the larger campuses were funded by enrollment-driven formulas and the smaller campuses had a minimum-staffing model to address their lack of economies of scale. As resources became ever more scarce, funding fell farther behind formulas and minimum staffing disappeared. By the end of the 1990s, one could describe the funding process as “spreading the pain” by increments to or from the historic base.

The emerging model creates out-of-state peer institutions for each North Dakota campus. The theory is that equity for each campus will be defined with reference to those peers, not to other NDUS institutions, and that the state will adopt a philosophy that X percent of the total cost per student should be funded by the state. Developing these ideas and identifying peer institutions has consumed 2000-2001. At this writing, the likelihood of implementation and the potential impact on VCSU are not known. One thing is clear: VCSU has no real peers. Only about 10 public baccalaureate institutions under 1,000 FTE exist; several of them are special mission or branch campuses; and only Mayville State (another NDUS institution) provides notebook computers for instructional use. Therefore, the benchmark against which VCSU will be measured is subject to an extraordinary amount of judgments on which reasonable people may well disagree.

Expenditure Patterns

Total education and general expenditures includes expenditures from all sources of funding including state appropriations, federal and state grants, and other current funds with the exception of auxiliaries. Table 5.4 gives those expenditures by function over the last four years.

The functions of instruction and academic support are directly related to teaching and learning. These two functions account for over 50 percent of total state-appropriated expenditures for the University.
Starting in 1998, computing operations, including those directly related to instruction, have been budgeted under institutional support. This accounts for the decrease from 1997 to 1998 to the instructional function. The increase in academic support in 1997 reflects the expenditures related to the lease on the student computers. Also, in 1998 all technology-related equipment expenditures were recorded in the Information Technology Center budget. This included those information technology purchases that are directly related to instruction.

Currently, instructional technology items are budgeted under two areas, instructional support ($141,311 in 2000-01) and instruction (equipment only) ($15,000 in 2000-01).

### Table 5.4. Expenditures by Function, 1997-2000

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$3,693,306</td>
<td>$3,596,431</td>
<td>$4,041,890</td>
<td>$4,088,019</td>
</tr>
<tr>
<td>% of total</td>
<td>38.95%</td>
<td>35.74%</td>
<td>38.26%</td>
<td>37.04%</td>
</tr>
<tr>
<td>Public Service</td>
<td>201,933</td>
<td>228,352</td>
<td>155,941</td>
<td>244,366</td>
</tr>
<tr>
<td>% of total</td>
<td>2.13%</td>
<td>2.27%</td>
<td>1.48%</td>
<td>2.21%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>1,531,318</td>
<td>1,844,236</td>
<td>1,707,309</td>
<td>1,727,609</td>
</tr>
<tr>
<td>% of total</td>
<td>16.15%</td>
<td>18.33%</td>
<td>16.16%</td>
<td>15.65%</td>
</tr>
<tr>
<td>Student Services</td>
<td>608,149</td>
<td>634,845</td>
<td>665,628</td>
<td>702,480</td>
</tr>
<tr>
<td>% of total</td>
<td>6.41%</td>
<td>6.31%</td>
<td>6.30%</td>
<td>6.36%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>1,103,269</td>
<td>1,248,783</td>
<td>1,247,446</td>
<td>1,758,032</td>
</tr>
<tr>
<td>% of total</td>
<td>11.63%</td>
<td>12.41%</td>
<td>11.81%</td>
<td>15.93%</td>
</tr>
<tr>
<td>Operation and Maintenance of Plant</td>
<td>1,176,226</td>
<td>1,235,818</td>
<td>1,260,613</td>
<td>1,313,785</td>
</tr>
<tr>
<td>% of total</td>
<td>12.40%</td>
<td>12.28%</td>
<td>11.93%</td>
<td>11.90%</td>
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<tr>
<td>Scholarships and Fellowships</td>
<td>1,169,089</td>
<td>1,273,519</td>
<td>1,485,323</td>
<td>1,203,078</td>
</tr>
<tr>
<td>% of total</td>
<td>12.33%</td>
<td>12.66%</td>
<td>14.06%</td>
<td>10.90%</td>
</tr>
<tr>
<td>Total Educational and General Expenditures</td>
<td>$9,483,290</td>
<td>$10,061,984</td>
<td>$10,564,150</td>
<td>$11,037,369</td>
</tr>
</tbody>
</table>

The financial resources of Valley City State University are managed and records maintained by a system of budgeting and fund accounting. The accounting methods used are in accordance with accounting standards and audited annually by the
Office of the State Auditor. The State Board of Higher Education (SBHE) Budget and Finance Committee, and the ND Legislative Council Audit and Fiscal Review Committee review audit reports and related recommendations. The most recent audit reports are available at the comptroller’s office. Meeting minutes from the SBHE and the ND Legislative Council committee are available through their web sites. An audit report with financial statements, recommendations for improvement, and response to the recommendations from the University is issued each year.

The budget process consists of a biennial budget and an annual budget. The biennial budget is prepared every two years in accordance with guidelines and requirements established by the State Board of Higher Education and the North Dakota Office of Management and Budget. This budget provides the basis for input into what is included in the Governor’s budget, which is submitted to the North Dakota legislature.

Each year the University prepares an annual budget following guidelines set by the State Board of Higher Education and taking into consideration any legislative intent included in the appropriation bill. The budget is made up of four main line items: salaries and wages, operating expenditures, equipment, and capital improvements. In an effort to get useful input, all vice presidents collect requests from their departments. The vice president then forwards those requests that he is recommending for inclusion in the budget to the Executive Team for their consideration. When the annual budget is completed, it is forwarded to the chancellor for his approval.

**The VCSU Foundation**

The VCSU Foundation is responsible for alumni relations and fund-raising activities. The mission of the VCSU Foundation is to support Valley City State University by involving alumni and friends of the University in activities and private giving that meet the University’s needs and advance its welfare.

Defined in the VCSU *Policy Manual*, Section V307.1, the Valley City State University Foundation was formed in 1996 as an umbrella organization to coordinate all University fund-raising. This cooperative arrangement consists of V-500, the VCSU Alumni Association, the Century Club, the Board of Regents, and Valley City State University. The Foundation coordinates fund drives of all kinds, develops new approaches to charitable giving for the University, and supports the efforts of the alumni, V-500, and athletic organizations. The Foundation itself accepts gifts of any size and for any purpose not designated specifically for one of the existing groups. It manages and invests funds in accordance with the wishes of the existing groups and donors.

Valley City State University and the VCSU Foundation have signed a Memorandum of Agreement. Under that agreement the University

- Provides at no cost payroll services
- Provides at no cost technology support services as well as online access
• Provides access to such VCSU files as are relevant to the business and purpose of the Foundation
• Provides services to the Faculty Materials Center on the same cost and priority basis as that used for University departments
• Provides assistance from the information technology staff as needed at no cost to the Foundation
• Furnishes office space for the Foundation, to include janitorial services, electricity, telephone, and heat at no charge. The Foundation pays the University for its postage charges. The University owns all office furnishings. Unless specifically itemized, the University will be the presumed owner of all office equipment. The Foundation purchases its own supplies.

**Personnel and Governance**

Personnel of the Foundation consist of the executive director who focuses on planned giving, capital campaigns, and major gifts; the assistant director in charge of alumni relations and V-500; and the administrative assistant responsible for accounting, data input, and clerical duties. The assistant director and administrative assistant report to the executive director, who reports to the University president.

A board of directors governs each of the four contributing entities (V-500, alumni, regents, and athletic boards). These boards then elect two representatives to serve on the Foundation board along with the president of Valley City State University. Board meetings are open and are scheduled at least quarterly. The minutes of these meetings are on file in the Foundation office.

V-500 has faculty representation from each of the academic divisions. As non-voting members, these faculty serve in an advisory capacity. The Booster Board and Alumni Association also have members who are faculty, though the by-laws of each do not state that faculty must be represented.

**Achievements of the Foundation**

The Foundation formed the Board of Regents in 1998 as the major gift arm of the organization. The resulting level of deferred giving is conservatively estimated at 1.5 million dollars. The Foundation has realized success in the area of annual giving as well. Figures for annual giving for the 1999-2000 reflect a total of $973,000 in revenue. This is up from $647,000 in 1997-98.

The VCSU Foundation has been effective during its first four years of existence in bringing together in a coordinated approach all of the various campus fund raising initiatives and providing continuity to the advancement program. As a result, the University is better able to track gifts, recognize donors, and update the database. In addition, pooling investments has resulted in increased earnings, and the Foundation has also been instrumental in increasing the awareness of planned giving and its importance to the University.
Foundation assets grew from $1.72 million in 1996 to $2.1 million in 2000. Scholarship allocations in 1995-1996 were nearly $171,400. In 1997-1998 the Century Club was brought under the umbrella of the VCSU Foundation and $242,040 were allocated. In 2000-2001, that number had increased to just over $287,000. The Foundation was also successful in raising the dollars necessary to replace the lighting and the floor in the field house. This project totaled approximately $200,000, with the Foundation raising $115,000 of that total.

The VCSU Foundation has been instrumental in the acquisition of many enhancements for the University. These successes include: working in partnership with several area businesses to acquire a moving message, digital reader board; joining with the local public school system to raise funds to build a new track at the college fieldhouse; organizing a fund drive for campus reforestation, securing corporate sponsors to replace the tartan floor in the field house with a new wood floor; assisting with a grant to purchase seats for the VCSU stadium; securing private funding for new lights in the planetarium; steel drums for the VCSU music department, and carpet in the library.

Challenges Facing the Foundation

The VCSU Foundation is faced with many of the same challenges that similar entities face in other rural areas. The local business district has been under economic stress for several years due to changing shopping patterns, the lure of large shopping malls and the presence of the Internet. The local economy is highly dependent on agriculture and as such has experienced the instability of the markets and a dependence on declining federal farm aid programs.

The University's efforts to offset the impact of the local and statewide economy are beginning to pay dividends. During the last three years the Foundation has been hosting reunions of alumni and friends in other states. This past year such events occurred in Arizona, Oregon, California, Washington, Minnesota, and Colorado. These and other events and activities are beginning to see results.

The VCSU Foundation is still in its infancy. As it grows and matures, it will begin to reap the benefits of those efforts. VCSU was one of the last schools within the North Dakota University System to develop a foundation. Without a doubt, the efforts are on the right track. Results include an increased asset base, increased scholarship allocations, and important resources for other campus priorities and needs. Clearly, the VCSU Foundation is becoming a major asset to the University community.

Grants

As state funding has remained flat during this decade of transformation, grants have become an increasingly significant resource for faculty development as well as supporting innovations in instruction and research. A FIPSE grant in 1994, followed by a Title III grant (held jointly with MSU) helped faculty focus on assessment and develop the eight Abilities and the senior portfolio requirement. A Bush Foundation
The improvements to teaching and learning these grants have made possible have inspired faculty to seek further grants to support their classroom teaching, research, and program development. In the past year alone, faculty at VCSU have applied for 18 grants, for projects as diverse as developing technology education opportunities in the K-12 classrooms of Barnes County, to invertebrate testing of the Sheyenne River to determine water quality, or the purchase of string instruments for Community School of the Arts students.

The growing interest in pursuing grant monies has brought to light a new need on campus—someone to coordinate and track grant requirements, oversee financial decisions, and assist in developing both initial applications and the subsequent reports. The development of such a position is currently under discussion.

**Strengths**

- The ACT Student Opinion Survey reveals high levels of student satisfaction overall with student services, the library, and information technology on campus.

- Universal access through the notebook initiative has led to strong technology computing integration throughout all core functions of the University.

- An extensive local area network, supported by appropriate classroom presentation equipment, facilitates effective implementation of the notebook initiative.

- Considerable effort and resources focus professional development activities on the effective use of instructional technologies.

- The University enjoys a well-maintained physical plant.

- Improvements to the physical plant have been accomplished in part with financial support from private donors.

- The University’s resources are allocated in a manner that supports the goals and strategies of the institution.

- The University enjoys widespread community support and reciprocates through participation in civic and cultural activities and economic development initiatives.
Faculty and staff are resourceful, inventive, and hardworking.

### Challenges

- The state demographics show clear out-migration as well as a decline in high school age students. The University will need to seek new markets to replace the declining population of 18-20 year olds.

- While the physical plant is in good condition, deferred maintenance is an ongoing concern.

- Because the newest residence hall on campus is over 30 years old, residence hall renovation is necessary to aid in the recruitment and retention of students.

- Salary levels and staffing problems remain a significant issue. The University must continue to improve salary levels for all employees. Reaching market parity will allow the University to more effectively recruit and retain employees.

- A new state finance model, instituted July 1, 2001, will give the University greater autonomy and control of tuition revenues. This will place stronger focus on effective enrollment management strategies.
Chapter 6: The institution is accomplishing its educational and other purposes

The general curricular purposes of the University offer specific explanations of terms in the mission statement:

- VCSU will offer a total curriculum grounded in the liberal arts and sciences and basic intellectual skills.
- VCSU will offer a program for the superior small-college preparation of teachers for the elementary and secondary schools of North Dakota.
- VCSU will offer programs in business studies to the level of the bachelor’s degree which address the human resource needs of the small and mid-size businesses of its region.
- VCSU, through the curricula of its various academic divisions and departments, will offer instruction of a content and quality suitable to qualify the students who successfully complete the requirements to be admitted to graduate studies for which their undergraduate curricula provide appropriate preparation, or to professional schools.
- VCSU will be the leading institution of the North Dakota University System for the instructional application of information media technologies (Policy V100.5).

These purposes inform the specific curricular and resource planning of all academic units of the institution and provide the baselines for institutional and program assessment.

Academic Programs

The general education program at Valley City State University provides the foundation for intellectual growth for all students. Six divisions provide the organizational structure of the curricula at VCSU. Each division is chaired by a faculty member who sits on the APAC and who reports directly to the VPAA. Each division also has equal representation on the major University planning and governance committees, including Curriculum, IIC, and Faculty Senate. The general education program and the divisional areas of study, responsibilities, and achievements, their faculty, and their students, are described below. In addition, the programs VCSU delivers at off-campus sites, in Jamestown and NDSU, and the athletic program, are described in this section.

General Education

The general education program at Valley City State University is shaped by the recognition that individuals need an anchor of core fundamental knowledge and abilities to manage their lives effectively in a rapidly changing world. This general education program philosophy is presented in the 2000-2002 Bulletin (page 29), along with the framework for assisting students in pursuing these essential studies:
Today’s graduates must be prepared for the rapid pace of change. They need fundamental abilities and a firm anchor in understanding the world around them in the midst of change. To stay viable in the marketplace and to enjoy satisfaction in their personal lives, and to contend with life’s moral and ethical issues, they must develop the ability to learn effectively and an inclination toward lifelong learning. The General Education Requirements, therefore, focus on eight Abilities which will assist the student in achieving these goals.

The Curriculum Committee has been given the responsibility of reviewing the general education (formerly Foundation Studies) program. In 1995 the Curriculum Committee developed an assessment process for courses included in the Foundation Studies which monitors the degree to which courses meet stated objectives. The plan for assessing general education was approved by the Faculty Senate in February 1996. Courses designated as part of general education must: (1) meet several of the general education objectives; and (2) include an explanation in the course syllabus outlining how the designated general education objectives are assessed.

The General Education Program Framework

The name of the Foundation Studies program changed to “general education” in 1997. Currently the program is shaped by eight Abilities, or areas of study, that restate in behavioral terms the specific components of a liberal arts education formerly articulated as general education objectives. The insert “Coming into Focus” between pages 41 and 45 of the 1996 Focused Visit Report illustrates the way faculty working on this project understood the relationship between the earlier general education objectives and the eight Abilities. This shift to behavioral terms was facilitated by a 1995 FIPSE grant focused on academic assessment. Participants (primarily faculty) determined that, in order to measure progress or achievement of the general education objectives, students would have to demonstrate particular behaviors, or abilities. Thus the term Abilities refers not only to a set of personal, social, and civic skills, but also to the content knowledge underlying these skills.

A combination of Bush Foundation and Title III funds have facilitated faculty integration of the Abilities into classroom projects. Faculty Ability Groups have worked on defining each of the eight Abilities and the specific skills related to each. In Spring 2000, each Faculty Ability Group wrote rubrics to identify five levels of performance for each skill. These rubrics and definitions are published in the Abilities, Skills, and Levels document approved by Curriculum and Faculty Senate in April 2000.

While the upper levels of performance levels (3-5) are applicable in various majors, the lower performance levels (1-3) are developed in the general education courses. To assure that all students are exposed to all eight Abilities, the Curriculum Committee used the Abilities as a conceptual framework for the general education program. Earlier documents identified the relationship between courses in the program and the general education objectives—in fact, all general education course syllabi were required to indicate which objectives were met by the course. Using these already identified relationships, the Curriculum Committee aligned courses
with the Abilities that had developed from their related general education objectives. This framework is presented in the 2000-2002 Bulletin (page 30).

Each general education course syllabus is required to list the Ability, related skill, and level met in the course, and provide a project students may use to demonstrate that Ability at the requisite level. Currently faculty in each course provide the specific rubric or other evaluation tool to assess student progress. The Curriculum Committee collected syllabi from all general education courses in Fall 2000 to review the progress of implementation and identify weak points in the program. A map of the projects illustrated several uncovered Abilities and several divisions made the effort to update syllabi or develop new projects to meet these needs. A copy of the most recent map of ability projects in the general education program is available in the resource room.

Students may use the projects completed in their general education program courses for their senior portfolios, if they wish (described more fully on page 123); because these projects demonstrate lower levels, they are usually replaced with more complex, higher level projects by graduation time. Some programs are beginning to review projects completed in the general education program as part of their entry level assessment in the major. In addition to monitoring the implementation of the Abilities into course projects (which is by no means complete—while all 32 general education program courses have submitted syllabi indicating Abilities and related projects, only 12 of the 32 have submitted a project description template which includes a rubric for assessing the project), the Curriculum Committee now faces the task of documenting achievement in each Ability area. One source of this documentation may be the entry level assessment for the major, for the programs that develop this review process. Another source currently being pursued is a digital “best works” portfolio kept by each student, which could be accessed under controlled circumstances by Ability assessment committees to determine cross-campus progress at various levels, or among various student year groups.

The General Education Program Faculty

VCSU has made a strong effort to provide quality educational experiences for students in the general education program. Part of this effort has been a concern for faculty credentials, especially for adjunct faculty teaching several sections of a multi-section course. During 2000-2001, thirty-one faculty taught the courses included in the general education program. Five of these faculty were part time (adjunct) teaching one or two sections of a multi-section course with a common syllabus (English 110, 120, BVED 180, and HPER 100). In each case, several full time faculty also taught several sections of each of these courses, and provided resources and other assistance as needed.

Faculty appear to be well prepared to teach the courses they offer in the general education program. Fourteen have earned terminal degrees in their fields; twelve have the MA/MS degree. Of the five remaining, two are completing the last requirements for the MA, and all are teaching a limited number of classes under the guidance of full time faculty in their departments.
A number of faculty have been or continue to be engaged in private business, thereby bringing a real-world perspective to the classroom presentation.

Division of Business and Information Technology

The Division of Business and Information Technology prepares students for gainful employment in the various areas of business administration, business education, computer information systems, office management, and vocational-technical education.

The Business and Information Technology Division is actively aware and responsive to the developing needs of the business, education, and technology work force. Recent curriculum revision focused on changes in business administration and computer information systems. Also, in an ongoing effort to provide educational opportunities in Jamestown, divisional faculty teach a variety of business courses, by traveling weekly to Jamestown, providing instruction over IVN, or through online course development and delivery. In addition to those commitments, the division collaborates with Mayville State University faculty to offer sufficient courses so that accounting students may qualify to write the certified public accounting (CPA) exam. The division offers degree credit in CIS at a remote site in Fargo that prepares students for the MCSE exam. Further commitments include internship opportunities that faculty directly supervise, including an alliance with MS-Great Plains Business Solutions, and work-force development in the IT area through the Kathryn Center and the Regional Technology Center.

In addition, the division provides a general education course in technology for all students at VCSU that assures basic computer skills and allows students to maximize their use of their notebook computers, regardless of their major.

Faculty

Currently, the Division of Business and Information Technology has eleven full time faculty, one part time faculty, and various adjuncts. These include one full professor, four associate professors, two assistant professors, four instructors and one lecturer. Five faculty members are female and seven are male. One faculty member is from Sri Lanka. The faculty consists of two academic doctorates, one terminal professional degree of juris doctorate, one doctoral candidate, and remaining faculty holding master degrees and numerous professional designations. A number of faculty have been or continue to be engaged in private business, thereby bringing a real-world perspective to the classroom presentation.

The faculty within the division possess the academic preparation and the personal motivation to provide students with an outstanding, as well as current course of study. It is difficult to recruit faculty in the CIS area because of market salary conditions. Persons with capabilities in the information technology area, and those in the business administration area, demand a much higher salary than the University is able to provide, making it difficult to attract applicants from outside the immediate region.
Student Enrollment

Overall, student enrollment has increased in the Division of Business and Information Technology over the past ten years, from 236 majors and 5 minors in 1992, to 278 majors and 22 minors in 2000. Credit production has increased from 5133 credit hours, or 160 fulltime equivalent students (FTE), in 1992-93 to 7229, or 226 FTE, for the Fall semester and Spring semester of 2000-01 only. Summer 2000 produced 532 credit hours. In 1998-99, the university transferred the CIS program to the division. The program has grown from 215 credit hours, or 7 FTE, at that time to 1253 credit hours, or 39 FTE, for the Fall semester and Spring semester of 2000-01. The above numbers reflect department codes, but students take numerous courses in other areas of the University and division.

A major, ongoing goal of the division is to improve and develop programs to meet the changing business and technology needs of students in Barnes County and the surrounding region. The Career Services Annual Placement report for 1999-2000 shows the following placement statistics; Business Administration: 33 graduates with a 100 percent placement rate, CIS: 13 graduates with a 92 percent placement rate, and Office Administration: two graduates with a 100 percent placement rate. The results show potential employers desire the characteristics and qualifications of our students.

Division of Communication Arts and Social Sciences

The focus of study in the Division of Communication Arts and Social Science is humanity in its broadest dimensions, specifically, those highly developed human capabilities of communication and social organization. The division provides major fields of study in English, history, human resources, social science, and Spanish. In addition, the division provides, through a variety of courses, 18 of the 39 general education credit hours required of students in all fields of study across the university.

Divisional faculty teach some general education courses at the Jamestown Center or over the interactive video network (IVN) to Jamestown. In addition, several divisional faculty members are actively pursuing BlackBoard™ Course Info course development. Divisional faculty also share responsibilities for a library media minor and a geography minor with Mayville State University. Courses in these shared minors are taught over IVN. Other responsibilities carried by faculty in the division include all tasks related to dramatic production, advising a student newspaper, and the development of a student news program broadcast over campus webtv.

Faculty

The Division of Communication Arts and Social Science has twelve full-time faculty members. Six of these have earned doctorates. Two of the remaining six are enrolled in doctoral programs. Of the 12 full-time faculty members in the division, three of these are one-year replacements, and one has primary responsibilities as a librarian in Allen Memorial Library. Three are male and eight are female. The academic ranks of the divisional faculty consist of one professor, two associate professors, three assistant professors, one instructor, and four visiting instructors.
The Department of Communication Arts has one full-time visiting professor from VCSU’s sister university, Universidad Autónoma de Baja California Sur (UABCS) in La Paz, Baja California Sur, Mexico. In the Department of Social Science, one full-time faculty member was awarded a Fulbright Scholarship to study in Norway for the 2000-2001 academic year. Her one-year replacement held a doctorate in history from the University of North Dakota. Another member of the social science department was awarded a Fulbright Scholarship to study in Vietnam for the 2001-2002 academic year. His replacement holds a doctorate in history from the University of North Dakota.

In addition to these full-time faculty members, the division often employs two to four part-time, adjunct faculty members to assist in the staffing needs of college composition, forensics, theatre costuming, and public speaking.

Over the past five years the Division of Communication Arts and Social Science has been engaged in conducting faculty searches that focus on curricular needs, specifically, general education needs. Nearly every faculty member in the division teaches one or more required general education courses; therefore, the division actively seeks faculty members who articulate and demonstrate a strong commitment to general education. In addition to the curricular concerns, the division also makes every effort to recruit and hire quality faculty members. Only under emergency situations are bachelor’s degreed faculty employed to teach a course. All official vacancy notices list the M.A. as the required degree and the Ph.D. as the preferred degree.

**Student Enrollment**

Overall, student enrollment has remained stable and there are indications of increases in some academic programs in the Division of Communication Arts and Social Science over the past ten years. The division is home to nine programs: English B.S. in Education, English B.A., Spanish B.S in Education, Spanish B.A., History B.S. in Education, History B.A., Social Science B.S. in Education, Social Science B.A., and Human Resources B.S.

Currently the CA/SS Division has approximately 120 majors. Enrollment in the human resources major has been steady in both graduates and majors. The number of declared majors in history education and social science education has increased over the past ten years with a current number at 30. Another major that evidences some enrollment increase is Spanish education. This program experienced a drop in enrollment in 1999 from 15 declared majors to six declared majors; however, as of 2001 the number of declared majors in Spanish is approximately 15. This fluctuation is due in part to changes in faculty members. English education and English (B.A.) have also shown some increases in the numbers of declared majors from 28 in 1991 to 33 in 2000.

One significant goal of the CA/SS Division is to continue to examine and adjust programs to meet the needs of students and employers. One example of this effort can be seen in the program of study for English majors. Changes in the program
reflect changes in the North Dakota state standards as well as comments on employer surveys.

**Division of Education, Psychology, and Technology**

The Division of Education, Psychology, and Technology prepares preservice students to become competent teachers capable of making sound decisions in the areas of elementary education, secondary education, early childhood education, reading, and psychology.

The division develops and monitors all policies concerning admission to teacher education, admission to student teaching, assignment of student teachers, and recommendation of graduates for initial certification. It reviews and makes recommendations to the University Curriculum Committee concerning all proposed curriculum changes affecting teacher education.

Under an agreement with North Dakota State University, approved by the North Dakota State Board of Higher Education, Valley City State University also teaches all of the courses of the elementary education major on the NDSU campus. The cooperative arrangement began in 1990. Complying with VCSU requirements, students may complete general education courses and a minor from the NDSU curriculum. Graduates receive their diplomas from VCSU, but they may participate in either the NDSU or VCSU commencement exercises. As of Spring 2001, 110 students were enrolled in the shared program.

NDSU has committed to provide the necessary resources, equipment, and classroom space needed to run the program successfully. Historically, NDSU has retained registration fees, and VCSU has counted student enrollment in its FTE numbers. Given recent legislative action in North Dakota, those practices may change. The VCSU teacher education program review at NDSU is similar to that which takes place on the VCSU campus, and NCATE - State continuing accreditation reviews include the VCSU-NDSU cooperative program.

**Faculty**

The Division of Education, Psychology, and Technology has nine full-time faculty members. All but three of them have earned doctorates; two of the remaining three are enrolled in doctoral programs and plan to complete their degrees by the Summer of 2002. One additional division position is vacant, with funding used for part-time instructors to teach courses, and eight other VCSU faculty members teach methods courses pertaining to their subject areas. VCSU has allocated another full-time position to the division, and the search has commenced. Faculty data sheets confirm that faculty members are qualified for their respective responsibilities.

The academic ranks of the divisional faculty consist of four with professor status, one associate professor, two assistant professors, one instructor, and one lecturer. Four full-time faculty members are female and five are male.
Student Enrollment

The number of graduates in elementary education has risen slightly over the past ten years from 51-55 in 1992-94 to 67-75 in 1997-2000. The enrollment in the minors offered through the division has remained steady. The consistent numbers reflect both strength and vitality within the unit. The Division continues to build on a long tradition of excellence and has little difficulty attracting students to its programs of study. The 1999-2000 Placement Report documents a 98 percent placement rate of education graduates.

Division of Fine Arts

Comprised of the departments of art and music, the Division of Fine Arts offers teaching and non-teaching majors in art and music, and minors in art, music, and piano pedagogy (the only undergraduate pedagogy program in the state). In addition, the division supports the teacher education program by providing activity courses for elementary education majors to improve the classroom instruction of art and music and the general education core through the delivery of HUM 202 Fine Arts and Aesthetics, an art and music appreciation course required of all students pursuing the bachelor’s degree.

Faculty

The fine arts faculty include seven full-time members, two in art and five in music. Of these, five hold the terminal degree for their field and two have a master’s degree. Of four part-time music faculty, three hold the master’s degree and one has completed all the coursework for the master’s degree. Gender of the faculty is balanced (full-time: two males, five females; part-time: three males, one female). The faculty are qualified by educational and performance background to provide the necessary program instruction.

The music faculty are active regionally and nationally as performers, lecturers, clinicians, adjudicators, and leaders in professional organizations; one faculty member directs VCSU’s Community School of the Arts.

Student Enrollment

Following a dip in student enrollment during 1985-1994, the number of art students has rebounded slightly, from one or no graduates in the early 1990s to four in 2000. The earlier drop may be attributed to the elimination of art from the curricula of smaller North Dakota school districts; however, the stability of the department in the last half dozen years, an increased demand for quality art educators, and a growing interest in graphic arts may be contributing to the increase in majors.
Enrollment in music has remained fairly constant over the past decade. The majority of students major in music education: with a growing shortage of public school music instructors in the state, placement of these graduates has remained a constant 100 percent. Students who have earned the degree Bachelor of Science in Music Education are presently employed in the public schools or as private studio teachers. Bachelor of Arts graduates have applied to graduate programs in performance.

**Division of Health and Physical Education**

The Division of Health and Physical Education develops the knowledge, skills, attitudes, and values that come from sports and physical activity throughout one’s life. The division prepares students for teaching physical education and coaching, and promotes a lifelong commitment to physical fitness among all VCSU students through the required general education course “Lifetime Fitness and Wellness.”

**Faculty**

The Division of Health and Physical Education has eight full-time faculty members and one adjunct. The adjunct member plans to finish his master’s degree during the Summer of 2001. All full-time members have a master’s degree; one has a doctorate. Four hold associate professor rank, one is an assistant professor, three are instructors, and one is a lecturer. Three full-time faculty members are female and five are male. Six faculty members have coaching responsibilities, one is the intramural director, and one is the division chair.

The divisional faculty are involved in numerous professional activities as successful teachers, coaches, and administrators. With shared duties of teaching and coaching, six of the eight faculty members serve as positive role models for the HPE/Coaching majors and minors as many of the students will also serve in this dual role in the public school system. The minimum requirement of a master’s degree is listed on all position openings in the Division of Health and Physical Education. The division chair and each search committee looks favorably upon those candidates with public school teaching as a part of their teaching/coaching career track.

**Student Enrollment**

The number of students graduating with a degree in physical education since 1992 has ranged from a low of seven in 1995 to a high of 18 in 1996 (averaging 14). The number of students graduating with a degree in health education since 1992 has ranged from a low of three in 1995 to a high of 11 in 2000 (averaging 4.7). The total numbers of students minoring in PE, health, coaching, and recreation appears to be dropping slightly, ranging from a high of 144 in 1993 to low of 109 in 2000 (averaging 129).

Because North Dakota and several nearby states do not require a major in health for teacher certification, the number of health education majors remains relatively low. However, Minnesota still requires the completion of a major for certification, which causes our students planning to teach in Minnesota to choose health as a major rather than as a minor. Many states, including Minnesota, no longer require
a coaching minor, with a practicum, for those seeking such a position. Initially, this was a concern for the division. The recent comprehensive program review developed a number of curriculum changes, including some that make attaining the coaching minor more practical. The division also identified a growing number of students enrolled in the HPER program who do not necessarily wish to teach in the public school system. Therefore, in hopes of attracting more students with similar career interests, the division also prepared a draft for a non-teaching HPE major in Spring 2001. The major will most likely include three to four areas of study options, including exercise physiology (graduate school), sport and leisure management, and health promotions.

**Division of Mathematics and Science**

The Division of Mathematics and Science seeks to encourage and develop the ability of those students interested in pursuing a career in the pure and applied sciences, mathematics, and related areas. The division also offers courses in mathematics and introductory laboratory sciences for the general education program at VCSU, and provides pre-professional students with academic counseling, courses, and programs that will prepare them for the professional field and school of their choice. The division provides major fields of study in biology, chemistry, composite science, and mathematics; and minor fields of study in biology, chemistry, computer science, earth and environmental science, mathematics, and physics. In addition the division offers a variety of courses for students to complete the general education requirements of one course in mathematics and two laboratory science courses.

**Faculty**

Four and one-half faculty positions are allocated to the science department. The one-half position is shared with the Department of Social Science, integrating the offerings in Earth and Space Science and Geography. Four of the five faculty members hold doctoral degrees and four hold academic tenure. Three faculty members are male. Two have the academic rank as professor, one is an associate professor, and one is an assistant professor. There are four full-time faculty in the Department of Mathematics. Two faculty members hold the doctoral degree. The other two hold master’s degrees and one of these is completing a Ph.D. at North Dakota State University. Three of the four faculty members are male. Two have the academic rank of associate professor and two are assistant professors.

The half-time earth science professor is also the director of the planetarium, who recently produced an internationally distributed planetarium show. The professors of the biology program have initiated research projects that have involved their students in undergraduate research projects. They have developed partnerships with the North Dakota Department of Health, North Dakota Game and Fish, and other entities to promote their education and research goals. The faculty member who teaches astronomy has developed the Medicine Wheel Park, which includes a reproduction of a Native American medicine wheel (calendar) and a scale model of the solar system (see chapter 2, page 31, for further description of the park). The mathematics faculty has been active beyond the campus, attending and making presentations at professional meetings. One faculty member has been instrumental...
in the formation of the International Student Club at VCSU. One former faculty member published four papers in refereed professional journals, and has six more papers submitted, for work he did at VCSU. Another presented a talk on his work at the NDSU Mathematics Colloquium.

Student Enrollment

From 1990 to 2000 the division has averaged 22 graduates per year. The number of graduates has declined somewhat mainly due to the realignment of the Technology Department and the CIS major to the Division of Business and Information Technology. The enrollment of majors and minors is generally higher than the degree completion numbers due in part to transfers. With the recent trend of professional schools requiring a bachelor’s degree prior to entrance this situation may reverse itself. The division has a good record of students continuing their education in professional and graduate schools. A final measure of quality is the success of graduates in job placement. For the classes graduating from 1992 to 2000, 30 of 39 mathematics education majors were placed in teaching positions, seven were employed in non-teaching positions, one was not seeking employment, and one was seeking employment; six of the 10 mathematics majors were placed in non-teaching positions and four were continuing their education. During this same 1992 – 2000 time frame, science graduated 96 majors; 59 of these majors earned non-teaching degrees and 37 teaching degrees. Placement for these graduates was very high with the majority being placed in their field or continuing with their education.

NDSU Elementary Education Program

VCSU offers an elementary education degree to students enrolled at NDSU. Faculty from the Division of Education, Psychology, and Technology teach all of the methods courses in the specified courses for the elementary major and the professional sequence at NDSU. NDSU students obtain their minor or area of concentration from either NDSU or VCSU. They transfer their coursework to VCSU the final semester before they graduate. All students must meet graduation standards for VCSU.

Background

In the late 1980s, the North Dakota State Board of Higher Education began urging the higher education institutions to seek ways to share resources and collaborate in program planning in order to bring about improvements and reduce expenditures. One result of this directive was the VCSU/NDSU elementary education program.

NDSU has never offered a major in elementary education, but many of its students were enrolled in the major that could be completed through the Tri College University in Fargo/Moorhead. When the Moorhead State University (MSU) elementary education program enrollment began to reach its maximum level, fewer of the NDSU students were accepted into its professional fourth year program.
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Both campuses are committed to continuing the relationship and bringing it into compliance with the NDUS finance model for sharing revenues.

The State Hospital and VCSU are committed to an educational program for students from the region.

To resolve this problem, the presidents of NDSU and VCSU, with approval of the SBHE, decided upon a cooperative program. Under the agreement, VCSU professors teach all of the courses of the elementary education major on the NDSU campus. Students complete the general studies, with modifications to meet the VCSU education requirements. Registration fees are retained by NDSU, and VCSU count the student enrollments in its FTE numbers. The program started in the Fall of 1990. As of Spring 2001, 110 students are enrolled.

Program Successes and Challenges

The NDSU elementary education program contributes to VCSU in a number of ways:

- Increases overall headcount and FTE
- Increases the summer school program significantly
- Provides opportunities for collaboration with NDSU faculty
- Improves opportunities to work in the Fargo School District and develop partnerships with the schools
- Offers increased opportunities to work with culturally diverse students
- Satisfies a requirement of the ND State Board of Higher Education for collaboration with other state institutions

Currently the Memorandum of Agreement between the two universities is under revision, and renegotiation. Both campuses are committed to continuing the relationship and bringing it into compliance with the NDUS finance model for sharing revenues. Completion is expected in the 2001-02 academic year.

Jamestown Center

Valley City State University introduced classes in Jamestown, North Dakota, at the start of the 1979-80 academic school year. Classes were first taught at Jamestown College and after two or three years in leased space at the Buffalo Mall Shopping Center. For the past several years VCSU has maintained a lease agreement for classroom space with North Dakota State Hospital. The North Dakota State Hospital is located 32 miles west of Valley City, just south of highway I-94. The University utilizes space in the Learning Resource Center (LRC) and has access to two regular classrooms, the Interactive Video Network (IVN) lab, and ten desktop computers located in a separate lab. The North Dakota State Hospital utilizes the same space for its own classes.

The classrooms are equipped with portable VCRs, monitors, and an overhead projector provided by the State Hospital. VCSU provides a portable computer teaching station. The computer lab is networked, providing access to the Internet and the ODIN on-line library catalog system.

The State Hospital and VCSU are committed to an educational program for students from the region. The classroom space is shared, teaching equipment is shared, and the computer lab used by both entities. The computer center staff of the State Hospital provides routine computer maintenance in exchange for using the
computers for their educational purposes. There is savings realized from this arrangement and both the university and state hospital have gained visibility from the partnership.

Courses at Jamestown are taught by full-time VCSU faculty as part of their regular load or on an overload basis. Adjunct faculty are also hired and the division chair and the vice president for academic affairs approve their credentials. There is a course evaluation procedure in place. A yearly survey is completed and used as a basis for deciding which courses to bring to the outreach site. General education classes are taught on a two-year rotation. The bulk of the classes that are taught other than the general educations classes, are for business and human resource majors.

**Program Successes and Challenges**

The Jamestown Outreach Program contributes to VCSU by serving students within the regional service area. Students are seeking degrees, continuing education for job advancement, or technological training. Many are employed full- or part-time in the Jamestown area and are place bound. Some are enrolled in the PLA program, completing portfolios seeking life experience credits. The Jamestown Outreach Program is an enrollment booster for VCSU and serves a public relations and promotional need.

The Jamestown Outreach Program does not have a budget line item and is supported by the academic budget. Consideration might be given to appointment of an outreach program director to coordinate this program.

**Athletics**

The athletic program at Valley City State University is a competitive program with intercollegiate opportunities for both women and men. Sports include football, baseball, cross country, basketball and track for men and volleyball, basketball, softball, cross country, and track for women. A year long program of intramural sports is offered under the auspices of the Division of Health and Physical Education. Through a partnership with Red River Valley Sports Medicine Clinic, a full-time trainer is available to all intercollegiate athletes. Coaches hold faculty rank though only two senior faculty-coaches hold tenured positions. All coaches are expected to teach in the health and physical education curricula as well as attend to governance and service assignments expected of faculty. Assistant coaches are often upper division students serving in intern appointments, are community volunteers or paid (football). The athletic director is a half-time employee responsible for the overall management of the varsity program and reports directly to the president of the university. Fund raising to support student athletes and athletic programs is conducted by the Booster Club. Considerable community involvement has led to improvements in the track, football stadium and the field house.

The University seeks to comply with all federal and statutory requirements governing equity between men and women's sports (Title IX). Compliance reports are submitted under the supervision of the NAIA conference and the Office of Civil
Rights. Every attempt is being made to provide equal opportunities and resources whenever possible. Compliance with federal and state regulations is monitored. For example, institutional review has shown that the number of female participants in certain sports could be higher and participation should be encouraged. Remodeling of women’s facilities in Graichen Gym and the W. E. Osmon field house is now underway with input from the athletic director and women coaches. Sports budgets are solicited and prepared annually with input from coaches. The athletic director works closely with the business manager and the president in monitoring expenditures and incomes. The Title IX officer monitors compliance with federal regulations and is the key point of contact for anyone with Title IX concerns.

Athletic scholarship recipients are identified by the athletic department and official awards are made by the financial aid office. Athletic scholarships become a part of the student athlete’s total financial aid award. Athletic reports that depict student participation and financial aid received are filed annually with the National Association of Intercollegiate Athletics and shared with member schools of the conference. The faculty representative to NAIA is a tenured faculty member in the Division of Education, Psychology and Technology.

A Policy and Procedure Manual provided for coaches was revised and updated in March 2000, along with the evaluation process utilized for the annual reviews of the coaching staff.

The eligibility of athletes is based on criteria set forth by the National Association of Intercollegiate Athletics (NAIA). Reports are filed for each individual sport and all of the participants must meet the requirements set forth by the NAIA. Student athletes are recognized for accomplished GPAs through lists released by the University. Also, student athletes who achieve academically are recommended for honors promoted by the National Association of Intercollegiate Athletics and the Dakota Athletic Conference.

A new athletic conference, the DAC-10 Conference, involving ten schools from North and South Dakota, began intercollegiate competition in Fall 2000. A constitution and sport regulations were finalized in April of 2000. The president, the faculty representative, and the athletic director attend regularly scheduled conference meetings.

**Academic Assessment at Valley City State University**

Over the past decade understandings of academic assessment at Valley City State University have developed from an initially broad, unclear discussion to a specific, focused use of Abilities to shape curriculum and define outcome measures. This section conveys the history of that developing focus on student Abilities, a description of the current assessment model, and plans for further refinement and implementation.
Evolution of the VCSU Assessment Initiative

A clear understanding and a University wide commitment to the nature and purposes of assessment was in its infancy in the early 1990’s. Most academic departments had made efforts to determine learning objectives for students. Written reports indicate that the measurement of those objectives was growing but spotty and inconsistent. The initial VCSU assessment plan was developed during the 1991-92 academic year in preparation for the 1992 NCA comprehensive evaluation. The plan had broad faculty and staff involvement and acceptance and flowed naturally from the institutional purposes (see 1996 VCSU focused visit report).

Significant responsibility for implementation of the 1992 plan resided with the Curriculum Committee for assessment of general education (formerly Foundations Studies) and with the Institutional Improvement Committee (formerly the Program, Planning, and Review Committee) for program assessment. Faculty members representing the academic divisions serve on both committees. The vice president for academic affairs and division chairs serving on the Academic Policy and Affairs Council (APAC) provided leadership and oversight for assessment processes.

By the time of the 1996 focused visit, the significance and importance of campus-wide academic assessment was becoming more evident to the University community and the administration. The technology directive from the State Board of Higher Education and the notebook computer initiative combined to provide faculty and administrators the motivation to explore and experiment with assessment. Administrative funding, a FIPSE grant, and Title III partnership grant provided the necessary funding for faculty training, conference attendance, and the development of assessment projects and processes. In particular, a joint faculty and administration trip to Alverno College, a leader in outcomes assessment, centered significant attention on the need for a comprehensive assessment effort. University assessment efforts were gaining momentum and broad-based campus support.

The contacts with Alverno College and the grants led to the organization of a set of campus forums and encouraged open discussion of teaching and learning, and their outcomes. These discussions, referred to as Learner-Centered Education (LCE) meetings, set in motion processes that took the then known, “Foundation Studies Objectives” and transformed them (though a series of changes) into the currently known and used Abilities. With the development of the Abilities and their related skills, faculty began to embrace the concept of assessment in terms of student learning outcomes.

During this time the most fundamental and pervasive developments related to the University’s commitment to a comprehensive philosophy referred to as Continuous Improvement in Teaching and Learning (CITL). This philosophy evolved from the Total Quality Improvement efforts, which had been endorsed throughout the North Dakota University System since 1989. The faculty at VCSU worked enthusiastically to apply these principles in the classroom.
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Among the key concepts of CITL were

- focus on meeting the needs of learners
- continuous improvement in teaching and learning, based on data
- increasing student responsibility for their own learning
- active collaboration between faculty and students for learning improvements
- systematic experimentation and documentation to assess the value of innovations
- frequent, continuous learning assessments throughout a course, throughout the curriculum

As a systematic assessment philosophy, CITL fit well with VCSU’s mission emphasis on providing a learner-centered community, and informed the gradually developing campus-wide assessment model.

Because the institutional assessment plan was in development at the time of the 1992 NCA visit, the NCA evaluation team requested submission of an assessment report in June, 1994. The report was to summarize VCSU’s progress toward documentation of student achievement. The report outlined the evolution of the Total Quality philosophy into Continuous Improvement in Teaching and Learning; a FIPSE grant that built a foundation for system-wide reform of undergraduate education; and various other assessment initiatives undertaken after the comprehensive visit. A copy of this report is available in the resource room. The 1995-96 Assessment Plan generated from the 1994 report and prepared for use by faculty is also available in the resource room, as is the current plan, the 2001 Assessment of Student Learning Plan.

In the ensuing years, VCSU continued to build a foundation for vigorous leadership within the North Dakota University System. Faculty, students, and staff broke through traditional barriers by creating a campus climate indicative of risk-taking and innovation. The above mentioned grants and a three year award from the Bush Foundation of Minneapolis, resulted in two campus-wide initiatives: the development of the Abilities-based model of student assessment and the VCSU degree requirement of a digital portfolio to demonstrate learning and to enhance employment prospects. These two initiatives continue to serve the campus well. The Abilities model has been instrumental in securing additional Bush Foundation funds to support this new method of assessing student achievement. The digital portfolio is well along its path of promoting accurate mapping of the Abilities across all majors including the general education program.

Abilities and the Student Digital Portfolio

In the 1996 focused visit report, Concern 5, page 33, special note was made of the slow implementation of an assessment plan along with missing outcome measures. Progress since this report has been significant. Grants as well as outcomes arising from the implementation of the notebook initiative have changed the course but not the intent of the 1995-96 Assessment Plan. The deployment of notebook computers and the concomitant upgrading of the campus network added some necessary capacity not known to the campus at the time of the 1996 report.
The expanded capacity of the network has enabled a much richer and diverse commitment to student and faculty digital portfolios. The idea of an employer-based portfolio (predicated on limited network space and dependent on a “capture the best works only” philosophy) was abandoned for a more comprehensive, Ability-based portfolio. Students could archive a larger evidentiary base of material and, rather than using a narrow subset of materials suitable for job interviews, the larger network capacity would allow the student to document a fuller retinue of their learning. The portfolio audience shifted from a prospective employer to one’s academic advisor and divisional home (of the major). The purpose thus became, “how do you [the student] document evidence of your achievement using the Abilities?” This change strategically aligned the portfolio project as the basis for institutional assessment of student achievement and provided the necessary outcome measures to document student learning.

The faculty reached consensus on the Abilities and their related skills during the Spring of 1999, with the completion and approval of the Abilities, Skills and Levels booklet. Table 6.1 indicates the eight Abilities and the agreed-upon skills used to demonstrate these Abilities.

<table>
<thead>
<tr>
<th>Ability</th>
<th>Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesthetic Engagement</td>
<td>Receptivity, Visualization</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Positive Interdependence, Leadership</td>
</tr>
<tr>
<td>Communication</td>
<td>Written, Spoken, Visual, Performance</td>
</tr>
<tr>
<td>Effective Citizenship</td>
<td>Provides Service to Others, Teaches Others, Change Agent Skills</td>
</tr>
<tr>
<td>Global Awareness</td>
<td>Works with Diversity, Understands System, Interrelationships</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Gathering Information, Problem Recognition, Creative Thinking, Decision Making, Systems Analysis</td>
</tr>
<tr>
<td>Technology</td>
<td>Selects, Applies</td>
</tr>
<tr>
<td>Wellness</td>
<td>Self-Management, Self-Worth</td>
</tr>
</tbody>
</table>

Table 6.1. VCSU Abilities and Related Skills

This consensus allowed faculty to map the Abilities throughout the curriculum based upon a single template. This is a major feat in promoting the assessment initiative. The next step is to establish campus-wide assessment of the Abilities at entry, sophomore, and senior levels. Currently, a number of grant requests are pending seeking to produce additional programming time to develop local tracking software based on the Abilities.
The faculty have owned both the development and endorsement of the Abilities model. The process has developed a “concepts and policy model” of assessment, and faculty consensus has shaped the direction and basis of assessing student learning. Strategically, the effort to build consensus and the time committed to create a campus-wide model was far more effective than attempting to gather data to fit a nebulous understanding of assessment. The assessment initiative is faculty-driven and now, as indicated by the 2001 Assessment of Student Learning Plan, quite focused.

**Implementation of the Abilities Model**

The implementation of the Abilities model has provided outcome-based measures that may inform reflection and planning in each area, and lead to the implementation of new teaching strategies, course revision, program improvement, and curricular revision. As figure 6.1 indicates, VCSU has identified four areas for Ability assessment: the classroom, the program, general education, and institution-wide Ability assessment.

This process acknowledges and strengthens the integral relationships between general education, the major programs, the individual classroom, and the institution, and documents the overall effectiveness of student learning at VCSU.

**The Classroom**

As early as 1997 faculty members began to incorporate the eight Abilities into their specific courses. Along with the Abilities, faculty members began and have now completed the design of Ability-based projects within a course that students use to demonstrate their mastery of the stated Ability. Faculty are encouraged to
develop a rubric and reflective element in their Ability projects, to assist students in understanding and improving their learning.

At first these efforts were hit-and-miss; in other words, not every course in every program identified an Ability or two and included a specific project. However, over the next two years more and more faculty members engaged in the process of incorporating the Abilities projects into their courses. The Bush Foundation faculty development grant and the second Title III grant provided funding incentives for faculty members to engage in these assessment activities. Faculty and students were included on Abilities committees. Students were introduced to the Abilities and the concomitant projects through their course syllabi and projects campus wide during the 2000-2001 academic year.

The Program

Each division has identified several of the eight Abilities which provide a framework for examining and understanding student learning in the programs. Within the divisions, departments / programs developed Ability maps which identify (by project and course) how and in which courses their students could demonstrate the attainment of those specific abilities. By 1999 the shared responsibility of the faculty, administration and students for assessment at VCSU exhibited those characteristics associated with level two of the Higher Learning Commission’s Levels of Implementation, “Making Progress in Implementing Assessment Programs.”

General Education

Each general education course syllabus is required to list the Ability, the skill which demonstrates this Ability, and level met in the course, and provide a project students may use to demonstrate that Ability at the requisite level. Currently faculty in each course provide the specific rubric or other evaluation tool to assess student progress. The projects for each course are mapped, to assist both students and faculty in understanding the implementation of the Abilities in the general education program.

Institution-Wide Ability Assessment

Because Abilities projects can be mapped in both the general education program and the major programs, it is possible to use the Abilities to examine changes in student learning from initial work to final senior projects and facilitate understanding of how students learn and develop in each ability area through their studies at VCSU. The 2001 Assessment of Student Learning Plan proposes the University-wide assessment of entry, sophomore, and senior work for each of the eight Abilities, as a means to assure educational quality, understand and improve student learning, and assist institutional review and curriculum planning. Currently a few faculty are working on an assessment model that could be used for campus wide Ability assessment; the process needs to be reviewed and improved in Fall 2001 so good data can be collected.
Commitment to the Assessment of Student Learning

The proactive approach taken by faculty is clearly illustrated in the divisional narratives, which describe assessment activities as they related to both the division and the university mission and goals. The activities represent the broad institutionalization of the assessment philosophy described in the 1995-96 Assessment Plan and the updated 2001 Assessment of Student Learning Plan; they also indicate the commitment of each division to the Abilities model and the senior portfolio. These narratives may be found in the resource room.

A Commitment to the Portfolio

There is no question that the commitment to the Abilities is serious. All the divisions along with faculty have spent considerable time coming to consensus on the Abilities required of students majoring in their division. The extensive mapping of those abilities in each program is the backbone of the assessment initiative.

The Division of Education, Psychology, and Technology provided the testing ground for the senior portfolio by requiring in the 1996-98 Bulletin that all graduates with an Education degree complete a portfolio that demonstrated mastery of the Abilities. As of this writing 77 students have completed digital portfolios which are available through the Division of Education, Psychology, and Technology. Their faculty have developed courses to assist students in organizing their portfolios and several evaluation tools. Their experiences have helped faculty in the other divisions understand the problems, time commitment, and student needs required by this activity.

Faculty have been diligently forming evaluation procedures in anticipation of portfolios to be submitted next year. Templates to judge the portfolios are in the development stage and have been featured in a number of Monday afternoon workshops sponsored by the Bush Foundation grant. On April 12, 2001, nationally known consultant and leading authority on assessment, Dr. Peter Ewell, of NCHEMS, visited VCSU. His expertise and enthusiasm added considerable support to the initiative. He also identified significant issues to be resolved in the near term. Paramount among them is how the divisions will confront transfer students entering the university with three years of credit at another institution. Institutional data on student achievement will supplement the portfolio analyses. A robust mixture of outcome measures, institutional performance measures, data gathered from exit interviews and future employers will support the growing experience derived from an analyses of the portfolios. While VCSU is not staking its entire assessment on the portfolio, the portfolio lies at the center of assessment of the student experience in the classroom.

Focus on the senior portfolio has also renewed a vital discussion about the importance of reflection as students review their work at VCSU. Reflective self-examination is one of the longest held traditions of the Liberal Arts, and faculty at VCSU have found that examining the quality of one's experience is a vital part of the portfolio process. While the standards movement in K-12 and the federal mindset on outcomes
based education have eroded the reflective skills of students, the portfolio philosophy helps restore this value within the University’s liberal arts tradition.

**An Updated Assessment of Student Learning Plan**

While the 1995-96 Assessment Plan clearly charts the intended direction of Ability assessment, its understanding of the Abilities and how they inform both general education and the majors now appears simplistic, while its schedule of implementation was far too ambitious. Consensus building and the development of campus community understandings take time, but offer rewardingly deep roots. In addition, the increased capabilities of the notebooks and the network, and opportunities provided by several grants (described above, page 123 of this section) allowed a shift in focus from an employer-based, best works focus to a larger documentation of student learning.

In Spring 2001, a faculty group, with the assistance of an external consultant, began to develop the 2001 Assessment of Student Learning Plan. This document, available in the resource room, brings together the diverse assessment activities pursued in the classroom, the program, general education, and the institution; explains how they fit together, and illustrates the feedback loops that inform improvements in teaching, curriculum, and institutional review. One of the strongest findings in the plan is the need for a part time assessment director, to assist faculty, programs, committees, and the VPAA in developing useful assessment activities/techniques, in organizing material, and in collecting and reporting data. As of this writing, discussion of this position is under way. Implementation of the assessment plan, including the development of those assessment measures not already in place and the initial gathering of data for Ability assessment, began in Summer 2001.

**Levels of Implementation**

The Higher Learning Commission has identified levels of implementation to help institutions understand the progress they have made in implementing assessment of student academic achievement. VCSU has made great strides since 1992 in both conceptualizing and implementing the Ability-based assessment program. The discussion below identifies VCSU’s progress in each of the four areas of implementation identified by the Commission:

- **I.a. Institutional culture, collective/shared values**—level 2. The institution demonstrates a shared understanding of Abilities and their integration in the curriculum; all divisions have mapped the Abilities and developed portfolio processes; and some academic programs have well-defined assessment activities, goals, purposes, while others are beginning to develop these. Institution-wide assessment of the Abilities is being developed, while the use of classroom assessment of student learning for program review and curriculum development needs to be implemented.

- **I.b. Institutional culture, mission**—between level 2 and 3. The university mission indicates the high value placed on student learning, but the purposes, while adequate, need stronger focus. Not every academic
program’s published statements directly reflect on assessment and student learning, although every academic program has identified the Abilities it uses to focus its curriculum and assessment processes (see current Bulletin).

- **II.a. Shared Responsibility, faculty**—between levels 1 and 2. In terms of the Abilities, VCSU is definitely at level 2, as all courses have Ability-based projects indicated on the divisional program maps, and students are producing senior portfolios that demonstrate their competencies in the required areas. Faculty are taking responsibility for developing and implementing assessment tools for the Abilities in their classes and for the senior portfolios in their areas.

  As noted above, the Ability-based assessment plan has developed through faculty consensus; faculty in most divisions work together to improve their program goals and assessment measures; roundtable discussions several times each semester provide opportunities for faculty to learn from those in other divisions and identify useful ideas, materials, or faculty resources. The Summer Institute in June 2001, attended by faculty from each academic division, allowed faculty to develop further consensus on the portfolio process and Ability assessment.

  The use of multiple measures that complement the Ability assessment, however, has developed unevenly. Some programs, such as Music, which recently received NASM accreditation, have a fully developed, working assessment process with multiple measures and appropriate feedback loops, while other programs are only beginning the development process.

- **II.b. Shared Responsibility, administration and board**—level 2. Despite frequent changes in the VPAA’s office over the past decade, the administration has supported the faculty consensus-building process in a number of ways, including assistance with grant-writing, supporting travel to conferences and visits to other institutions, contributions to faculty workshops on assessment, and encouraging and assisting in the development and publication of assessment materials such as the assessment plans of 1995-96 and 2001 and the Abilities, Skills, and Levels booklet.

- **II.c. Shared Responsibility, students**—level 2, with some movement toward level 3. Student government members serve on the Curriculum Committee and the Institutional Improvement Committee.

  The senior portfolio requirement has provided most students with a strong inducement to learn more about the Abilities and their implementation in specific course projects. Students are encouraged to save their projects, and many faculty are developing reflective activities in the classroom to help students develop their ability to assess thoughtfully. The senior portfolio also requires students to reflect on their work over the course of their academic program.
The Bulletin provides explicit, public statements about the Abilities, and students have divisional maps and course syllabi available to them that provide explanations of the Ability assessment in the course or program of study. At the same time, however, some programs with less developed assessment plans may be less clear with their students about the purposes of assessment.

- **III.a. Resources**—between levels 1 and 2. The need for an assessment director (or the equivalent) is apparent, as indicated in the 2001 Assessment of Student Learning Plan. Bush Foundation funds have supported much of the faculty development in assessment so far; in a decade of limited resources, the institution has not yet designated funds in the operating budget to support the assessment program.

- **III.b. Structures**—between levels 1 and 2. The 2001 Assessment of Student Learning Plan includes a timeline for implementation and clearly pulls together the various student learning assessment activities on campus to help faculty understand the shape of the assessment program. Many of the processes are already fully functional, however; the 2001 Plan is an overdue articulation of the program being developed. While the structure of the program is clearly defined, the 2001 Plan recognizes the need for an assessment director to help faculty and staff improve their assessment efforts and to coordinate the communication of data with other units.

- In 2000-01, the curriculum committee required all general education course syllabi to follow the general education syllabus template, which includes identifying the Ability project and describing how learning will be assessed; a similar template has been developed by faculty in the Summer Institute of June 2001 to assist faculty in improving their syllabi in every course, to include Ability projects and assessment processes.

Every program has developed a map of their courses, the Abilities met in each, and the projects used to demonstrate the Ability in each course. Requirements for program reviews (see also, below) have been made explicit in the 2001 Assessment of Student Learning Plan, and will help programs begin to develop and uses assessment processes successfully.

- **IV. Efficacy of Assessment**—between levels 1 and 2. Implementation of the many significant parts of the assessment plan are in the early stages of development: the campus-wide assessment of Abilities has only begun, and 2002 is the first year virtually all graduating seniors will complete senior portfolios—program faculty are still devising assessment rubrics for these portfolios, and will no doubt be revising them next summer. Many program reviews show an inconsistent use of assessment data, and the relationship to student learning is not always clear.

On the other hand, the assessment program is in good health because of the process used to develop it—faculty have a shared understanding of Ability assessment and the senior portfolio, and there is widespread indi-
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individual implementation of assessment activities to improve student learning throughout campus. The need now is to involve the programs and departments in collecting, interpreting, and using this data about student learning in making decisions about curriculum, teaching methods, use of instructional resources, and academic resources.

Program Review

While the VPAA transitions have affected the rhythm and quality of program reviews, national disciplinary accreditations do serve to keep program review a high priority. A good example is the accreditation review by NCATE. Specific to the Division of Education, Psychology, and Technology (and teacher certification specifically), majors offering secondary education certification, e.g., history, English, Spanish, health education, and sciences, must also review their programs when NCATE site reviews occur. So while some drift has occurred in those areas not covered by NASM or NCATE, the institution is far from negligent.

Program reviews completed in 1999-2001 are in the NCA resource room for inspection. The uneven quality and breadth of the reports highlighted the need for a standard set of expectations for program review. These requirements are now described in the 2001 Assessment of Student Learning Plan.

To help programs regain focus, the new VPAA required all majors to be reviewed in 1999-2000. Stand-alone minors will be reviewed in 2001-2002. Additionally, a schedule of program reviews has been published (2000) and will direct program review of majors and minors through the year 2010. The vice president, APAC, and the faculty have agreed that program expansions and terminations will be considered only upon completion of a program review.

The Division of Business and Information Technology and the Division of Health and Physical Education conducted major program reviews that led to significant curriculum redesign and resource allocation. HPE used an outside reviewer to facilitate very difficult discussions regarding the purpose of HPE and the appropriate array of majors and minors and its alignment with faculty-coaches. Business reexamined course offerings and course content in the Computer Information Systems (CIS) major. Their review led to dropping of outdated computer language courses, revision and updating of developing languages and the addition of new languages within the networking area. Students were involved and have responded positively to the new look and new schedule of offerings.

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The potential acquisition of an updated Administrative Information System and data warehouse for the NDUS will facilitate the acquisition and storage of program data and improve program reviews. The current AIS is cumbersome and often does not provide the data categories sought by faculty in programs. Hand counting and the safekeeping of past printed reports is a fragile medium to keep a program’s history. Currently, NDUS policy prevents individual campuses from procuring any computing/data resources distinct from that provided by the Higher Education Computing Network (the official computing, AIS arm of NDUS).
**Student Services**

The Student Affairs Division provides a full menu of academic and personal support programs to complement the academic mission of the University. The programs are directed by the vice president for student affairs, who reports directly to the president. The section below describes the areas of enrollment services, new student orientation, academic advising, and the registrar.

**Enrollment Services**

The mission of the Office of Enrollment Services is to ensure optimum enrollments through strategic planning, marketing and recruiting activities. Working with both traditional and non-traditional freshmen and transfer students, enrollment services staff provide students accurate information and guide them through the college search and admission processes.

Students become part of the inquiry pool through a number of resources and events. At the top of what is referred to as the enrollment funnel are the bulk of students, whose names are acquired through a number of resources. Valley City State University has purchased a position on AnyCollege.Net, an internet college search site offered to students and schools at no cost. Each month, a list of students and their information is sent electronically to VCSU. A direct mail piece is sent to students in target market areas and those who respond to that mailing become part of the inquiry pool. Get-Recruited is another web-based provider of names that VCSU worked with in 2000-2001, however, they will not be used in 2001-2002 as the number of students provided was limited. Online requests for information are increasing with increased student access to the web. A new database allows the office to track that more effectively.

Enrollment Services also requests lists of students and their addresses from high schools in the region. They are entered into the database and sent a direct mail piece with those responding becoming part of the inquiry pool.

College fairs and high school visits are also utilized to gather students into the inquiry pool as well as to connect with students who have been in the inquiry pool from previous events or mailings.

Campus visits are an important part of an enrollment services function. Nearly 250 prospective students visited campus through Enrollment Services from September 1, 2000 through July 20, 2001. A student's visit is customized to her/his needs with activities including: a campus tour conducted by a student (Viking Ambassador); a faculty appointment; an appointment with a fine arts instructor, coach, or other extra-curricular advisor; an appointment with an enrollment services professional; and/or a visit with any other department or office on campus. Included with a thank you letter is a campus visit questionnaire for students to evaluate the visit. Feedback from the evaluations is provided to those with whom the students visited.
Applications are processed through the Office of Admission and Records with the application files housed in Enrollment Services. All students are subject to the same admission criteria as outlined by the North Dakota University System.

Enrollment Services is also responsible for leading the marketing of the institution. The director chairs the marketing committee, which is composed of key players from the university: sports information director, alumni relations, webmaster, a faculty representative, and a student representative. The group guides the direction of the look and feel of promotional materials, along with assisting the director with decisions about advertising and promotion. The marketing committee also played a key role in the development of the new look to the university web site, scheduled to go live this fall.

**New Student Orientation**

Prospective students are introduced to Valley City State University at high school career fairs, school visits by enrollment services staff and campus visits. Direct mail, e-mail, and telephone campaigns are used to provide prospective students and parents with introductory and admissions information.

Each summer an orientation program is provided for new students and parents. Students and families may choose from several dates to participate in a program designed to acquaint them with the university, its faculty, staff, and programs. During the summer program, students meet with academic advisors and register for fall semester classes. Current VCSU students play a large role in the summer program by serving as group leaders and presenters. Parents attend sessions designed specifically to answer their questions and give them the information they need. Each summer both parents and students participating in the program complete evaluation forms from which continual improvements are made.

New students arrive on campus several days before the start of classes to participate in a comprehensive orientation program. The three main features of the program are the “Learning to Live/Living to Learn” class, the adventure learning ropes course, and computer training. A unique feature to all three components of the orientation program is the involvement of currently enrolled students in the preparation, design, and delivery of the programs. Student mentors facilitate the Learning to Live Classes and deliver the instruction in the computer training session. The Learning to Live/Living to Learn class is fully discussed in Chapter 2, page 20. The adventure learning ropes course is also described in Chapter 2, pages 20 and 27.

**Computer Training**

Students come to VCSU with a wide variety of computer skills and experiences. In order to ensure that all students have the basic skills necessary to be successful in the classroom and to provide information on the care and use of a notebook computer, all students participate in several hours of computer training prior to the start of classes. Students learn how to use the campus network, send e-mail, manage files and become familiar with the standard suite of software used by all faculty and
students. The growing base of technology knowledge held by entering students has compelled the involved academic units to consider altering the content of this computer training. Test-out procedures have been implemented with those students demonstrating the course’s required computer skills.

**Academic Advising**

The director of student academic services administers the academic advising program and reports to the vice president for student affairs. The program exists primarily to assist students in planning and pursuing their degree curricula. Almost all faculty members and some administrators serve as advisors. Each term registration forms are distributed to advisors and students are required to meet with their advisor and obtain a signature before registering for classes. On the ACT Student Opinion Survey, students rated VCSU’s academic advising service above the national average, and the student ranking of availability of advisor is one of the highest satisfaction scores for all campus services. Students experiencing academic difficulty or those seeking assistance or information on class schedules, requirements for majors and minors can seek help in the Office of Student Academic Services. Study skill classes and a tutoring program are available to assist students experiencing academic difficulty. The newly implemented (Fall 2000), web-based automated enrollment system (Access Line For Information) has eliminated the advisor signature requirement for registration. However, students and advisors continue to meet prior to registration. The expected increase in add-drops as a result of not seeing advisors did not materialize. The advising process is closely monitored by both vice presidents and remains a topic of faculty discussion.

**Registrar**

The Office of Admission and Records maintains the admission and academic records of each student who enrolls in the University and provides the records to appropriate constituencies. The office is staffed by one professional and one support position. The office administers the admission process, prepares the term class schedule, registers students in classes, maintains and provides grade transcripts, completes statistical reports, and certifies students for graduation.

**Graduation Audit**

Graduation audit, extremely valuable resource, is a computerized student records program provided by the Higher Education Computer Network. Valley City State University was the first institution in the North Dakota University System to install the program for all of its students and was the pilot institution for the project. Graduation audit provides students and their advisers with an up-to-date record of progress matched with the students’ curricular requirements so that all remaining requirements for graduation are identified. Requests for graduation audit are processed by the HECN at night and are available to advisers or students the day following the request.
Web Access Line for Information

The WEB ALFI system developed by the Higher Education Computer Network (HECN) provides students online access to such information as academic records, financial aid or fee billing. It also features a WEB registration system that allows students a secure environment to register or add/drop classes. Valley City State University was one of two institutions within the North Dakota University System to pilot this project, which provides a convenient alternative for students to register rather than coming to one site and standing in line on pre-determined registration days.

Assessment of Student Services

The Student Affairs Division of Valley City State University is committed to the VCSU vision statement, and believes that the practice of gathering meaningful data and information is a necessary component in the process of continuous improvement.

Individual service units engage in a wide variety of assessment activities. Assessments take the form of standardized national surveys, locally developed surveys, evaluation forms, data collection, comment cards and questionnaires. Assessment activities provide a means for monitoring student success and determining progress toward established accountability measures. In addition, assessment activities play a large role in improving levels of student satisfaction.

In the Spring of 2001, student affairs units developed a comprehensive and responsive student affairs assessment report that organizes and allows the individual units to meaningfully respond to their desire to continuously meet and exceed student needs. Because the NDUS cornerstone goals were new, a matrix of the cornerstones objectives and assessment activities was created to determine where student information was being collected. Each of the student affairs units listed and identified the assessments currently use to gather student data/information. The cornerstone objective was then aligned with the data/information it addresses. Any changes to programs and services due to the data/information was listed as well as impact that may have occurred because of the change. New assessments are now evaluated based on how they fit into the report. The report is also used to allow data from one unit to talk with other units. The complete report is available in the resource room.

Student participation in the student affairs assessment program has been developed with a three part design: pre-enrollment activities, enrollment activities, and post-enrollment activities. The primary assessments in each are listed below.
Pre-Enrollment Assessment Activities

ACT/SAT - All first-time freshmen are required to meet established admission criteria, which include submitting scores on the American College Testing Program Test (ACT). The Office of Student Academic Services uses ACT scores to assist in the advising of first year students. Placement in study skills class, English 100, and pre-algebra is recommended to students based on scoring guidelines determined by academic departments. ACT results become part of the folder prepared for each academic advisor.

Core Course Requirements - In addition to the ACT Test, all first year freshmen are required to meet a set of core course requirements established by the North Dakota University System. Students missing no more than two core course requirements may be admitted by the Admissions Committee based on a criteria established by VCSU. The Office of Enrollment Management maintains records and tracks the success of students admitted without the core course requirements. Decisions of the Admissions Committee are influenced by the success and failure rates of admitted students.

Prospective Students/Campus Visitors – Every prospective student who makes a campus visit is mailed a follow-up campus visit questionnaire. Visitors are asked to evaluate the campus visit experience and give suggestions for improvement.

CIRP Survey – Valley City State University participates in the Comprehensive Institutional Research Program Freshman Survey. Every year since the Fall of 1994, VCSU freshmen have been surveyed and compared to national norms. Results of the survey provide the University with a profile of entering students and give valuable information on student needs. Information from the survey is shared with the student affairs staff and the Executive Team.

Enrollment Activities and Student Satisfaction

The American College Testing--Student Opinion Survey

One of the assessment tools used to measure the level of student satisfaction with programs and services is the American College Testing (ACT) Student Opinion Survey. The ACT Student Opinion Survey measures levels of satisfaction with 23 different services and 42 different factors of the college environment. The survey was administered in 1995, 1997 and 2000. The survey is administered at the same time each year to students of all class levels. Local campus results are compared with national norms and scores are tracked over a period of years. The survey allows the institution to develop up to 30 of its own questions. VCSU has opted to use those questions to survey students on issues related to the notebook campus environment. The survey also allows space for students to write comments and suggestions.

The vice president for student affairs administers the ACT Student Opinion Survey. The surveys are hand delivered to students and collected by instructors in selected
classes. Results of the survey are tabulated by an ACT scoring service and delivered to the campus. VCSU results are then compared with national norms and compared to previous administrations of the survey. Results are reported to the campus Executive Team, all student affairs staff, and any program or service evaluated in the survey. The most recent report includes an analysis of trends. The programs and services that show steady increases in student satisfaction levels and those that show decreases are highlighted.

On a scale of 1 to 5, with 5 being the highest possible score, class size received the highest ranking from students. A score of 4.41 is .24 above the national average. Other high rankings reflect the small campus size and the ability to provide personal attention. Categories such as availability of advisor (4.18), and attitude of faculty towards students (4.13), were among the highest received. Overall, students rated this college in general at 4.13, which was the fifth highest score in the survey, and .21 above the national average. Generally, the ACT Student Opinion Survey shows a fairly high level of student satisfaction with programs and services. Out of 65 total areas measured in the 2000 survey only eight areas scored lower than the national average. A total of 25 areas have shown a steady increase over the past three administrations of the survey. A complete summary of scores, trends, and a copy of the most recent survey, are available in the resource room.

The lowest student rankings (for services offered by VCSU) were for the areas of parking, residence hall rules and regulations, and purposes for which the student activity fee are used. Of the three areas, only parking was rated low among VCSU students and was also below the national average. The large percentage of commuting students and the limited parking space on campus continues to be a source of frustration for students. Tutoring is another program area that shows up as lower than the national average and on a pattern of declining rankings on the past three administrations of the survey. As a result, the Office of Student Academic Services is now doing assessments of the tutoring program, including surveys of students receiving tutoring services and those delivering the service.

The next administration of the survey is scheduled for Spring 2003.

Other Assessments of Student Services

In addition to the ACT Student Opinion Poll, the various service areas and departments use a variety of assessment techniques to determine the effectiveness of programs and to make continual improvements in services. The following is a listing of those efforts:

**Summer Orientation** – All students and all parents participating in the summer orientation/registration program complete a questionnaire. Participants are asked to rate each presentation and to give feedback on the program format.

**Kathryn Center Ropes Course** – As part of the new student orientation program, all new freshmen take part in an outdoor adventure learning challenge course. Students are asked each year to evaluate the experience
through the use of formal assessments.

**Learning to Live/Living to Learn Class** – At the conclusion of the course, students are asked to evaluate the learning experience and give recommendations for improvement. Evaluations indicate strong student satisfaction with the course.

**Food Service** – Food service provider, Sodexho/Marriott, conducts a customer satisfaction survey twice a year and a survey of the university administration one time per year. In addition, they use a comment card/suggestion box system in the cafeteria and in the retail dining area.

**Withdrawing Students** – Every student who officially withdraws from classes meets with the director of student academic services and completes a written exit interview. Students are asked to indicate reasons for leaving and to provide information on strengths and weakness of the university.

**Residence Halls** - A comprehensive survey of residence hall programs and services is administered approximately every two to three years. The survey was last administered in 1999. At the current time housing officers are exploring the use of a standardized survey. Residence hall staff participates in an annual responsibility review. Both head resident and resident assistants are evaluated annually.

**Substance Abuse** – In 1994 VCSU participated in a statewide survey of college student use of alcohol and drug use. The same survey (Core Alcohol and Drug Survey) was administered again in 1999 to determine progress made with educational and awareness activities.

**Alcohol Violators Class** – All students found responsible for a violation of a university alcohol policy are required to participate in a 4-hour workshop. At the conclusion of the workshop, students are asked to rate the effectiveness of the workshop and to make recommendations for the campus in area of drug and alcohol prevention.

**Tutoring Program** – A review of the tutoring program is done by evaluating the tutoring service provided and from the viewpoint of the tutor.

**Academic Advising** – Student evaluate academic advising through the ACT Student Opinion Survey and a feedback instrument used in the Learning to Live classes.

**Comment Card System** – Comment cards are placed throughout the campus and in all student service areas. Comment cards encourage students to give praise, indicate a problem, make a suggestion or raise a question.
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Post Enrollment Assessment Activities

Graduates and Employers - The Career Services Office conducts several surveys of graduates and employers. An initial survey is conducted of all graduates within six months of graduation to confirm placement location, type of employment, salary and benefits. At approximately nine months after graduation, a survey is conducted of graduates and employers. Graduates are asked to assess themselves on the VCSU Abilities and employers are asked to rate the level of skill and training of the graduates and also their level of competence on the Abilities. The information being gathered relates to specifics about their current employment and also their involvement in the VCSU campus as an alumnus (have they ever recruited a prospective student; returned to the campus for a visit).

Non-returning Students – The Office of Student Academic Services conducts mail surveys of non-returning students to determine reasons for leaving and to comply with federal reporting requirements.

Strengths

- The offices of academic affairs and student affairs have developed effective assessment tools and processes.

- The integration of the Abilities throughout the curriculum provides continuity for students as they move from general education to major programs. The Abilities also provide a framework for university-wide assessment, with readily accessible entry, midpoint, and endpoint data.

- Considerable national attention has arisen about our student and faculty digital portfolios. They have been featured in state, regional, national and international conferences, trade journals and news media. This interest arises in part from the University’s focus on developing consensus across the university on the expected outcomes of the Abilities and Skills, and departmental identification of specific course projects that operationalize the Abilities for each discipline.

- The portfolio component of the assessment program has renewed the emphasis on reflection and helped restore this value within VCSU’s liberal arts traditions.

- The portfolio projects, individually and clustered by major, represent an effective means to evaluate program effectiveness.
Challenges

- An assessment director would greatly enhance VCSU’s ability to maintain an effective, continuous process of assessing student learning by assisting faculty, programs, committees, and the vice presidents in developing useful assessment activities/techniques, in organizing material, in collecting and reporting data, and in communicating relevant assessment material among units.

- The office of business affairs needs to develop a plan for assessing its offices and services.

- The development of rubrics for assessing the Abilities campus-wide, at entry, midpoint, and endpoint, is in beginning stages.

- Portfolio assessment and the links between divisional Abilities and portfolio evidence of student learning will be applied to a full graduating class for the first time in Spring 2002. Monitoring and standardizing of this process is needed.

- Faculty need to develop assessment tools for class projects to improve the pedagogical link between the project activities and the division's Abilities. Program reviews must reflect appropriate use of these assessment tools.

- The ties between assessment data and strategic planning must be made clear and integrated into VCSU’s culture.

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Chapter 7: The institution can continue to accomplish its purposes and strengthen its educational effectiveness

Valley City State University continues to accomplish its purposes and strengthen its educational effectiveness, in part, because of the planning and assessment processes that guide the decision-making, improvements, and changes on the campus. The mission of the University provides the foundation for all decisions within the University while financial and support services are allocated appropriately based on planning and changed based on assessment.

NDUS Planning

The president and vice presidents are members of chancellor’s cabinet and NDUS councils, respectively. These individuals advance campus initiatives through their respective state-level organization to the State Board of Higher Education.

For the last decade, the North Dakota University System has engaged in formal long-range planning. The form and process have varied slightly over the years. Generally, the Board has consulted the campuses, legislators, the governor, and others. The plan has taken a rolling six- or seven-year time horizon. Campuses have produced annual progress reports regarding their efforts to implement the NDUS plan.

During the 1999-2001 legislative interim, the legislature sponsored a study committee on higher education, chaired by Senator David Nething of Jamestown. Working with the Chancellor, Senator Nething defined a process new to North Dakota that has led to a new NDUS plan.

The committee added 40 members from the executive branch, business, K-12 education, higher education, and other sectors to its 21 legislator members, calling the expanded group the Higher Education Roundtable. They hired two consultants with national experience in higher education planning to facilitate a series of meetings during the 1999-2000 academic year. The resulting document, A North Dakota University System for the 21st Century, was published on May 25, 1999 and is widely referred to as the Roundtable Report. The report emphasizes access, economic development, and flexibility with accountability. It contains recommendations for action from all relevant sectors. It defines a set of accountability measures for the higher education system.

Based on consensus, the report had strong momentum for implementation. In July 2000, the State Board of Higher Education adopted the report as the blueprint for its own priorities. The Board has action plans for all of its recommendations, and it has restructured its meeting agenda accordingly. It required the campuses to submit their plans, to implement campus Roundtable recommendations by December 2000. Annual reports on the accountability measures are expected to begin in December 2001.
University Planning Processes

VCSU has established a framework for an active, encompassing process to formulate strategic planning on the campus. The president and Executive Team meet regularly to plan, improve, and advance all areas of the campus community through visioning and strategic planning. The Institutional Improvement Committee (IIC), with representation from administration, faculty, staff, and student organizations, and the community is charged with leading the university through the planning process. The committee is charged to

review progress toward the realization of broad institutional goals, recommend policies on matters of concern to more than one of the areas of University community, oversee and implement the ongoing evaluation of the institutional assessment and improvement plan, recommend procedures aimed at integrating the various aspects of the total University program to the University administration, participate in institutional strategic planning, oversee the development of self-studies for accreditation or other purposes, and advise the president of the University.

In keeping with this charge, the IIC is the leadership group in revising the mission, revising the strategic plan, and ensuring integration with the assessment plan. In the Spring of 1999 the IIC was charged by the president as the steering committee for the NCA Self Study.

The decision-making processes at VCSU include (1) the campus administration, which includes the president, Executive Team members, and division and nonacademic department directors, and (2) faculty, staff and student governance. Based on the mission and strategic plan, academic affairs, student affairs, business affairs and division and nonacademic department directors continue to plan, and to advance programs to meet the needs of the student body, faculty and staff, and prospective students. Faculty, staff and student governance, through the faculty association/senate, SPAC and student senate, meet regularly to plan, discuss, and implement changes in their areas of campus.

Other campus committees make more specific decisions concerning the entities they represent. A table of all committees is published annually in Baselines for all faculty and staff. These committees meet on a regular basis to plan and make decisions on academic and administrative issues, budgets, staffing, and other matters that are pertinent to their duties and authority. For example, the Technology Advisory Committee advises on budget and makes decisions on technology issues while the Curriculum Committee considers curricular changes and oversees the general education core courses. These committees and most others have a broad representation including faculty, staff, student and administrative representation. Each of these decision-making bodies is open to input from its constituency, and all disseminate information throughout the campus through their membership and by regularly publishing meeting minutes.
The decision-making process and the integration of campus-wide assessment into the planning process are illustrated in the strategic planning chart in the Appendix. The chart shows the relationships among the various committees and the Executive Team for purposes of institutional planning, implementation, and assessment.

The university uses a wealth of data and information services to guide planning and decision making. Such data often is specialized to suit the needs of the unit. However, governance structures and a university wide commitment to collaboration promote the use of data and information across the university. The university is wedded to and obligated to use an archaic MIS/SIS in use by the NDUS. However, recent legislative action has solicited bids from major vendors to replace this system. The bid is now in its final selection processes. The enrollment/SIS module is expected to be the first deployed to facilitate the tracking of students within the system (currently not available to campuses).

The NDUS MIS system is supplemented by a host of locally generated reports. While these are tedious and time consuming processes, the university recognizes the limitations of the NDUS MIS system and plans accordingly. That is, local effort fills in where system reporting either fails, does not exist or is slow in coming. The university has tried to minimize local data production to the extent that service to students is not compromised. Its small size and extensive knowledge of students allows the university to identify the “footprint” students leave as they matriculate. The university's goal is to begin collecting these footprints into more aggregate studies to more crystallize its knowledge of student experiences in their major and throughout the VCSU experience.

**Stability of Resources**

Resources at Valley City State University are stable, although they are certainly not plentiful.

**Financial Resources**

Valley City State University receives a biennial funding appropriation for campus operations and capital improvements from the North Dakota legislature. The appropriation process also involves the State Board of Higher Education and the Office of Management and Budget, which is the fiscal agent for the Governor. Annually, an operating budget is prepared as a plan for spending the state funding received from the legislature, grants and other income anticipated by the campus for the year.

In 2001-2002 the NDUS will implement a new finance model (see resource room). The transition to this model will encompass the following changes. The Enrollment year will become Summer-Fall-Spring rather than Fall-Spring-Summer. While the basic appropriation will be a function of enrollment, tuition collections will now remain with the campus. This is a significant change to provide campuses more flexibility in spending. The state will implement an accountability measure merit
system to gauge institutional effort relative to a new group of peer institutions. This is also a significant change in resource allocation. However, there is no expected change in appropriation dollars for VCSU through 2003.

Students also voted in 2000-2001 to implement an $45 increase in the technology fee beginning Fall 2001. The fee will now total $995 per year per full-time student and will be prorated on a per-credit schedule for part-time students. This will allow further upgrades of the campus networks and support the two-year roll over schedule to new notebooks in 2002. This roll over has been historically supported by a generous lease and price agreement with IBM. The University has every reason to believe that this relationship will continue.

According to the FY2000 financial audit, Valley City State University received $12,479,213 to finance campus programs and facilities operations for the fiscal year. The state of North Dakota provided $5,497,853 (44 percent) from the state treasury.

The remainder of the operations of the University are self-supporting through: tuition and fees, $2,916,878 (23 percent); research grants and contracts, $1,340,444 (11 percent); auxiliary enterprise and education sales and service revenues, $2,159,426 (17 percent); and private gifts, grants and endowment income, $564,612 (5 percent).

The adoption and implementation of a new state financing model for higher education will require considerable review. Emanating from the Roundtable Report and Senate Bill 2003 in the 2001 legislative session, the new model incorporates system and individual campus performance indicators (accountability measures), peer institution comparison, and different legislative expectations with regard to private fundraising.

The 2001 legislative session provided start-up funding for a state Enterprise Resource Planning (ERP) system that would serve all state entities, including higher education. The ERP proposal, once completed and funded, will require the University to review its budgeting and business processes. Alignment to the central system will require changes in campus processes. Until a vendor is selected and the system deployed, Valley City State University continues to use system, campus, and local unit data mechanisms to guide decision-making processes.

### Physical Facilities

Valley City State University has prepared a forward–looking document that outlines future development for campus facilities. The Master Plan was prepared in-house with significant contribution by Michael J. Burns, Architects. The March 2000 plan is built upon an extensive interview process involving many campus personnel in 1994 and updated in 1998. The initial review and update were completed by Foss Associates, and remain an integral part of the overall facility development plan.
The Master Plan is the basis for major capital improvement funding requests to the State Board of Higher Education (SBHE) and the state legislature. A number of modifications and facility improvements have been made to provide an up-to-date and safe learning and work environment for students and employees. More significant improvements include:

- networking campus classrooms and residence hall rooms;
- installing passenger elevators in McFarland Hall, McCarthy Hall and Allen Memorial Library;
- re-roofing classroom and residence hall buildings;
- remodeling to enhance functionality and safety in McFarland Hall, Vangstad Auditorium, and McCarthy Hall; and
- replacing the field house floor and the athletic track.

These improvements reflect annual expenditures for plant improvements that have ranged from $700,000 to $1,400,000 each biennium since 1996.

The March 2000 Master Plan includes an itemization of $2,910,500 in extraordinary projects, primarily deferred maintenance projects for state funded facilities at Valley City State University. The 2001-03 budget request included $265,000 in funding to be applied toward these projects. At this rate of funding, it will take more than 100 years to address the deferred maintenance issues that are present on the university’s campus today. Deterioration in facilities will impact the health and safety of student, faculty and staff and certainly affect the recruitment and retention of students.

**Human Resources**

Valley City State University permanent employees are either faculty or staff. Staff includes administrators and other support personnel. Employees are also categorized by funding sources into state-funded positions, or grant and local positions. In addition to permanent employees, Valley City State University has adjunct faculty, temporary employees, and student employees. VCSU employs a total of 350-360 people including faculty, staff, administrators, adjunct faculty, part-time employees, and students. VCSU employs a total of 350-360 people including faculty, staff, administrators, adjunct faculty, part-time employees, and students. The permanent full-time equivalent employee statistics included in the 1999-2000 annual budget indicate 149.96 employee positions, which is an increase of 10.91 FTE when compared with the 1996-1997 annual budget.

The entire NDUS, including Valley City State University, is losing the competitive edge to recruit and retain skilled employees. General salary increases for system employees have exceeded the rate of inflation in only nine of the last 24 years. North Dakota faculty salaries annually are near the bottom of all 50 states. Recent efforts to increase salary levels relative to market surveys through internal reallocation have provided some, but not nearly enough, relief. These efforts included an attempt to bring all employees to 80 percent of market surveys and to provide disproportionate faculty raises to those faculty with 20 + years of tenure and/or the rank of full professor. Continued effort is needed.
State demographics show that the declining population of college-aged individuals require the University to seek other student audiences. Because the focus of the University’s strategic plan is residential full-time enrollment, the University must seek an increasing number of out of state and international students. In Summer 2001, the SBHE delegated to each campus president unlimited authority to grant tuition waivers. This change may provide sufficient campus autonomy to leverage enrollment opportunities in ways not available in the past. Obviously, waivers must be used to stimulate additional enrollments, not to undermine overall University revenues. University leaders are conferring with experts to assess the best options. Being a small campus in North Dakota means finding appropriate marketing, recruitment and retention strategies. The university’s successes in the national media in recent years must be continued. Senate Bill 2003 also mandates a system enrollment management plan and that could have considerable bearing on how the system campuses respond to enrollment pressures. However, the plan may not be completed until December 2002.

**Strengthening Educational Effectiveness**

The University uses a wide range of tactics to assess current functions and future challenges. A coordinated strategic planning process from the president to divisional units ensures integration of the mission and purposes of the university into individual work plans and goals (see individual goals of the Executive Team in the resource room). The self study has confirmed that an integrated planning process facilitates productive work patterns. Such integration of purpose, coupled with a ubiquitous computing environment facilitates communication processes. The University’s effectiveness is predicated on its ability to assess and communicate in ways that afford strategic and timely decision-making.

Appropriate communication and integration of purpose have enabled constructive responses to the ever-demanding changes before small universities in general and to the unique demands before a small, rural, public liberal arts university in North Dakota. The “Decade of Transformation” section in chapter one aptly depicts the versatility and effectiveness of the University through the last decade. The University is well positioned to seek the next level of excellence because the campus culture that allowed VCSU to respond so well in a turbulent decade continues to make the campus vital and responsive.

Other parts of this self study clearly identify how assessment process are woven into governance, planning, and decision-making within units and across the University. The new 2001 Assessment of Student Learning Plan articulates the interaction of various academic assessment processes, while identifying the need for an assessment director or office to assure the stability and continuity of the assessment processes. Further implementation of the assessment plan requires gathering Ability assessment data and defining the ways that data is used to make decisions, especially at the program and institution-wide levels. Most programs are slowly integrating the use of Ability assessment with other measures as they work towards fully functioning assessment processes that use multiple measures and appropriate
feedback loops. Energy and interest in assessment remain strong, because of the faculty’s abiding concern to improve student learning at VCSU.

**Characteristics that Ensure Continued Success**

The University’s strengths are best represented by first examining the culture in which these strengths thrive, since it is through collective respect and support for these values and attitudes that the University can continue to improve its service to students and the disciplines. Clear planning and open communication are fundamental tenets of this culture. Without such essential processes in place, the culture is bereft of any means of action. The faculty, administration, staff, and students all demonstrate a strong understanding of the University mission and the focus on student learning. The consensus process used to develop the Abilities assessment program has maintained the sense of shared values among campus groups.

**Learner centered.** The commitment to customized learning is reflected in what students and alumni say about the personal attention students receive at VCSU. Academically, faculty and staff respond to the unique needs of their students in a variety of ways. For example, the faculty provide individualized “special topics” courses via email and the web. Faculty receive no compensation for these efforts. Personally, students know that faculty members know them and use that knowledge to ensure a college experience of high value. The University’s small size lends itself to this intimacy. Socially, students engage the University on many levels. Efforts to diversify the campus will help students gain confidence in dealing with others who are different from themselves.

**Faculty initiative.** The faculty initiative within the context of the strategic plan has led to considerable innovation and experimentation. The history of the notebook initiative, the current development of hybrid courses, the exploitation of the web, the Abilities that drive the digital portfolio requirement all have widespread faculty support. Within that consensus is a wide array of unique faculty effort to tailor that commitment to suit their teaching/learning styles and that of their students. In another context, the faculty’s growing interest and success in grant writing is considerable. The University realizes now that its extensive knowledge in a ubiquitous computing environment can lead to funding in support of pedagogical innovations.

**The “can do” mentality.** One is hard pressed to understand how such limited state funding can lead to the major accomplishments attained by faculty and staff. This “can do” mentality permeates every level of the campus. Facilities services staff are ingenious in their efforts to make a big difference with only a little money. Faculty have found effective ways to exploit available resources, and not just because they have to. Good ideas attract them and good ideas lead to new practices. The Center for Innovation in Instruction (CII), the Regional Technology Center, Medicine Wheel Park, the Kathryn Center for Lifelong Learning, and the Community School for the Arts represent the translation of good ideas into realities.
beneficial to VCSU, the city, region, and state. Risk-taking is encouraged and often rewarded.

“Grow your own” philosophy. VCSU recognizes the ever-present challenge of its location and funding/salary history. For example, there is no way to attract information technology (IT) professionals on salary alone. The IT staff’s reputation among state IT leaders is excellent. The University has taken bright, young graduates and invested in their training and job opportunity with great success. Retaining them will be a challenge. The same philosophy holds true for faculty. At least a half dozen faculty on tenure track are pursuing doctoral degrees as a part of their tenure process. Retention of the lower rank faculty, as their credentials and experience mature, will be a challenge.

A series of outcome measures result from such a culture.

- Major grant proposals funded. Two Title III grants, a major U.S. Department of Education grant to prepare teachers to teach with technology, and a growing number of research grants. This represents a 57 percent growth in grant funding compared to 1996.
- Continued private foundation support through the Bush Foundation of Minneapolis to support faculty development.
- In 2001-2002 faculty salary increases ranged from 3 percent to 7 percent.
- The legislature provided special initiative funding for 1993-95, 1995-97 and 1997-99 bienniums of up to $200,000 to $250,000 for CII and Kathryn Center operations.
- Valley City State University has had a capital improvement project funded by the legislature in each of the past four legislative sessions.
- Community support since 1995 has resulted in over $300,148 to supplement $206,854 in state funding for improvements to the outdoor track, the field house, and football stadium.
- 10.91 FTE employees have been added since 1996. 7.36 FTE positions are funded by grant and local funds and the balance are state-funded.
- One new faculty position has been added in 2000-2001, and another in 2001-2002.

Strengths

- Changing economic and legislative patterns during the 1990’s compelled VCSU to develop strong and effective habits.

- VCSU has a strong committee structure, which results in effective University planning processes

- The past decade shows the University’s continuing ability to attract funding from external sources, including grants, private foundations, Valley City community, and gifts.
• Faculty initiatives within an innovative culture at VCSU have led to new, effective practices (i.e., the notebook initiative, the development of hybrid courses, the Abilities, and the senior portfolio).

• Widespread faculty support has made campus-wide, integrated adoption of new practices possible.

Challenges

• The declining population of college age individuals in North Dakota will require the University to seek other audiences. VCSU must identify appropriate marketing and recruitment and retention strategies that will attract out of state and international students.

• North Dakota salaries continue to rank low among the 50 states. To recruit and retain skilled employees, VCSU must make continued efforts to raise salary levels to at least 80 percent of market levels.

• Deferred maintenance projects for state-funded facilities at Valley City State University remain a serious concern.

• Implementation of the new state financing model for higher education will require considerable review and adaptation.

• When the new NDUS online administrative system (ERP) is available, implementation will require adjustments in campus processes and offer new opportunities for data retrieval.
Chapter 8: The institution demonstrates integrity in its practices and relationships

Institutional integrity (defined in the dictionary as, “moral soundness, honesty, uprightness”) must include adherence to local, state, and federal law; professional ethics; honest standards and fair practices in all interactions with internal and external entities; publication of materials which accurately describe the mission and programs of the institution; publication of policies and procedures which are clearly communicated and consistently followed; confidentiality of records or open records, as appropriate; academic freedom; and fair evaluations and fair workloads. By offering academic programs, the university implies that those programs are of high quality. The reputation of the institution depends upon the credibility of those who represent it; thus, a high standard of behavior must be modeled by the institution's administrators, faculty, staff, and students.

The primary documents through which the institution disseminates information to its constituencies are the Bulleten (catalog), published biennially in hard copy and on-line; the university website, updated annually; the VCSU Student Handbook, reprinted annually and also available on the website; the staff handbook (NDUS Human Resource Policy Manual); and the faculty handbook (SBHE/VCSU Policy Manual). A listing and samples of other important documents published by the university are located in the resource room.

Evidence that the university is committed to ethical standards is found throughout the institution’s printed literature. University objectives, printed in the Bulletin, speak to a “liberal education of high quality” which develops “the moral values and commitments necessary for responsible citizenship and civic leadership.” The Student Handbook states that “Academic integrity in students is recognized as a fundamental objective of higher education. Traditionally it has been a highly regarded ideal in colleges and universities, one which symbolized the essence of learning.” The objectives of the teacher education program include the awareness “of the importance of professional and personal characteristics of effective teachers, such as... ethical behavior.” Numerous policies and publications relating to integrity may be found in resource room.

VCSU’s investigation of institutional integrity reviewed campus documents and policies, as well as the practices of specific offices and areas. The resulting assessment of VCSU’s compliance with Criterion 5 examines the policies and practices of institutional fairness in the University’s relationships with students, faculty, staff, and the community. A chart examining the relationships between the University and significant external entities may be found in the Appendix.

Relating to Students

Recruitment & Admissions. Valley City State University follows the rules and guidelines outlined by the North Dakota University System regarding the admission of its students. The guidelines describe the high school core curriculum
requirements, potential exceptions, and the appeal process for candidates who are denied admission. The university conducts its recruitment process in a non-discriminatory manner: a wide variety of activities and tactics are utilized throughout the recruitment process and applied to all students consistently and fairly. The application process and admissions requirements are described in the Bulletin.

**Tuition & Refunds.** Tuition rates and the refund policy are printed in the Bulletin. Tuition is assigned based on the number of credits for which the student has registered and the residency status of the student. When a student drops a course or withdraws from all classes, tuition refunds are granted on a pro-rated basis in accordance with the policy published in the Bulletin.

**Housing & Refunds.** Residence hall students sign a VCSU Room and Board Contract at the beginning of each year. The specific language of the contract addresses residence hall cancellation or withdrawal. In addition, all residence hall students receive timely e-mail notices on upcoming dates and deadlines.

**Financial Aid.** Valley City State University follows the rules and guidelines for distributing financial aid as outlined in Federal Regulations and the Department of Education Student Financial Aid Handbook. The university practices debt management that reflects well in the Department of Education Cohort Default Rate.

**Orientation.** The University’s orientation activities are outlined in the Bulletin. Prospective students and admitted students are informed of the schedule for summer orientation and opening school activities through direct mail pieces, brochures, and newsletters. Opening school activities and the Living to Learn class are explained to new students and parents during the summer orientation/registration program. Assessments are conducted annually on all programs. Committees of students, faculty, and staff are involved in the planning.

**Student Records & Privacy Act.** The Office of Admission and Records maintains directory information and educational records for all students, ensuring full protection and confidentiality of these records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). These records are maintained in a password-secured student information system (HECN) or, in the case of paper documents, in files secured by locks. Students are notified of their rights under the FERPA policy (as it pertains to release of directory information and educational records) through the Bulletin and the VCSU Student Handbook.

**Student Handbook.** The Student Handbook is updated and printed on an annual basis. While hard copies are made available throughout the campus and distributed at new student orientation activities, there are fewer hard copies each year and students are encouraged to access the on-line Handbook at the VCSU web page. The Handbook contains policy statements on Academic Integrity, Sexual Harassment, and Student Rights and Responsibilities. Each policy is reviewed annually prior to reprinting.
Policies related to Campus Security, The Drug Free School Policy, Sex Offenses, and Campus Crime Statistics are published and distributed to all students annually. Institutional records of student complaints are kept on file in the president's office and in accordance with federal regulations. Records are kept of all formal written complaints, signed by a student, and submitted to an institutional officer with the responsibility to handle the complaint.

Departmental Publications for Students. In addition to the Bulletin, program requirements are communicated to students through Fact Sheets developed by the Office of Admissions and various departmental publications. Documents are reviewed regularly to ensure consistency and currency.

Guidelines for Student Athletes. Valley City State University is a member of the National Association of Intercollegiate Athletics and a member of the DAC–10 Athletic Conference. VCSU follows rules for eligibility, participation, length of season, and dates of practice as established by the NAIA and the conference. A Board of Directors consisting of the president of each DAC-10 institution governs the activities of the conference.

Student Government. The Student Senate is the governing body for the Student Association that includes all Valley City State students. All student organizations are directly responsible to the Student Senate. The Senate is comprised of officers and student senators elected each spring semester. Through the Student Senate Finance Commission, the Student Senate controls and administers a large portion of the student activity fee. The Senate appoints numerous student representatives to University and Senate administrative duties and committees such as Faculty Senate, Athletic Committee, Curriculum Committee, Diversity Waiver Committee, Financial Aid Committee, Library Committee, and Teacher Education Committee. Students have also participated in faculty searches.

Information Technology Center. Valley City State University has three computer-related policies that apply to all faculty, staff, and students.

- State Board of Higher Education policy 1901.2 is the foundation for all VCSU policies related to computer and network usage (see <http://www.vcsu.nodak.edu/documents/policymanual/INDEX.htm>).

- The North Dakota Higher Education Computer Network (HECN) has adopted procedures in support of NDUS Policy Section 1901.2 (see <http://www.nodak.edu/hecn/policy/>).

- Title II of the Digital Millenium Copyright Act (DMCA) of 1998 limits the liability of online service providers, such as the North Dakota University System (NDUS), the Higher Education Computer Network (HECN), and Valley City State University for certain copyright infringement liability if various procedures are followed. The following policy is intended to take advantage of the liability protections in the DMCA (see <http://www.nodak.edu/hecn/dmca.html>).
A fourth policy applies to students only. It includes modifications and clarifications that accommodate the notebook computer initiative at Valley City State University. All students sign a computing resources contract at the beginning of each semester. The contract serves as a means of communicating the ethical and legal policies of computer and network usage and it charges students with the physical responsibility of hardware issued to them (see <http://itc.vcsu.edu/documents.htm>.

During the past three years there have been no cases identified that utilized VCSU computing resources to facilitate an illegal act. A few cases of inappropriate use (as defined in the student contract) occur each semester and are referred to the vice president for student affairs for disciplinary action. Their nature is rarely malicious. A typical example is an electronic message intended for a specific person inadvertently sent to an individual who is offended by the message. There has been a decline in the number of such instances reported during the past three years.

Student violations related to the responsibility for computer hardware cause the greatest concern for Information Technology Center staff. Several computers are lost each year due to students leaving with the computers and not returning them by the specific dates listed in the contract. The number of such losses has not declined during the past three years.

Websites created by faculty and students are subject to the guidelines established by the Higher Education Computer Network (NDUS 1901.2) and to the review of the Director of Web Services and the vice president for student affairs.

**Relating to Faculty**

Academic Policy conforms to the *NDUS Policy Manual* and the *Valley City State University Policy Manual*. Both manuals are identified in the *Baselines* document given to faculty at the beginning of each academic year. Web links are provided all employees to enable ready access to system and university policy via their laptops or desktop computers. Policy changes made by the State Board of Higher Education at scheduled board meetings are distributed to faculty and staff by the president’s office.

VCSU review of academic programs complies with national, state, and disciplinary accreditation and statutory responsibilities. NDUS sections 100 –1900 in addition to the Century Code of the State of North Dakota govern delegated authority for oversight of academic programs ranging from the hiring and termination of academic staff to program review. The VCSU policy manual parallels the NDUS manual with specific reference to policy and guidelines applicable to Valley City State University. For example, section 403.1-403.7 of the NDUS policies manual outlines a range of guidelines, practices, and standards to govern oversight of academic programs. Applicable VCSU policies are inserted in blue italics allowing quick link to the policy book maintained on the website. These policies range from Academic Freedom (401) to admissions policies, curriculum review, program termination, program review, enrollment reporting, common NDUS academic...
calendar, and continuing education. Section 400 also identifies and defines the degrees and certificates awarded by Valley City State University.

The faculty and administration endorse the concept and principles of shared governance. Baselines identifies all institutional, faculty, and staff committees including ad hoc and task force assignments. Reports and minutes are freely accessible via the “I” Drive on the network. Interactions between VPAA and faculty governance occur on a regularly scheduled program and complement ad hoc meetings and mutual briefings. The President conducts similar meetings as well as posting minutes of Executive Team meetings (the President’s advisory group) and Joint Executive Team meetings (held once a month between MSU and VCSU).

Grievance, personnel issues, and tenure and promotion procedures are clearly identified in both policy manuals. Additionally, opportunities for faculty development, staff development, and supervisory skills are offered and encouraged on a regular basis.

Faculty Contracts Procedures for faculty searches; appointments, rank, type of contract, and salary determination; evaluation, promotion and tenure; dismissal and grievance are contained in the policy manual predominately in sections 400 and 600 of the NDUS policy manual. Divisions identify faculty staffing needs arising from retirement, departure, or opportunity, and division chairs make such needs known through APAC. APAC, via the Vice President for Academic Affairs makes such needs known at the Executive Team level where the President then acts upon recommendations. Budget requests often but not always limit and proscribe opportunities to replace faculty in an effective manner. The Vice President for Academic Affairs makes recommendation to the President for all full-time, ranked, faculty positions.

The need for part-time or adjunct faculty appointments, as delineated by the policy manual, is determined by division chairs and subject to approval by the Vice President for Academic Affairs. Division chairs in consultation with the Vice President for Academic Affairs then recruit and hire adjunct faculty. A Masters degree is the minimum degree required of all adjunct faculty. Bachelor degreed adjuncts occur only in emergency or special circumstances determined by consultation between departments, division chair, and Vice President for Academic Affairs.

High School teachers employed through the Dual Credit program must submit credentials including transcripts and recommendations in order to meet department criteria for teaching college-level courses. They are subject to review and approval by the participating department and/or division and are compensated via negotiated agreements executed between the school district and Valley City State University. All faculty are subject to review. Tenure policies dictate the criteria and the review cycle for tenure-track faculty. Per NDUS policy, post tenure reviews are also required. Adjuncts are subject to review at the end of each course taught or annually if employed in consecutive semesters.
Orientation. New faculty sign the state-mandated loyalty oath for teachers, affirming that they will support the constitutions of the United States and state of North Dakota and faithfully discharge their duties as assigned. Copies of the signed oath are retained by the President’s Office.

Faculty Mentoring Program. In response to the increased replacement rate, a new, formal faculty mentoring plan was designed and implemented in the Fall of 2000. Each of the 12 new faculty were assigned two mentors, one from within and one from outside their home division. The first day of faculty contracts included a lunch with the Vice President for Academic Affairs with “living, working, and enjoying VCSU” as a theme. New faculty and mentors spent the second day at the Kathryn Center for Lifelong Learning experiencing a full day of team-building, confidence-building activities through low and high rope activities on the Adventure Learning course. Throughout the year, on a bimonthly basis, a series of faculty development workshops are held, with topics ranging from digital portfolios for students, to capturing and moving video, to using Blackboard courseware.

Rights and Responsibilities/Policy and Practice. North Dakota delegates its governing authority to the State Board of Higher Education (SBHE). Their authority is vested in the Chancellor while campus presidents exercise statutory and delegated authority. Board policy flows from the state government through the SBHE, to the Chancellor and the campus President. Individual campuses are free to set their own policy-making processes that comply and extend NDUS policy. VCSU policy development with regard to faculty honors and respects the notion of shared governance. Policy is developed through the faculty governance processes outlined in the charter for the Faculty Association. Committees are charged to read, review, and recommend revision. Per faculty policy, unanimity is required at the senate level. One dissenting vote from any divisional representative moves the proposal for general consideration and vote by the entire faculty association. Upon approval, the policy proposal is forwarded to the President’s Executive Team for approval or recommendation. For those issues defined locally, approval of the President leads to incorporation into the Faculty policy manual. For policy requiring SBHE approval, the President will, upon consent, carry the proposal to a scheduled SBHE meeting as an Action Item. As noted in earlier sections, system policies are coordinated with VCSU policies via hotlinks at both sites. Additionally, the faculty have cited numerous affiliations through disciplinary accrediting bodies (National Association of Schools of Music, International Society for Technical Education and North Central Association of Schools and Colleges) including the American Association of University Professors (AAUP).

VCSU’s commitment to shared governance leads to a commonly agreed set of operational rules and expectations. The policy and procedures are in a constant state of review and changes have been both speedy and terminally slow. Priorities are set by active dialogue between the Executive committee (administration’s main consultative arm to the President) and the leadership of the Faculty Association. In addition, the Vice President for Academic Affairs holds regularly scheduled briefings with the executive council of the faculty association. This past year, budget and personnel experiences necessitated a series of confidential briefings between the
VPAA and the executive council. Effective and consultative collaboration has been a priority of the current administration.

**Evaluation, Promotion, and Tenure.** Faculty evaluation, promotion, and the award of tenure is conducted according to Valley City State University and NDUS policy. All instructional efforts are subject to regular evaluations or, by policy, can be instituted with cause. Pre-tenure or probationary faculty have a period of six years to attain tenure per the recommendation of the divisional evaluation committee to APAC and eventually to the President. The President makes her recommendation to the State Board for Higher Education (SBHE). Tenure status is granted only by the State Board for Higher Education (SBHE) and reserved to the department or university unit to which the faculty is assigned. Peer and student evaluations complement a self-evaluation where individual divisions set content and criteria.

The current VPAA informs those faculty eligible for tenure per institutional policy, then coordinates a pro-active process working with the Divisional Evaluation Committee to ensure fairness, high standards, and appropriate evidence. The VPAA then convenes and chairs the APAC discussion of a tenure recommendation, but does not vote. The recommendation of the APAC is then forwarded to the President.

Faculty on yearly or term contracts are evaluated by a divisional group of peers who visit the professor’s class, review student course assessments and the evaluatee’s self-assessment. The committee of peers writes evaluations, meets and confers regarding their observations and then forwards a recommendation about renewal to the division chair. Similar comments and recommendations follow from the division chair to the VPAA to the President. Annual reports of evaluations including tenure are made to SBHE. Faculty evaluations of post-tenure faculty are, by NDUS policy, conducted at three-year intervals, or by faculty policy can be initiated at the request of the Vice President for Academic Affairs. Post-tenure review of faculty is a necessary yet long neglected component of faculty review at VCSU. Divisions have now established schedules for post tenure review. With the initiation of a schedule of program reviews of majors and stand-alone minors through 2009, a schedule of post-tenure reviews can compliment this commitment to program quality without undue workload issues. Recent (Fall semester 2000) deliberations regarding a new Promotion and Tenure policy will set the stage for a renewed effort to update and implement a post tenure review process.

**Faculty Records.** The official faculty files, with application materials, transcripts, letters of appointment, and evaluation, tenure, and promotion documents, are kept in the Office of the President. Additionally, should disciplinary letters resulting from grievance proceedings or disciplinary hearings occur, they are also are retained in that official file. Correspondence files and other documents relating to faculty work are kept in the VPAA and divisional offices. The university conforms to federal and state privacy regulations.

**Academic Freedom.** The faculty and administration subscribe to the tenets promoted by the American Association of University Professors (AAUP). A number of personnel cases have challenged this right; however, clear university processes were able to settle disputes prior to litigation. Announcements, records and minutes
of all university committee meetings are regularly posted on the "I" drive on the university network. The integrity of the faculty member’s scholarly and teaching work is examined and evaluated by prescribed guidelines and benchmarks.

**Grievance Procedure and Resolution of Disputes.** Policies describing the process of faculty appeal include NDUS 605.2 Standing Committee, NDUS 605.3 Nonrenewal, Termination or Dismissal of Faculty, NDUS 605.4 Hearings and Appeals, and NDUS 612 Faculty Grievances. The Special Review Committee was not often called to meet: it investigated a case in the 1970s and another in 1999. The 1999 Committee followed the guidelines as set forth in the VCSU Faculty Policy Manual and by the North Dakota State Board of Higher Education: it investigated both sides of the issue, documented its research, and provided a report for the President of the University (the Committee had the option of making recommendations in its report). One copy of all documentation and the report was given to the President; all other copies of the documentation were destroyed.

Until February 2000, State Board of Higher Education policy called for two committees to address faculty grievances: the Special Review Committee and the Standing Committee on Faculty Rights. The new policies (605.2 and 605.4) retained only the latter committee, preceded by mediation if the parties so desire. Faculty members may appeal notices of termination or non-renewal through this process (as per policy 605.3).

**Relating to Staff**

**Hiring and Orientation.** Procedures for filling vacant staff positions at Valley City State University are described in the NDUS Human Resource Policy Manual. Staff vacancies are recruited for and filled according to the institution’s Affirmative Action/Equal Opportunity guidelines. Following the completion of the form, “Request to Offer a Position,” letters of appointment are issued to staff.

**Evaluation.** New employees are in a probationary status pending a satisfactory evaluation at the end of the initial six months of employment. During such period, the employee may be terminated with one week’s notice with no right to appeal. Valley City State University has recently revised its method of evaluation for permanent employees. The new Responsibility Reviews (evaluations) will be administered to each broadbanded staff member during the 2000-2001 year and annually thereafter. The Position Description for each staff position and the university’s values and guiding principles generate the Responsibility Reviews. The NDUS Human Resource Policy Manual informs the campus about policies and procedures related to staff employment. The Staff Personnel Advisory Committee (SPAC) has a membership of eight, two members being selected from each staff group.

**Grievance Procedure and Resolution of Disputes.** The Staff Personnel Board, a staff grievance committee appointed by the president, hears appeals and employee grievances as per Sections 27 and 28 of the NDUS Human Resource Policy Manual.
Potential grievances have been settled according to Policy 28.2. Records are kept with Personnel Records through the Human Resource Office.

Relating to Diversity and Accessibility

Affirmative Action. The university policies in support of state and federal law prohibiting discrimination are printed in the Bulletin, the Student Handbook, the Residence Hall Life Handbook, the Teacher Education Program Handbook, the Staff Handbook, and the Faculty Handbook (Policy Manual). The equal opportunity and affirmative action plan are detailed in V603.2. In compliance with state and federal regulations, the University will seek prompt and equitable resolution of allegations of discrimination relating to race, religion, color, national origin, gender, age, marital status, physical or mental disability, and of allegations relating to sexual harassment.

The Student Handbook states that “students of Valley City State University are entitled to fair and equal treatment in access to the program, facilities, and activities of the University, in accordance with the constitution and laws of the United States, the constitution and laws of North Dakota, and the policies of the State Board of Higher Education.” The Student Bill of Rights (Student Handbook) describes the institution’s equal access policy. The twenty objectives of the teacher education program include the ability “to effectively plan and implement creative learning experiences for exceptional and minority culture students;” and “respect the rights and privacy of students and behave in ways consistent with their responsibility of helping to prepare people for a productive life in our democratic and pluralistic society.” Other documents from the campus including the Residence Hall Life Handbook and the Staff Handbook speak to awareness of differences.

Enrollment numbers for Fall 2000 showed increases in the numbers of international students, minority students, and Native American students. For the first time (in at least twenty years) an International Student Club has been recognized by Student Senate and is active on campus. In a recent ACT Opinion Poll, students rated “Racial Harmony at VCSU” a 4.03 on a five-point scale (with 5 being the highest possible score and last year’s national average a 3.66). VCSU’s rating by students in the category of “racial harmony” has shown an increase each of the last three times the survey was conducted (3.70 in 1995, and 3.87 in 1997).

Valley City State University has been an Equal Opportunity / Affirmative Action Employer throughout the last 10 years. It is no longer listed as an affirmative action campus, and a new Equal Access statement, developed this past year, is now included in all of VCSU’s publications including its web site:

EQUAL ACCESS/EQUAL OPPORTUNITY STATEMENT

Valley City State University is fully committed to equal opportunity in employment decisions and educational programs and activities, in compliance with all applicable federal and state laws, for all
individuals without regard to race, color, national origin, religion, sex, disability, age or Vietnam-era veterans status.

More specifically, the University abides by the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as well as the implementing regulations of the Department of Education (34 CFR Parts 100, 106, and 104 respectively), the Americans with Disabilities Act of 1990 and North Dakota Human Rights Act of 1983.

Inquiries concerning compliance may be directed to the VCSU Office of Human Resources, (McFarland 208, 845-7424) or to the Office of Civil Rights, U.S. Department of Education, 10220 N. Executive Hills Blvd., 8th Floor, 07-6010, Kansas City, MO 64153-1367.

VCSU is committed to non-discrimination in its educational policies and employment practices as required by law and public policy. All faculty and staff position vacancies are published and equal opportunity given to all persons who wish to be considered for such positions. Recruitment for all full-time, benefited administrative, academic, and professional classified staff positions includes the use of a search committee of at least three people to be appointed by the unit administrator at the time the unit requests authorization to fill a position opening. Unit administrators are urged to consider the importance of diversity when making appointments to the search committee. The search committee is involved in recruiting, screening, and interviewing applicants, with particular responsibility for affirmative action efforts to solicit and include applicants from under-represented and protected groups. Selection from the group of finalists chosen by the committee is the responsibility of the unit administrator. Depending on the type of position, the Director of Equal Opportunity (faculty) or the Director of Human Resources (classified staff) shall be considered an ex-officio member of each search committee and will be available to assist the committee in fulfilling its responsibilities.

National searches are conducted for permanent full-time faculty. The university’s goal is to hire the most qualified individual with emphasis on balancing gender and diversity; however, VCSU’s geographic location and salaries tends to limit the number of qualified minority applicants. Part-time faculty are recruited through regional searches with publication on the internet, regional colleges and universities and the state-wide major newspapers. Procedures for recruiting faculty and staff are detailed in V601.4, 601.5, and 601.6.

In administrative ranks, gender is equally distributed: the president is female; the three vice presidents are male. Three out of six division heads are female, as are three out of six department heads. One of the vice presidents is a member of a minority group. Of ten student service areas, eight are directed by females, while two positions are held by males.

A.D.A. Compliance. The Americans with Disabilities Act which became law on January 26, 1992 has application to the North Dakota University System. Since 1993, a steady stream of improvements has been made to VCSU facilities to bring the campus into compliance:
1993 Installation of Elevator in McCarthy Hall
1995 Installation of Elevator in Allen Memorial Library
1995 Upgrade of West Entrance to Student Memorial Union
1996 Upgrade of Bathroom in Allen Memorial Library
1997 Upgrade of West Bathrooms in Student Memorial Union
1998 Installation of Elevator in West McFarland Hall

The plan for future improvements to assure ADA compliance can be found in the VCSU Master Plan booklet, available in the resource room.

**Sexual Harassment.** The University as a public institution in receipt of federal financial aid as well as grants, subscribes to the tenets and obligations of the law expressly forbidding sexual harassment in the workplace. The University seeks to maintain its obligation by presenting workshops and professional development opportunities and by encouraging conference participation for employees in this area. Information about sexual harassment is disseminated to all staff during the orientation process and is available to faculty on the university website. Supervisory workshops are held annually to update institutional practices and supervisor knowledge. Additionally, staff workshops are offered in employee rights and responsibilities regarding sexual harassment. Behavior which infringes upon the rights of others is not tolerated and is made clear through policies on sexual harassment and consensual relationships published in the *Student Code of Conduct*, the *Student Handbook*, and the university website. The Career Services Office provides training for student employees in area of sexual harassment.

**Relating to Safety.** Valley City State University places the safety and well-being of its students, faculty, staff, and visitors above all other considerations. It is the policy of VCSU to provide and maintain safe and healthful working conditions. Valley City State University subscribes to recognized national standards of safety as defined in published materials of the North Dakota Workers Compensation Bureau, the State Fire Laws, and the Federal Occupational Safety and Health Act (OSHA). Information about the Campus Security Act of 1990 is available through VCSU Policy 916 and SBHE 916.

**Risk Management.** With the loss of sovereign immunity, the state of North Dakota, through the Office of Management and Budget, established a Risk Management Division. This Division manages the Risk Management Fund, a self-retention fund, which pays liability claims against the state and its employees. Legislative and policy changes with regard to safety and risk management were also outlined by the State Board of Higher Education in Section 302.8 of its Policy Manual. This clarified the duties and responsibilities that the Risk Management Division has with regard to the universities and their Loss Control Committees in managing potential liability exposures, and created a win/win situation.

The office of the chief facilities officer has been assigned the responsibility of administering the University’s safety management program. All faculty, supervisors, staff, and other persons in authority are enjoined in the prevention of accidents and reduction of claims in the environment and operations under their control. The
New staff receive instruction on general safety rules, emergency procedures, and procedures for reporting injuries and incidents. Some type of training is completed annually. VCSU is also piloting a new on-line safety training program, SafetyLogic, and plans to conduct employee safety training through this program.

Valley City State University complies with federal OSHA Hazard Communication Standard, 29.CFR 1910.1200. The Facilities Services Department maintains all Material Safety Data Sheets for chemicals used by the custodians. The chair of the Chemistry Department maintains a master list of chemicals that are used in the labs. Laboratory chemicals are stored in an explosion proof, ventilated room and a licensed, professional organization takes care of waste removal.

The campus Loss Control Committee is comprised of the director of facilities services (who serves as chair), a representative of the NDUS Loss Control Committee, the comptroller, the vice president for student affairs, the director of student center and student activities, a public relations person, the athletic director, and faculty and student representatives. The VCSU Loss Control Committee meets quarterly and the records are kept in the Facilities Services Office, as are Incident/Accident and Near Miss Reports.

Assessments of various state facilities provide an opportunity for present and future liability exposures to be identified and assessed, recommendations to be made regarding risk and financial management, and supporting documentation to be provided. A risk management assessment of Valley City State University was conducted February 23-25 and March 16-17, 1998. All buildings on the campus were included in the audit: only the areas with specific hazards or hazardous areas were noted in the report. At that time, it was noted that VCSU had very limited policies and procedures in place and that implementation of some policies and procedures could be improved. Recommendations included establishment of a Loss Control Committee; standardization of policy and procedure; safety training for all employees, faculty, and staff; review of contract agreements with outside entities which use campus facilities; liability waivers (“Facilities Use Agreements”) for participants of special events; upgrade of the fire alarm system; and general improvements in safety practices, signage and housekeeping.

Relating to Community

Full Disclosure / Public Access. North Dakota has an open meetings/open records law. The open meetings portion of the law applies only to campus entities to which the State Board of Higher Education has specifically delegated decision-making authority. At VCSU, the only such entity is the Faculty Association. In addition, a limited number of meetings to review personnel grievances are open only if the grievant approves. Generally speaking, minutes of campus groups are posted on a shared computer drive accessible to all faculty and staff.
The open records law provides that virtually all university documents may be viewed by anyone and copies provided for a nominal fee. The university’s annual budget is placed in the university library each year. The university reports campus crime statistics in accordance with federal law.

Public Relations. The President’s administrative assistant serves as the university’s public relations officer. She produces a weekly campus newsletter called HotLine, with input from all on campus. She faxes all significant press coverage of the university to the Chancellor for distribution to the Board. She is the primary point of contact for relations with all media. The President is the designated spokesperson for the university on all major events.

Key publications for internal distribution also include Baselines, distributed annually to all university employees at the beginning of the school year. The booklet contains the university’s mission, vision, values, management philosophy, strategic plan, progress report, organizational chart, committees, and other fundamental information. All employees also have access to the university’s Report to Investors (annual accountability document) and a brochure explaining the partnership with Mayville State, upon request. In addition, all personnel have easy access to mass distribution of information by voice mail or email to faculty, staff, and students. Rarely does a day go by without at least one such news item. The Executive Team holds open meetings for all on campus for major issues (such as budget development) which would benefit from opportunities for discussion.

The university strives to maintain and enhance relations with the community through diverse methods. The public relations assistant coordinates and oversees press releases on university news. The president writes a weekly column for the local newspaper. For five years, the university and community co-sponsored monthly information-sharing sessions for all interested citizens. The sessions were discontinued in 1999 due to declining attendance. The university has a voting ex officio seat on the Chamber of Commerce board of directors, and a university representative actively participates in that organization. The president is a voting ex officio member of the Valley City-Barnes County Development Corporation, the local economic development organization. That group has formally declared that the information technology skills of VCSU graduates are the area’s most valuable renewable resource, making information technology the focus of its initiatives. At their own initiative, several VCSU employees are actively involved in area convention and visitors’ bureau events and projects and other major community initiatives.

Town hall meetings are informal, open campus meetings, held whenever necessary. The purpose of those meetings is to inform the campus and community of the current status of key issues, events, and plans.

Third Party Comments. As part of VCSU’s preparation for the 2001-2001 comprehensive evaluation, the Institutional Improvement Committee (which served as the steering committee for the self study) identified the primary constituencies of the University. These included alumni, public school educators, regional partners, and the local community.
The committee identified several campus-generated publications widely distributed among these groups: The Alumni Bulletin, the Education Division's Update (which is mailed to all teacher education alumni, school administrators, public school teachers' lounges, and Partners in Quality participants in the three state region of North Dakota, Minnesota, and South Dakota), and the student newspaper, The Viking News. The Alumni Bulletin and the Update published the Third Party Comment notice in their Spring 2001 editions, as their fall publications would be too close to the team visit. The Viking News did not publish a late spring edition; the notice will run in its first Fall 2001 edition. VCSU’s local NCA website posted the notice early in the Spring 2001 semester, as well.

The committee also identified three newspapers that serve the region and a large number of VCSU’s constituents, The Valley City Times-Record, the Jamestown Sun, and The Fargo Forum. The Times-Record, whose readership is primarily Barnes County, ran the third party comment notice three times in July; the Jamestown Sun, with readers primarily in neighboring Stutsman County, where VCSU teaches evening classes at the State Hospital, ran the notice once in July; and the Fargo Forum, which covers neighboring Cass County and the Fargo area, ran the notice once early August. To conserve finances, the notice was run as a legal notice in the Forum; the other two newspapers and the campus-generated publications ran the notice as a 3x5 inch block ad.

These six methods of disseminating information, plus the notice on VCSU’s website, appeared to reach a broad range of the University’s public constituencies. Copies of all the published notices are available in the Resource Room.

**Strengths**

- The University publishes and makes available to its constituencies a *Bulletin*, handbooks, webpage, and other publications that accurately describe its mission, academic programs, policies and procedures (including appeal and grievance processes), accreditations, affiliations, and relationships.

- The University conducts business with other entities and educational institutions ethically and responsibly.

- The past several years have shown an increased number of new faculty hires (12 in 1999-2000 and 6 in 2000-2001). This has motivated the academic divisions to create and implement a more deliberate orientation program.

- Faculty, staff, and students have open access to the administration of the university.
Challenges

- All publications require a consistent process for review and revision. VCSU and SBHE policies may not be as well-known to campus constituencies as they should be. Scheduling regular reviews of all handbooks by those for whom they are intended would ensure familiarity and upgrading of policies.

- Communication about the functions of various campus offices and personnel could be improved.

- Post-tenure review schedules must be implemented.

- There is little in VCSU publications which speaks to academic ideals.

- There is a clear need to standardize new faculty orientation processes. An orientation guide (or folder) for new academic employees would help their acclimation to the campus.
Chapter 9: Request to Deliver Degree Programs at a Distance

Introduction

Valley City State University seeks approval from The Higher Learning Commission to deliver programs off campus via distance education technologies. Technology education will be the first program delivered. While distance delivery of courses is not a major focus for VCSU, the University has identified technology education and perhaps other programs in the future as critical in meeting the educational needs of North Dakota or the nation. VCSU has determined that the best way to meet these needs is through online distance delivery of the technology education program.

Insuring access to higher education for the citizens of North Dakota is also a clear priority in the North Dakota Legislative Council Interim Committee on Higher Education Roundtable Report. In Cornerstone #4, Accessible System, the report reads, “Campuses must develop alternative delivery opportunities responsive to the needs of all students—in time, place and format.” With acceptance of the report by the State Board of Higher Education, VCSU is prudently pursuing ways in which it can “develop alternative delivery opportunities” as suggested in Cornerstone #4. VCSU recognizes the challenges faced by a small institution in providing online learning. Developing, delivering, and supporting entire programs online require considerable resources.

A Title III grant provided the funds to renovate the technology education program and update student services to meet the needs of distance students. VCSU is also in the process of integrating online software (Blackboard) into many of its tradition courses. The Blackboard initiative allows for a customized approach and gives students ready access to course materials and information. Three initiatives provide the framework through which VCSU students will experience new and enhanced learning opportunities: offering the technology education program at a distance, updating student services to a web-based format and integrating Blackboard software into tradition courses.

The Customized Learning Approach

In the Fall 1997 opening address to the University, Dr. Chaffee, president of Valley City State University, called for open, flexible access to education, mass customization of education and learner-directed processes. VCSU’s definition of the customization of education does not refer to traditional distance education but rather learning that is self-paced, full-or part-time, any place, experiential, career-focused, lifelong, and targeted to meet the learners’ goals.
The main drivers behind the strategy of customized learning are:

1. A desire to improve teaching and learning,
2. Competition from institutions engaging in distance learning, including in-state and out-of-state higher education institutions as well as relatively new commercial entities,
3. Demographics – changes in population: North Dakota will experience a 25 percent decline in high school graduates over the next decade, and
4. Increased expectations in all sectors of the economy for individualized services.

The Planning Process

During the 1999-2000 academic year, the Technology Advisory Committee (TAC) engaged in its annual technology planning process. Fundamental to this process is a discussion of vision and plans for achieving institutional goals. Customized learning was the focus of that year's planning process. The committee identified projects related to customization currently under discussion or in progress on the campus. They included the following:

1. Training faculty in the use of Blackboard (online course management software) for all courses.
2. Delivering complete programs (such as technology education) in a customized manner, including significant online components,
3. Delivering general education courses (in person, via ITV, or online) to high school students under the dual credit enrollment option,
4. Growing programs at off campus sites with or without the use of distance learning techniques, such as the Jamestown program, NDSU program, or the Network Center partnership,
5. Implementing (and creating if necessary) an Abilities tracking software,
6. Re-engineering general education to create a more consistent experience and to re-distribute faculty time,
7. Reducing the number of low enrollment courses (where practical) through partnering, thereby releasing some faculty time for reinvestment, and
8. Using technology to exchange international learning opportunities.

TAC identified those projects that best fit the institutional goals and those with the greatest impact on students and instruction at VCSU. The committee reported its recommendations to the Executive Team. The Executive Team in agreement with TAC focused on 1) faculty training in the use of Blackboard for creating hybrid courses (the use of Blackboard components within a traditional course) and 2) the delivery of the technology education program in a customized manner as a high priority for the campus.

The recommendations resulted in the hiring of a coordinator for online teaching and learning in the Summer of 2000. Throughout the 2000-2001 academic year this individual offered Blackboard trainings for faculty, assisted faculty with online
pedagogy and best practices, and facilitated improvements in online student services for all VCSU students.

On October 27, 2000 TAC was formally charged by the Vice President for Academic Affairs with recommending to the Institutional Improvement Committee (IIC) appropriate goals, strategies, measures, and policy direction for VCSU with respect to (a) distance delivery by any means and (b) online delivery, whether at a distance or not (referred to as hybrid course work). The Technology Advisory Committee added three personnel while completing the charge: 1) the Title III project director, 2) the Title III administrative coordinator of customized learning, and 3) an appointee from student services. TAC took the following steps to complete the charge:

1) Developed definitions for campus use:
   - **Online Learning**: Communication and distribution of instruction via computers that are at least periodically networked.
   - **Distance Education**: Delivery of instruction where the instructor and/or one or more students are physically separated from the VCSU campus.

2) Developed a set of educational goals for online learning/distance education.
   (Further expansion of these goals is available in the TAC minutes.)
   - a. Maintain quality
   - b. Develop the regional IT economy
   - c. Improve teaching and learning
   - d. Increase access to the VCSU education experience

3) Identified the campus purposes for online instruction:
   - a. We believe it can help us customize learning and services.
   - b. We believe hybrid course delivery can improve learning.
   - c. We believe that we can provide quality, distance learning instruction to under-served markets.

The committee reported its results to the IIC for integration into the strategic planning process.

**Distance Online Learning Initiative (Technology Education Program)**

The University identified in the technology education program several opportunities that made it a priority for the first fully online customized program to be offered both on-campus and at a distance. Those opportunities are:

- Technology education is a strategic niche for VCSU. There is a national shortage of technology education teachers to fill vacant positions: North Dakota is in immediate need of 20 and by the year 2002, there will be a nationwide need for 13,000 technology educators.
- VCSU has identified a number of potential online customers including 1) non-teaching elementary and secondary teachers (there are 2838 teachers in North Dakota who are not teaching), 2) in-service elementary teachers,
3) in-service secondary teachers, 4) pre-service technology education majors and 4) pre-service elementary education majors.

- There is a nationwide shift from the older industrial arts model of technical education to a more hands-on, applied science approach. Part of the transition for school districts is the retraining of existing industrial arts teachers. This supplies an additional large potential clientele for VCSU’s technology education program.

The challenge to VCSU is to transfer a “hands-on” curriculum to an online format that is capable of being offered at a distance. In order to meet the opportunities and the challenge, VCSU sought a grant to renovate the technology education program. Toward that end, VCSU won a $1.7 million federal Title III grant in 1998. It encompassed two components:

- Component one funds renovation of the VCSU technology education degree program to align it with the institution’s strategic plan, with state and national curriculum frameworks and standards, and to meet an immediate critical need for qualified technology educators.
- Component two funds renovation of VCSU’s administrative and support systems. This action will allow VCSU to meet the needs of new groups of learners enrolled in academic programs offered through a customized learning approach as well as increasing the access to student services for on campus students. The grant enables VCSU to develop the support systems and the administrative systems necessary for a customized curriculum in technology education and other programs.

The five-year Title III grant is near the end of its third year and has received notification of funding for its fourth year. Both components are meeting the objectives as defined in the grant. Component one is ahead of schedule in course creation while component two is slightly behind because of NDUS budgeting for an up-to-date administrative component for the campuses.

**Internal Program Evaluation**

In the Fall of 2000 members of the technology education department completed a program review. The process included review of the new online courses using the new International Technology Education Association (ITEA) standards. A divisional review committee completed a faculty evaluation, based on institutional requirements, of the technology education online instructor. The program review, faculty evaluation, and ITEA standards course matrix are available in the resource room. Based on the program review, the changes in the national ITEA standards, and the online delivery method, four new program goals were developed. The new goals of the technology education program are to:

1. Provide accessible, superior educational opportunities in technology education for students via convenient, flexible, and responsive means of customized learning. Learning opportunities are provided for public school technology teachers and pre-service teachers through a standards-based curriculum and
maintenance of modern facilities. The Technology Education Department provides opportunities for career-change adults through customized learning including online courses, summer and weekend workshops, and weekend open laboratory times. The courses allow students, especially adult learners, to complete coursework at their own pace when and where they are most comfortable.

2. Provide a thorough, contemporary standards-based curriculum that ensures that all students receive a core of technological knowledge in preparation to be effective technology education instructors.

Technology education courses are based on national technology content standards developed by the International Technology Education Association (ITEA) in cooperation with the National Science Foundation, NASA, and the National Academy of Engineering. These standards represent the best thinking within the discipline to develop technologically literate citizens for the future.

3. Provide a framework of what students should know and be able to do in order to be technologically literate citizens in a society with a growing reliance on technology.

The courses provide an ambitious framework for guiding student learning. The content standards are carefully written to be age-appropriate and increasingly sophisticated in concepts and abilities as students mature and progress. Students will develop an understanding of the nature of technology, its effects on society, as well as design in engineering and various systems.

4. Focus on continuous improvement in the technology education curriculum in order to serve learners in the most efficient, organized, and effective manner.

Another change implemented because of the program review and an external review by Eduprise, was the splitting of each of the three-credit courses into a two-credit online course and a one-credit on-ground lab. This structure permitted rapid development of courses to occur as recommended by the Eduprise consultants as well as creating more flexible course offerings. Two of the courses, Exploring Technology and Engineering Technology, currently have one-credit online labs and the intent is to put all one-credit labs online in the future. This process will begin following the scheduled completion of all fourteen courses. Online development of the labs is dependent on the technology available to distance students.

**Faculty Evaluation**

- Faculty members who teach in the program are subject to the same requirements and standards as all VCSU faculty.
- The department evaluates instructors according to University policy regarding tenure and promotion. (See Policy V605.1 Academic Freedom and Tenure; Academic Appointments)
• Instructors complete a Reflection Form for each course as students progress through the courses, noting carefully and specifically the effectiveness of the course units and unit components, student completion rates, how well they were able to learn, and other key factors. This document is used at the end of each semester (including summer session) to make any needed revisions in the courses. Other input sources are used to make revisions, such as the Change Log Discussion Forum in each course, and any external assessments that may have occurred for that course in that semester.
• Workshop evaluations can be used for instructor assessment.

Other assessment inputs may include student retention in program/courses, and feedback from students while taking courses and advising.

The program and course assessment is comparable to the practice currently used for all programs and courses at the university. Appropriate assessment mechanisms are developed, and data gathered and analyzed.

Assessment of Student Learning

• Digital Portfolio: Students in the program create a digital portfolio for graduation based on the VCSU Abilities model. This portfolio is a performance-based assessment that provides concrete, visible evidence of student learning. This development is aided by the requirement in every technology course that the future teacher must document, in digital slide show format, the activity in progress. For at least one unit activity, VCSU students are asked to go through, or repeat, the unit with children of appropriate age level to document the reactions of children they have selected to assist with the units. Students are given a clear explanation at the beginning of each course along with a rubric that is used to assess the portfolio pieces. After completing all the courses in the technology education major or minor, the student then has many smaller portfolio pieces to assemble along with other items into a final digital portfolio in order to meet the graduation requirement. Students document their own learning through the portfolio process, in which they show a progression of student competency starting with their first course in the technology education curriculum.

• ITEA standards addressed in unit objectives: Content, process, and context are woven together in integrated multimedia units. Students are asked to proceed through the units in much the same fashion as they will ask youngsters to proceed when they, the new teachers, enter the classroom for the first time. In each technology course, there are several items that result in a form of assessment of the student, including a reading assignment, WebQuest, activity, reflection questions, and the portfolio documentation. A rubric within each course standardizes student assessment of the student documentation no matter which instructor is teaching the course. The rubric criteria relate back to the unit objectives. It is also possible to view the amount of time, the students spent working within the course. (See Course Rubric, Syllabi and Standards Matrixes in resource room)
• **University Abilities:** Each course provides VCSU students with a project that focuses on a selected Ability and Skill, and Levels. The projects allow the student to experience the Ability within the content of the technology education curriculum. Assessment of the Abilities and Skills is described in the campus-wide and program assessments. (See *VCSU 2001 Assessment of Student Learning* plan.)

• **Teacher Education:** Students pursuing a VCSU technology education degree must meet all criteria for admission to and continuance in the general teacher education program (see *2000-02 Bulletin* pp. 36–38). The Technology Education Department utilizes this entire process including the maintenance of 2.5 grade point average, student teaching process, and certification recommendations. Students who already have a teaching degree and/or certificate pursuing technology education as a second degree must meet state certification requirements.

For more information, see the 2001 technology education program review and complete program assessment in the resource room.

**External Evaluation of Courses and Program**

The Title III grant provides for a Technology Education Curriculum Team, comprised of ten North Dakota teachers drawn from different grade levels, to help develop and write curriculum, evaluate progress, and beta test activities in their own classrooms. These individuals hold sessions devoted to curriculum planning and course writing twice a year. Members of the team also evaluate courses each year based on their representative level. Teams of two or three teachers evaluated four courses during 2000-01. This process will continue until all 14 courses have been evaluated in-depth over the next four years. These initial course evaluations are extremely thorough. For future evaluations, outside consultants will be part of the University’s program review rotation. They will test changes and review specific items within the courses.

Table 9.1 indicates the courses already reviewed and the year in which all in-depth course reviews are to be completed. Courses are listed by title and by credentialing level. Professional (level) indicates methods classes required of all majors and minors.
Eduprise, a consulting firm, was contracted by VCSU in March of 2000 to give university leaders feedback on VCSU’s institutional capacity to integrate online technology more fully into its academic programs, to support online technology use by the faculty, to incorporate training in online pedagogy into a comprehensive faculty development plan, and to use web-based technologies to enhance and deliver VCSU academic programs and student services. The findings and recommendations address institutional environment, technology education, governance and leadership, technology infrastructure, learners and learning infrastructure, faculty professional capacity, learning environments, student services, and recommendations for current and future online courses. The curriculum developer has implemented all course changes recommended by Eduprise for the online technology education courses. The office of student affairs is implementing many of the student services recommendations. The comprehensive report is available in the resource room.

Currently five courses are completed in a customized format and available as scheduled in the VCSU yearlong schedule. Three additional courses are in production and will be in beta form by the fall of 2001.

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<tr>
<th>Level</th>
<th>Title</th>
<th>Credits</th>
<th>Evaluation Year</th>
<th>Courses Reviewed</th>
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<tr>
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<td>3</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Foundations of Technology</td>
<td>3</td>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Technology Assessment</td>
<td>3</td>
<td>2003</td>
<td></td>
</tr>
</tbody>
</table>

Table 9.1. Courses and Reviews

Currently five courses are completed in a customized format and available as scheduled in the VCSU yearlong schedule. Three additional courses are in production and will be in beta form by the fall of 2001. Eight of the proposed twelve courses needed by certified teachers to become technology education instructors will then be available to both distance and on-campus students by Fall 2001. The Technology Education faculty will complete the beta versions of the four remaining courses in 2002. They will develop the final two elective courses and make them available in 2003.
Table 9.2. Completion Schedule for Technology Education Courses

<table>
<thead>
<tr>
<th>Development Sequence</th>
<th>Course Title</th>
<th>Alpha</th>
<th>Beta</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exploring Technology</td>
<td>Sum 99</td>
<td>Fall 99</td>
<td>Spr 00</td>
</tr>
<tr>
<td>2</td>
<td>Engineering Technology</td>
<td>Feb 00</td>
<td>Sum 00</td>
<td>Fall 00</td>
</tr>
<tr>
<td>3</td>
<td>Intro to Tech Ed</td>
<td>Dec 99</td>
<td>Sum 00</td>
<td>Spr 01</td>
</tr>
<tr>
<td>4</td>
<td>Curriculum &amp; Methods</td>
<td>July 00</td>
<td>Spr 01</td>
<td>Sum 01</td>
</tr>
<tr>
<td>5</td>
<td>Resources for Technology</td>
<td>July 00</td>
<td>Spr 01</td>
<td>Fall 01</td>
</tr>
<tr>
<td>6</td>
<td>Intelligent Machines</td>
<td>July 00</td>
<td>Spr 01</td>
<td>Spr 02</td>
</tr>
<tr>
<td>7</td>
<td>Inventions &amp; Innovations</td>
<td>July 00</td>
<td>Spr 01</td>
<td>Fall 01</td>
</tr>
<tr>
<td>8</td>
<td>Innovation &amp; Engineering Design</td>
<td>July 00</td>
<td>Spr 01</td>
<td>Fall 01</td>
</tr>
<tr>
<td>9</td>
<td>Applying Technology</td>
<td>July 00</td>
<td>Spr 02</td>
<td>Spr 03</td>
</tr>
<tr>
<td>10</td>
<td>Design, Tech, &amp; Eng. For Children</td>
<td>July 00</td>
<td>Spr 02</td>
<td>Spr 03</td>
</tr>
<tr>
<td>11</td>
<td>Technology Systems</td>
<td>July 00</td>
<td>Fall 02</td>
<td>Spr 03</td>
</tr>
<tr>
<td>12</td>
<td>Tech &amp; Entrepreneurship</td>
<td>July 00</td>
<td>Fall 02</td>
<td>Spr 03</td>
</tr>
<tr>
<td>13</td>
<td>Foundations of Technology</td>
<td>July 01</td>
<td>Spr 03</td>
<td>Sum 03</td>
</tr>
<tr>
<td>14</td>
<td>Technology Assessment</td>
<td>July 01</td>
<td>Spr 03</td>
<td>Sum 03</td>
</tr>
</tbody>
</table>

The completed online courses are currently available in the Year-Long Schedule and a rotating schedule for all courses in the major is available in the resource room. Each summer the technology education faculty offer several of the on-ground labs. This allows flexibility for distance students who may need to travel to campus to complete these.

Although the 2000 program review indicates a low number of technology education majors and graduates, the updating of the courses, the increased online accessibility and marketing efforts by the university have stimulated renewed interest in the major.

Marketing efforts include:

1. A bulk mailing to 2800+ North Dakota teaching license holders who are not currently employed as teachers. They received a letter explaining our curriculum as well as a brochure produced by the International Technology Education Association (ITEA), explaining what is involved in the discipline and the demand for technology teachers.
2. A second mailing was sent to 895 North Dakota principals and administrators in K-12 schools. They received the same curriculum letter and ITEA brochure.
3. A third mailing was sent to 119 current technology teachers in the state. They got the same mailing along with a needs assessment which asked how and when the University should be conducting various course offerings. A compilation of this assessment is available in the resource room.
4. A survey was administered to participants in on-campus summer technology workshops. The participants were asked to supply their names and addresses
if they were interested in completing a minor or major in technology education. Fifteen of the summer participants declared an interest in pursuing a degree in Technology Education.

Table 9.3 indicates the increase in student interest as new courses are put online. Fall 2001 enrollments are expected to be even higher.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Fall 00 Enrollment</th>
<th>Spring 01 Enrollment</th>
<th>Summer 01 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Technology - 2 cr.</td>
<td>2</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>Exploring Technology - 1 cr. lab</td>
<td>2</td>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>Engineering Technology - 2 cr.</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>Engineering Technology - 1 cr. lab</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>Introduction to Tech Ed - 1 cr.</td>
<td>NA</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Curriculum &amp; Methods - 2 cr.</td>
<td>NA</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Inventions &amp; Innovations - 1 cr. lab</td>
<td>NA</td>
<td>NA</td>
<td>18</td>
</tr>
<tr>
<td>Innovation &amp; Engineering Design – 1 cr. lab</td>
<td>NA</td>
<td>NA</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 9.3. Enrollment

**Vision for the Future**

VCSU is transforming the technology education program to align with state and national curriculum standards and frameworks and to meet an immediate critical need for qualified technology educators. The program will be customized to meet the learning needs of a large under-served customer base. The technology education vision for North Dakota is to provide an adequate numbers of teachers for North Dakota and the region by reaching place bound individuals, particularly certified teachers who are interested in pursuing a technology education program. The vision also provides state-of-the-art curriculum and facilities as well as appealing technology literacy opportunities for pre-service students and in-service elementary teachers. While many North Dakotans still lack the necessary bandwidth to receive high-end online courses, this deficit is being addressed by the North Dakota statewide network. The state will be providing T-1 service to every high school in the state. This will provide a digital link in most communities and improved bandwidth to individuals in those communities.

Future marketing efforts in addition to those already in place include: newspaper articles and advertising, listings in every state teacher center, education listservs in the state, and state educational website advertising. When the program is complete and all courses are available online, VCSU will contact appropriate organizations in other states concerning the availability of the program.

VCSU and the technology education faculty are also pursuing several partnerships with other universities. Discussions have begun with Dickinson State University. DSU is interested in offering the technology education major to DSU students. In addition, the faculty from the industrial technology program at the University of North Dakota have expressed an interest in offering the online technology education courses for postgraduate credit. This partnership would allow UND to provide a
Masters of Technology Education for their students. A draft of this proposal is available in the resource room. Both discussions are preliminary in nature but indications are good that they will continue to move forward.

The technology education partnerships also focus on the request of the North Dakota Legislative Council Interim Committee on Higher Education Roundtable Report. In addressing education excellence in Cornerstone #2, the report states: “The NDUS [should] be attractive, available and easily accessible to the nontraditional student, and learner outcomes for courses and programs be based, in large part, on the practical employment needs of the student.” Efforts between the universities will make the technology education degree available to placebound students who may be more employable because of the degree. In addition, offering the labs in traditional on-ground formats during the summers and on other campuses increases accessibility for North Dakota students.

The VCSU Online Learning Initiative

Since the beginning of the online learning initiative in the Summer of 2000, an increasing number of VCSU students are encountering online software (Blackboard) in their VCSU courses. During Spring of 2001, 468 or 47 percent of students used Blackboard. Data indicates that in the Fall of 2000 twenty-three courses utilized Blackboard while in the Spring of 2001 faculty applied it in forty-one courses. An estimated 80-90 percent of 2001 freshman will experience Blackboard software in at least one of their freshman courses. A Blackboard workshop is being added to freshman orientation in Fall of 2001. The coordinator of online teaching and learning created a Blackboard orientation course for new distance and online students to acclimate them to Blackboard use.

Assessment of the Online Campus Initiative

To assess the process and the effect of the online initiative, several methods have been employed including:

- Classroom surveys by faculty to determine student perceptions of the use of Blackboard in their classrooms,
- Roundtable focus groups with faculty and students held once each semester. Questions focused on the ways in which faculty had used Blackboard and the students’ perception of the experience,
- Faculty interviews available on CD-ROM. Faculty discuss the process of creating their courses in Blackboard,
- A database to track all courses that utilize Blackboard and courses with Blackboard components. They will be listed with indicators in the Year-Long schedule, and
- An end-of-year survey to the 468 students who experienced Blackboard in at least one course during spring semester. Questions concerned student learning with Blackboard. The return rate was 41 percent and complete results are available in resource room.
CHAPTER 9
DISTANCE LEARNING

Comments from students surveys and faculty interviews follow.

Student responses to end of academic year survey:

“This is a really great idea. It is wonderful for students who commute from other places. I wish more classes took advantage of Blackboard. I liked being able to take my quizzes online and knowing right away how I did. I also liked being able to check my grades and making sure I had all my assignments in.”

“It is a convenient tool to assist in the learning experience; it compliments the traditional classroom methods.”

“Blackboard makes it easier and quicker to get assignments done and contact others in your groups; it allows you to spend more time on class material and gives you the chance to work anytime of the day.”

“I feel Blackboard is a very important tool for VCSU and its students. I work a full-time job and have a family, but wanted to complete a second major. Blackboard allows me to take the courses I need but am unable to drive to Valley City for. Without Blackboard I would not be able to complete my second major and probably wouldn't pursue it without it.”

Faculty responses from fall and spring roundtable discussions:

“I spent some serious time considering how to use [Blackboard] and whether I wanted to use it and what to do with it. That’s why my courses were just bits and pieces in different areas. I used Blackboard in Visual Basic to enhance the learning experience of debugging code. I posted examples of code in Blackboard. Students always knew it was in Blackboard, so it was simple for students to look at each other’s works at any time. As a result, this class got further than a regular face-to-face class.”

“I used Blackboard to give students more flexibility for doing course work.”

“I took an on-ground composition course and made it completely online. Students completed a semester’s worth of work in seven weeks. I wanted to see if students liked the convenience of completing a course in half the amount of time and if they liked doing it online. I wanted to see if students could focus intensely on one specific topic for over half of the course. I also wanted students to take ownership of their ideas by having them place their assignments in a public discussion area. Survey results suggested that students liked the convenience of finishing a course in half the amount of time and doing it online. The majority felt that they learned a lot. The majority also greatly appreciated the increased interaction with each other and the interaction with the instructor.”
“First year faculty: Students were not talking in a regular classroom. I used Blackboard to stimulate discussion in a humanities course. It worked. Students talked with each other.”

Blackboard workshops on a variety of topics were held throughout the academic year. Some of the topics were: virtual chat, enrich online learning with the WWW, assessment and gradebook, and promoting higher learning in the online environment. Charts in the appendix illustrate faculty and staff workshop attendance during fall and spring semesters. Faculty members from nearly every discipline on campus took advantage of the workshops. In the spring a large number of staff also attended the sessions.

Complete evaluation results of the online initiative are available in the Blackboard Initiative Report in the resource room.

**Faculty and Staff Support & Development for Online Instruction**

In 1999, VCSU applied for and received a one-year planning grant from the Bush Foundation. The planning grant allowed VCSU faculty to investigate how best to further implement online and distance learning as well as several other initiatives. Because of the planning grant, the faculty decided to develop hybrid courses for on-campus students and use their experiences with “what works” as the basis for working with distant students.

In 2000 the University received a Bush Foundation faculty development grant of $50,000 to create further opportunities for faculty to pursue and articulate their traditional, online and distance learning innovations. In the Summer of 2000 a coordinator of online teaching and learning was hired to assist faculty in development of quality online instructional materials. Mini-grants were made available for online course development, and in May of 2000 twelve faculty attended a one-week summer institute on online instruction. Some of the outcomes of this initiative include:

1. The number of faculty using Blackboard has risen from four in Spring 2000 to twenty-four in Spring 2001.
2. Twelve online workshops were offered for faculty and staff throughout the 2000-01 academic year.
3. During each semester, regularly scheduled discussions are held through the VCSU roundtables concerning how faculty are applying online software in their courses.
4. During Spring 2001, the coordinator of online teaching and learning offered Blackboard training to student affairs and other staff personnel. Training opportunities were continued throughout the summer. As of Fall 2001 54 or 42 percent of full-and part- time staff had taken the online orientation Blackboard course.
NDUSO Support

The North Dakota University System Online (NDUSO) is a collaborative of all public institutions in North Dakota for online course delivery. NDUSO provides support to faculty members through access to services specifically related to teaching via an electronic system. Library resources are provided to enrolled students and their faculty appropriate to a course or program delivered electronically.

Administrative and Student Academic Services

VCSU offers a broad range of services to assist students with academic, administrative, communication, and personal needs. VCSU recognizes the merit in making many of its student services available online. The current administrative core of services is handicapped by an older MIS/SIS system. At present, the university system (NDUS) has received bids for a new online administrative system. Elements of the new system may be available in two years. However, VCSU will continue to make academic services more available to students and more responsive to their needs. Results from the ACT Student Opinion Survey are used to measure levels of student use and student satisfaction with these services. Results of this survey are available in the appendix.

Current Status

Web Access to Student Information: The Web ALFI (Access Line for Information) system developed by the Higher Education Computer Network (HECN) provides students online access to such information as academic records, financial aid, and fee billing.

Online Registration: ALFI also features a Web registration system that allows students a secure environment to register or add/drop classes. This new online registration system was tested on the VCSU campus in Spring 2000. VCSU students registered online in the fall and spring semesters. A document that explains in detail how to enroll and register at VCSU is available for distance students.

Help Desk: VCSU maintains help desk support for technology-related issues. The HECN maintains student help desks on the campuses of the University of North Dakota and North Dakota State University. These HECN help desks are available system-wide to address student technology questions.

Financial Aid: VCSU is a participant in the Department of Education’s Financial Aid Demonstration Program through the North Dakota University System. Because of this participation, VCSU has the opportunity to coordinate financial aid assistance for students in distance education programs anywhere in the NDUS.

Library: Library resources are available via Online Dakota Information Network (ODIN). VCSU Librarians have established a web site that addresses the needs of distance students. <http://www.odin.nodak.edu>.
Assessment of Student Academic Services

Student Affairs has reviewed its current processes to determine how student services can better serve both on-campus and distance students. To begin the process, student affairs initiated an assessment process to identify those services and functions:

**Advising:** VCSU has the responsibility of providing an advisor to work with the distance student in planning his or her academic program. Currently the advisor is the instructor for the distance course. The new VCSU advising website will make a single advising point available to distance students.

**Bookstore:** Currently the bookstore does not have an online presence, however, plans are underway to begin to provide this service online. Courses in the technology education program do not require books. Because the curriculum materials are so new, books are not yet available. The written curriculum content is included as part of each unit.

**Student Tracking:** Component two of the Title III grant specifically allocates funds for the renovation of VCSU’s administrative and student support systems. Funds have been used to purchase a database to track interaction with the University from first contact through graduation.

**Portal Access:** Funds from the Title III grant also help make available a student online portal through which students and faculty access their online courses. These users, after logging in, can access only their own courses.

**Tutoring:** At the present time tutoring is not readily available to distance students. However, North Dakota University System Online (NDUSO), which received NCA approval in June 2001 to deliver degrees through online technologies, will be determining how to deploy system resources and to facilitate institutional collaboration on development, maintenance, and delivery of tutoring.

**Online Services provided by HECN and NDUSO**

The North Dakota Legislature has approved the funding of a technology plan for a state network. As part of that proposed plan and related budget, HECN will provide and support the following:

- Instructional design
- Training for OCM specialists
- Help desk support for faculty and students

In addition, the NDUSO will:

- Provide training in the administration and interpretation of assessment tools for online instruction,
- Facilitate the development and sharing of online learning modules,

**Assessment of Student Academic Services**

Student Affairs has reviewed its current processes to determine how student services can better serve both on-campus and distance students. To begin the process, student affairs initiated an assessment process to identify those services and functions...
that can migrate to the web to serve on-and off-campus students. In 2000-2001, the student affairs staff has been inventorying assessment efforts currently underway.

These efforts include identifying how the data can be used within units to improve both web and face-to-face services. The staff is considering better ways to gather and share data, to examine whether new or improved assessment tools are needed, and to identify staff training needs. Also, in an effort to assess the improvements in student access to online courses, a case study format is being applied.

**Vision for the Future**

Student affairs staff have been identifying information that would be valuable to all students – prospective, on campus, at a distance – and how it should be placed on the VCSU web site. A search of higher education institutions resulted in 589 schools that matched criteria similar to VCSU in size and degree programs. Information was gathered from several sites on their user friendliness and organization. These sites and their information were forwarded to the appropriate student affairs offices.

The *Guide to Developing Online Student Services* document was also shared with much of VCSU’s student affairs staff. This guide is the result of a three-year Western Cooperative for Educational Telecommunications project funded by the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE). The project report was shared with the following student services areas at VCSU: bookstore, counseling, career services, enrollment services, financial aid, admissions, records, vice president for student affairs, director of student academic services and career planning and placement. Along with the results of the project, each office was given a list of sites exhibiting the best practices in specific areas as identified in the report. A student also visited 69 sites to examine the student services areas identified and make suggestions from a student’s point of view. That information was also shared with student services personnel. Student services staff will complete their planning, apply the best practices identified from other institutions, and develop a broad online presence over the next several years.

The VCSU web site will undergo significant changes during the Summer of 2001. TAC charged the marketing committee to redesign the VCSU web site to facilitate use by persons and organizations outside the VCSU community, especially as a recruitment tool for new students. End users in student affairs offices will be responsible for maintaining accurate information in their section of the web site. The necessary training for the process will take place during the 2001-02 academic year. Funds from the Title III grant will purchase training for the maintenance of online services.

Because VCSU purchased a new Unix server and increased student access through its portal, VCSU is prepared to allow access to online registration as well as other online student services. Student access to all their records is slated by NDUS for development over the next two years. VCSU will also develop shadow systems and interim front-end solutions to accomplish its customized learning goals for student
services. This need precipitated the purchase of the new Unix-based server. Equipment funds were carried over in the Title III grant from 2000 and equipment funds were budgeted for 2001 to cover the costs of the server and training.

**Strengths**

- VCSU faculty have shown their desire to understand and apply teaching and learning strategies in a variety of existing technology-rich environments. This interest includes using methods enhanced by the new online technologies. The faculty’s experience with online software in their traditional classrooms makes the transition to teaching in a distance situation less complicated.

- Faculty are developing appropriate new benchmarks for online and traditional courses. New types of assessment, such as portfolios, Ability-based projects, and Flashlight’s Current Student Inventory are currently in use or being considered. The use of Blackboard in the traditional classroom offers additional assessment options such as easily created and imported surveys, discussion formats for student options and easier access to part-time and non-traditional students.

- The Title III grant has provided funding for the creation of online distance courses within the technology education program. The experience of designing and implementing an online program has been valuable to the University.

- The Title III grant activities have facilitated changes in student services. The grant has put the University a step ahead in the planning process for transitioning all student services to a web-based format.

- VCSU is well positioned to offer the technology education program to distance students. The Title III grant has made it possible to develop high quality courses based on national standards and to develop web-based student services that benefit all VCSU students. The online Blackboard initiative on campus has enhanced faculty understanding of online pedagogy and best practices in serving online students.

**Challenges**

- VCSU’s preparation for online distance delivery is based on a commitment to instructional quality. Effective distance delivery is more than just putting written materials on the web and establishing a discussion space. The systematic construction of standards based distances education courses is a time and money intensive undertaking.
• Many North Dakota learners have limited internet access to their homes. Broadband capacity service is not typically available. In many cases existing telephone infrastructure limits modem access to 28.8 kilobytes throughout. This curtails the delivery of higher quality instructional materials such as streaming video.

• A significant portion of the software data needed for online student services is regulated by the NDUS. The primitive nature of the NDUS data network is only now being addressed by the state. Everyone in the system is aware that better systems are needed, but the solution is not yet in the hands of the end-users, VCSU campus personnel.
Chapter 10: Conclusion and Request for Reaccreditation

The purpose of a self study is to stimulate analysis and reflection within the University regarding its conformance to quality and viability expectations as expressed in the criteria of the Higher Learning Commission. The self study should also lead the institution to define its key priorities for continuing improvement. The self-study process at VCSU has accomplished these goals, and it has engaged all faculty and staff, as well as many students and community representatives, in doing so.

Through the decade of transformation, Valley City State University has demonstrated that it has the shared vision, will, and capacity to play a leading role in defining high quality technology-enriched teaching and learning for the 21st Century. In sharp contrast to ten years ago, VCSU now has universal computing and Internet access, faculty who know how to use technology effectively in the classroom, and a rapidly growing number of faculty with skills in flexible, online, and distance delivery. Student satisfaction with these developments is high, often well into the 90 percent range as documented by classroom and student opinion research. Through hybrid courses, technology education, and enhanced student services, the University is in the process of making the concept of customized learning a reality, with a commitment to delivering convenient, effective, and efficient instruction.

The University’s culture is strongly learner-centered, and this focus has remained clear throughout the transformation process. Student surveys show very strong satisfaction levels. Furthermore, the faculty have directed the transformation of teaching and learning. The administration has provided tools in the form of equipment, infrastructure, and professional development, but it has relied entirely on the faculty, individually and collectively, to find and pursue their best uses. The administration is entirely comfortable with a stance that some at the national level decry – that there is no need to include the use of technology as a specific component of faculty evaluation. If that changes in time, it will be at the initiative of the faculty. Innovative, technology-enriched teaching and learning is the trajectory that the University accepted in its charge from the State Board of Higher Education in 1990, as expressed further in the mission, vision, and purposes. National recognition in the form of publications, awards, and invitations to make presentations confirms that the University’s achievements have substantial credibility in the world of higher education.

Enrollment and financial conditions have remained stable despite serious state economic and demographic pressures. The people of North Dakota have affirmed their support for all public institutions of higher education through a Constitutional referendum. The only negative at the state level other than long-term financial stress is the lack of a modern, high-capacity information system that can support transaction services and provide management information to campus personnel. The project has been undertaken twice in the last decade without success and is now in its third attempt. In the meanwhile, all NDUS campuses are at severe disadvantage in terms of information technology services to support ebusines and analytical purposes.
The University has been exceptionally fortunate in finding talented and hardworking individuals who appreciate the quality of small town life and other special features at VCSU, but it needs to maintain or even increase its special commitment to increased salary levels for faculty and staff.

Salary levels remain Valley City State University’s most fundamental and pressing concern. The University has consistently exceeded state funding levels for salary increases throughout the decade, yet they remain inadequate to attract substantial pools of applicants when vacancies occur. The University has been exceptionally fortunate in finding talented and hardworking individuals who appreciate the quality of small town life and other special features at VCSU, but it needs to maintain or even increase its special commitment to increased salary levels for faculty and staff. It also needs to ensure that new faculty and staff are oriented well to the institution and their roles.
Community members and University personnel alike are enthusiastic about their relationships with each other, including participation in theatrical and arts ventures, the historical museum, Medicine Wheel Park, civic activities, and sports events. In addition, both community leaders and University personnel have pledged themselves to a long-term economic development strategy that bodes well for both. The new Regional Technology Center is a symbol and vehicle for that commitment. Without generous contributions of University expertise, the community would not have made rapid progress toward the IT infrastructure the new economy requires. The University in turn is depending on the area’s success with the new economy to generate tax revenues, jobs, internships, and additional expertise that will help both the institution and many students. Getting to know each other and finding mutually beneficial projects have been thoroughly positive hallmarks of the last decade.

The single greatest opportunity and challenge facing the University is enrollment development. With no anticipated improvements in state funding for the foreseeable future, the University cannot afford enrollment shortfalls and will benefit directly to the extent it is able to realize enrollment increases. The University has positioned itself to attract resident students through its excellent reputation in teacher education, business, and liberal arts; an unusual, even unique, information technology niche; strategic advantages in personal service to students from highly qualified faculty and staff; and a very reasonable cost to students. It has developed considerable expertise through hybrid courses that positions the University well for online distance delivery in selected areas. The institution has developed and used increasingly effective marketing tools in recent years. Given the exceptionally scarce resources, the University has made extraordinary progress in positioning itself for the decade of demographic decline in North Dakota. The current commitment to increased recruitment out of state and internationally is timely but may not yield results soon enough to prevent some level of enrollment decline in the near future.

The University’s assessment program has developed well beyond the 1996 level, with particular strengths in terms of widespread, long-term faculty involvement in developing the conceptual and measurement bases for the program. The resulting approach illustrates the value of spending a good deal of time planning so that implementation is smooth, speedy, and coordinated. Not only are faculty fully engaged, but also students. The University perceives itself to rate a reasonably solid level two rating on the commission’s chart, with some areas that need to be shored up as well as some points of pride.

It is both highly likely and essential that assessment data now bloom throughout the curriculum. The 2002 portfolio requirement is a built-in deadline. As this occurs, the University must capture the data and channel it into a process of organizational learning and continuous improvement. An assessment coordinator is central to achieving the next step in the assessment process. An early task is to refine and develop the operating procedures that will ensure timely, appropriate, assessment-driven improvements throughout the University.

The University has a strategic niche in its technology education program due to the strength of teacher education generally at VCSU, the long-standing quality of
its technology education faculty, the extensive technology experience of all its faculty, the critical national need for technology educators, and the program's support from state and national leaders in the field. A major grant has allowed its development as a premier online distance program of national stature with significant support from the State Board for Vocational-Technical Education and the International Technology Education Association.

Valley City State University concludes its decade of transformation as a dynamic, innovative institution with solid foundations. Its traditional programs continue to attract students and earn high ratings from students, alumni, and employers. Results of the Student Opinion Survey are consistently high across the board. Faculty and staff are well-qualified, hard-working, and loyal. Governance processes are highly participative and collegial while also enabling the University to be decisive and take risks. The University has strategic comparative advantages in its unyielding learner-centered focus and its remarkably advanced information technology environment and expertise. Innovative and extensive partnerships with businesses, career focus for programs, flexible instructional delivery options, and an emerging world-class online program all bode well for the future.

The University now faces serious demographic and economic challenges. The challenges have no element of surprise - their roots were evident ten years ago. Seeing the challenges on the horizon has been a powerful motivator for the transformations of the last decade. The youth of North Dakota have been disappearing. The state's economic diversification has been too slow to compensate for losses in agriculture and productive adults of working age.

The University understands its potential to make major contributions to addressing these challenges for North Dakota and, in so doing, to improve its own resource base. The University is focusing its efforts on recruiting full-time resident students from North Dakota, out of state, and internationally. Their tuition dollars are the only source of potential real increase for the University's operating budget, and their other expenditures will help make it possible to renovate residence halls, maintain other facilities, and sustain the local economy. The University is also focusing on increasing its revenues from non-state sources. Due to a new state funding model, University leaders are in the process of learning a new set of dynamics and alternatives that bear more resemblance to private-sector institutions than public.

Thus, the next ten years are likely to bring the maturation of a number of innovative developments, but few new ones. The University spent the last decade of the last century ensuring that it would be well-positioned to meet the learning needs of people in the new century. While maintaining that commitment, the University now embarks on fundamental initiatives to consolidate and enhance its enrollments and finances.

Request for Reaccreditation

Valley City State University meets the General Institutional Requirements and the evaluative criteria as set forth by the NCA and demonstrated by strong patterns of
evidence documented in this self study. Therefore, Valley City State University requests continuing accreditation from the Higher Learning Commission for the institution, and also approval to deliver programs off campus via distance learning technologies.
Appendices

General Institutional Requirements
Basic Institutional Data Forms
Strategic Planning Chart
External Relationship Chart
Blackboard Workshops Attendance Graphs
## GENERAL INSTITUTIONAL REQUIREMENTS

### Commission Requirements

<table>
<thead>
<tr>
<th>Mission</th>
<th>Statement of the Self-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.</td>
<td>Valley City State University’s mission statement may be found in the VCSU Strategic Plan and in VCSU Baselines document. During 1996 and 1997 VCSU completed a review of its mission statement. The revised mission statement was subsequently approved by the State Board of Higher Education in February 1998, and serves as a cornerstone in university strategic planning and development.</td>
</tr>
<tr>
<td>2. It is a degree granting institution.</td>
<td>Valley City State University offers a variety of programs of study leading to bachelor’s degrees in a number of fields, as set forth in the 2000-2002 VCSU Bulletin. VCSU confers academic degrees as authorized by the State Board of Higher Education in Policy Manual Section 409, Degrees Offered.</td>
</tr>
</tbody>
</table>

### Authorization

<table>
<thead>
<tr>
<th>Mission</th>
<th>Statement of the Self-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.</td>
<td>The institution was chartered in the original North Dakota Constitution as a normal school and authorized to certify completion of the normal school curriculum for the preparation of school teachers. It was first granted legal authority to confer degrees in 1921. Authorization is set forth in Article VIII, Section 6 of the North Dakota Constitution. Off campus sites (Jamestown, NDSU, and The NetWork Center) have been authorized by SBHE action. In 1997, the legislature proposed to remove the names of all colleges and universities from the state constitution. In the ensuing 1998 election, 64 percent of the people rejected the proposal. This series of events reaffirms not only the constitutional authority for the university’s existence, but also the people’s support for that authority.</td>
</tr>
<tr>
<td>4. It has legal document to confirm its status as a public institution</td>
<td>Valley City State University was established as a public institution of higher education in the North Dakota Constitution, Article IX, Section 12, and the North Dakota Century Code, Section 15-13-01. Tax-exempt status is documented in the business office in McFarland Hall.</td>
</tr>
</tbody>
</table>

### Governance

<table>
<thead>
<tr>
<th>Mission</th>
<th>Statement of the Self-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. It has a governing board that possesses and</td>
<td>Valley City State University is one institution within</td>
</tr>
</tbody>
</table>
exercises necessary legal power to establish and review basic policies that govern the institution.

the eleven campus North Dakota University System, which is governed by the North Dakota State Board of Higher Education (SBHE). The SBHE was established “for the control and administration” of the state’s public institutions of higher education (State Constitution, Article VIII, Section 6). Specific inclusion of Valley City State University is made in Section 6.1.d; the powers and responsibilities of the SBHE are set forth in Section 6.6.b, and outlined in the SBHE Policy Manual, section 310.1.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

Membership of the State Board of Higher Education includes eight persons appointed by the Governor.

Seven of these are subject to North Dakota State Senate confirmation. They must be qualified electors and taxpayers of the state, selected by the Governor from a list of three nominees submitted by a nominating committee consisting of the President of the North Dakota Education Association, Chief Justice of the North Dakota Supreme Court, North Dakota Superintendent of Public Instruction, President of the North Dakota State Senate, and Speaker of the North Dakota House of Representatives. Each of these seven members serves a four-year term and may not serve more than two terms.

The eighth SBHE member must be a student appointed by the Governor from a list of names submitted by the North Dakota Student Association. The student member serves a term of one year and may not serve more than two consecutive terms. In addition to the eight voting members, one non-voting faculty representative, elected by the Council of College Faculties, serves a one-year term.

The Constitution prohibits more than two persons holding a bachelor’s degree from the same North Dakota institution from serving on the Board at the same time, excluding the student member.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The State Board of Higher Education appoints a Chancellor to serve as chief executive officer in the administration of the North Dakota University System.

The State Board of Higher Education also appoints a university president as the chief executive officer for each university. The president, who appoints all
other campus officers, has full authority and responsibility to administer the affairs of the institution, as described in the SBHE Policy Manual, 305.1.

<table>
<thead>
<tr>
<th>No.</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Its governing board authorizes the institution’s affiliation with the Commission.</td>
</tr>
<tr>
<td></td>
<td>The State Board of Higher Education requires institutions under its authority to “maintain accreditation by the North Central Association of colleges and schools.” Procedural actions relating to accreditation are also set forth in the SBHE Policy Manual (Section 420, Accreditation).</td>
</tr>
</tbody>
</table>

**Faculty**

<table>
<thead>
<tr>
<th>No.</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.</td>
</tr>
<tr>
<td></td>
<td>Valley City State University offers four-year bachelor degrees in a number of fields. No graduate degrees are offered.</td>
</tr>
<tr>
<td></td>
<td>Every faculty member at Valley City State University has earned degrees from accredited institutions. Of the 60 full time faculty, 25 hold terminal degrees and 35 have master’s degrees.</td>
</tr>
<tr>
<td></td>
<td>Official transcripts are on record in the President’s office. Faculty vitas are on record in the office of the Vice President of Academic Affairs. The VPAA Office is currently collecting vitas for adjunct faculty members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>A sufficient number of the faculty are full-time employees of the institution.</td>
</tr>
<tr>
<td></td>
<td>Valley City State University has 61 full time faculty lines; currently 53 of these are full-time faculty. The remaining 8 are primarily faculty on other assignments (administrative duties and grants, predominately). 94% of the instructional budget covers the delivery of courses by full time faculty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Its faculty has a significant role in developing and evaluating all of the institution’s educational programs.</td>
</tr>
<tr>
<td></td>
<td>Individual faculty members are responsible for the development and assessment of curriculum in the majors or programs in which they teach. Faculty represent their divisions on various institutional committees that review curriculum and program changes, including the Curriculum Committee, the Institutional Improvement Committee, the Teacher Education Committee, and Faculty Senate.</td>
</tr>
</tbody>
</table>

**Educational Programs**

<table>
<thead>
<tr>
<th>No.</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>It confers degrees.</td>
</tr>
<tr>
<td></td>
<td>As authorized by the State Board of Higher Education, upon recommendation of the faculty, Valley City State University confers four academic</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13. It has degree programs in operation, with students enrolled in them.</td>
<td>Valley City State University currently offers 39 majors and 35 minors. Pre-Professional and University Studies are also available. Figures provided by the Registrar show enrollment in all degree programs for Spring 2000 except instructional technology, a newly revised program targeted to become an online program.</td>
</tr>
<tr>
<td>14. Its degree programs are compatible with the institution’s mission and are based on recognized fields of study at the higher education level.</td>
<td>As the mission indicates, programs of study at VCSU fall into three categories, education, business, and the liberal arts. As mandated by the SBHE Policy Manual (section 403.1.2) programs at VCSU undergo systematic program review. All programs are assessed against national standards in their field.</td>
</tr>
<tr>
<td>15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.</td>
<td>All of VCSU’s degree programs are based upon recognized fields of study at the higher education level as listed in the Classification of Instruction Programs (1997—on reserve in the Allen Memorial Library). The four degrees offered at VCSU conform in name and length to standards established by the National Center for Educational Statistics, and they agree with the standards of the Classification of Instructional Programs (see CIP, Appendix E, in library). The North Dakota University System has, over the past five years, established common course numbers and descriptions for all courses numbered 299 and below, in an effort to simplify transfer among North Dakota campuses. The common courses and their descriptions are listed on the NDUS web site.</td>
</tr>
<tr>
<td>16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution’s mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.</td>
<td>In keeping with the VCSU mission of “prepar[ing] individuals to serve in a changing world,” the General Education program at VCSU uses the framework of the Eight Abilities to provide fundamental, content-related competencies and an anchor in understanding the world in the midst of...</td>
</tr>
</tbody>
</table>
While the courses required for the General Education program reflect study in each of the academic divisions at VCSU, the overall integrity of the program is monitored by the Curriculum Committee (which has divisional representation).

VCSU’s mission also indicates that the institution provides “an innovative culture and a technologically enhanced environment.” The General Education program provides many introductory opportunities for students to develop their computer skills that will allow them to design, create, illustrate, organize, and reflect on their learning. The General Education course syllabi illustrate the many ways technology permeates student learning.

These introductory experiences provide the groundwork for developing the final digital portfolio (required for graduation from the 1998-2000 Bulletin). The technology skills students develop allow them to demonstrate their academic competencies (Abilities) in vivid, tangible ways, a clear demonstration of the coherent relationship between the General Education Program and the student’s individual program of study at VCSU.

17. It has admission policies and practices that are consistent with the institution’s mission and appropriate to its educational programs.

Admission criteria and application procedures are specified in the 1998-2000 VCSU Bulletin. Minimum qualifications for new freshmen include high school graduation or proof of successful completion of the General Education Development Test (GED). In addition, all beginning freshman applicants whose high school class graduation date is 1993 or later and those who are under the age of 23 are required to complete the ND University System College Preparatory Core Courses. Core courses include 4 units of English, 3 units of Math, Algebra I or above, 3 units of laboratory science, and 3 units of Social Studies.

In order to be considered for admission, transfer students must be in good academic standing and eligible to return to their last institution of full-time attendance. NDUS GERTA requirements facilitate the transfer of credits.

18. It provides its students access to those learning resources and support services

Valley City State University offers a wide variety of support services for students which support the
Students have fully functioning online and face to face access to learning resources and support resources, including the library, interactive video classroom facilities, and the Help Desk.

VCSU counseling and student services assist students in resolving personal, career, academic, social, and medical problems and concerns. Services are provided without cost to the student on appointment or walk-in basis. Services offered are Personal Counseling, Academic Counseling, Health Services, Career Services, and Tutoring. VCSU provides for the delivery of financial aid through the Financial Aid Office and the campus provides on-campus residence halls, family housing units and food service.

<table>
<thead>
<tr>
<th>Finances</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.</td>
<td>The North Dakota Century Code requires the North Dakota State Auditor’s Office to perform audits of all state agencies, including institutions of higher education. The office of the North Dakota State Auditor annually audits the financial statements and operations of the University, including those accounts and operations associated with federal financial assistance to students. The NDUS audit reports are available for inspection.</td>
</tr>
<tr>
<td>20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.</td>
<td>The VCSU statement of appropriated expenditures by function shows that the instruction and academic support functions comprise over 50 percent of the total institutional budget. The State Board of Higher Education has also allowed campuses the authority to offer an unlimited number of tuition waivers. The notebook initiative has been funded almost completely through reallocation and student fees. This campus-wide commitment to support the notebook initiative continues to challenge the University’s ability to provide adequate equipment and operational budgets.</td>
</tr>
<tr>
<td>21. Its financial practices, records, and reports demonstrate fiscal viability.</td>
<td>The North Dakota Legislative Assembly appropriates funding on a biennial basis to support</td>
</tr>
</tbody>
</table>
the institutional operations. Budget requests are submitted to the State Board of Higher Education and incorporated into the request for the North Dakota University System. The financial condition of the institution is discussed in detail in response to Criterion 2 (see page 59).

<table>
<thead>
<tr>
<th>Public Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements, its learning resources, its admissions policies and practices, its academic and non-academic policies and procedures directly affecting students, its charges and refund policies, and the academic credentials of its faculty and administrators.</td>
</tr>
<tr>
<td>The VCSU Mission statement is published in the VCSU Baselines document and the VCSU Strategic Plan. Educational program and degree requirements are clearly described in the University Bulletin and on individual status sheets available on-line and in the Office of Admissions and Records. Admissions policies and practices are found in the University Bulletin, the VCSU General Information Brochure, and the VCSU Application Procedures booklet. Information on learning resources and academic and non-academic policies and procedures can be found in the University Bulletin, the VCSU Student Handbook, and the VCSU Counseling and Student Services brochure. Fee payment and refund procedures are found in the University Bulletin and the VCSU Guide to Student Aid. The credentials of faculty and administrators are made public in the University Bulletin. The University Bulletin is published every two years and is made available to faculty, staff, students and prospective students. The VCSU Student Handbook is published annually. Both documents are available on-line at the VCSU website.</td>
</tr>
<tr>
<td>23. It accurately discloses its standing with accrediting bodies with which it is affiliated.</td>
</tr>
</tbody>
</table>
| The VCSU Bulletin reports the university’s affiliations with its accrediting agencies:  
- the North Central Association of Colleges and Schools (NCA),  
- the National Council for the Accreditation of Teacher Education (NCATE),  
- and the National Association of Schools of Music (NASM),  
- the certification of the Community School of the Arts (CSA) by the National Guild of Community Schools of the Arts,  
- and the certification of the Kathryn Center for Lifelong Learning by the International |
<table>
<thead>
<tr>
<th>24. It makes available upon request information that accurately describes its financial condition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University prepares an annual budget document detailing income and expenditure plans. The budget is on file in the University Library. The North Dakota University System prepares a Summary of Annual Budgets, which includes financial information about VCSU and other system institutions. This document is distributed to State Board of Higher Education (SBHE) members. In addition the VCSU Bulletin, available through the Admissions Office, includes current college cost and financial assistance information. The VCSU Report to Investors includes relevant campus, student and financial statistics. This report is distributed to SBHE members and state legislators. The North Dakota State Auditor prepares a report of the audit conducted annually of all institutions in the North Dakota University System. The report is provided to legislative committees, the SBHE, and various federal agencies. All these documents are public records according to North Dakota statutes, and are available to the public upon request.</td>
</tr>
</tbody>
</table>
Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Valley City State University

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oriented (Definition I-A&amp;B)</td>
<td>240</td>
<td>211</td>
<td>240</td>
</tr>
<tr>
<td>Freshman -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupationally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oriented (Definition I-C)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undeclared (Definition I-D)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree oriented</td>
<td>198</td>
<td>211</td>
<td>204</td>
</tr>
<tr>
<td>(Definition I-A &amp; B)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupationally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oriented (Definition I-C)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undeclared (Definition I-D)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior -</td>
<td>138</td>
<td>146</td>
<td>155</td>
</tr>
<tr>
<td>Senior -</td>
<td>234</td>
<td>221</td>
<td>201</td>
</tr>
<tr>
<td><strong>TOTAL UNDERGRADUATE</strong></td>
<td>810</td>
<td>789</td>
<td>800</td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL GRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(by degree)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PROFESSIONAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ALL LEVELS</strong> (inc. others)</td>
<td>821</td>
<td>796</td>
<td>805</td>
</tr>
<tr>
<td><strong>OTHER</strong> (unclassified)</td>
<td>11</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>
Name of institution/campus reported: Valley City State University

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman - Occupationally oriented (Definition I-C)</td>
<td>22</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Freshman - Undeclared (Definition I-D)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore - Occupationally oriented (Definition I-C)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore - Undeclared (Definition I-D)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>32</td>
<td>47</td>
<td>35</td>
</tr>
<tr>
<td>Senior</td>
<td>49</td>
<td>59</td>
<td>68</td>
</tr>
<tr>
<td>TOTAL UNDERGRADUATE</td>
<td>147</td>
<td>157</td>
<td>154</td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL GRADUATE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL (by degree)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PROFESSIONAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL ALL LEVELS (inc. others)</td>
<td>260</td>
<td>281</td>
<td>285</td>
</tr>
<tr>
<td>OTHER (unclassified)</td>
<td>113</td>
<td>124</td>
<td>131</td>
</tr>
</tbody>
</table>
Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Valley City State University

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE - (see definitions I.A thru D)</td>
<td>876</td>
<td>864</td>
<td>878</td>
</tr>
<tr>
<td>GRADUATE - (see definition II)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL - (see definition III)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNCLASSIFIED - (see definition VI)</td>
<td>29</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>TOTAL</td>
<td>905</td>
<td>896</td>
<td>910</td>
</tr>
</tbody>
</table>

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS
(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: Summer Session FTE

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL UNDERGRADUATE</td>
<td>61</td>
<td>75</td>
<td>66</td>
</tr>
<tr>
<td>TOTAL GRADUATE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL PROFESSIONAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL OTHER</td>
<td>40</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>101</td>
<td>103</td>
<td>95</td>
</tr>
</tbody>
</table>
Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Valley City State University

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution? Yes ___ No X

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRESHMAN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission to the freshman class</td>
<td>279</td>
<td>277</td>
<td>293</td>
</tr>
<tr>
<td>Number of applicants accepted</td>
<td>264</td>
<td>248</td>
<td>274</td>
</tr>
<tr>
<td>Number of freshman applicants actually enrolled</td>
<td>206</td>
<td>173</td>
<td>183</td>
</tr>
<tr>
<td>TRANSFER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission with advanced standing (transfer)</td>
<td>105</td>
<td>123</td>
<td>126</td>
</tr>
<tr>
<td>Number of advanced-standing undergraduate applicants accepted</td>
<td>105</td>
<td>123</td>
<td>123</td>
</tr>
<tr>
<td>Number of advanced-standing undergraduate applicants actually enrolled</td>
<td>74</td>
<td>87</td>
<td>88</td>
</tr>
<tr>
<td>MASTER'S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission to master's programs</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of applicants accepted for master's programs</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of applicants actually enrolled in master's programs</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SPECIALIST</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission to specialist programs</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of applicants accepted for specialist programs</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of applicants actually enrolled in specialist programs</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets whenever necessary.
<table>
<thead>
<tr>
<th>Name of institution/campus reported:</th>
<th></th>
</tr>
</thead>
</table>

### DOCTORAL

<table>
<thead>
<tr>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 ___ - ____</td>
<td>19 ___ - ____</td>
<td>19 ___ - ____</td>
</tr>
</tbody>
</table>

**Number of applicants with complete credentials for admission to doctoral programs**

- Two Years Prior: N/A
- One Year Prior: N/A
- Current Year: N/A

**Number of applicants accepted for doctoral programs**

- Two Years Prior: N/A
- One Year Prior: N/A
- Current Year: N/A

**Number of applicants actually enrolled in doctoral programs**

- Two Years Prior: N/A
- One Year Prior: N/A
- Current Year: N/A

### PROFESSIONAL

**Report by degrees**

<table>
<thead>
<tr>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 ___ - ____</td>
<td>19 ___ - ____</td>
<td>19 ___ - ____</td>
</tr>
</tbody>
</table>

**Number of applicants with complete credentials for admission to professional programs**

- Two Years Prior: N/A
- One Year Prior: N/A
- Current Year: N/A

**Number of applicants accepted for professional programs**

- Two Years Prior: N/A
- One Year Prior: N/A
- Current Year: N/A

**Number of applicants actually enrolled in professional programs**

- Two Years Prior: N/A
- One Year Prior: N/A
- Current Year: N/A

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Name of institution/campus reported: Valley City State University, Valley City, North Dakota

Specify quarter/semester reported: Fall Semester 2000

Are scores used or routinely collected? Yes X No

### A. Class ranking of entering freshman

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent in top 10% of high school class</td>
<td>6</td>
</tr>
<tr>
<td>Percent in top 25% of high school class</td>
<td>25</td>
</tr>
<tr>
<td>Percent in top 50% of high school class</td>
<td>60</td>
</tr>
<tr>
<td>Percent in top 75% of high school class</td>
<td>40</td>
</tr>
</tbody>
</table>

### B. SAT scores for entering freshman

<table>
<thead>
<tr>
<th>Test</th>
<th>Verbal</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class average SAT score</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Percent scoring above 500</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Percent scoring above 600</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Percent scoring above 700</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### C. Mean ACT scores for entering freshman

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>21.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20.6</td>
</tr>
<tr>
<td>English</td>
<td>19.8</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>21.6</td>
</tr>
<tr>
<td>Social Studies</td>
<td>21.8</td>
</tr>
</tbody>
</table>

### D. Other tests used for admission or placement

<table>
<thead>
<tr>
<th>Test name</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean or Composite</td>
<td>N/A</td>
</tr>
<tr>
<td>Range</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

### Basic Institutional Data Form B

**Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS**

(Report for last full academic year)

#### A. Graduate Record Examination

Range _____ High _____ Low

(for total Graduate School excluding professional schools)

#### B. Miller Analogies Test

Range _____ High _____ Low

(for total Graduate School excluding professional schools)

#### C. On a separate sheet, indicate other test data used for admission to professional programs.

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Name of institution/campus reported: Valley City State University

<table>
<thead>
<tr>
<th>SOURCE OF FUNDING</th>
<th>TOTAL $ AMOUNT</th>
<th>NO. OF STUDENTS AIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>$832,649</td>
<td>348</td>
</tr>
<tr>
<td>Loans</td>
<td>$2,402,406</td>
<td>603</td>
</tr>
<tr>
<td>Employment</td>
<td>$71,545</td>
<td>62</td>
</tr>
<tr>
<td><strong>STATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>$33,582</td>
<td>102</td>
</tr>
<tr>
<td>Loans</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>INSTITUTIONAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>$486,270</td>
<td>442</td>
</tr>
<tr>
<td>Loans</td>
<td>$8,581</td>
<td>28</td>
</tr>
<tr>
<td>Employment</td>
<td>$215,842</td>
<td>186</td>
</tr>
<tr>
<td><strong>FROM OTHER SOURCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>$245,999</td>
<td>138</td>
</tr>
<tr>
<td>Loans</td>
<td>$309,432</td>
<td>73</td>
</tr>
</tbody>
</table>

Unduplicated number of undergraduate students aided: 857
Number of students receiving institutional athletic assistance: 116
Percentage of institutional aid for athletic assistance: 12%

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID
(Report for last full fiscal year)

<table>
<thead>
<tr>
<th>SOURCE OF FUNDING</th>
<th>TOTAL $ AMOUNT</th>
<th>NO. OF STUDENTS AIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INSTITUTIONAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FROM OTHER SOURCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unduplicated number of undergraduate students aided

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
## Basic Institutional Data Form C

### Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Valley City State University

Specify quarter/semester reported: 2000-2001 (Fall and Spring Semesters)

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th></th>
<th>Distribution by Sex</th>
<th>Distribution by Race</th>
<th>Distribution by Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Instructor/Lecturer</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Teaching Assistants &amp; other teaching personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research staff &amp; Research Assistants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff added for current academic year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff employed in previous academic year, but not reemployed for current academic year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate report for each campus. Please add attachments and additional sheets wherever necessary.
**Basic Institutional Data Form C**

**Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: Valley City State University

Specify quarter/semester reported: 2000-2001 (Fall and Spring Semesters)

Include only personnel with professional status who are primarily assigned to *resident instruction and departmental or organized research*. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th>Diploma, Certificate, or None</th>
<th>Associate</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Specialist</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>4</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>10</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor/Lecturer</td>
<td>1</td>
<td>16</td>
<td>1 (ELT)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Teaching Assists. &amp; other teaching peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research staff &amp; Research Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of instructional staff added for current academic year

Number of instructional staff employed in previous academic year, but not reemployed for current academic year

**Part 2 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY**

<table>
<thead>
<tr>
<th></th>
<th>MEAN</th>
<th>RANGE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>46,814</td>
<td>62,208</td>
<td>42,012</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>40,517</td>
<td>46,081</td>
<td>34,379</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>36,509</td>
<td>58,000</td>
<td>28,000</td>
</tr>
<tr>
<td>Instructor/Lecturer</td>
<td>30,980</td>
<td>35,152</td>
<td>28,700</td>
</tr>
<tr>
<td>Teaching Assists. &amp; other teaching pers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research staff and Research Assistants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Name of institution/campus reported: Valley City State University
Specify quarter/semester reported: 2000-2001 (Fall and Spring Semesters)

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th>Distribution by Sex</th>
<th>Distribution by Race</th>
<th>Distribution by Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor/Lecturer</td>
<td>15</td>
<td>22</td>
</tr>
</tbody>
</table>

Teaching Assistants & other teaching personnel
Research staff & Research Assistants
Undesignated rank
Number of instructional staff added for current academic year
Number of instructional staff employed in previous academic year, but not reemployed for current academic year

Prepare separate report for each campus. Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form C

Part 3 continued - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Valley City State University
Specify quarter/semester reported: 2000-2001 (Fall and Spring Semesters)

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th>HIGHEST DEGREE EARNED</th>
<th>Diploma, Certificate, or None</th>
<th>Associate</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Specialist</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor/Lecturers</td>
<td></td>
<td>15</td>
<td>17</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Teaching Assists. &amp; other teaching peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research staff &amp; Research Assists.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of instructional staff added for current academic year

Number of instructional staff employed in previous academic year, but not reemployed for current academic year

Part 2 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

<table>
<thead>
<tr>
<th></th>
<th>MEAN</th>
<th>RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor/Lecturers</td>
<td>$600 per credit</td>
<td></td>
</tr>
<tr>
<td>Teaching Assists. &amp; other teaching pers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research staff and Research Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Name of institution/site reported: Valley City State University/Allen Memorial Library

Do you have specialized libraries not included in this data. Yes No If you do, please identify these specialized libraries or collections on a separate page.

<table>
<thead>
<tr>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
</table>

**A. USE AND SERVICE** (Does not include online use)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total use of the collection (number of books or other materials circulated annually) (includes in house use)</td>
<td>22,576</td>
<td>19,273</td>
<td>17,227</td>
</tr>
<tr>
<td>Total circulation to students</td>
<td>10,969</td>
<td>8,357</td>
<td>7,266</td>
</tr>
<tr>
<td>Per capita student use (circulation to students divided by the number of enrolled students)</td>
<td>10</td>
<td>7.8</td>
<td>6.7</td>
</tr>
<tr>
<td>Total circulation to faculty</td>
<td>1,621</td>
<td>1,763</td>
<td>1,527</td>
</tr>
<tr>
<td>Per capita faculty use (circulation to fulltime faculty divided by number of FTE faculty)</td>
<td>30</td>
<td>31</td>
<td>27</td>
</tr>
</tbody>
</table>

**Total circulation to Community Users**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of items borrowed from other libraries via interlibrary loan</td>
<td>731</td>
<td>451</td>
<td>488</td>
</tr>
<tr>
<td>Number of items lent to other libraries via interlibrary loan</td>
<td>1,510</td>
<td>1,654</td>
<td>1,658</td>
</tr>
<tr>
<td>Hours open per week</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>On-line electronic database searches (usually mediated by library staff)</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
<tr>
<td>Total Library staff presentations to groups/classes</td>
<td>33</td>
<td>25</td>
<td>38</td>
</tr>
<tr>
<td>Tours and one-time presentations</td>
<td>158</td>
<td>253</td>
<td>450</td>
</tr>
<tr>
<td>Hands-on instruction for using electronic databases</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
<tr>
<td>Hands-on instruction for Internet searching</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
<tr>
<td>Semester-length bibliographical instruction (In comp class)</td>
<td>12 classes (218 students)</td>
<td>12 classes (207 students)</td>
<td>11 classes (197 students)</td>
</tr>
</tbody>
</table>

**B. COLLECTIONS**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of different titles in collection</td>
<td>96,333</td>
<td>101,432</td>
<td>103,172</td>
</tr>
<tr>
<td>Books and other printed materials (volumes)</td>
<td>91,855</td>
<td>92,362</td>
<td>92,934</td>
</tr>
<tr>
<td>Print serials/periodicals (paid subscriptions)</td>
<td>342</td>
<td>302</td>
<td>320</td>
</tr>
<tr>
<td>Electronic serials/periodicals</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
<tr>
<td>Other electronic materials (except serials/periodicals) [e-books]</td>
<td>0</td>
<td>4,905</td>
<td>5,969</td>
</tr>
<tr>
<td>Microforms (units)</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
**Basic Institutional Data Form D**

**LIBRARY/LEARNING RESOURCE CENTER (continued)**

Name of institution/site reported: **Valley City State University/Allen Memorial Library**

<table>
<thead>
<tr>
<th>B. COLLECTIONS (Continued)</th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-print materials (e.g., films, tapes, CDs)</td>
<td>15,193</td>
<td>14,890</td>
<td>15,069</td>
</tr>
<tr>
<td>Government documents not reported elsewhere</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
<tr>
<td>Computer software</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
<tr>
<td>Number of subscribed/purchased electronic on-line databases</td>
<td>8</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>Number of CD-ROM databases available for searches by students</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Number of subscriptions to scholarly journals (does not include online journals)</td>
<td>U/A</td>
<td>U/A</td>
<td>83</td>
</tr>
</tbody>
</table>

**C. STAFF (1 FTE Staff = 35-40 hours per week)**

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of FTE professional staff</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Number of FTE non-professional staff</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Number of FTE student staff</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Number of other FTE staff (please explain on attached sheet)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**D. FACILITIES**

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seating ratio (number of seats divided by student headcount enrollment)</td>
<td>4.6</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Number of publicly accessible computers</td>
<td>14</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Estimated linear shelving space remaining for expansion</td>
<td>U/A</td>
<td>U/A</td>
<td>3,437</td>
</tr>
<tr>
<td>Estimated linear feet of materials stored off-site</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**E. EXPENDITURES**

**For staff (exclude fringe benefits):**

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total professional staff salaries (Excludes Margaret Wieland’s salary)</td>
<td>75,368</td>
<td>103,606</td>
<td>106,316</td>
</tr>
<tr>
<td>Total non-professional staff salaries</td>
<td>38,136</td>
<td>36,524</td>
<td>37,443</td>
</tr>
<tr>
<td>Total student staff salaries</td>
<td>17,314</td>
<td>19,551</td>
<td>15,210</td>
</tr>
</tbody>
</table>

**For collection**

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books/other printed materials</td>
<td>52,862</td>
<td>65,709</td>
<td>49,028</td>
</tr>
<tr>
<td>Print serials/periodicals</td>
<td>35,545</td>
<td>18,709</td>
<td>27,186</td>
</tr>
<tr>
<td>Microfilms</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
<tr>
<td>Non-print materials (e.g., films, tapes, CDs)</td>
<td>21,840</td>
<td>22,273</td>
<td>34,572</td>
</tr>
<tr>
<td>Government documents not reported elsewhere (In books)</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
<tr>
<td>Computer software (In non-print)</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
<table>
<thead>
<tr>
<th>E. EXPENDITURES (Continued)</th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and other services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interlibrary loan (Total postage)</td>
<td>3,445</td>
<td>3,142</td>
<td>3,252</td>
</tr>
<tr>
<td>On-line database searches</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
<tr>
<td>Network membership</td>
<td>25,008</td>
<td>24,204</td>
<td>23,037</td>
</tr>
<tr>
<td>Binding, preservation, and restoration</td>
<td>0</td>
<td>251</td>
<td>0</td>
</tr>
<tr>
<td>Production of materials (on- or off-site)</td>
<td>U/A</td>
<td>U/A</td>
<td>U/A</td>
</tr>
<tr>
<td>Other equipment and furniture purchase/replacement</td>
<td>210</td>
<td>1,294</td>
<td>0</td>
</tr>
<tr>
<td>Other operating expenses (excluding capital outlay)</td>
<td>43,699</td>
<td>47,818</td>
<td>46,368</td>
</tr>
<tr>
<td>Total library expenses</td>
<td>313,427</td>
<td>343,081</td>
<td>342,412</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. OTHER</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the library attempt to measure/record patron visits to the library?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Does the library attempt to measure/record reference questions answered?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Does the library attempt to measure/record user satisfaction?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Does the library attempt to measure/record in-library use of other resources?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Agreements and policies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there formal, written agreements to share library resources with other institutions?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Are there formal, written consortorial agreements for statewide or regional use of library materials?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Are there formal, written agreements allowing the institution’s students to use other institutions’ libraries?</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Name of institution/site reported: Valley City State University, Valley City, ND

WorldWideWeb (WWW) URL address: www.vcsu.edu

### A. ORGANIZATION, PLANNING, AND POLICIES

<table>
<thead>
<tr>
<th>(Please attach an organizational chart. Include names)</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designated administrator(s) for institutional computing?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Designated administrator(s) for Administrative computing?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Designated administrator(s) for Academic computing?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Centralized computing services?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Formal, written, and approved technology plan?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Technology plan linked to institutional mission and purposes?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Computing resources included in institutional strategic plan?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Policies on the purchase, replacement, and repair of hardware?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Policies on the purchase and updating of software?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Institutional computing responsible/ethical use policy?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Institutional policies that include institutional computer issues?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Institutional policies that include administrative computing issues?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Institutional policies that include academic computing issues?</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### B. FACILITIES

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional network backbone?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Computer labs networked?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Classrooms functionally networked?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Multi-media computers in labs?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Administrative offices networked?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Academic offices networked?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Residence halls wired?</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Number of non-networked computer labs: 0
Total number of stations: all stations are networked

Number of networked labs: 25 (notebook ready classrooms)
Total number of stations: 970 notebooks + 120 desktops

Type of access:
- Wired through network: X
- Wired Ports: X
- Remote dial-up access: X
- Personal computers: X
- Internet: X
- Slip/ppp connection to WWW: X

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
### C. FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

<table>
<thead>
<tr>
<th>Access Available To</th>
<th>Via</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct Access</td>
</tr>
<tr>
<td>College Activity Calendar</td>
<td>X</td>
</tr>
<tr>
<td>College Catalog</td>
<td>X</td>
</tr>
<tr>
<td>Class Schedule</td>
<td>X</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>X</td>
</tr>
<tr>
<td>On-line registration</td>
<td>X</td>
</tr>
<tr>
<td>Student Academic Record*</td>
<td></td>
</tr>
</tbody>
</table>

E-mail: Intra-institution? **X** Yes ____ No
Inter-institution? ____ Yes ____ No

### D. FUNCTIONS: ACADEMIC

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers in all full-time faculty offices?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Computers in full-time faculty offices networked?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>All part-time faculty have access to computers?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>All divisional/departmental offices networked?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>All students required to have computers?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Internet access available from all faculty offices?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Library access available from all faculty offices?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>If YES, is access available to the institutions library(ies)?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>If YES, is access available to the state-wide or region-wide library system?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>If YES, is access available to other libraries?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Library access available from all classrooms?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Computers integrated into instruction?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Off-campus access?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>If YES, is off-campus access available by the institutional network?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>If YES, is off-campus access available by the academic network?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>If YES, is off-campus access available by the Internet?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>If NO, plans to provide off-campus access within three years?</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Courses on Internet?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Interactive courses in real-time (i.e., 2-way video and voice?)</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

E-mail: Intra-institution? **X** Yes ____ No
Inter-institution? ____ Yes ____ No

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

* Academic advisors receive regular printed reports of student academic records.
E. SUPPORT and TRAINING

Number of FTE technical staff? ___10___ Number of programmers? ___1.5___
Number of FTE training staff? ___1___ Integrated with Human Resources unit (Y/N) N
Name and Title of designated educational specialist? Dr. Therese Corwin,
Director of Instructional Technology

F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds: $872,762 + 245,029 salaries***
Total Annual Administrative Outlay, Operating Funds: $22,060 + 162,637 salaries****
Capital funds available: Academic $99,600
Capital funds available: Administrative $9,600
Amount of grants/restricted purpose funds available: $99,420
Technology fee assessed? (Y/N) YES
If YES, amount per academic year? $950 per full-time student

G. EVALUATION

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal system of evaluation by students of academic computing?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Formal system of evaluation by students of administrative computing?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Formal system of evaluation by faculty of academic computing?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Formal system of evaluation by faculty of administrative computing?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Systems of evaluation linked to plan to evaluate overall institutional effectiveness?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Results of evaluation linked to institutional planning and budgeting processes?</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

* Includes staff on ITC budget + .5 FTE Dr. Therese Corwin + .5 FTE Phyllis Wong
** Additional training staff is outsourced on a fee basis from C.I.I. and KCLL
*** Includes non-ITC budget items: $49,644 ODIN (library) and $2,775 misc. data processing
**** Includes non-ITC budget items: $10,460 HECN (student records)
Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated for additional space.

<table>
<thead>
<tr>
<th>CERTIFICATE, DIPLOMA OR DEGREE</th>
<th>CURRICULUM OR MAJOR</th>
<th>GRADUATES IN PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>Art</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Biology</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Chemistry</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>English</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>History</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Math</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Music</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Social Science</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Spanish</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Art</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Biology</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Business Administra.</td>
<td>41</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Business Manage.</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Computer Info. Syst.</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Industrial Technology</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Instructional Techno.</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Human Resources</td>
<td>13</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Office Adm. &amp; Mgt.</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Office Management</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Spanish</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Vocational Tech Ed</td>
<td>8</td>
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<tr>
<td>Bachelor of University Studies</td>
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<td>7</td>
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<tr>
<td>B.S. in Education</td>
<td>Art Education</td>
<td>1</td>
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<tr>
<td>B.S. in Education</td>
<td>Biology Education</td>
<td>1</td>
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<tr>
<td>B.S. in Education</td>
<td>Business Education</td>
<td>4</td>
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<tr>
<td>B.S. in Education</td>
<td>Chemistry Education</td>
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<tr>
<td>B.S. in Education</td>
<td>Compos. Science Ed.</td>
<td>0</td>
</tr>
<tr>
<td>B.S. in Education</td>
<td>Elementary Educa.</td>
<td>69</td>
</tr>
<tr>
<td>B.S. in Education</td>
<td>English Education</td>
<td>2</td>
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<td>B.S. in Education</td>
<td>Health Education</td>
<td>6</td>
</tr>
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<td>B.S. in Education</td>
<td>History Education</td>
<td>0</td>
</tr>
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<td>B.S. in Education</td>
<td>Math Education</td>
<td>0</td>
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<td>B.S. in Education</td>
<td>Music Education</td>
<td>3</td>
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<tr>
<td>B.S. in Education</td>
<td>Physical Education</td>
<td>15</td>
</tr>
<tr>
<td>B.S. in Education</td>
<td>Social Science Educa.</td>
<td>2</td>
</tr>
<tr>
<td>B.S. in Education</td>
<td>Spanish Education</td>
<td>2</td>
</tr>
<tr>
<td>B.S. in Education</td>
<td>Technology Educa.</td>
<td>0</td>
</tr>
</tbody>
</table>
Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership:

National Association of Intercollegiate Athletics

<table>
<thead>
<tr>
<th>NAME OF SPORT</th>
<th># OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS</th>
<th>MEAN AMOUNT OF SCHOLARSHIP</th>
<th>NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES</th>
<th>NUMBER OF STAFF (Use FTE)</th>
<th>OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current last year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>X-cntry</td>
<td>9</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>337</td>
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<tr>
<td>Footh.</td>
<td>77</td>
<td>9</td>
<td>52</td>
<td>0</td>
<td>557</td>
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<tr>
<td>Voll.b.</td>
<td>15</td>
<td>15</td>
<td>0</td>
<td>9</td>
<td>0</td>
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<tr>
<td>Bask.b.</td>
<td>18</td>
<td>15</td>
<td>14</td>
<td>11</td>
<td>866</td>
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<tr>
<td>Track</td>
<td>22</td>
<td>10</td>
<td>12</td>
<td>9</td>
<td>321</td>
</tr>
<tr>
<td>Softb.</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>9</td>
<td>0</td>
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<tr>
<td>Baseb.</td>
<td>35</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>385</td>
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</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
### Institutional Improvement Committee

#### Mission and Purposes

At least every 7 years

<table>
<thead>
<tr>
<th>Sept.</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>April</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launch process</td>
<td>Confer campus-wide</td>
<td>IIC recommends new mission or purposes</td>
<td>Executive Team recommends final form</td>
<td>President decides</td>
<td>SBHE approves (mission)</td>
</tr>
</tbody>
</table>

- Occasional
- Confer campus-wide
- Assess need for revisions
- Recommend revision process
- President authorize revision process
- Major revision process next year

#### Strategic Plan

At least every 7 years

<table>
<thead>
<tr>
<th>Sept.</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>April</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launch process</td>
<td>Confer campus-wide</td>
<td>IIC recommends new strategic plan</td>
<td>Executive Team recommends final form</td>
<td>President decides</td>
<td>SBHE reviews</td>
</tr>
</tbody>
</table>

- Annual
- Confer campus-wide
- Make minor changes or recommend revision process
- Exec and President revise strategic plan OR President authorizes major revision process
- Major revision process next year

#### Assessment

At least every 7 years

<table>
<thead>
<tr>
<th>Sept.</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>April</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launch process</td>
<td>Work with relevant group(s)</td>
<td>IIC recommends revisions</td>
<td>Executive Team recommends final form</td>
<td>President decides</td>
<td>Input to strategic plans</td>
</tr>
</tbody>
</table>

- Annual
- Reports from units on assessment progress
- Take appropriate action OR recommend plan revisions
- Exec and President oversee improvements OR President authorizes major revision process
- Major revision process next year

### Campus Information System:

- Mission, Purposes, Strategic Plan, assessment flow chart, and progress reports go to all personnel annually in August.
- Assessment plan goes to all faculty, Executive Team, IIC members, others as needed.
- Accountability measures and outcomes data go to all in the annual Report to Investors, published in December.
### Overview of VCSU External Relationships

<table>
<thead>
<tr>
<th>Entity</th>
<th>Relationship</th>
<th>Purpose</th>
<th>Clientele</th>
<th>Resources</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Technology Center</td>
<td>Formal MOA, leases</td>
<td>Regional development, jobs</td>
<td>Economic development</td>
<td>Space rental</td>
<td>Internships, intellectual exchange</td>
</tr>
<tr>
<td>Mayville State University</td>
<td>Formal, State Board</td>
<td>Efficiency</td>
<td>Four shared administrators</td>
<td>Cost savings</td>
<td>Cost savings</td>
</tr>
<tr>
<td>UABCS, URSE, and Brandon (universities in</td>
<td>Formal MOA</td>
<td>Global experiences</td>
<td>Students and faculty/staff</td>
<td>Two waivers per university</td>
<td>Global experiences</td>
</tr>
<tr>
<td>Canada and Mexico)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Center</td>
<td>Formal MOA</td>
<td>Provide instructional resources for teachers</td>
<td>Teachers in the region</td>
<td>Space</td>
<td>Connections with regional teachers</td>
</tr>
<tr>
<td>Sodhexo-Marriott</td>
<td>Formal contract</td>
<td>Food service</td>
<td>Students, faculty, staff, community</td>
<td>Fee for service</td>
<td>Quality food service</td>
</tr>
<tr>
<td>Head Start</td>
<td>Formal lease</td>
<td>Child care</td>
<td>Regional families</td>
<td>Revenues from space lease</td>
<td>Community relations</td>
</tr>
<tr>
<td>Valley City-Barnes County Development Corporation</td>
<td>Ex officio or elected</td>
<td>Regional economic development</td>
<td>Business, community, university</td>
<td>None</td>
<td>As defined, project by project</td>
</tr>
<tr>
<td>VCSU reps on board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NetWork Center</td>
<td>Formal MOA</td>
<td>Credit for technical training</td>
<td>Technical students</td>
<td>Revenues from tuition</td>
<td>Enrollments, industry connections</td>
</tr>
<tr>
<td>Great Plains Business Solutions</td>
<td>Informal agreement</td>
<td>Internships, scholarship, curriculum</td>
<td>Students and business</td>
<td>Revenue ($1,000 annual scholarship)</td>
<td>Curriculum, internships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Board for Vocational-Technical Education</td>
<td>Grants and contracts</td>
<td>Support targeted vo-tech education</td>
<td>Vo-tech teachers and future teachers</td>
<td>Revenues</td>
<td>Enrollments, industry connections</td>
</tr>
<tr>
<td>Center for Innovation in Instruction</td>
<td>By-laws, informal</td>
<td>Improve teaching with technology</td>
<td>K-12 and other teachers</td>
<td>In-kind supervision and fiscal</td>
<td>Collaboration, expertise</td>
</tr>
<tr>
<td></td>
<td>agreement</td>
<td></td>
<td></td>
<td>management</td>
<td></td>
</tr>
</tbody>
</table>

The following entities/activities are part of VCSU:
- Kathryn Center for Lifelong Learning
- Elementary education program at NDSU in Fargo
- Jamestown outreach program
Center for Teaching and Learning (in formation)
Attendance at Fall Blackboard Workshops:

- Business and Information Tech: 43% (13)
- Communication Arts: 27% (8)
- Education and Psychology and Technology: 20% (6)
- Health and Physical Education: 7% (2)
- Sciences: 3% (1)

Attendance at Spring Blackboard Workshops:

- Business and Information Tech: 14% (6)
- Communication Arts: 24% (10)
- Education and Psychology and Technology: 19% (8)
- Health and Physical Education: 5% (2)
- Staff: 29% (12)
- Arts: 2% (1)
- Sciences: 7% (3)