

Valley City State Univeristy

**Self Study Report
to the
Commission on Institutions of Higher Education
of the
North Central Association of Colleges and Schools**

March 1992

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INTRODUCTION

The Purposes of the Report

Important changes are occurring in the North Dakota University System with direct impact upon Valley City State University. In response to these changes and their effects upon the life and work of the institution, the University adopted as a theme for the North Central Association review, "The University in Transition."

In February of 1990, the State Board of Higher Education assigned Valley City State University a revised and sharply-defined institutional mission. VCSU was designated to be an institution "for the superior small-college preparation of teachers and of small-business personnel for its region." The University was further assigned a statewide mission with respect to applications of instructional technology including interactive television and was required to institute additional admissions requirements and to phase out all of its two-year associate degree programs. Concurrent with these changes, the University was already under Board mandate to convert from the present three-term academic calendar to a two-semester calendar, beginning with the class entering in 1992. A more detailed description of these exciting and challenging changes appears later in the Report (GIR 1.a.).

Considering these circumstances, the broad purpose of the Self-Study Report is two-fold:

To demonstrate planned, systematic change during this time of transition for the University; and,

To verify that the institution is fulfilling its purposes derived from the mission statement.

More specific purposes of the report are to:

Confirm ongoing initiatives in the institutional planning and review process;

Validate the structures and programs in place in the University;

Document evaluation of the planning process and to indicate a willingness to reform structures and programs where necessary;

Illustrate the commitment of the University to critical self-evaluation, analysis and review; and,

Demonstrate a capacity to respond to new educational needs and opportunities.

Finally, the essential purpose of the Self-Study Report is to gain the continued accreditation of Valley City State University by the North Central Association of Colleges and Schools.

The Self-Study Process

Preliminary discussion and planning for the Association's accreditation review were underway as early as 1988. Ongoing institutional planning and evaluation were conducted with a view toward the accreditation processes of both the North Central Association and the National Council for the Accreditation of Teacher Education (NCATE). The University successfully sustained a rigorous accreditation review by NCATE in 1990. In specific preparation for the NCA review, in April of 1991 two faculty members attended an NCA regional seminar on the assessment of student academic achievement. As explained later in the summary of accreditation history, the preparation time for the NCA review was shortened because the University opted to advance the date for the accreditation review into the 1991-92 academic year. A distinct advantage to the institution in making its own preparations is that the vice president for Academic Affairs, Dr. Judy Kemp, was selected as a consultant-evaluator and attended a North Central Association consultant-evaluator training workshop in 1990.

In January of 1991, the president of the University appointed Dr. Kemp as the Coordinator for the formal self-study process. The president also appointed the Steering Committee, which was composed of selected faculty members, administrators, staff personnel, students, alumni, and representatives of the local community. Steering committee members served either as chairpersons or liaison members for specified task groups. The Steering Committee

supplied over-all coordination of the self-study process, informed the various constituencies concerning the progress, findings, and developments throughout the process, and encouraged regular feedback from all constituencies.

The Steering Committee developed a detailed working outline of the study and created six task groups which were charged with gathering data, analyzing, evaluating and planning with respect to specific outline topics. The task groups and their assigned areas were:

- Human Resources
- Financial and Physical Resources
- Instructional Programs and Instructional Support
- Student Services and Student Life
- Governance and Administrative Organization
- Community and Public Service

The task group chairs reported to the Steering Committee in regular weekly meetings throughout the late winter and spring of 1991. The Steering Committee reviewed the interim and draft reports, identified needed additional study, readied the initial self-study reports for review by institutional constituencies, and assigned writing and editing tasks. In general, the thorough self-study process created a broad awareness of the condition of the institution, confirmed the understanding of its strengths, and surfaced both general and detailed needs for improvement.

In January of 1992, copies of the self-study report and other pertinent materials were sent to the Commission on Institutions of Higher Education and the Chancellor of the North Dakota University System. In February of 1992, copies of the report were mailed to members of the Consultant-Evaluator Team as identified by the Commission.

The Organization of the Report

The Self-Study Report contains information and evaluative data regarding General Institutional Requirements, the Criteria for Accreditation, and a Summary. Detailed organization of the Report appears in the Table of Contents.

Historical Overview of Valley City State University

For the first century of its existence, Valley City State University followed what is the generic history of institutions of its type in America. In 1889, the North Dakota Constitutional Convention provided for the location of a state normal school in Valley City and set aside a land grant of 50,000 acres to be used for its support. From the beginning, the institution was a product both of 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. Under authority granted to him by law, Governor John Miller, on March 16, 1890, appointed the first Board of Trustees. 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. By the end of the centennial year, 20,698 students had graduated from the institution.

In 1921, the 20th 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 with effect from 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, in a sequence of actions involving the Legislative Assembly and the State Board of Higher Education -- fascinating, but too intricate to detail here -- the name was changed to Valley City State University.

Over the past several years, many of the changes in the institution have resulted from vigorous initiatives of the State Board of Higher Education, responding to the economic and political climate of North Dakota. Since 1987 the University has revised and strengthened its statements of mission, role, and scope, reflecting a commitment to a unified system of higher education and establishing a position of progressive leadership in response to the changing intellectual, economic and demographic climate. A more detailed account of the development of the University mission appears in the General Institutional Requirements, Section 1.a.

The Accreditation History

The State Normal School at Valley City received its initial accreditation by the North Central Association in 1915. Recent accreditation history includes continued accreditation in 1966 at the bachelor's degree level with progress reports submitted to the NCA Executive Board in 1968 and 1970. In 1971, Valley City State College was visited by an Association team and accreditation was again continued. The next visit was in 1976, which likewise continued the accreditation. In 1979, a progress report responding to certain specific concerns of the 1976 team was submitted to, and accepted by, the Executive Board of the Commission. The most recent comprehensive evaluation by the North Central Association occurred in 1982-83. At its meeting of April 29, 1983, the Executive Board of the Commission voted to continue the accreditation of the institution and to adopt the items entered in the Statement of Affiliation Status.

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

In response to authorization by the State Board of Higher Education, the University planned to offer the professional sequence of courses at North Dakota State University in Fargo, North Dakota, an off-campus site, beginning in the Fall Quarter of 1990. Valley City State University requested permission to do so from the Commission on Institutions of Higher Education. Permission was granted on the condition that the institution be within two years of its next regular accreditation visit or, alternatively, that an extra report be submitted by the spring of 1990. The decision of the University was to advance the regular accreditation visit to the spring of 1992, complying with the stipulation of the Commission.

Response to the Most Recent NCA Report

The 1982 Commission accreditation review team recommended continuing accreditation for Valley City State University, citing six primary strengths and six concerns. The strengths noted were:

1. There is a clear sense of 'college community' in the faculty, students and administration.
2. There is strong faculty commitment to the college and the instructional mission.
3. There is a sound administrative organizational structure.
4. The physical plant is well-maintained.
5. There have been positive efforts toward developing systematic program evaluation and

review.

6. The minimal staff level budget approach adopted by the Board of Higher Education is commendable in times of enrollment declines.

Following is a list of the concerns expressed by the visiting team with explanations of subsequent actions to address them:

1. The library holdings are minimally adequate, and material usage is low.

Library holdings have improved since the last review. Growth in the book collection is significant with the addition of 8994 titles, a growth of 12 percent in the past seven years. The acquisition budget of the library has been increased from \$122,750 in the 1981-1983 biennium to \$216,800 for the biennium 1991-1993. A particular improvement of the library resources and accessibility is the library automation system which connects ten libraries of the North Dakota University System, one independent college library, two major public libraries and the State Library. The result is, in effect, a single online catalog with more than one million records. Response to inter-library loan requests has been excellent. CD-ROM technology has been installed for access to the Academic Index, Education Index, and Readers' Guide to Periodical Literature.

Annual circulation rates since 1982 have varied, increasing to 40.4 per FTE students in 1991. The rate was 32.2 per FTES in 1980-81. The reasons for the variation cannot be identified precisely, but one factor is the component of FTES accounted for by students in Fargo and Jamestown who make use of other libraries. At the same time, interlibrary loan use has increased substantially from 427 in 1982-82 to 1,426 in 1989-90. Photocopies from other libraries increased from 271 to 485 over the same period. Further detail concerning the library and its usage is contained in the body of the Self-Study Report.

2. With elimination of Title III funds there is concern about continued professional growth, a situation which is compounded with excessive teaching loads.

Funds for faculty professional development have remained stable or have increased since the expiration of the Title III funding. Funds for this purpose have been provided through the regular budget appropriation for Instructional Support. The supplementary funds provided under Title III were replaced by a grant from the Bush Foundation of St. Paul, Minnesota. The period of the grant was 1982 to 1988, with a carry-over of \$11,780 in the 1988-89 academic year. Three primary activities were funded by the grant. The first involved curriculum evaluation and development in which outside consultants were brought to the campus to work with faculty members in reviewing areas of the curriculum and initiating improvements. The second activity provided funding of "mini-grants" to faculty members for particular projects. Proposals from faculty members were received by a divisionally representative faculty committee. The third activity was a series of faculty workshops in "Writing Across the Curriculum," the last two of which integrated the use of computer word-processing. All of the faculty were involved in at least one workshop. Annual reports of the Bush Grant activities are filed in the office of the vice president for Academic Affairs.

In the legislative appropriation for 1989-91, faculty development was specifically recognized and a line appropriation of \$20,000 was provided. \$8,562 is appropriated for faculty development in the current biennium. Increased funding for faculty development has been a regular inclusion in biennial budget requests, strongly supported by the State Board of Higher Education. Recognizing its importance for the first time, the 1989 Legislative Assembly appropriated money for faculty development for the 1989-91 biennium. Valley City State University received an allocation of \$20,000 from this appropriation. In addition, the State Board of Higher Education allocated \$15,000 to the University to assist in preparing for its NCATE evaluation, \$7,326 of which was used for faculty development.

In 1989-90, the University instituted a new and comprehensive faculty development policy which replaced a plan that was weaker and less clearly defined. The current faculty development program presents an opportunity for genuine faculty professional growth. The details of the plan appear in the *VCSU Manual*, Section 430. The plan

has not been fully funded, but continuing efforts are being made to supplement the resources available for faculty development. In 1990, the University received a \$10,000 faculty development planning grant from the Bush Foundation. The grant is being used to prepare an extensive faculty development grant proposal. The University has appointed an experienced grants development coordinator on the premise that institutional development of all kinds will depend on the ability of the institution to secure development funds from sources other than state appropriations.

Since the last North Central Association accreditation, teaching loads in the University have been reduced, largely through revision of the curriculum and elimination of low-enrollment courses and curricula. In response to NCATE standards, faculty members in Education and Psychology and secondary methods professors in other departments have been assigned loads equivalent to twelve credit hours per academic quarter. As the University moves toward its conversion to a semester calendar, the goal is to make a further reduction of teaching loads toward a twelve credit hour maximum across all departments.

3. Managerial powers reserved by the Board of Higher Education have the potential of undermining responsibilities normally delegated to campus level personnel.

Over the past several years, the State Board of Higher Education, with the encouragement of the Legislative Assembly and the Executive branch of state government, has made tremendous strides in the development of an integrated system of public higher education in North Dakota. In so doing, the Board has recognized the need for institutional autonomy balanced with system-wide coordination and mutually-supportive partnership among institutions. In 1988, the Board adopted its Policy 100.3, State System Philosophy and Principles of Operation which states, Section 4,

- A. Effective management of each institution requires latitude for reallocation of resources on each campus subject to Board approval.
 - B. Effective service from each campus requires faculty involvement and institutional latitude for personnel decisions, the development of new programs, determination of curriculum, decisions about research and public service initiatives, and establishment of organizational structure, consistent with each institution's mission and subject to provisions of related Board policies.
 - C. Faculty peers and institutional administrators are responsible for ensuring the quality of academic programs and faculty, subject to Board review.
4. There is a significant lack of minorities and women in upper level decision making.

Valley City State University has made continuous efforts to recruit minority persons and women to all vacant positions, consistent with the institution's affirmative action commitment. At the time of the last NCA review in 1982-83, two department chairpersons were women and all other offices of upper-level decision-making were occupied by men. As position turn-over and organizational change have occurred, the numbers of women in decision-making positions has increased, most importantly with the appointment, in 1984, of a woman as vice president for Academic Affairs. Currently, in addition to the vice president, the following offices are occupied by women: director of Student Financial Aid, director of Student Academic Services, acting chair of the division of Communication Arts and Social Sciences, chair of the department of Music, and the coordinator of Career Planning and Placement. Continuing efforts are being made to recruit minority persons, subject to their response to published position vacancy announcements.

5. The formal budget process is not clearly tied to institutional, divisional and departmental goals and objectives in short and long-range planning.

The University has developed a planning system in response to directives from the State Board of Higher Education which mandate a three-year "rolling" strategic plan containing the features indicated in the 1982-83 visiting team's comment. The planning process has been developed by the administration in consultation with

the Program Planning and Evaluation committee of the faculty and the Academic Policy and Affairs Council. A complete description of the plan appears in the Self-Study Report in Criterion IV.

6. The opportunities in continuing education are not being adequately assessed and addressed.

Valley City State University is a minimally-staffed institution which is not equipped to mount a full-scale continuing education program, nor is a specific continuing education component established in the institutional mission. Two comprehensive research universities serve the entire state with continuing education courses, while smaller institutions serve regional and local needs. The University offers courses and workshops in the evening and during the summer for regularly enrolled students and for any other persons who desire them. Evening courses are offered in Jamestown, North Dakota, using space in a shopping mall. Summer graduate-level workshops for area inservice teachers are offered annually in cooperation with graduate degree granting universities. The University also offers the Alternate Learning Program for non-traditional students. The ALP features credit for life experience under standards established by the Council for the Assessment of Experiential Learning (CAEL). The Interactive Video Network, linking the eleven campuses of the North Dakota University System is used for a variety of extension courses in which the University is a full participant. In view of these activities, our conclusion is that Valley City State University is providing extended educational opportunities appropriate to its mission and resources.

Changes and Significant Developments Since the Most Recent Comprehensive Evaluation

The changes and developments which have taken place in Valley City State University since the comprehensive evaluation of 1982-83 are the result of three principal forces: (1) changes in the economic and political climate of the state; (2) initiatives of the State Board of Higher Education; and, (3) the strategic planning processes of the University itself. Major developments are:

1. There has been a shift from the traditional concept of long-range planning toward that of strategic planning in the context of an integrated university system and emphasizing greater participation at all organizational levels. Budgetary decisions have become more closely integrated with academic planning.
2. Several curricula have been eliminated and the number of courses has been significantly reduced in order to concentrate resources on those activities of potential high quality. Evening courses have been increased in Valley City and Jamestown, the region's chief population centers.
3. Cooperation with other institutions and agencies is increasing. The Board, with full support from the University System institutions, has worked vigorously to create a climate of institutional cooperation and partnership, replacing the former -- indeed, century-long -- atmosphere of "win-lose" competition for enrollment and resources. Valley City is offering the Elementary Education major program in Fargo in cooperation with NDSU. Some consideration is being given to the offering of two-year programs for place-bound students in Valley City through cooperation with the North Dakota State College of Science in Wahpeton. A satellite program in Social Work is being offered on the VCSU campus from the University of North Dakota using the Interactive Video Network. A cooperative arrangement is in place with Jamestown College, independent church-related, to provide an addiction counseling certification program in further cooperation with the Jamestown State Hospital. The possibility is being explored of delivering courses to inmates of the State Penitentiary in Bismarck using distance learning technology. The University is a member of the Southeast North Dakota (SEND) consortium for distance learning. The consortium membership includes 48 school districts and NDSU.
4. Faculty positions have been reallocated based on planning initiatives.
5. Rigor has increased in course work and curricula. More stringent requirements have been adopted for admission to, and retention in, Teacher Education curricula and in recommendation for teacher certification. Proficiency requirements have been instituted in English and Music.

6. Organizationally, the Division of Health and Physical Education was separated from the Division of Education and Psychology, and a Small Business Center was established by the Division of Business for service to regional economic enterprise.

Throughout the campus an emphasis on the application of instructional technology is evident, and will be reflected at several points in this Report. Institutional initiatives have resulted in a special mission designation as a state-wide center for the instructional applications of new and emerging information technology. Additional computers on campus and the creation of new networked computer laboratories have expanded the use of computers by both faculty and students. The University has developed unique applications of integrated multimedia technologies, which is also the thrust of faculty development efforts and associated grant-seeking. Since 1984, computer and technology literacy requirements have been added in the Foundation Studies and across the curriculum. A program has been adopted for the use of computer word-processing in freshman composition courses. A satellite antenna has been installed to capture Spanish language programs originating in Mexico. A video filming room has increased video production and the classroom use of videotaped instruction. The Music Department is in the process of installing CAI/MIDI laboratories for use in music theory instruction, ear-training, and methods of teaching music. Automation of Allen Memorial Library has been accomplished with installation of the ODIN on-line catalog system and the addition of CD-ROM access to the Education Index, Academic Index, and Readers' Guide to Periodical Literature. Videodisc players are available in the library and across the campus and the library has increased its inventory of videodisc resources. During a time of exploding developments in educational technology, the University is committed to continued efforts not only to adapt to the changes but also to provide leadership in their application.

Since the last NCA accreditation, the University has increased its emphasis on student services, based on the premise that its mission, as it has always been, is to educate the whole student. A model orientation program has been adopted. Titled "Freshman Dialogue," the program seeks to integrate transition to college with the processes of curriculum decision-making and career and life planning. Greater attention has been given to diversifying the student body, with particular attention to Native American students, the state's largest minority population. Visits have been made to reservation community colleges and special scholarships have been designated for Native American students. A centennial fund drive resulted in the creation of a scholarship endowment for all students exceeding one million dollars. A comprehensive residence hall program has been implemented with extensive training for head residents and resident assistants.

The range of student academic services has been expanded to include a more comprehensive tutoring program and addition of a study skills course. Remediation efforts have been instituted in language and mathematical skills, again involving the use of instructional technology. Vocational, career counseling and job-seeking techniques have been added to the placement function. A position of Coordinator of Student Development has been created to provide personal and academic counseling and to advise student activities. An academic integrity policy has been revised and strengthened. The Day Care Center has been improved, providing increased access to academic courses for students with preschool-age children.

Other significant changes in the campus are a more balanced gender distribution among the faculty and staff and the achievement of greater equity in salary distribution. (The percentage of women in the faculty has increased from 28.3% in 1982 to 33.3% in 1991. In the administrative staff, the percentage of women has increased from 10% to 12.5% over the same period.

Classrooms and offices have been remodeled and energy conservation has improved through a series of energy conservation grants from the state Office of Intergovernmental Services. Two near-disasters have worked to the advantage of the physical plant. A disastrous hail storm in 1985 forced the renewal of several roofs with substantial insurance funding; and an explosion of accumulated gasoline vapor following a thunderstorm in the summer of 1986 damaged much of the interior of the Student Center and, again, the insurance provided what amounted to an entire interior renovation.

During the period covered by this Report, North Dakota has suffered a depressed economy resulting largely from declines in the price of crude oil and several years of drought. This has affected both the agricultural economy and,

perhaps even more significantly, the political mood of the state. The result has been a very sparse funding climate for higher education and a political targeting of higher education for funding reduction. Faculty and staff salary increases have been small and sporadic. In spite of the funding circumstances, however, the University has made significant progress. The other side of that progress, however, is that it has been largely at the expense of the human resources of the institution. Faculty and staff have given more than they might reasonably have been expected to give. Happily, the economic picture is improving and the actions of the State Board of Higher Education have succeeded in improving the image of higher education in the state. The result has been improved funding in the most recent legislative session.

These changes, and those identified in response to the earlier NCA visiting team concerns, have resulted in positive improvements in the environment and academic quality of the institution.

Unusual Aspects of Valley City State University

Generally, the unusual aspects of the institution have been outlined above. In summary, they are:

1. A strong program of Teacher Education. In 1991, the National Council for the Accreditation of Teacher Education renewed the accreditation of Valley City State University against new and rigorous standards and noting an impressive list of strengths. The Board has authorized delivery of the Elementary Education professional sequence of courses at NDSU in the environment of a comprehensive research institution. The program has been well-received by students and has provided a refreshing experience for faculty.
2. Leadership in the applications of instructional technology. The University has the richest per-student access to computers of all institutions in the state. The complement of computer stations is approximately one station for every 4.9 students. Instructional technology of all kinds is applied across the campus and is a unique ingredient in the Teacher Education program. Valley City State University is supplying consultants to the research universities and to the University System in multi-media applications and distance learning technology. This feature, again, has resulted in a special mission designation as a leading institution in the applications of teaching technology.

Documentation:

Previous NCA Reports
 Latest NCATE Accreditation
 Commission on Institutions in Higher Education
 Valley City State University *Manual*

GENERAL INSTITUTIONAL REQUIREMENTS

1. MISSION AND AUTHORIZATION

1. a. Valley City State University has formally adopted and made public its statement of mission.

Since its last regional accreditation visit, the institutional statement of mission has undergone a progressive evolution building upon the University's history, traditions, accomplishments and legal authorizations. The evolution of the present mission statement represents a significant chapter in the institutional history. The history is included here in order that the Consultant-Evaluators may understand the circumstances which affect the institution in its development and which lead to the selection of "A University in Transition" as the Self-Study theme.

Historical Development of the Mission

Established in the original North Dakota Constitution of 1889 as the State Normal School, Valley City, the institution has followed a process of development common to many public institutions of its type. In 1921, by act of the North Dakota Legislative Assembly, the Normal School was authorized to grant the bachelor's degree and was designated as Valley City State Teachers College. In 1963, again by legislative act, the Teachers College was authorized to offer non-teaching bachelors degrees and was re-named as Valley City State College, the designation under which it received its last North Central Association re-accreditation. Finally, in 1987, together with three other North Dakota State Colleges, the Legislative Assembly conferred the present institutional designation as a university in the North Dakota University System.

During the 1985-86 academic year, the North Dakota State Board of Higher Education undertook a comprehensive study of the state's colleges and universities under the consultancy of a group of nationally-recognized higher education authorities chaired by Dr. Harold Enarson, President *emeritus* of Ohio State University, and designated as The Advisory Panel on the Future of Higher Education in North Dakota. The conclusions of the Panel, published under the title, Partners for Quality were formally adopted by the Board and recorded in the minutes of its meeting of September 24-25, 1986. The principal recommendation of the panel was that the Board work to create a "true system" of higher education, replacing the existing environment of competition and programmatic duplication with one of integrated organization and partnership. One of the plan's five goals, emphasized by the Board in its discussion and recorded in its minutes, was to strengthen institutional "role and scope" definitions.

During the period between 1986 and 1988, it was apparent to VCSU faculty and administration that a revised statement of mission, role and scope should be developed. From this point, the preparation of a revised mission statement for VCSU proceeded concurrently with, and perhaps somewhat in advance of, Board directives in the matter. A Select Committee on the Mission of the University was assembled early in the 1987-88 academic year and chaired by a Division Chairperson. The Select Committee was composed of ten members, representing faculty, students and members of the community. The Committee submitted its report to the president in May of 1988.

At a "workshop" meeting of the State Board of Higher Education and system chief executive officers on July 18-19, 1988, discussion indicated an agreement among the participants that institutional missions were still not clearly defined within the framework of a unified system of higher education. At the Board meeting of October 27-28, the system chief academic officers submitted a report on "Mission, Role and Scope of the North Dakota Higher Education System." One recommendation of the report was that June, 1991, be set as the time for the Board to receive and approve the mission, role and scope statement of each institution. The report was filed without formal adoption by the Board. It was understood, however, that the statements would be prepared, submitted and adopted within the 1989-91 biennium.

Political and fiscal circumstances in North Dakota added urgency to the process of mission development. Statements of legislative intent added to the appropriations bill for Higher Education in the 1987 legislative session enjoined the Board to create the plan, and a special legislative committee was created to monitor the process. In response, the Board adopted an extensive plan under the title, Partners for Progress. The plan, in its developing form, met with the general approval of the Interim Legislative Committee. Sufficient funds were appropriated to implement the plan, although the Board did not formally approve the document until after the 1989 legislative session. (SBHE Minutes, Conference Call, July 19, 1989.)

Events, however, intervened. In December, 1989, a public referral of tax increases resulted in a severe reduction of funding for the colleges and universities. The circumstances were exacerbated by the fact that much of the increased funding had been committed in the form of salaries and wages. At the Board meeting of January 11, 1990, a proposal was adopted to study, as a cost-reduction measure, the conversion of VCSU and one other institution to a two-year mission. VCSU, within a five-day period, prepared and submitted a study concluding that such a change in mission would result in no cost saving and great sacrifice in educational quality and service. At an historic meeting of the Board on February 1-2, 1990, on the VCSU campus, the Board Staff recommended, and the Board accepted, a revised and enhanced mission for the institution. The recommendation of the Board Staff was:

Valley City: Eliminate existing two-year programs, to be absorbed by Mayville and Wahpeton as appropriate and feasible. Eliminate undergraduate education at NDSU and authorize Valley City to offer undergraduate education in Fargo. . . . Apply college-preparatory curriculum requirements for admission to Valley City. Give Valley City a mandate for superior small-college preparation of teachers (and) of small-business personnel for its region. Ask Valley City to play a statewide leadership role in rural education, including rural education policy planning and effective use of instructional technology. (SBHE Staff Report E, February 1, 1990)

This statement represented a happy convergence between the intentions of the Board and its staff and the direction taken by the faculty and administration of the University in its own mission planning. Based on the Board's direction and the conclusions of the 1988 Select Committee report, a Statement of Mission, Role and Scope was prepared. The statement was the subject of a half-day session during the 1990 faculty and staff pre-school conference at which the Statement was subjected to a thorough critique with respect both to style and substance. Alterations were made, based on the faculty and staff critique. A preliminary draft was submitted to the Board Office. At its meeting of May 2, 1991, the Faculty Senate gave formal approval to the draft statement and it was forwarded to the State Board of Higher Education.

In May, 1991, a new Chancellor was appointed for the North Dakota University System. It was his desire that formal approval of mission statements for the constituent institutions be deferred pending his study. Accordingly, statements of Mission, Role and Scope were presented to the Board at its meeting of June 20-21, 1991, and were received, but not approved.

In May of 1991, an excerpt from the Statement of Mission, Role and Scope was the subject of a writing assignment for all Freshman Composition classes. This exercise elicited a number of interesting and insightful comments.

The Mission Statement

The general mission of the North Dakota University System, from which the institutional mission statement is derived, is set forth in State Board of Higher Education Policy 100.1. That statement is, in relevant part:

The primary objective of all campuses is to help individuals increase their intellectual, social, personal and moral development. The institutions impart society's cultural heritage, prepare students for productive activity, open their minds to alternative ways of thinking and living, and acquaint them with ways of learning that they may use throughout their lives. The institutions aim to make a positive difference on people's lives and to improve society through the efforts of those they employ and educate. The institutions contribute to the state's economy, polity, citizenship, and culture.

Accordingly, Valley City State University frames its statement of mission as follows:

Consistent with State Board of Higher Education Policy 100.1, Valley City State University is a collegiate institution for the instruction of students in the liberal arts and sciences to the level of the bachelor's degree, and an academy for the superior small-college preparation of elementary and

secondary school teachers. Valley City State University performs a statewide leadership role in rural education, including rural education policy planning and effective use of instructional technology. The University also provides education in business and organizational management to meet the human resource requirements of its region. The University affords a regional access opportunity for persons seeking general education for self-development or as preparation for graduate or professional study.

This statement is amplified and made specific in the Statement of Mission Role and Scope which has been filed with the State Board of Higher Education, in general University policies and procedures, and in University planning documents and in the current edition of the University *Bulletin*.

Documentation:

Valley City State University Statement of Mission, Role and Scope
 Valley City State University Academic Plan
 SBHE Staff Report E, February 1, 1990
 State Board of Higher Education Minutes, February 1-2, 1990; July 10-11, 1990; June 20-21, 1991
 Valley City State University biennial budget requests, 1983-85, 1985-87, 1987-89, 1989-91, 1991-93
Partners for Quality, Report of the Advisory Panel on the Future of Higher Education in North Dakota, 1986
Partners for Progress, Plan for 1990-1997, North Dakota University System

1.b. The statement of mission is appropriate to an institution of higher education.

Determining the extent to which the University's mission is appropriate to an institution of higher education requires a consideration of the ways in which the purposes of higher education differ from those of the lower schools. That the issue is so seldom addressed in the immense body of writing on "the purposes of higher education" is astounding. The question is complicated by the fact that many of the functions of higher education in terms of the personal and intellectual development of students are shared by, and continuous with, the functions of elementary and secondary education. Persons seeking admission to institutions of higher education are required to present evidence of having satisfactorily completed suitable preparatory studies at the secondary school level. In general terms, higher education is expected to broaden and deepen the intellectual experience which students have gained through their earlier schooling and to develop some area of specialized knowledge or expertise (the "major"). Institutions of higher education certify the completion of their academic requirements by awarding academic bachelor, master, or doctor's degrees as legally authorized.

Beyond the expectations and requirements of the supporting society, the mission and purposes of an institution of higher education are defined by the larger academic culture of which the university is a part and to which it is also accountable. The academic tradition assigns a high priority to independence of thought and to the disciplined pursuit of truth on the part of the faculty, and the freedom of the faculty to teach the conclusions of their study without the constraints of political, religious or ideological orthodoxies. The same independence of thought is encouraged in students as "apprentice scholars."

As distinct from elementary and secondary schools, colleges and universities are expected to provide an environment for the conservation, expansion and dissemination of knowledge and culture. The education of students is enriched by such an environment both in content and in intellectual and cultural vitality. Together with the instruction of students, however, the role of colleges and universities as the stewards of an intellectual and cultural heritage constitutes an additional and essential purpose. The history of higher education in America, especially of frontier America, suggests that the symbolic presence of a college was often cited as evidence of a settled civilization.

Measured against these criteria, the mission of Valley City State University and the mission of the North Dakota University System from which it derives, supported by the implementing and governing policies, is appropriate to an institution of higher education.

1.c. Valley City State University confers diplomas and degrees.

The University confers academic degrees, authorized by legislative or State Board of Higher Education action, as follows:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Education
- Bachelor of University Studies
- Associate of Arts in General Studies

1.d. Valley City State University has legal authority to confer its diplomas and degrees.

The institution was chartered in the original North Dakota state 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 when, in 1921, the North Dakota Legislative Assembly authorized the granting of the Bachelor of Arts in Education degree changed to Bachelor of Science in Education in 1946. Further degrees were authorized as follows:

- Bachelor of Arts (1946)
- Bachelor of Science (1968)
- Associate of Arts (1970)
- Bachelor of College Studies (1973, converted to Bachelor of University Studies, 1988.)

By its action of February 2, 1990, the State Board of Higher Education required the University to discontinue its associate degree offerings, other than the associate of arts degree in General Studies, as currently-enrolled students completed their curricula.

1.e. Valley City State University meets all legal requirements to operate wherever it conducts activities.

Valley City State University offers courses in Jamestown and Fargo, North Dakota. Activities in both sites are authorized by the State Board of Higher Education.

2. EDUCATIONAL PROGRAMS

2.a. The educational programs of Valley City State University are compatible with its institutional mission.

Educational programs are regularly reviewed as a policy requirement of the State Board of Higher Education. Consistency with mission is one of the planning and review criteria. Consistency with mission is also a central requirement for the approval of any new program.

2.b. The principal educational programs are based on recognized fields of study at the post- secondary level.

The principal educational programs of Valley City State University are:

The liberal arts and sciences and pre-professional studies
 Teacher preparation
 Business studies

Each of these program areas are commonly -recognized fields of study in postsecondary education.

2.c. All of the educational programs of the University are more than two years in length.

By action of the State Board of Higher Education, Valley City State University has been required to discontinue all degree programs other than those leading to the Bachelor's degree.

2.d. General education in the liberal arts and sciences is an essential element of all degree curricula at Valley City State University.

An education in the liberal arts and sciences forms the foundation and organizational structure for all specialized and professional studies. Far from being a special and limited category of learning, it is a characteristic of the institution itself, representing a curriculum which is both theoretical and practical, both specific and interrelated. A liberal education not only imparts the basic learning tools of literacy and mathematical reasoning, but also communicates democratic values, develops critical and analytical thinking and powers of expression, fosters ethical conduct, and encourages aesthetic appreciation and enjoyment. In the late 20th century, new and more specific issues have emerged which are now essential parts of a university education. Among these are the development of global and multi-cultural consciousness, responsibility toward the natural environment, an understanding of the role of technology in society, and the basic skills necessary to use the technologies, especially computer technology, involved in the management of information. A foundation in liberal learning is intended to encourage an affection for the life of the mind and an inclination toward lifelong learning.

The general education "core" of the University's degree curricula is represented by the program of required Foundation Studies. The University clearly recognizes, however, that the skills and attitudes represented in the Foundation Studies must be carefully and consciously integrated with the specialized degree curricula.

2.e. General education and/or a program of related instruction at the postsecondary level is an essential element of all curricula of Valley City State University.

The requirement is satisfied as incorporated in 2.d. above.

2.f. The diplomas and degrees awarded upon successful completion of the respective curricula are appropriate to the demonstrated attainment of the graduate.

The curricular standards of Valley City State University are set and approved by the University faculty and by the State Board of Higher Education acting on the advice of academically qualified Board staff members. The Teacher Education programs of the University are certified as having met state standards and those of the National Council

for the Accreditation of Teacher Education. By Board policy requirement, each curricular program of the University is evaluated for quality and appropriateness of content.

Departments formally endorse the record of each individual student as approval for awarding the degree. This endorsement certifies that the curricular requirements have been met and that the degree is appropriate to the recorded attainments of the student. Following their graduation, graduates of the University are surveyed as a means of assessing the content of their degree curricula with respect to the demands of their post-graduation careers.

3. INSTITUTIONAL ORGANIZATION

3. a. There is a governing board, legally responsible for Valley City State University, which establishes and regularly reviews basic policies that govern the University and protect its integrity.

The North Dakota Constitution, Article VIII, Section 6, establishes a State Board of Higher Education "for the control and administration" of the state's public institutions of higher education. Specific inclusion of the institution at Valley City is made at Section 6.1.d.

The powers and responsibilities of the State Board of Higher Education are set forth at Section 6.6.b. as follows:

The said state board of higher education shall have full authority over the institutions under its control with the right, among its other powers, to prescribe, limit, or modify the courses offered at the several institutions. In furtherance of its powers, the state board of higher education shall have the power to delegate to its employees details of the administration of the institutions under its control. The said state board of higher education shall have full authority to organize or reorganize within constitutional and statutory limitations, the work of each institution under its control, and do each and everything necessary and proper for the efficient and economic administration of said state educational institutions.

3. b. The governing board includes individuals who represent the public interest.

The North Dakota Constitution, Article VIII, Section 6.2.a. states:

The state board of higher education shall consist of seven members, all of whom shall be qualified electors and taxpayers of the state, and who shall have resided in this state for not less than five years immediately preceding their appointment, to be appointed by the governor, by and with the consent of the senate, from a list of names selected as hereinafter provided.

The article continues to describe the appointment process as follows:

. . . the governor shall nominate from a list of three names for each position, selected by the unanimous action of the president of the North Dakota educational association, the chief justice of the supreme court, and the superintendent of public instruction . . .

Current members of the State Board of Higher Education are, in order of seniority:

Darlene Leinen, Williston, North Dakota, farmer and insurance agent. (President)
 Lee Christiansen, Kenmare, North Dakota, semi-retired farmer, former state legislator.
 Gene Martin, Grand Forks, North Dakota, junior high school social studies teacher, former state legislator.
 Richard Lokken, Minot, North Dakota, journeyman electrician/supervisor, former state legislator.
 Allan Braaten, Wahpeton, North Dakota, farmer.

Patricia Hill, Bismarck, North Dakota, owner, public relations firm.
Cynthia Kaldor, Hillsboro, North Dakota, office manager, fuel-grain elevator.

3.c. An executive officer is designated by the governing board to administer the institution.

State Board of Higher Education Policy 305.1 describes the authority, responsibility and accountability of presidents, who are the chief executive officers of constituent institutions in the North Dakota University System. The president of Valley City State University is Charles B. House, Jr., Ph.D., whose original date of appointment is September 1, 1982.

3.d. A faculty comprising persons qualified by education and experience is significantly involved in the development and review of the educational programs.

For purposes of defining the governance system, the faculty of Valley City State University consists of those holding full-time, tenure-track, faculty appointments. These persons, plus the vice president for Academic Affairs and the president of the University, constitute the Faculty Association. The officers of the Faculty Association are the president of the Association, vice president, secretary and treasurer. The officers of the Faculty Association, plus one representative from each divisional faculty and the president of the University constitute the Faculty Senate.

Educational programs are developed and reviewed through procedures which begin with departmental and divisional faculties. Departmental and divisional recommendations are reviewed by the Teacher Education and Curriculum committees of the Faculty Association. By policy of the State Board of Higher Education, academic programs are reviewed and evaluated on a seven-year cycle. Actions requiring formal approval are reviewed by the vice president for Academic Affairs and presented to the Faculty Senate for final approval and recommendation to the president of the University. The president of the University submits the recommendations to the State Board of Higher Education for formal approval.

3.e. Admission policies are consistent with the institution's mission and appropriate to the educational programs.

Admission policies for the constituent institutions of the North Dakota University System are established by the State Board of Higher Education. The North Dakota Constitution provides that access to the state's institutions of higher education is open to all North Dakota students holding valid high school diplomas or their equivalent, although access to particular programs of instruction may be restricted by special academic requirements. The same access policies are applied to out-of-state students.

For the entering classes of 1993, special high school curriculum requirements will apply for admission to the state's four-year degree-granting institutions.

3.f. The admission practices of Valley City State University conform to the admission policies.

The director of Admissions is responsible to the president of the University through the vice president for Student Affairs. Exceptions to the Board-mandated policies may be granted by the president upon evidence and recommendation submitted by the vice president for Student Affairs.

4. FINANCIAL RESOURCES

4.a. Valley City State University has financial resources sufficient to support its activities.

Financial resources sufficient to support the University's activities are appropriated biennially by the North Dakota Legislative Assembly as required by the state constitution. 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 of the Criteria for Accreditation.

4.b. Valley City State University has its financial statements externally audited annually by a state audit agency.

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 audit reports are available for inspection.

5. PUBLIC DISCLOSURE

5.a. Valley City State University publishes in its *Bulletin* and other appropriate places accurate information that fairly describes

- i. its educational programs,**
- ii. its policies and procedures directly affecting students,**
- iii. its charges and its refund policies,**
- iv. the academic credentials of its faculty members and administrators.**

Information concerning all of the referenced items is published to all students and is available to the public in the following documents:

- The Valley City State University *Bulletin*
- The Residence Hall Handbook
- The Student Handbook
- Quarterly Class Schedules
- Periodic divisional newsletters
- The Summer School Bulletin
- The General Information Brochure
- Financial Aid and Scholarships booklet
- The Drug Free School policy document
- About Campus Safety booklet
- Counseling and Student Services brochure
- The Viking News, student newspaper

5.b. Valley City State University makes available upon request accurate information that fairly describes its financial resources.

All documents and information concerning the budget and financial operations of the University are public records in accordance with the North Dakota open records laws, except for certain information concerning students which may be protected by federal law. The budget and payroll documents are placed in the University's library and are publicly available. Other financial information is available to the public upon request.

Documentation:

The North Dakota Constitution
 The State Board of Higher Education *Policy Manual*
 The Valley City State University Statement of Mission, Role and Scope, as filed.
 The Valley City State University *Manual*
 The Valley City State University *Bulletin*
 North Dakota University System Admission Standards

CRITERION I

Valley City State University has clear and publicly stated purposes, consistent with its mission and appropriate to a post secondary educational institution.

A. The Purposes

Carefully defined institutional purposes serve several functions. They provide general guides for planning and allocation of resources. They provide the institutional community with a framework for reaching decisions and solving problems, and they establish directions for the identification of specific goals and objectives. Stated purposes tie together assumptions, values and hopes for the institution into coherent policy and provide standards for present and future activities. A sensitive balance is involved between the conception of an ideal and the need for measurable indices of accomplishment.

From the general mission of the North Dakota University System and from its own statement of mission, Valley City State University derives ten general purposes which inform its academic, student development, and support activities. Organized within the traditional categories of Instruction, Research, and Public Service, the purposes are:

Instruction

- 1. Valley City State University will help individuals increase their intellectual, social, personal, and moral development.**

The University provides a learning environment especially suitable for the creation of a learning community in which individual personalities, age groups, learning styles and abilities can be accommodated, and in which the individual potential of students can be developed and maximized. The collegiate education extends beyond the classroom to the campus environment as a whole. In the campus setting, the quality of relationships and involvement in the range of organized and informal activities should demonstrate the academic integrity, life styles, personal values, civic participation and qualities of behavior expected of educated persons.

Students are encouraged to voice opinions, form associations, and participate in decisions affecting the academic programs and policies, and the conditions of student life. The University seeks to recruit students whose abilities and interests are appropriate to the mission of the institution, and will actively recruit minority students, faculty, and staff.

2. **Valley City State University will impart to its students society's cultural heritage, prepare its students for productive activity, open their minds to alternative ways of thinking and living, and acquaint them with ways of learning that they may use throughout their lives.**

Valley City State University is a community of teachers and learners dedicated to the personal and intellectual growth of each student. The formal curriculum is supported by a context of community and by programs designed to develop personal autonomy, self-sufficiency and self-worth, and by activities which promote the physical, social, cultural and artistic development of each student. Teaching and learning in the University are regarded as more than a technical transfer of information. Rather, they are a set of relationships which communicate a disciplined and enthusiastic intellectual curiosity, and which foster shared values, ethical behaviors, mutual courtesy, tolerance of individual differences, and a sense of public responsibility. A distinct advantage in the development of a learning community, and the foundation of the University's uniqueness, is the institution's small size which permits each person to be recognized as an individual, and which encourages the close correlations among academic specialties which lead to an understanding of the wholeness of knowledge.

3. **Valley City State University will offer a curriculum which is, at each point, grounded in the liberal arts and sciences and basic intellectual skills.**

The University offers a program of general and liberal education in the arts and sciences and in the basic intellectual skills. An education in the liberal arts and sciences forms the foundation and organizational structure for all specialized and professional studies. Far from being a special and limited category of learning, it is a characteristic of the institution itself, representing a curriculum which is both theoretical and practical, both specific and interrelated. A liberal education not only imparts the basic learning tools of literacy and mathematical reasoning; it also communicates democratic values, develops critical and analytical thinking and powers of expression, fosters ethical conduct, and encourages aesthetic appreciation and enjoyment. In the late 20th century, new and more specific issues have emerged which are now essential parts of a university education. Among these are the development of global and multi-cultural consciousness, responsibility toward the natural environment, an understanding of the role of technology in society, and the basic skills necessary to use the technologies involved in the management of information.

The small undergraduate college is an environment specially equipped for learning in the liberal arts and sciences. The faculty are urged to engage in research as required to maintain currency with their disciplines and to publish the results of their studies, but they are free of the insistence on publication which might divert their interest from the engagement with students. The instructional emphasis likewise resists the loss of coherence in the body of knowledge which comes with a stress on narrow professional specialization. Small size itself encourages the creation of a learning community in which individual personalities and learning abilities can be accommodated.

4. **Valley City State University will offer a program for the superior preparation of teachers for the elementary and secondary schools of North Dakota.**

The University is a professional school for the superior preparation of elementary and secondary school teachers in a small college environment. The University accepts a special responsibility for service to the rural schools of North Dakota, and for participation in the development of public policy respecting rural education. In connection with its teacher preparation function and its role in the support of rural education, the University takes a leadership role in the development of emerging instructional technology and in the dissemination of that technology to the schools.

In addition to its role in the preservice preparation of teachers, the University provides inservice professional development experiences for teachers and regularly communicates with the elementary and secondary schools for the purpose of incorporating into its teacher training functions the observations and insights of practicing educators.

- 5. Valley City State University will offer programs in Business Studies, to the level of the bachelor's degree, which are addressed to the human resource needs of the businesses and human service agencies of its region.**

The University will offer curricula for the practical preparation of management, administration, accountancy and office management personnel especially prepared to meet the human resource needs of regional small businesses and service agencies. An important part of this preparation will be the application of computer technology and computer information systems. To maintain the currency of courses and curriculum as related to the needs of the regional business concerns, the University accepts a responsibility for continuing communication and consultation with regional small businesses and service agencies.

As a part of its general public role, but especially through its Business programs, the University accepts an obligation for contributing to the economic development of its region and the state as a whole.

- 6. Valley City State University will provide instruction of a content and quality suitable to qualify students who successfully complete the requirements to be admitted to graduate or professional studies for which their undergraduate curricula provide appropriate preparation.**

The University, 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 as follows:

- Chiropractic
- Dentistry
- Engineering
- Law
- Medicine
- Nursing
- Optometry
- Pharmacy
- Physical Therapy
- Veterinary Medicine

The University will also provide all appropriate academic advice, information and assistance to students seeking admission to graduate or professional schools.

- 7. Valley City State University will be the leading institution in the North Dakota University System for the instructional application of information media technology and for the dissemination of that technology to the schools.**

All academic units will be involved in the identification and application of new and emerging instructional technologies including computers and their associated software and courseware and such computer-associated applications as integrated multimedia systems involving videodisc, CD-ROM, capture of video images and print media. Teacher preparation programs will include experience in the use of computers in classroom instruction and the

special teaching methods associated with distance learning, especially interactive video. The Library will employ the computer equipment and programs associated with information storage and retrieval.

The University will accept a special responsibility for assisting the schools of North Dakota, especially the rural schools, in the adoption of appropriate instructional technologies and the teaching methods involved in their use.

Research

- 8. The faculty of Valley City State University will perform research within their academic disciplines and areas of expertise as appropriate to the support of instruction or as a contribution to the total body of knowledge.**

As an institution the primary mission of which is undergraduate instruction, the emphasis in faculty research is upon those scholarly activities which maintain currency with the state of knowledge in the various disciplines, which emphasize the applications of that knowledge in instruction, and which establish the faculty as models for their students of continued active scholarship and creative activity. In such areas of institutional specialization as teacher education and the instructional applications of information technology, faculty members will be encouraged to perform original research which will contribute to the body of applied professional knowledge.

The University will seek appropriated and non-appropriated resources to support the development of the faculty through research and study activity.

Public Service

- 9. Valley City State University will establish outreach, partnership, and public service relationships which will support and enhance the economic, educational, cultural and recreational life of the local community and region.**

University offices, departments and individual faculty or staff members will perform public service consistent with the mission and resources of the institution and with the expertise of its personnel.

The University will participate in community affairs to an appropriate extent as an exemplary "corporate" citizen. Consistent with the stewardship of the public property involved, the University will provide access to campus space and facilities for community events and activities at reasonable charges, whenever they are not scheduled for University use. The public is invited to attend athletic, musical, theatrical, and other cultural events which contribute to the quality of life in the region. The University will serve as a regional center for such individual intellectual pursuits as library research, computer usage, or consultation with faculty or staff with financial charges as reasonable and appropriate.

General

- 10. In its academic, support and outreach functions, Valley City State University will monitor, assess and take every reasonable and possible measure to maintain and improve the quality with which its functions are performed.**

The "pursuit of excellence" is an ideal which is fundamental to any educational enterprise. Improvement of quality implements that ideal by identifying measurable subordinate goals and seeking practical ways of achieving them. In identifying and pursuing its goals, Valley City State University will apply the methods and attitudes of Total Quality Improvement in the management and implementation of its academic and support activities and functions, and will apply the most appropriate assessment procedures to determine the effectiveness of its educational programs in terms of student achievement.

B. The goals, as identified, are consistent with the mission of Valley City State University and appropriate to an institution of higher education.

The specific goals which derive from the general purposes stated and described above derive directly from the general mission of the North Dakota University System (NDUS Policy 100.1) and from the agenda of Instruction, Research, and Public Service generally accepted among colleges and universities in the American academic tradition.

C. The goals, in their present and antecedent forms, are publicly stated.

The goals appear in the institutional Strategic Plan, in the University *Bulletin*, and in submissions to the State Board of Higher Education, the executive offices of government, and the Legislative Assembly. They have been reviewed by faculty committees and by the Board of Visitors, which is the local community support and advisory council of the University. They have been published in the Alumni News.

As explained in the Introduction to the Self-Study document, the mission of the University and the structure of the North Dakota University System is in transition. Accordingly, the final approval of the mission, purposes and goals of Valley City State University await approval by the State Board of Higher Education, together with those of the other institutions in the System.

CRITERION II

Valley City State University has effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its purposes.

A. RESOURCES

1. Human Resources

The human resources of Valley City State University consist of 1083 students (Fall, 1991 enrollment), 54 full-time and 15 part-time faculty, eight executive management personnel, 18 other professional staff, 19 secretarial or clerical staff, 4 staff members classified as technical personnel, and 28 physical plant employees. The University is classified by state government and the State Board of Higher Education as a "minimum staff" institution with an appropriation of 123.75 FTE positions, 58.75 faculty and 65 staff. Positions vary in contract terms from nine to twelve months per year, allowing for more actual individuals than the appropriated FTE numbers.

a. Students

1. Student Profile

Enrollment

The total Fall enrollment for the academic years 1983-84 to 1991-92 is displayed in Table 1 below. During the ten-year period the head count enrollment has varied between a low of 1,046 in 1984 to a high of 1,167 in 1983. The variance amounts to slightly more than 10% in the nine-year period. Full-time equivalent student enrollment ranged from 946 in 1991 to 1,059 in 1988, amounting to a variance of approximately 11%.

TABLE 1

Student Enrollment, 1983-1991

<u>Year</u>	<u>Head-count</u>	<u>Full-time</u>	<u>FTES</u>
1991	1083	885	946
1990	1082	903	959
1989	1140	964	1040
1988	1154	980	1059
1987	1081	912	978
1986	1065	906	985
1985	1088	906	974
1984	1046	893	951
1983	1167	894	1005

Over the nine-year period the head-count enrollment has decreased by 7%, full-time enrollment has decreased by 1%, and full-time equivalent enrollment has decreased by 6%. Table 2 details the Valley City State University enrollment as a share of the total enrollment of the North Dakota University System between 1985 and 1990. The percentages

are given for both new students and total students. "New students" include both new freshmen and transfer students.

TABLE 2

**Valley City State University
Enrollment as a share of the total enrollment of the University System.**

<u>Year</u>		<u>New Students*</u>	<u>%</u>	<u>Total Enrollment</u>	<u>%</u>
1990	VCSU	265	2.6	1,082	3.0
	NDUS	10,343		36,256	
1989	VCSU	311	2.7	1,140	3.0
	NDUS	11,478		37,583	
1988	VCSU	358	3.0	1,154	3.0
	NDUS	12,056		38,088	
1987	VCSU	325	2.9	1,081	3.0
	NDUS	11,272		36,221	
1986	VCSU	333	3.0	1,065	2.9
	NDUS	10,903		36,234	
1985	VCSU	302	2.7	1,088	2.9
	NDUS	11,309		36,931	

* Includes both new freshmen and transfer students.

A recent study was conducted of the enrollment trends in the 38 high schools from which the majority of Valley City State University students come. In the 1980-1981 school year, those schools enrolled 4,049 students. In 1990-1991 only 2,921 students were enrolled, representing a reduction in enrollment of 27.85%. Six of the schools lost more than 50% of their enrollment, and ten other schools lost more than 40% over the ten year period. While the enrollment of Valley City State University is remarkably stable in terms of "market share," the regional demography presents challenges for the maintenance of enrollment in the future.

Residence

Ninety percent of the students enrolled in the University in the Fall of 1991 were North Dakota residents. A majority of the student body come from homes within a fifty-mile radius of the campus. Over one-third are from Barnes County and another one-fifth are from Stutsman County, immediately to the west. Three percent of the students are from Minnesota and slightly more than 2% are from Canada. Those percentages have held relatively steady over the past ten years, although the number of Canadian students is increasing. In 1986, six students were from Canada. In the Fall of 1991, 26 students were from Canada.

Ninety-seven percent of the students enrolled in the Fall of 1991 are United States citizens, 0.39% are from foreign countries other than Canada, and 2.12% are Canadian. Seven students are Hispanic, two are Asian or Pacific Islander, ten are American Indian, and eleven are Black, non-Hispanic. Approximately 95% of the students are White and non-Hispanic. The percentage of Black, Hispanic, and American Indian students is less than 1% of the student body for each group.

The general population of North Dakota contains approximately 2% minorities. This is a major area of concern for the faculty and administration. The number and size of scholarships for which minority status is a "plus" in making the

awards is increasing, and there has been an increased emphasis on the recruitment of minority students. The North Dakota University System is working cooperatively with the North Dakota tribally-controlled community colleges to increase the number of Native American Indians transferring into degree programs in the institutions of the University System. At present, the total enrollment of Native American students in the University System is 1.7%.

Age

In the Fall of 1990, 16% of the full-time students at Valley City State University were 24 years of age or older. With the inclusion of part-time students, the percentage increases to 24%. This figure compares with an average of 30% for all institutions in the North Dakota University System.

Sex

In the Fall of 1990, 47% of the full-time students were male. With the inclusion of part-time students, the percentage dropped to 45%. Males accounted for 52% of the total University System enrollment.

ACT Scores

The ACT composite scores for entering students are given in Table 3 below.

TABLE 3
Average ACT Scores for Entering Students, 1983-1990

<u>Year</u>	<u>VCSU</u>	<u>State</u>	<u>National</u>
1990-1991	19.5	*	20.0
1989-1990	16.8	18.6	18.6
1988-1989	16.5	18.7	18.6
1987-1988	18.0	18.8	19.0
1986-1987	17.8	18.5	19.1
1985-1986	17.7	18.1	18.9
1984-1985	17.1	17.9	18.7
1983-1984	17.1	17.8	18.8

* Data unavailable.

The ACT scores for students at Valley City State University are below both the state and national averages. One major factor may be the region from which the University draws its students. The bulk of the students are academically disadvantaged, perhaps as a result of the restricted curricula characteristic of the small rural schools. Approximately 75% of the school systems in North Dakota have fewer than 100 students, K-12, and many of them are struggling for existence. Beginning in 1990, all students entering the North Dakota University System directly from high school were required to complete the ACT.

Entrance Requirements

The North Dakota University System has historically provided open access for all graduates of North Dakota high schools to all of its institutions. Policy changes adopted in 1989 modify the open access pattern by providing certain curricular entrance requirements for students entering four-year institutions. Beginning with the Summer term of 1993, all high school graduates under the age of 23 who enroll at any baccalaureate institution of the University System are required to complete high school courses as follows:

4 units of English

3 units of Mathematics, Algebra I and above
 3 units of laboratory science, including at least 2 units in Biology, Chemistry, Physics, or Physical
 Science
 3 units of Social Studies, excluding Consumer Education, Cooperative Marketing, Orientation to
 Social Sciences, and Marriage and Family

The following high school courses are strongly recommended, in addition to the required courses:

2 units of a single classical or modern language, which may include American Sign Language or
 any of the Native American languages
 Completion of Algebra II (Advanced Algebra)

Students who have not completed the curricular requirements are encouraged to enroll in a 2-year college. Upon successful completion of 24 semester credit hours at one of these institutions, students will be eligible for transfer to a 4-year campus of the University System.

Student Retention

Retention data have been collected since 1983. According to these studies, approximately 61% of new first-year students return for their second year, 43% return for their third year, 37% return for the fourth year, and 20% return for a fifth year. Of the transfer students, 64% return for the second year, 45% return for the third year, 18% return for the fourth year, and 4.6% for a fifth year.

Since 1983, an average of 22.8% of new freshmen have graduated in four years with 33.4% graduating in five years. Over the same period, 45% of transfer students completed the Bachelor's degree.

2. Plan for the Future

The University plans, as an institutional priority and as a priority of the North Dakota University System, to increase the proportion of minority and international students.

The University will make special efforts, including increases in scholarships from University sources, to attract students with ACT scores which will improve the ACT average for the student body.

An Enrollment Management Team will examine and recommend measures to increase the retention rate of enrolled students.

b. 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 processes of teaching and learning in higher education. Faculty quality is documented by credential files, by self-evaluation, and by student and peer assessments.

1. Faculty Profile

Valley City State University is a "minimum staff" institution, with a legislative appropriation of 58.75 FTE faculty positions. The minimum staff plan was implemented by the 1975 Legislative Assembly to protect the staffing of the state's smaller institutions against fluctuations in student enrollment.. The plan is essentially program-driven and has remained in effect since 1975. In 1987, the appropriation for faculty positions in minimum staff institutions was based on 125% of the University System's enrollment driven formula, which did not impact VCSU. That formula would, in

1991, allot approximately 42 faculty positions for the University. An enrollment of between 2500 and 3000 students would be needed before there would be an advantage in being on the staffing formula.

Currently there are 54 full-time faculty members on the University staff. Two FTE positions are filled by part-time faculty. 1.55 FTE positions are reserved for Summer School staffing. One position is filled with a professional person to provide technical support for academic computing. Two positions are vacant, one in the Division of Communication Arts and one in the Division of Education and Psychology. Approximately 15 part-time faculty are employed from time to time during the academic year. Table 4 provides a profile of faculty characteristics for the Fall academic term, 1991.

Of the 54 full-time faculty, 25, or 46% hold terminal degrees. Two of the 25 terminal degrees are the Doctor of Jurisprudence and three are Master of Fine Arts. The percentage of terminal degrees is expected to increase to 48% in May of 1992, when a second faculty member completes the doctoral degree. Three other faculty are working on doctoral degrees. Three women faculty members hold terminal degrees and the one person expecting to complete a degree in 1992 is a woman. Seventy-four percent of the faculty received their highest degree from universities outside of North Dakota.

Twelve faculty hold the academic rank of Professor (22%), 16 are Associate Professors (30%), 17 are Assistant Professors (32%), 5 are Instructors (9%), and 4, or 7%, are Lecturers on temporary appointment. Sixty-nine percent of the faculty are male and 31% are female. One faculty member belongs to a minority group.

Thirty-nine faculty, or 72%, are tenured. The Music faculty are 100% tenured, Business faculty are 75% tenured, and Communication Arts faculty are 71% tenured. The average number of years of service to the University is 11.1 years.

Age

Table 5 displays the age distribution of the faculty. The average age of the faculty is 47.8 years, and nearly half fall in the interval between 41 and 50 years of age. Thirty-seven percent are over 50 years old and 7.5% of the total are over 60. Under University System policy, about 26% of the faculty are eligible for early retirement at 55.

TABLE 5

Age Distribution of Faculty
(Age at end of 1991-1992 academic year)

<u>Age Interval</u>	<u>Number</u>	<u>Percent</u>
21 - 30	2	3.7
31 - 40	7	13.0
41 - 50	25	46.3
51 - 60	16	29.7
61 - 70	4	7.4

Compensation

Table 6 displays the faculty salary ranges and averages by academic rank, and Table 4 displays the average salaries by Department and Division. The overall faculty salary average for the 54 full-time faculty is \$33,569.

TABLE 6

Faculty Salary by Academic Rank, 1991-1992

Rank	#Male	#Female	Salary Range	Average
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Professor	11	1	\$36,755 -	\$43,390	\$39,353
Assoc Professor	13	3	31,605 -	41,469	36,300
Ass't Professor	7	10	27,490 -	32,980	30,183
Instructor	4	1	26,000 -	31,860	27,888
Lecturer	2	2	25,000 -	29,000	26,961

Recommendations for faculty salary appropriation requests to state government by the State Board of Higher Education are prepared by a faculty salary committee. The committee is composed of one representative from each System institution and three institutional presidents. The recommendations generally involve comparison between North Dakota faculty salaries and regional and national faculty salaries. The study uses data published by the American Association of University Professors which categorizes institutions by the levels of degrees granted. States included in the regional comparison are North Dakota, Montana, South Dakota, Wyoming, Nebraska, Missouri, Iowa, Colorado, Kansas and Minnesota, excluding the University of Minnesota, Twin Cities. The same region is used for comparison by the state government Central Personnel Office for purposes of preparing salary requests for classified state employees. The State Board of Higher Education considers the recommendations in preparing its budget request to executive and legislative branches of state government. Institutions have discretion, within Board-established guidelines, in the allocation of individual salaries.

The faculty salary committee report to the State Board of Higher Education for the 1991 biennial budget request contained the following findings:

The percent of salary increases needed by North Dakota faculty in four-year institutions to reach the regional average is 16.6%, and to reach the national average 12.1% is required.

The purchasing power of the state's higher education faculty has declined relative to persons in other sectors since 1970. Per capita personal income in North Dakota rose by 324% since 1970, while the cost of living index rose by 220%. Faculty salaries grew by 191%.

Higher education nationally will be facing faculty shortages in the near term for two primary reasons: first, there is a marked increase in faculty retirements; and second, there is a decline in the number of doctoral degree recipients seeking a faculty career. Competition for faculty recruitment and retention will increase accordingly, and North Dakota needs to position itself to compete effectively.

The faculty salary committee recommends that the State Board of Higher Education continue its policy of allowing institutional discretion in allocating salary dollars. The members of the committee strongly oppose any legislatively-mandated allocation restrictions.

The AAUP publishes a ranking of faculty salaries in one major public university in each state. North Dakota continues to rank 48th among the fifty states, with only South Dakota and Montana ranking lower.

Faculty Salary History

The following outline gives a brief description of how salary increases have been distributed for the past 10 years.

- 1982-1983 The original legislative appropriation was for an 8% increase but was later reduced to 4%.
- 1983-1984 No increase. Retirement contribution was increased by an amount equal to 2% of salary.
- 1984-1985 No increase. Retirement contribution was increased by an amount equal to 2% of salary.

- 1985-1986 Faculty hired after 1983 received a 2% increase. All other faculty received a 5% increase. All faculty received a \$1,250 flat increase and an additional 2.2 %. Equity adjustments were made.
- 1986-1987 Faculty received an average 5.37% increase. Equity, workload change, and promotion adjustments were made.
- 1987-1988 The only salary increases were given for promotions.
- 1988-1989 The only salary increases were given for promotions.
- 1989-1990 Faculty received an average 8% increase with a minimum of 4% mandated by State Board guidelines. All VCSU faculty received \$815 plus a 5% increase. Equity, workload change, and promotion adjustments were made.
- 1990-1991 All faculty received a \$500 flat increase. First year faculty received a 3% increase. All other faculty received a 5% increase. The exceptions were faculty under a phased retirement plan. Equity, workload change, and promotion adjustments were made.
- 1991-1992 Full time faculty received a \$600 increase plus 3.25%. Part time faculty received a pro-rated amount. Equity adjustments were made for promotion, retention, and terminal degrees.

Faculty Workloads

Table 7 displays the average credit hours taught per faculty member by Division.

TABLE 7

Faculty Class Loads, Fall 1991

Division	Total Cr. Hrs.*	FTE Faculty	Average/FTEF
Business	128	8	16.0
Comm. Arts and Soc. Science	141	10.5	13.5
Education and Psychology	107	9	12.0
Fine Arts	65	6	10.3
Health and Physical Education	84	8	10.5
Math., Science and Tech.	172	12.5	13.8

* Excludes credit hours generated by part-time faculty.
Includes overload assignments within the division.

Table 7 indicates only the faculty class credit-hour loads. It does not include activities which do not produce credit-hours. Such activities are coaching, administrative responsibilities, supervising student activities and intramural sports, and recruiting for academic areas or intercollegiate athletics. Faculty are also expected to advise and consult

with students, participate in registration, perform committee assignments in faculty governance, conduct professional and scholarly activities, and perform community service. Additional faculty workload components related to instruction include class preparation, preparation of course outlines and syllabi, development of instructional aids and examinations, and the conducting of laboratory sections not calculated in the credit-hour load. More specific data on equated work-loads are given in the sections of the Self-Study Report devoted to divisional educational programs.

2. Faculty Recruitment and Selection

Procedures for the selection and appointment of full-time and part-time faculty members are detailed in the VCSU *Manual*, Policies 601.1 and 601.2 respectively. Faculty recruitment and selection procedures conform with Affirmative Action guidelines and appear to be effective and appropriate to the mission and purposes of the Institution.

3. Faculty Evaluation Procedures

The primary purpose of evaluating faculty performance is the improvement of instruction. In addition, the evaluation may be used in making recommendations in connection with reappointment, salary, tenure and promotion.

Evaluation procedures are outlined in the Valley City State University *Manual*, Policy 604.1. Non-tenured faculty are evaluated annually. The policy also provides for the evaluation to be conducted at any time upon the request of a faculty member or any two of the following: the president, the vice president for Academic Affairs, or the division chair. The division chair appoints the Divisional Evaluation Committee and its chair. The policy details a step-by-step process for the initiation of the evaluation, pre-observation conference, observation and evaluation report, post-observation conference, and administrative recommendations to the president, including, if necessary, recommendation for non-reappointment. Student assessments are taken annually for each faculty member, including part-time faculty, and are considered in the evaluation process.

Tenured faculty are evaluated every third year during the winter academic term. The division chair initiates the evaluation process. When the division chair is to be evaluated, the vice president for Academic Affairs assumes the procedural role of the division chair. A process similar to that for the evaluation of non-tenured faculty is set forth in the *Manual*. The process involves initiation, pre-observation conference, observation and evaluation, and post-observation conference. Student assessments are taken annually, even though the formal evaluation of tenured faculty occurs at three-year intervals.

The faculty evaluation procedures are subject to review and recommendation for change at the discretion of the Faculty Association.

4. Tenure and Promotion

Formal processes are established to consider the granting of academic tenure or the award of promotion in academic rank. The procedures, criteria and required documentation to support a request for tenure or promotion are found in the *Manual*, Sections 605 and 610.

The award of tenure or promotion in rank is the culmination of a rigorous assessment of the professional qualities and performance of the faculty member involved. As with the policies concerning other faculty evaluations, the Tenure and Promotion policies are subject to review at the discretion of the Faculty Association. The procedures appear to be functioning in accordance with their intent.

5. Faculty Professional Development

Support for faculty professional development was discussed in the Introduction to the Self-Study Report in response to a weakness cited in the last NCAA formal review. Details regarding faculty development are noted in the VCSU *Manual*, Section 430. In addition to the support detailed there, a State Board of Higher Education policy 820.4 provides that all faculty members and staff may enroll in one course per academic term without tuition charge. The waiver of tuition is honored by institutions offering graduate programs for employees of the other institutions in the University System. Valley City State University encourages faculty and staff access to this opportunity by providing the use of a University vehicle, when available, for travel. VCSU personnel policies also support continued study by allowing faculty to adjust their teaching schedules and loads to accommodate their study. During the 1990 academic year, one faculty member in the Division of Education and Psychology completed the residency requirement for the doctor's degree at the University of North Dakota; three faculty members are currently pursuing advanced degrees under similar conditions. State Board of Higher Education policy makes leave without pay available for professional development purposes upon Board approval.

The University actively seeks non-appropriated funds to support faculty development. In 1990, the University received a planning grant of \$10,000 from the Bush Foundation of St. Paul, Minnesota, to develop a model for a Center for Innovation in Instruction. The planning grant will lead to submission of a major grant for faculty development in the instructional applications of information media technology. Through the Center for Innovation in Instruction, the University faculty will provide leadership and opportunities for professional development to other appropriate constituencies, including the faculties of other institutions of higher education.

In the 1989-91 biennial budget appropriation, the Legislative Assembly for the first time recognized the need for faculty development by including a budget line of \$20,000, to be used for that purpose. Further effort to provide non-appropriated funding for faculty development and other University purposes is represented by the appointment, in 1991, of a Grants Development Coordinator.

Table 8 cites the actual dollar amounts spent on faculty development travel by division for the years of 1987 to 1991. The totals include local funds and some grant funds. Table 9 gives the percentages of the total money spent for faculty development by division. Only travel related to faculty development is included in the totals. The percentages are based on the monies spent and do not take into consideration the number of faculty per division.

Table 9 gives the percentage of total faculty in each division for comparison purposes. Travel in the Division of Health and Physical Education is supported in part by the local athletic fund. Travel by faculty in the Department of Technology is supplemented by a vocational education grant.

TABLE 8
Travel and Faculty Development Funding Allocations,
1987-1991

Division	1987	1988	1989	1990	1991	Total	No. of Faculty
Business	\$857	\$453	\$242	\$398	\$411	\$2,361	8
Comm. Arts/ Social Science	647	2,445	1,443	1,217	1,455	7,208	11.5
Educ./Psyc.	849	1,663	3,664	2,993	1,990	10,658	9
Fine Arts	1,037	1,773	2,633	972	791	7,206	6
HPE	3,301	2,115	3,642	2,988	2,323	14,370	8

MST	1,343	2,380	6,413	2,411	2,975	15,522	12.5
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TABLE 9

**Percentage Travel/Faculty Development funds,
1987-1991**

Division	1987	1988	1989	1990	1991	Total	% of Faculty
Business	10.7	4.4	1.3	3.6	4.1	4.1	14.5
Comm. Arts/ Social Science	8.1	23.7	8.0	11.1	14.6	12.6	20.9
Educ./Psyc.	10.6	11.3	20.3	27.3	20.0	18.6	16.4
Fine Arts	12.9	17.2	14.6	8.9	7.9	12.6	10.9
HPE	41.1	20.5	20.2	27.2	23.4	25.1	14.5
MST		16.7	23.0	35.6	22.0	29.9	27.1 22.7

6. Assessment

Working conditions and morale

During April, 1991, all members of the faculty were asked to respond to a survey designed to elicit perception of faculty morale and response to working conditions. The survey included 58 statements from 7 major categories ("Supervision/Communications;" "Working relationships;" "Information;" "Working Environment/Physical Plant;" "Compensation/Benefits;" "Training and Development;" and "Personnel Issues") and seven (7) miscellaneous statements ("Other Information"). Responses were recorded on a five-point scale: "Strongly Agree" (5); "Somewhat Agree" (4); "Neutral" (3); "Somewhat Disagree" (2); and "Strongly Disagree" (1), which corresponded to a positive or negative opinion concerning the respective statements.

A total of 36 faculty responded to the Attitude/Information Survey. Twenty-two faculty respondents identified themselves as male; 13 identified themselves as female. One response was not identified by gender and is represented only in the rankings by "ALL FACULTY." Two surveys, one (1) identified as both faculty and staff and 1 without identification were not included in this tabulation. Statements marked "Does Not Apply" were also discounted. To form an accurate picture of the respondents' perceptions, ratings for each statement were multiplied by the number of faculty responses to each, added together, and then divided by the total number of respondents for each item.

Table 10 shows composite responses by category for all faculty members, female faculty, and male faculty. The composite ratings for all faculty are consistently higher than 3.00 ("Neutral") and are indicative of varying degrees of satisfaction. The most positive responses were evident in the areas of "Working Environment/Physical Plant," "Working Relationships," and "Supervision/Communications;" the least positive responses were found in the areas of "Compensation/Benefits" and "Personnel Issues." Responses from female faculty were consistently more positive

than those from male faculty. The rating of "Personnel Issues" by male faculty was lower than 3.00, indicating a negative response to statements in this area.

TABLE 10

Faculty Ratings of Statements by Category

All Faculty	Female Faculty	Male Faculty	Category
4.24	4.34	4.17	Working Environment/Physical Plant
4.13	4.40	3.98	Working Relationships
4.10	4.40	3.88	Supervision/Communications
4.01	4.38	3.79	Training and Development
3.78	4.12	3.60	Information
3.26	3.28	3.26	Compensation/Benefits
3.08	3.28	2.96	Personnel Issues
2.92	3.09	2.81	Other Information

5 - Strongly Agree; 4 - Somewhat Agree; 3 - Neutral; 2 - Somewhat Disagree; 1 - Strongly Disagree

Table 11 shows composite responses for individual statements. Fifty-three of the 65 statements were rated 3.00 ("Neutral") or higher by all faculty, indicating varying degrees of satisfaction. Responses from female faculty were generally more positive than those from male faculty. Females gave lower ratings to only 10 statements; two of these were significantly lower than the ratings awarded by males: #30. "My salary compares fairly to other VCSU employees in general" and #29. "My salary compares fairly to other VCSU employees with similar jobs."

Twelve statements were rated 2.99 or lower by all faculty, indicating varying degrees of dissatisfaction. Not surprisingly, two of these were related to inadequate resources available for salaries and development (#31. "My salary compares fairly to market salaries for similar jobs" and #68. "I believe adequate financial resources are provided for faculty training"). The faculty disagreed with statement #63, "I feel that the present system for determining faculty pay increases is fair" (2.79); nevertheless, faculty were not strongly in favor of statement #32, "I prefer that salary increases be based on performance" (3.58). Other areas of concern included disciplinary action for violations of University policy or poor performance, differences in workload and compensation for differences, criteria for evaluations and promotions, and reclassification procedures.

TABLE 11

Faculty Ratings of Individual Statements

All Faculty	Female Faculty	Male Faculty	Category
4.69	4.92	4.55	6. I understand my job or teaching responsibilities.
4.64	4.77	4.59	23. The buildings and grounds are maintained in a manner which makes them attractive.
4.56	5.00	4.32	4. I usually understand and am able to perform the tasks assigned to me.
4.56	4.69	4.50	22. The appearance of the buildings and grounds portrays a

			positive image of the University.
4.49	4.85	4.24	27. The University makes my work as safe as possible.
4.42	4.54	4.36	21. The University's buildings and grounds are adequately maintained.
4.39	4.54	4.32	19. I understand the mission of the institution.
4.36	4.62	4.23	47. I receive written performance evaluations as defined by University policy.
4.34	4.62	4.19	18. I feel the MEMO is an effective means of communicating information to employees.
4.31	4.46	4.23	20. I believe that the institutional mission is appropriate.
4.31	4.23	4.38	69. Opportunities for sabbaticals are important to me.
4.29	4.69	4.05	42. I am aware of the Tuition Waiver program.
4.25	4.54	4.18	10. Other University employees in general are cooperative and helpful.
4.20	4.46	4.05	11. My supervisor/division chair is cooperative and helpful.
4.20	4.23	4.19	25. My work area is adequately cleaned and maintained.

5 - Strongly Agree; 4 - Somewhat Agree; 3 - Neutral; 2 - Somewhat Disagree; 1 - Strongly Disagree

TABLE 11 - Continued

Faculty Ratings of Individual Statements

All Faculty	Female Faculty	Male Faculty	Category
4.19	4.23	4.14	9. Other employees in my work area are cooperative and helpful.
4.17	4.31	4.09	35. I am satisfied with my retirement program (NDPERS or TIAA-CREF).
4.17	4.46	4.00	46. I feel that other training/education programs should be regularly available.
4.14	4.62	3.86	1. I can get help from my supervisor/division chair when needed.
4.12	4.38	3.95	43. I feel that the Tuition Waiver Program is valuable for job-related development.
4.11	4.54	3.82	13. I can rely on my co-workers to help me when necessary.
4.06	4.54	3.80	40. I receive adequate training to complete my job responsibilities.
4.03	4.42	3.82	45. I would like to see more in-service job-related workshops on campus.

4.00	4.38	3.76	2. My supervisor/division chair welcomes my opinions, ideas, and suggestions.
4.00	4.08	3.95	3. My supervisor/division chair manages our department well.
3.92	4.00	3.86	24. My work area is adequately lighted, heated, cooled, and ventilated.
3.91	4.23	3.71	12. My supervisor/division chair will pursue resolutions to problems or concerns I may have that can not be resolved at the department level.
3.88	4.00	3.62	5. The workload in our department is distributed fairly.
3.82	4.08	3.65	44. I am encouraged to seek additional training/education in my field.
3.81	4.23	3.50	7. My duties are well-defined, both within my department and within the University.
3.77	4.00	3.67	49. Concerns raised in my evaluations are addressed and resolved.
3.75	4.15	3.50	53. I have confidence in my co-workers.
3.69	4.00	3.50	8. I am asked for input on my work goals.
3.69	3.69	3.71	36. I am satisfied with the FlexComp program.
3.66	3.62	3.71	34. I am satisfied with NDPERS life insurance.

5 - Strongly Agree; 4 - Somewhat Agree; 3 - Neutral; 2 - Somewhat Disagree; 1 - Strongly Disagree

TABLE 11 - Continued

Faculty Ratings of Individual Statements

All Faculty	Female Faculty	Male Faculty	Category
3.59	4.06	3.29	41. My supervisor will assist me when new technologies or procedures affect my job.
3.58	3.62	3.55	32. I prefer that salary increases be based on performance.
3.53	4.00	3.23	15. I receive sufficient information about University policy changes.
3.47	3.69	3.32	17. I feel that employees are informed of changes before the general public is.
3.46	3.89	3.24	37. I am satisfied with the University's vacation policy.
3.42	3.31	3.45	26. I have adequate equipment to do my work.
3.36	3.92	3.00	14. I receive sufficient information about changes which directly affect my work.
3.36	3.62	3.27	48. My written evaluations help me develop my skills.
3.29	3.36	3.25	38. I am satisfied with the University's sick leave policy.

3.29	3.25	3.33	39. I would like more information regarding my benefits.
3.25	3.46	3.18	33. I am satisfied with NDPERS health insurance.
3.23	3.31	3.14	66. I feel the administration adequately supports faculty needs relating to classroom technology (hardware, software, support, etc.)
3.24	2.82	3.43	30. My salary compares fairly to other VCSU employees in general.
3.20	3.83	3.36	29. My salary compares fairly to other VCSU employees with similar jobs.
3.14	3.46	2.91	51. My work is recognized and appreciated.
3.11	3.69	2.81	67. The various faculty committees are an effective means of advising the administration and for gathering information from the faculty.
3.06	3.62	2.73	16. I receive sufficient information about matters which affect other University employees.
3.06	3.38	2.82	52. The University hires qualified people.
2.82	3.23	2.55	56. Promotions within the University are handled fairly.
2.80	2.85	2.76	50. I feel that all supervisors use the same or similar criteria for evaluations.
2.79	2.85	2.75	63. I feel that the present system for determining faculty pay increases is fair.

5 - Strongly Agree; 4 - Somewhat Agree; 3 - Neutral; 2 - Somewhat Disagree; 1 - Strongly Disagree

TABLE 11 - Continued

Faculty Ratings of Individual Statements

All Faculty	Female Faculty	Male Faculty	Category
2.68	2.75	2.64	57. Reclassification procedures are carried out expediently.
2.63	2.77	2.57	64. Faculty workload is fairly assigned from department to department.
2.45	2.58	2.35	54. Appropriate disciplinary action is taken for violations of University policy.
2.44	2.54	2.32	28. I am paid fairly for the duties I perform and the responsibility level I have.
2.34	2.31	2.33	65. I believe faculty are fairly compensated for differences in workload.
2.12	1.92	2.14	55. Appropriate disciplinary action is taken for poor performance by employees.

2.00	2.46	1.71	68. I believe adequate financial resources are provided for faculty training and development.
1.83	2.69	1.90	31. My salary compares fairly to market salaries for similar jobs.

5 - Strongly Agree; 4 - Somewhat Agree; 3 - Neutral; 2 - Somewhat Disagree; 1 - Strongly Disagree

7. Plan for the Future - Faculty

Salaries have lagged behind for several years, including three years when no salary increases were appropriated. Irregularity and unpredictability of salary increases are a matter of concern. A plan for the future would involve increased efforts to secure adequate legislative appropriations for faculty salaries, but the effort is constrained by the economic circumstances of the state.

The faculty will develop a plan for the evaluation of administrators, including department and division chairs.

Valley City State University will continue special efforts to recruit women and minority persons for faculty positions, as such positions become vacant. Proposals include broadening the position advertising by including minority group publications and professional journals, in addition to The Chronicle of Higher Education.

Recruitment and selection procedures will be re-examined in the light of faculty perceptions that qualified people are not hired to fill vacancies.

The University will continue to work toward increasing the number of faculty holding terminal degrees.

Documentation

Valley City State University *Manual*
 Employee Attitude and Information Survey, 1991
 Valley City State University statement of Mission, Role and Scope
Guide to the North Dakota University System, Information document prepared by the State Board of
 Higher Education staff for the 1991 Legislative Session.

c. Administrative Staff

1. Description and Function

The administrative personnel of the University include the president of the University; the vice presidents for Academic, Business and Student Affairs; their subordinate faculty and professional staff; and various faculty and staff committees which directly and indirectly advise and assist the president in the management of the University. These positions and committees, together with their functions and responsibilities, are described in the Valley City State University *Manual*, Policy 302.1.

2. Organization and Resources

The President

The president of the University has the final responsibility for all University activities and functions. The president is responsible to the North Dakota State Board of Higher Education, through the Chancellor of the North Dakota University System, for the organization, administration, operation, and development of the institution. The president directly supervises three vice presidents: the vice president for Academic Affairs, the vice president for Business Affairs, and the vice president for Student Affairs. The president also supervises the director of Intercollegiate Athletics, the Office of University Relations, the coordinator of Affirmative Action, and the Grants Development coordinator. The president holds faculty rank as a University Professor without tenure.

Charles B. House, Jr., Ph.D., was appointed president of the University in 1982. Dr. House earned the Ph.D. from Michigan State University, the Master of Divinity degree from Princeton Theological Seminary, and the Bachelor of Science in Education degree from the University of Nebraska-Lincoln.

The Vice President for Academic Affairs

The vice president for Academic Affairs is responsible for the general administration, organization, and development of academic and instructional programs, for coordinating and supervising the administration of the six academic divisions, and for the academic support functions of the Library, the Faculty Materials Center, the Office of the Registrar, the Office of Student Academic Services, the Career Planning and Placement Center, and the Office of the coordinator for Academic Computing. The vice president for Academic Affairs is the designated officer in charge of the campus in the absence of the president.

Judy B. Kemp, Ph.D., is the vice president for Academic Affairs. She was a member of the faculty from 1978 to 1984, when she was appointed vice president. Dr. Kemp earned the Ph.D. from the University of Southern Mississippi, the Master of Science degree from Southwest Missouri State University, and the Bachelor of Arts degree from Drury College. She has also completed the course in higher education administration at the Harvard University Institute for Educational Management. Dr. Kemp is a tenured faculty member in the department of Science.

The following persons report administratively to the vice president for Academic Affairs:

Division Chairs

Division chairs are responsible for the direct supervision and administration of their respective academic divisions. Their duties include supervision of instruction and student advising, budget planning and administration, class scheduling, curriculum review and development, and other related duties. The division chairs are also involved in the appointment, evaluation, retention, and promotion of faculty members assigned to their divisions.

The academic divisions and their chairs are:

- Division of Business* - Ray Brown, Associate Professor and Chair of the Division of Business. B.S. in Ed., M.A., Northeast Missouri State University; Ph.D., University of Missouri- Columbia.
- Division of Communication Arts and Social Science* - Mary Lenaburg, Associate Professor of English and Acting Chair of the Division of Communication Arts and Social Science. B.S., University of North Dakota - Ellendale; M.A., North Dakota State University.
- Division of Education and Psychology* - Larry Grooters, Professor of Education and Chair of Division of Education and Psychology. B.S., Valley City State University; M.A., University of Northern Colorado; Ed.D., University of North Dakota.
- Division of Fine Arts* - R. Q. Johnson, Associate Professor of Music. B.A., Concordia College; M.A., University of Northern Colorado.

Division of Health and Physical Education - Darrell Anderson, Associate Professor and Chair of the Division of Health and Physical Education and Athletic Director. B.S., Minot State University; M.S., University of Utah.

Division of Mathematics, Science and Technology - Roger Rand, Associate Professor of Mathematics, Ph.B., University of North Dakota, M.A., Western Michigan University.

Department Chairs

Department chairs are responsible to their respective Division chairs for the direct supervision of their departments. Division chairs serve as department chairs in divisions containing single departments. The departments and their chairs are:

Department of Art (Division of Fine Arts) - John Frisenda, Assistant Professor and Chair of Department of Art. B.S., State University of New York-Brockport; M.F.A., Rochester Institute of Technology.

Department of Mathematics (Division of Mathematics, Science and Technology) - James O'Connell, Professor and Chair of Department of Mathematics. B.S., Valley City State University; M.A., University of Northern Colorado.

Department of Music (Division of Fine Arts) - Gloria Peterson, Associate Professor of Music. B.A., Concordia College; M.S.Ed., University of North Dakota.

Department of Science (Division of Mathematics, Science, and Technology) - Joseph Stickler, Professor and Chair of the Department of Science. B.A., Ohio Wesleyan University; M.A., Ph.D., University of Illinois.

Department of Social Science (Division of Communication Arts and Social Science) - Gordon Hoff, Associate Professor of Sociology. B.A., Heidelberg College; M.A., Bowling Green State University; D.A., Idaho State University.

Department of Technology (Division of Mathematics, Science and Technology) - Donald Muga, Professor of Technology. B.S., Mankato State College; M.S., Ed.D., University of Northern Colorado.

Complete profile information for division and department chairs is included in the faculty profile reports.

Other administrative offices and officers reporting to the vice president for Academic Affairs are:

The Director of the Library

The director of the Library is responsible for planning, directing, and coordinating all library services, for formulating and administering library policies, rules and regulations, for developing the collection of library materials in consultation with the faculty, and for supervising library personnel.

Darryl B. Podoll, M.A.L.S., M.A., has served as the director of the Library since 1984. He earned the M.A.L.S. degree from the University of Denver, the M.A. from the University of South Dakota, and the B.A. degree from Concordia College, Minnesota.

The Registrar

The Registrar is responsible for the registration of students and maintenance of student academic records. The Registrar also serves as Veterans' Affairs Officer.

Carl W. Peter, M.Ed., has been employed at Valley City State University since 1970 and was appointed Registrar in 1984. Mr. Peter earned the M.Ed. degree at the University of North Dakota and the B.S. degree at Valley City State University.

The Director of Student Academic Services

The director of Student Academic Services is responsible for academic advising, coordinates pre-registration, and administers the Freshman Dialogue program. The director also assists with the Alternate Learning Program for adults, the scheduling of evening, extension, interactive video network courses (IVN), and the administration of such tests as the ACT, the Pre-Professional Skills Test (PPST), and the National Teachers Examination (NTE). The director serves as the liaison person between students and faculty in grade complaint resolution, as well as provides special assistance for students with learning disabilities and other special academic needs. The director also reports to the president in the capacity of Affirmative Action Officer.

Jan M. Drake was appointed director of Student Academic Services in 1985. Jan Drake earned the M.A. and B.S. degrees from the University of North Dakota.

The Coordinator of Career Planning and Placement

The coordinator of Career Planning and Placement is responsible for coordinating an integrated program of career planning and job placement. The coordinator assists students in assessing career interests and abilities, in developing strategies to achieve career goals, and in developing job-seeking skills, and in résumé development and interviewing skills. The coordinator is responsible for development and distribution of the credential files of graduates. The coordinator maintains lists of position vacancies in cooperation with Job Service North Dakota, a state agency.

The coordinator is Marcia Walker, who has been employed at the University since 1978. She was appointed to her present position in 1986. Marcia completed the B.S. degree at Valley City State University.

The Coordinator for Academic Computing

The coordinator for Academic Computing is responsible for coordinating academic computing activities. The coordinator consults with faculty in connection with the purchasing of computer equipment and software, diagnosing equipment and software problems, planning relative to campus computer networking, installing and maintaining software, and organizing training sessions.

Joe Walker is serving in the position, on leave from the Computer Center. He completed the Bachelor of Science degree at Valley City State University, and is pursuing the MBA degree. Joe joined the Computer Center in 1985 as a technical and programming assistant.

The Instructional Assistant

The instructional assistant provides preparatory instruction for the Pre-Professional Skills Test (PPST), tutorial services, academic advisement, assistance with registration, and instruction to students enrolled in remedial reading, math, and study skills courses. The assistant manages the tutoring program, publishes the summer school bulletin, supervises and maintains the master schedules for the computer and distance learning laboratories and the multimedia learning stations.

DeAnn Sabby has been employed at the University since 1984. She was appointed to her present position in 1988. DeAnn completed the Bachelor of Science in Education degree at Valley City State University and is currently completing the Master in Special Education degree.

The Vice President for Business Affairs

The vice president for Business Affairs is the chief financial officer of the University and is responsible for developing, coordinating, and supervising all fiscal and budgetary matters related to the institution's operations. The office is responsible for managing the operation of the physical plant, Computer Center, and all auxiliary enterprises and services. The vice president participates in campus development planning and oversight of campus construction projects. The office is also responsible for purchasing, accounting, budget development, personnel, and labor relations.

William J. Ament was appointed vice president in 1987. From 1977 to 1987, he served as Chief Accountant and Business Office manager. Mr. Ament holds the Bachelor of Arts degree from Moorhead State University.

The following persons and offices report to the vice president for Business Affairs:

The Chief Accountant and Business Office Manager

The chief accountant and office manager is responsible for assisting in budget development and for budget control, internal auditing, preparation of financial reports, receipt and deposit of all money collections, processing of accounts payable, and maintaining student loan records. The office assists in identifying data processing requirements and priorities for the Business Office.

L. Michael Pytlik, CPA, was appointed to the position in 1988 and holds the Bachelor of Business Administration degree from the University of North Dakota.

The Director of the Computer Center

The director of the Computer Center is responsible for all Computer Center operations, including management of personnel and budget and maintenance of data processing equipment and programs. The director is also responsible for coordinating campus computing with the North Dakota Higher Education Computer Network (HECN).

The director of the Computer Center is William E. Buck, who has held the position since 1973. He holds the Bachelor of College Studies degree from Valley City State University.

The Director of the Physical Plant and Director of Personnel Services

The director of the Physical Plant is responsible for maintenance of buildings and grounds, campus construction, physical plant operations, energy conservation, waste management and hazardous waste disposal, and campus safety and security. The same person serves as director of Personnel Services, in which capacity the director administers policies applicable to classified state employees and supervises implementation of the Drug-free Workplace program.

Willis Wagar has been employed by the University since 1963 and was appointed director of the physical plant in 1973. He assumed the duties of director of Personnel Services in 1988. Mr. Wagar earned the Bachelor of Science degree at Valley City State University.

The Director of Auxiliary Services

The director of Auxiliary Services manages the Housing Operations and the Memorial Student Center and supervises the management of the University Bookstore. The director is responsible for operational relationships with Marriott Food Service, the University's food services contractor, and with the operators of the

Children's Center and Head Start Program. The director assists the vice president for Student Affairs in the supervision of housing programs and student activities.

Larry Robinson was employed as director of the Student Center and director of Student Activities in 1975. He was appointed director of Auxiliary Services in 1987. He earned the M.S. degree from North Dakota State University and the B.S. degree from Valley City State University. Mr. Robinson is an incumbent State Senator.

The Vice President for Student Affairs

The vice president for Student Affairs is the chief student affairs officer of the University and functions as the dean of students. The vice president is responsible for administering, organizing, and developing programs for student services which maintain a campus social and living environment that is supportive of the academic curriculum and contributes to the personal development of the University's students. The vice president is also responsible for supervision of residence hall life, student government, student social activities, student health services, student counseling, and student discipline.

Glen J. Schmalz has been employed by the University since 1978. He was appointed Dean of Students in 1985 and was designated vice president in 1988. He earned the M.S. degree at the University of North Dakota and the B.S. degree at Valley City State University.

The following persons and offices report directly to the vice president for Student Affairs:

The Director of Admissions

The director of Admissions is responsible for providing information concerning the University and its academic programs to prospective students and to the school officials who are responsible for advising and counseling prospective students, for coordination of procedures involved with application for admission and enrollment, and for planning and administering programs for student recruitment.

LaMonte Johnson has been employed in the office of Admissions since 1978 and was appointed director in 1985. He is completing the M.S. degree at Northern State University, South Dakota. He holds the B.S. degree from Valley City State University.

The Director of Student Financial Aid

The director of Student Financial Aid is responsible for advising students concerning sources of financial assistance, and for awarding financial aid to students according to the various criteria, policies and regulations which govern the several forms of financial aid. The director is also responsible for maintaining financial aid records and for preparing and submitting the reports which are necessary to comply with Federal financial aid regulations and other auditing requirements.

Betty Kuss Schumacher has been employed in the Financial Aid office since 1971 and was appointed director in 1988. She holds the B.S. degree from Valley City State University.

The Coordinator of Student Development

The Coordinator of Student Development is responsible for providing personal counseling services and serves as the adviser of student activities. The coordinator provides students with a variety of counseling services including educational programming in areas of personal and social concerns. The coordinator also advises the Student Senate Program Board which is responsible for providing a broad program of social, educational, and recreational programs for the students, including events such as Homecoming, Sno-Daze, and Alcohol Awareness Week.

Erin Klingenberg was appointed coordinator of Student Development in 1991. Ms. Klingenberg completed the Bachelor of Science degree at Jamestown College and the Masters degree at the University of North Dakota. She is currently completing a Masters degree in Counseling.

The University Health Nurse

The University Health Nurse provides immediate medical service, consultation and referral services for university students. The nurse maintains a medical health record of each student which includes immunization records. The nurse also maintains an inventory of over-the-counter medication and first aid supplies which are provided free of charge to students.

Susan Schneider was appointed to the University Health Nurse position in 1990. Susan earned her B.S.N. from Midland Lutheran College.

3. Appointment Procedures

Appointment procedures exist to ensure that capable and qualified persons are appointed to vacant positions, to ensure fair and equitable treatment of all applicants, and to ensure compliance with all laws, regulations and policies applicable to the employment process. Valley City State University is an equal opportunity employer and has an affirmative action plan in place.

The appointment of administrative personnel is addressed in the Valley City State University *Manual*, Policy 603, Sections D,L, and R. Additional policies which apply to administrative personnel who are classified state employees are outlined in the Valley City State University *Staff Personnel Policy Manual*, Section 2.

4. Evaluation Procedures

Administrative staff are evaluated annually using a form which guides the process and which requires the participation of both the employee and the supervisor. The intent of the process is to create a setting for a mutual evaluative discussion between the supervisor and the employee with the aim of improving the work performance of the administrative unit as a whole. While the process is designed to promote a mutual exchange of perceptions, some employees view the process as being controlled from above with little opportunity to provide employee perceptions and feedback.

5. Compensation

The salaries of Valley City State University administrators are well below the average on both a regional and national comparison for institutions of the same size and type. The same is true of all the institutions in the North Dakota University System. A study completed by the University System Professional Staff Salary Committee determined that salary levels for administrative staff in the NDUS institutions were an average of 20% below the regional average and 22% below the national average.

Small legislative appropriations for salaries and wages of state employees, often accompanied by restrictive provisions for salary administration, and three of the last eight years in which no salary increases were appropriated, has reduced institutional flexibility in the allocation of salary increases. In another year no salary increase was appropriated, but 2% of the retirement benefit was absorbed, providing, again, no option for individual salary adjustments. As a consequence, some anomalies appear with the salaries of particular individuals. Especially evident is the compaction of salary between recently-hired employees and employees with long records of service. Newly-hired persons need to be appointed at a compensation level which is as competitive with the prevailing market

as possible. At the same time, compensation increase has been so slow, and has fallen behind the regional and national market to such an extent, that long-time employees perceive that their service longevity is discounted. At no point in the last ten years, however, has the University appointed an employee at a beginning salary greater than that of institutional peers.

Staff Salary History

The following outline gives a brief description of how salary increases have been distributed over the past 10 years.

1982-1983 The original legislative appropriation was for 8% but was later reduced to 4%.

1983-1984 No increase. Retirement contribution was increased by an amount equal to 2% of salary.

1984-1985 No increase. Retirement contribution was increased by an amount equal to 2% of salary.

1985-1986 All employees under pay grade 29 received a \$60 per month increase as of May 1, 1985. Administrative staff received an average of 11.2% increase on July 1, 1985. Equity adjustments were made.

1986-1987 Staff received a \$600 increase. Equity adjustments were made.

1987-1988 No salary increases.

1988-1989 No salary increases.

1989-1990 Staff received a 7.1% increase. Equity adjustments were made.

1990-1991 No salary increases.

1991-1992 Staff received a salary increase of \$600 or 4%, whichever was greater. In addition, a salary progression formula was applied to each classified employee. The formula used provides each employee with a 5% increase after six months and 3% each year thereafter. This is equivalent to reaching the top of the pay grade after 15 years of employment. The formula was funded at 20% for FY 92.

6. Assessment

The administrative organization of Valley City State University is relatively simple and straight-forward, and areas of responsibility are well-defined. The chain of responsibility is clear with very few areas in which a person has reporting responsibilities to more than a single supervisor. Some portfolios are too broad, reflecting the sparseness of the administrative staff and the need for single individuals to serve a number of functions.

The administrative personnel, collectively, have education, professional certification, and experience appropriate to the responsibility and authority of their positions.

Appointment procedures for administrative personnel are established within the Affirmative Action policy, except for certain additional policies which are identified in the Valley City State University *Staff Personnel Policy Manual*. The policies and procedures address the essential issues, but clarity and specificity would be well-served by the establishment of administrative appointment policies and procedures in a policy similar to the VCSU *Manual Policy* 601.1, which establishes the procedures for faculty appointments.

It is understood that the president of the University, in consultation with the coordinator of Affirmative Action, may make exceptions to the Affirmative Action policy in connection with particular appointments. The president is obligated under such circumstances to document the reasons for the exceptions and that procedure has been followed. The procedure and the documentation responsibility are not made explicit in the Affirmative Action policy, and the policy should be amended to that intent.

The responsibility for monitoring compliance with the appointment procedures rests with the coordinator of Affirmative Action, the president, and the vice presidents. The University makes use of a questionnaire (VCSU Form AA-13-1987) to gather information from applicants with respect to such personal characteristics as age, sex, nationality, race, or conditions of physical handicap, as well as the applicant's source of information concerning the position opening. The form is returned to the coordinator of Affirmative Action and retained as a monitoring tool. The form is not available to the persons or committees involved in the appointment process.

7. Working Conditions and Morale

Morale is a perception of job satisfaction related to conditions in the workplace. In connection with the Self-Study, an employee survey was developed which was designed to elicit perceptions of particular factors affecting job satisfaction. As was the case with the survey of faculty members, the survey sought responses on a five-point scale of agreement or disagreement to a set of statements concerning conditions in the workplace. A summary of the findings follows.

Supervision and Communication.

Responses in this area were generally positive in the "Strongly Agree" to "Somewhat Agree" range. One area of concern was distribution of work-load within departments. Comments were made concerning the need for improvement of communication between supervisors and employees and between management and employees in general.

Working Relationships

Most employees were positive about working relationships both with co-workers and supervisors. Some responses probably indicate problems in a particular area, rather than throughout the University.

Information

Most employees were comfortable with the information that they are provided regarding changes or circumstances which affect them directly. They are appreciative of the MEMO, a bi-weekly newsletter published by the office of the president. Many employees indicated a feeling that information concerning the University is available to the general public before employees are notified through official channels.

Working Environment

Employees generally felt that their work areas were adequately lighted, heated, cooled and ventilated. More than half of the respondents, however, felt that their areas were not adequately cleaned and maintained. Nearly one-third felt that they did not have adequate equipment to perform their responsibilities.

Compensation and Benefits

No area generated more negative responses than the area of compensation. Most employees felt that they are not paid fairly relative to their levels of responsibility, relative to market salaries, or in relation to each other. These responses are not surprising, since it is well documented that salary levels in the University and throughout the North Dakota University System are significantly below market levels. With limited funding,

alleviating these circumstances is difficult; however, as one person suggested, an effort should be made to recognize those individuals who regularly go "above and beyond" in job performance. Most employees were satisfied with the benefits which are provided with the exception of the health insurance benefit.

Training and Development

Most employees were satisfied with the training they received in preparation for their job responsibilities, and most were satisfied with the development opportunities offered by the tuition waiver program. However, most employees felt that more opportunities should be available, both on and off the campus, to up-grade professional knowledge and to stay current with technology.

Personnel Issues

Most employees felt that their written evaluations were important in helping to develop skills, and that they were recognized for the work that they do. However, many employees also felt that the evaluation criteria used by supervisors were not uniform. Most respondents indicated that they had confidence in their co-workers. Many of the respondents felt that appropriate disciplinary action is not taken when employees violate University policy or perform poorly. Several employees felt that reclassification procedures were not expedient or fair, although an equal number felt that they were both expedient and fair. Concerns were raised that the director of Personnel Services is limited in what he is allowed to do, and that it is not clear where responsibility lies for some personnel matters.

8. Plan for the Future

Valley City State University will continue to seek to appoint the best qualified persons to vacant administrative positions, while working at the same time to meet its affirmative action commitments, including increasing the multi-cultural diversity of the administration.

The University will identify appointment procedures for administrative personnel in a separate policy, including a specific indication of the documentation required for exceptions to the affirmative action or other policy relating to the filling of position vacancies.

The University will consider alternative forms of employee evaluations in consultation with the persons to be evaluated. The University will also develop a formal policy on procedures for allocating salaries, such a policy to be developed in consultation with the employee groups affected by them.

9. Documentation

- The Valley City State University *Manual*
- The Valley City State University *Bulletin*, 1990-1992
- The Valley City State University *Staff Personnel Policy Manual*
- Payroll and personnel records
- The 1990-1991 Payroll Budget document
- The CUPA 1990-1991 Administrative Compensation Survey
- The CUPA Special Study prepared for the NDUS Professional Staff Salary Committee
- The NDUS Professional Staff Salary Committee Report and Recommendations, 1990

d. Support Staff

1. Description and Function

The function of the support staff is to assist the administration, faculty and students in maintaining an environment conducive to learning and scholarly activity, providing technical and clerical assistance, and maintaining records. In performing these functions, the staff should be alert, creative, efficient and skilled in their specialized work. They should possess the initiative, energy and interest to respond to the challenges of their respective positions. The attitudes and spirit of the support staff are especially important in creating a positive learning environment.

2. Organization and Resources

The support staff are identified within four position categories: administrative professional, technical, clerical, and physical plant. Support staff members are assigned to their various offices and functions and are under the supervision of the respective academic division chairs or administrative office managers. Support staff positions are appropriated by legislative budget action. Custodial positions in the physical plant department are appropriated according to a formula based primarily on building square footage. The scope of responsibility appropriate to each job category is identified and defined by the Central Personnel Office of the North Dakota Office of Management and Budget and assigned a title and pay grade commensurate with the responsibility level.

The numbers of support staff, excluding those exempt from the state classification system, are, by employment category:

Professional - 22
 Technical - 9
 Clerical - 13
 Maintenance and Trade - 28

The support staff of the University are represented by a local Personnel Board, which is a formal grievance committee mandated by the Central Personnel office of state government. Other employment-related issues for classified staff are addressed by a Staff Personnel Advisory Committee (SPAC) which meets regularly and serves as a forum for discussion and communication of staff-related matters. The SPAC has representation from all four employee groups and makes its recommendations to the director of Staff Personnel and the president of the University.

The classified staff are evaluated annually using a formal evaluation instrument with the participation of both employee and supervisor. The intent of the process is to provide an opportunity for communication and feedback, as well as providing a documentary basis for employment-related decisions.

The tuition waiver program of the North Dakota University System has been used extensively by the support staff with approximately 10-12 employees enrolled in classes each academic term. Approximately 50% of the staff employees have earned Valley City State University associate or bachelor's degrees. Several are enrolled in graduate programs in other North Dakota institutions under reciprocal arrangements. One result of the program is to produce a well-qualified work force and one which is involved in the primary mission of the institution.

3. Assessment

Matters related to the adequacy of support staff, especially clerical staff, are addressed in connection with the adequacy of clerical support for academic divisions and departments. Clerical support in all offices is minimally adequate. The need for secretaries to serve more than one department with days divided between two work stations results in lost time moving from one location to another and is accordingly inefficient. Physical plant staff is adequate to provide minimal maintenance and custodial services. Technical staff is inadequate in the area of technical support for the mission of the University in the area of computer-assisted instruction. The professional staff is very minimally adequate, with a number of professional administrators carrying diverse portfolios and dividing their efforts among functions.

An employee attitude and information survey was administered in the spring of 1990. The issues addressed were compensation and benefits, working environment, organizational communication, and training and development. The

results of the survey indicated strengths in the area of supervision and departmental communications, working environment and relationships, and training and development. The weakest areas were compensation and benefits and campus information.

Compensation is a leading concern. Salary surveys indicate that the fringe benefit package is good but salaries are about 20% below the regional market. Salaries are competitive with the local market, but the University has lost its former status as the local employer of choice. The main attraction of University employment is the benefits package. As with faculty and exempt staff, compensation is dictated by legislative appropriations which, in turn, are responsive to the North Dakota economy. Also, designated or mandated amounts of salary increases have generally been accompanied by corresponding increases in the entry-level salary for each job classification. The result is a compaction of salaries between new employees and those with greater longevity, leading to the conclusion that length of service has little to do with relative salary advancement.

The following outline gives a brief description of how salary increases have been distributed over the past 10 years.

1982-1983 The original legislative appropriations was for 8% but was later reduced to 4%.

1983-1984 No increase. Retirement contribution was increased by an amount equal to 2% of salary.

1984-1985 No increase. Retirement contribution was increased by an amount equal to 2% of salary.

1985-1986 All employees under pay grade 29 received a \$60 per month increase as of May 1, 1985. Staff under pay grade 29 received either a 4% or a 2% increase effective July 1, 1985, depending on their date of employment. Equity adjustments were made.

1986-1987 Staff received a \$600 increase. Equity adjustments were made.

1987-1988 No salary increases.

1988-1989 No salary increases.

1989-1990 Staff received a 7.1% increase. Equity adjustments were made.

1990-1991 No salary increases.

1991-1992 Staff received a salary increase of \$600 or four percent, whichever was greater. In addition, a salary progression formula was applied to each classified employee. The formula used provides each employee with a five percent increase after six months and three percent each year thereafter. This is equivalent to reaching the top of the pay grade after 15 years of employment. The formula was funded at 20% for FY 92.

Career-track advancement and career development are matters of concern. Many employees are place-bound, and with staff vacancies often dependent upon the retirement demography or actuarial rates, there are few opportunities for career advancement in the University. This is a serious problem, especially for younger, career-motivated professionals.

Institutional communications also appears as a concern of staff employees. For three years, the president's office has issued a newsletter. For two years the MEMO was issued bi-weekly and edited by the president's administrative assistant, who is the president's only clerical support person. In the current year, the MEMO has been issued monthly and staff have indicated a desire for more frequent editions.

In connection with the evaluation process, staff have indicated a desire to have some system for the evaluation of their supervisors.

4. Plan for the future

In the area of compensation, the Staff Personnel Advisory Committee will develop a formal plan and policy for salary allocations, which is to be submitted for approval to the State Board of Higher Education. The process is occurring in all institutions of the North Dakota University System.

The evaluation process and supervisor-employee relationships will be reviewed in connection with the Total Quality Improvement initiative.

5. Documentation

The Valley City State University *Manual*
 The Employee Attitude/Information Survey
 The Valley City State University Organizational Chart
 The Valley City State University Payroll Budget
 Staff Salary Surveys.
 Minutes of the Staff Personnel Advisory Council

2. Fiscal Resources

The fiscal resources of Valley City State University are adequate to maintain programs and services at their current levels. Since 1983, however, fiscal circumstances have become more tenuous. A long drouth has affected the agricultural economy of the state, and lower oil prices have reduced state oil revenues. The result has been budget appropriations which are hardly sufficient to offset the inflationary cost increases. Careful management has minimized the impact of fiscal circumstances on program quality. Also, reasonably good crop years in 1989 and 1990 and some growth in the business economy have enabled modest increases in appropriations.

a. Revenues

Current funds revenues are those revenues available for expenditure by the institution during any budget reporting period. They include all resources earned or appropriated, and restricted funds to the extent that such funds were actually expended during the reporting period. Restricted current funds received but not expended are not included in current funds revenues since the income has not been realized.

Funds received by the University for all expenditure purposes are produced from the following sources:

(1) State Appropriations

State appropriations include all funds received for current operations or special purposes through acts of the biennial North Dakota Legislative Assembly. State appropriations account for 47.85% of current fund revenues.

(2) Tuition and Fees

Tuition and fees include all monies assessed against students, less refunds, for educational services. Tuition receipts include authorized waivers of tuition, even though there are no collections from the students concerned. The tuition waiver amounts are recorded as institutional expenditures. Fees include such charges as the student activity fee, change of program fee, laboratory fees, and other assessments for educational purposes. Tuition and fees account for 16.67% of current fund revenues.

(3) Government Grants and Contracts

The category includes all unrestricted amounts received for current operations through grants and contracts from governmental agencies, and all amounts received or made available through restricted grants or contracts to the

extent that they are expended for current operations. Federal, state and local government grants constitute 13.63% of current fund revenues.

(4) Private Gifts, Grants and Contracts

The category includes all unrestricted amounts received for current operations from non-governmental organizations and individuals, and restricted gifts, grants and contracts to the extent that they are expended in the current fiscal year for current operations. Private gifts supply 1.74% of current fund revenues.

(5) Endowment Income

The category includes unrestricted income from endowments and similar funds, and restricted income from endowments and similar funds to the extent that they are expended for current operations. Income from endowments provides 2.21% of current fund revenues.

(6) Sales and Services

The category includes revenues that are related incidentally to the conduct of instruction and public service. Sales and service income provides 1.25% of current fund revenues.

(7) Auxiliary Enterprises Income

The category includes revenue generated through Auxiliary Enterprises operations. An auxiliary enterprise is an entity that exists to furnish goods or services to students, faculty, or staff and that charges a fee directly related to, although not necessarily equal to, the cost of the goods or services delivered. Auxiliary enterprises income provides 16.64% of revenues.

Table 12 below displays revenue sources as a percentage of current fund revenues. The Valley City State University data is compared with the national average and state average.

Table 12

Revenue as a Percentage of Education and General Expenditures

Source	National	State	VCSU
Tuition and Fees	23.4	16.3	16.7
State Appropriations	44.1	48.3	47.9
Federal Grants	9.6	13.9	13.4
State Grants	2.3	0.1	0.0
Local Grants	0.1	0.0	0.0
Private Grants	2.3	1.6	1.7
Endowments	0.4	1.2	2.2
Sales and Services	1.6	3.4	1.3
Auxiliary Enterprises	13.9	15.3	16.6
Other	2.4	0.0	0.0

b. The Budget Process

(1) The Biennial Budget

The biennial budget process at Valley City State University is completed in accordance with guidelines and requirements established by the State Board of Higher Education and the North Dakota Office of Management and Budget. The State Board requires all institutions under its control to employ formulas in developing their budget requests. The formula approach is intended to achieve an equitable distribution of funds among the eleven higher education institutions, taking into account their varying programs, missions, and enrollments. State Board guidelines for budget preparation specified requests in some categories less than the formula-generated amounts in order to adjust to realistic expectations for appropriation. Five formulas are involved in the budget preparation. They are:

Faculty Position Formula

The faculty position formula is used to determine the allocation of faculty positions based on enrollment. One full-time-equivalent faculty position (FTEF) is allocated for every 25 full-time-equivalent students (FTES) enrolled in lower-division undergraduate courses. One FTEF is allocated for every 17 FTES enrolled in upper-division undergraduate courses. There are additional ratios for graduate-level and professional programs, which do not affect VCSU. One FTES is calculated at 16 credit-hours, which is conservative as compared with other states in the region which generally assume a ratio of 1:15. An additional faculty position is added for every 20 FTEF positions to allow for administrative and other non-instructional duties.

Valley City State University and its peers in the state do not generate enough faculty positions to support its programs, based on the enrollment formula. To adjust for this circumstance, the 1975 Legislative Assembly established a "minimum staff" level for the smaller institutions, based on the program needs of the institutions. The authorized number of faculty positions for Valley City State University as a minimum staff institution is 58.75 FTEF. The authorized FTEF is multiplied by the established average annual faculty salary to determine the gross salary request. A fringe benefit rate is added to this amount for the final total request for faculty funding.

The Support Formula

A support formula is used to determine the dollar amount for salaries, wages, and operating expenses to be requested in the functional areas of Instructional Support, Academic Support, Student Services, and Institutional Support. This includes position and costs associated with faculty support staff, libraries, student financial aid, student services and administration. The formula is based in part on expenditure history plus an amount per student and per faculty position.

The State Board guidelines for preparing the 1991-93 budget request for support was to request 91.3% of the formula amount, with no institution to request less than the 1990-91 adjusted appropriation level. For Valley City State University the request was at the 1990-91 level plus an additional amount for faculty development and data processing.

The Equipment Formula

An equipment formula is used to determine requests for the purchase of new equipment and replacement of inventory over a stipulated period, varying with the different types of equipment and their rates of obsolescence. The State Board guideline for equipment request was to request funds for one-half of the the additional dollars generated by the formula plus \$20 per FTES for computer equipment.

The Physical Plant Formula

The formula is used to determine staffing and operating expense levels necessary to maintain the physical plant. The formula uses common definitions which incorporate such factors as building square footage, acres of campus, population served, facility values, building construction types, and average hourly wages for services. The State Board guideline for the 1991-93 budget request was to request 87% of the formula amount or current level if the current level exceeded the formula amount. The Valley City State University request was for 87% of the formula amount.

The Plant Improvement Formula

This is a formula used to determine request for funds to contract for the remodeling or repair of buildings, calculated over a specified number of years. State Board guideline for Plant Improvement requests was to request 50% of the plant improvement formula plus 50% of the funds necessary to complete identified handicapped access projects.

(2) The Annual Budget

The annual budget consists of a payroll budget and an operating budget. These are prepared after the Legislative Assembly has made its biennial appropriations, and they represent the estimate of expenses and revenues for each year and the allocation of resources accordingly. The State Board of Higher Education, considering the legislative intent, sets general guidelines for the preparation of the budget. For Valley City State University, the Faculty Budget and Salary committee is consulted for additional guidelines for budget preparation with particular attention to faculty salaries. The Staff Personnel Advisory Committee is consulted for guidelines with respect to the distribution of salary funds for staff.

During the budget preparation process, each academic department chairperson has a hearing with the vice presidents for Academic Affairs and Business Affairs to present departmental needs or any extraordinary requests. The departments also submit a list of equipment needs in order of priority. Allocation determinations are made on the basis of resource availability, centrality of the requests to the institutional mission, and the justifications put forward by the departments.

During the budget preparation process, vacant positions are analyzed to determine whether or not the position should be filled or reallocated to another department. The decision is based on such factors as departmental need, centrality to mission, scope of program, student enrollment, faculty work loads, and other institutional needs and priorities.

When the budgets are completed, they are submitted to the State Board of Higher Education for approval. Beginning with the 1993 fiscal year, the institutions will prepare and submit a combined annual operating and payroll budget instead of the two budgets historically submitted in sequence.

Any departmental funds which remain unexpended within a specified time period become available for reallocation. As the end of a biennium approaches, an analysis is made to determine the amounts of unexpended funds. Departments are invited to submit requests for one-time special allocations from the unexpended amount to meet particular needs or opportunities.

c. Budget Detail

Tables 13-17 present historical expenditures in dollars and as percentages by instructional department and by function.

Table 13 provides actual expenditures for the ten instructional departments and instructional support for 1985-1991. Total instructional expenditures for those years averaged 41.8 percent of total institutional expenditures.

Table 14 provides actual expenditures by function and for student aid for 1985-1991. Library expenditures are included in Academic Support and are also presented at the bottom of the table.

Tables 15 and 16 present the same information in percentage format as tables 13 and 14 respectfully.

To provide some basis of comparison, Table 17, below, gives the percentage of each functions expenditures to total education and general expenditures. The ratios for Valley City State University are compared with comparable North Dakota and national peer institutions. Again these ratios are provided by the John Minter Associates, Management Rations #6 for Fiscal Year 1989-1990. Some inconsistencies will appear in the ratio tabulations, resulting from the fact

that institutions frequently vary in their classification of expenditures by function. An example in the case of Valley City State University is that, as a response to insufficient funding for equipment, the University has purchased computers on lease-purchase agreements. The lease-purchase funds are accounted for under Institutional Support although the equipment is purchased for instructional as well as support purposes.

Table 18 presents the Fiscal Year 1992 appropriated budget.

d. The Audit Process

The purpose of an external audit is to provide reasonable assurance to those individuals and agencies who rely on the University's financial information that the information is reliable. An audit does not guarantee that all of the information is correct in detail, but it does certify that the information is reasonable in all material aspects and is presented in accordance with generally accepted accounting principles.

The financial statements of Valley City State University are audited annually by the office of the North Dakota State Auditor, as required by the North Dakota Century Code. The audit consists of a systematic evaluation by the auditors of the financial activities of the University, using statistical sampling and tests. The auditors evaluate test data for correctness and appropriateness in recording and reporting transactions. They also evaluate the internal control structure of the institution for purposes of determining the reliability of the institution's own financial system. As a part of the audit process, the auditors make recommendations to the institutional management which in their opinion will improve the reliability of the systems and procedures.

At the conclusion of the audit, a report is made to the institution and to the State Board of Higher Education. The report is reviewed by the Board Staff and the institutional Board Liaison Member and presented to the full Board for approval. Valley City State University has consistently received "unqualified" audit opinions, indicating that the auditors discovered no material errors or misrepresentations. Audit reports are available for inspection.

e. Indebtedness

The University's long-term indebtedness consists entirely of self-liquidating bonds for Auxiliary Services buildings. The indebtedness was incurred for the construction of five residence halls and an addition to the Memorial Student Center. State Board policies 908.1 and 908.2 describe the procedures for approval, issuance and sale of self-liquidating bonds.

Revenues from the residence halls and a portion of the student activity fee are pledged toward liquidation of the bonds. All bond interest and principal payments are current and the required reserves are maintained. Table 19 shows the outstanding bonds and the debt retirement fund balance as of June 30, 1991.

Table 19

**Bonds Outstanding and Bond Retirement Fund Balance
June 30, 1991**

	<u>Bonds Outstanding</u>	<u>Debt Retirement Fund Balance</u>
Men's Dorm Revenue Bonds of 1961	102,000	66,299
Women's Dorm Revenue Bonds of 1963	75,000	176,570

Student Center Bonds of 1968	145,000	96,206
Women's Dorm Revenue Bonds of 1971	620,000	231,869

The debt retirement fund balances for all of the bonds meet or exceed the requirements of the bond indenture. In the case of the Women's Residence Hall Revenue Bonds of 1963, the debt retirement funds exceed the value of bonds outstanding. Recent decreases in residence hall occupancy have had little effect on the reserves available to meet the debt requirements. The University will be able to meet all future bond requirements.

e. Investments

Investments are a means of earning income from funds on deposit with financial institutions. All University funds on deposit are earning interest through interest-bearing checking accounts, savings accounts, certificates of deposit or U.S. Treasury Bills. The University is required by the North Dakota Century Code and State Board resolution to deposit all funds, with the exception of endowment and gift funds, in the Bank of North Dakota, even though the Bank's interest rates are lower than those paid by local financial institutions. The University is permitted to maintain local clearing accounts for regular operations. The primary source of funds for non-endowment or non-gift fund investments is Auxiliary Services enterprises.

The University accountant, in consultation with the vice president for Business Affairs, determines if there are funds in excess of operating needs which should be invested. As required, these funds are then transferred to the Bank of North Dakota. Interest income generated by investments is deposited in the funds from which the interest is generated. Interest from interest-bearing checking accounts is deposited or used at the discretion of the institution.

The University's use of interest-bearing checking accounts for immediate cash needs, and the purchase of Certificates of Deposit for longer term investments, maximizes the earnings potential of the funds.

f. Endowments

Endowment funds are those funds for which donors or other external agencies have stipulated in the gift instrument that the principal of the fund is not expendable. The principal is maintained intact and is invested for the purpose of producing present or future income which may be added to principal or expended in accordance with the donors' intentions. Quasi-endowment funds are those which an institution's own management has determined should be retained and invested. The principal and the interest income may be used at the discretion of the institutional management, subject to any restrictions which a donor may have imposed on the use.

The University endowment fund has grown from \$127,283 in 1982 to \$414,938 in 1991. Over the same period, quasi-endowments have been increased from \$121,573 to \$309,135. Included in the quasi-endowment is \$55,785 of unrestricted gift funds. Those funds are invested by the University with earnings and security as the guiding considerations. Interest rates on the investments as of June 30, 1991, ranged from 5.65-8.8%.

The V-500 Foundation and the Alumni Association are the main voluntary fund-raising organizations for Valley City State University. The funds received by these organizations are accounted for by the respective group and are not included in the University's accounting. The primary purpose of the Alumni and V-500 funds are to provide student financial assistance and scholarships.

g. Assessment

The budgeting process operates satisfactorily in adjusting to the changing needs of the institution. Conditions of rapid and unpredictable change in the funding climate, changing educational needs, the state of technological development, the transitional nature of the University mission, and changes in the organization of the University System require budgetary flexibility and strategic planning. Those qualities are present in the processes employed by Valley City State University.

h. Plan for the Future

Valley City State University will need to aggressively pursue funding from sources other than student tuition and state appropriations. This is the only apparent means by which any revenue growth can be realized. For this purpose, a position has been committed to the function of grants development coordinator. The Minter data indicates that North Dakota institutions, including Valley City State University, are more heavily dependent upon state appropriations than institutions elsewhere in the nation.

The University, in cooperation with the North Dakota University System, will work with the Executive Branch of state government and the Legislative Assembly to continue development of economy and efficiency in the use of public funds, and to maintain funding consistent with need and with the constitutional mission of the institution. This process should be sufficient to carry out the mission without an immediate dependence on enrollment numbers.

The University will continue to report as completely and accurately as possible all of its financial activities and their results. The recommendations of the external auditors will be reviewed and implemented as appropriate.

The University will continue to manage the auxiliary enterprises in such a way that sufficient funds are generated and maintained to meet all bond indenture requirements. Charges or expenditures may need to be adjusted from time to time to meet this goal.

The current North Dakota Century Code and State Board of Higher Education requirements for the handling of investments will be observed. Working within these restrictions, the University will seek to maximize the return on investments.

Endowment funds will continue to be invested to obtain an appropriate balance between security and maximum rate of return. Donors will be encouraged to make unrestricted gifts to give the University flexibility in the use of earnings for critical University purposes. Active discussion is underway concerning creation of a University development foundation, since the V-500 Foundation is exclusively committed to student financial assistance.

Under the present procedures, departments of the University are not billed for vehicle usage. Consideration is being given to establishing a motor pool operation, with all expenditures, including vehicle purchases, charged back to departments on a per mile basis. The funding now allocated for motor vehicle operations in the Instructional Support and Physical Plant budgets would be distributed to departmental travel budgets, based on their history of vehicle usage. This would give a more accurate assessment of each department's travel expenditures, and departments would be more aware of the cost of their travel.

i. Documentation

- University Budget and Payroll Documents, 1982-1991
- Biennial Reports, 1983-1991
- Audit Reports
- List of buildings
- Annual Operating Statements
- Minter Management Ratios

Budget worksheets

3. Physical Facilities Resources

a. Description and Function

The main campus of Valley City State University is located on the south edge of the Valley City municipality, bordered on the south by a wooded hillside and on the north by the beautiful Sheyenne River. The campus covers 94 acres of which 54 acres are maintained intensively. The remaining area is primarily hillside woodland. Approximately ten acres of prairie grassland is a portion of an excavated Native American burial mound site which has been protected from further development by action of the State Board of Higher Education. In 1986, the area was used for the ceremonial reburial of Native American human remains.

The campus buildings include a total of 505,229 square feet of floor space with a total building replacement cost of \$25,620,958. Equipment inventories for instructional purposes exceed \$2.3 million on a cost basis.

McFarland Hall houses all main administrative offices, including the offices of the president and vice presidents, the Business Office and the offices of Admissions and Financial Aid, the Registrar, Academic Counseling, Career Planning and Placement, Physical Plant, University Relations, and the coordinator of Grants Development. The office of the director of Intercollegiate Athletics is located in the athletic complex. The office of the director of Auxiliary Services is located in the Student Center, as is the office of the counselor and coordinator of Student Activities and the Student Senate office. The university nurse has an office in Graichen Gymnasium.

Approximately 60 regular classrooms and 30 laboratory classrooms provide an attractive environment for teaching and learning in all areas of the University curriculum. The 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 a basketball court and seating for 2,600 spectators. The arena is convertible to an all-purpose area for basketball, volleyball, indoor tennis or free exercise. Adjacent to the fieldhouse is a football stadium with an eight-lane 400-meter running track and stadium seating for 2,500 spectators, a three-diamond softball complex and practice field areas. The athletic complex is located four city blocks to the west of the main campus. In the main campus quadrangle is a smaller and older gymnasium building which contains a basketball and volleyball court or wrestling arena and has spectator seating for 550. The building is used for recreation and dance classes as well as some intramural and intercollegiate sports.

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

b. Organization and Resources

The operation and maintenance of University physical facilities is the responsibility of the Physical Plant Department. The Department consists of 24 full-time and one half-time maintenance personnel and tradespeople, three supervisors, one half-time secretary, and a director. The Department maintains the staff, equipment and supplies sufficient to create, maintain, and operate the physical facilities in a way that fosters the safety, cleanliness, convenience and attractiveness of the campus and buildings. A philosophical conviction of the University is that a

clean, safe and beautiful setting is an important aspect of the total learning environment for students, and of the work environment for faculty and administrative staff.

In pursuing its responsibilities, the Physical Plant Department provides services and programs for plant operations, building maintenance and repair, custodial services, grounds care, utilities and energy conservation management, mail and messenger service, transportation and motor pool, and the management of solid and toxic waste. The Department also provides service support for special events and participates in the planning and construction of new facilities and remodeling of existing structures.

Valley City State University maintains a fleet of motor vehicles available for employee use while conducting University business. Procedures and guidelines for the use of University vehicles are stated in the VCSU *Manual Policy 901*. Currently, the fleet consists of nine automobiles, three vans, two "people-movers," and five service vehicles. In addition, the University leases an automobile for use by the president. Major use of the motor pool occurs in connection with the faculty supervision of student teachers.

The University accounts for vehicle purchases and operating expenditures through the appropriated budget lines for Instructional Support and Physical Plant. Vehicle replacements are made each year. The number of vehicles replaced each year depends on the funds available and the current bid prices. Dealers are allowed to bid factory auction cars, which are lease or executive cars with approximately 10,000 miles of use. These automobiles are under warranty and can be purchased at reduced prices. Vehicles may reach 100,000 miles of use or more before they are traded. Routine maintenance and minor repairs are carried out by the Physical Plant staff.

The demand for vehicles has been increasing, primarily because of the faculty use in connection with the classes taught in Jamestown and Fargo. In anticipation of this demand, the University added two automobiles to the fleet in FY 91. It is likely that the demand for automobile use will not decrease in the future and may increase. This will be the result, in part, of the change to the semester calendar. Under the present academic calendar there are three opportunities per year for student field experiences and student teacher placement. Under the semester calendar, these opportunities are reduced to two per year, increasing the number of students placed at any one time. If no vehicle is available for an employee to use when business requires, the employee is reimbursed for the use of a personal vehicle.

Funding of plant operations, with the exception of self-funded Auxiliary Services, is provided by state appropriations and certain state and federal grants. A state budgeting formula developed in 1984 is used to determine staffing levels and required funding support. Formula factors include the number of acres of area under maintenance, square feet of floor space, student enrollment, number of employees, and the value of the physical plant. The formula line items are Plant Support Services, Building Maintenance, Custodial Services, Landscape and Grounds, and Campus Traffic, Safety and Security.

Improvements of the Past Ten Years

Improvements and changes made during the past ten years include renovations to enlarge classroom areas in preparation for the larger classes which will be produced by scheduling under the semester-based academic calendar. A number of classrooms have also been converted to computer laboratories. The conversion of one classroom to the Interactive Video Network studio, and two classrooms to accommodate the Distance Learning laboratory, has required extensive remodeling in those areas.

Plant improvements to promote energy conservation have held a high priority. The University has participated with matching grants in four U.S. Department of Energy programs to improve the energy efficiency of the campus. The projects include the installation of new roofing systems with a minimum insulating R-factor of 25, heat recovery systems, new steam traps and temperature controls, and new high-efficiency lighting.

A new elevator was installed in the corridor connecting the Vangstad and McFarland buildings, providing elevator access to all floors of both buildings.

c. Assessment

The University physical facilities meet all the federal and state requirements relating to space allocation and standards. These standards include the Occupational Safety and Health Act (OSHA) requirements which are monitored by the North Dakota Worker's Compensation Bureau, Hazardous Waste Management regulations, Drug-Free Workplace requirements, State Board of Higher Education campus security policies, and Environmental Protection Agency standards for heating-plant stack emissions.

The University has attempted to make all educational services accessible to physically handicapped persons even though the campus is not yet entirely accessible. Requests for funds for accessibility improvements have been submitted with each biennial budget request. All of the funds appropriated for these projects have been expended in accordance with their intent, and several thousand dollars of plant improvement funds have been spent in renovation projects where accessibility requirements were part of the remodeling purpose.

The North Dakota Office of Intergovernmental Assistance recently conducted a Building Energy Cost Survey to compare state facilities to determine need priorities for energy improvement. The survey included 32 separate complexes, including the University System, the State Capitol, Highway Department buildings, the State Hospital, and public schools. The annual energy cost index was a per-square-foot cost for all heating fuels and electricity. The cost for utilities in the agencies and components surveyed ranged from \$0.40 to \$2.84 per square foot. The cost index for Valley City State University was \$0.58, placing the University among the most energy-efficient, which is especially remarkable considering the age of the buildings.

The campus security program meets all of the guideline requirements of State Board of Higher Education policy. The Campus Security procedures are managed by the director of the Heating Plant, as the only unit with 24-hour attendants. The Heating Plant staff monitors the campus two-way radio and telephone systems and employs the security patrol personnel. The Physical Plant department also works very closely with the Valley City Police Department in maintaining campus safety and security.

One of the strengths of the campus physical facilities is that they have been maintained remarkably well, considering the lean budgets of the last several years. Improvements have been made that have kept the campus current in its maintenance and development. In some areas it has become a leader in the University System in terms of facilities developed with little outside resource. The Distance Learning laboratories are an example.

A concern is that lean maintenance budgets and salary appropriations will weaken the system through deferred facility maintenance, high staff turnover and low morale. With respect to the adequacy of facilities, there is a concern for the over-crowding of the physical education and athletic activity spaces. Budget requests have regularly been submitted for their expansion and improvement.

d. Plan for the Future

Future development plans for Valley City State University include an addition to the W.E. Osmon Building for Physical Education. The University does not have an indoor running track, necessary for practice and conditioning in the North Dakota climate. Space for indoor sports and Physical Education programs is limited. The addition would create additional space on the main campus by allowing the re-configuration of Graichen Gymnasium for other purposes and to meet other space and activity needs. The outdoor running track and the tennis courts are in serious need of extensive renovation.

The University has continued to request state funding to make the campus entirely accessible to the physically handicapped. This will be a high priority item in the immediate future. The development of expanded programs in distance learning and other instructional technologies will require additional facilities' development.

Much has been accomplished during the past few years to improve the energy efficiency of the campus. This effort will continue. Formal energy audits have been completed on most of the buildings and future renovations will incorporate the necessary energy-conservation improvements.

Deferred maintenance has been a serious problem for universities across the nation as a consequence of lean budgets and the diversion of public resources to other sectors. Valley City State University has managed its lean budgets well. The University is not without some problems of deferred maintenance, but many of the immediate needs for plant improvement fall in the category of life-cycle replacement. Life-cycle replacement will be needed soon in the following areas:

- A. Building roof replacement (in order of priority):
 - 1. McFarland Hall
 - 2. Classroom and office wing of the W.E.Osmon Building
 - 3. Foss Music Building
 - 4. Rhoades Science Center
 - 5. Plant services and storage building
 - 6. Heating plant building
 - 7. Auxiliary Services buildings
 - a. McCoy Hall
 - b. Kolstoe Hall
 - c. East wing of the Student Center
- B. Replace the footbridge across the Sheyenne River between the campus and the Valley City business district.
- C. Tuckpoint the Foss Music Hall brickwork and areas of McFarland Hall.
- D. Replace the underground steam distribution system and extend the campus steam line to the W.E.Osmon Building.
- E. A new high-efficiency summer usage boiler is scheduled to replace one old boiler in the Heating Plant.

e. Documentation

North Dakota Higher Education Facility Report
 Marshall and Stevens facilities appraisal
 Valley City State University inventory and budget documents
 U.S. Department of Energy Grant Programs Manual
 Valley City State University *Manual*
 North Dakota Office of Intergovernmental Assistance Energy Report on State Facilities, 1988.

B. GOVERNANCE AND ADMINISTRATION

Valley City State University is a constituent campus of the North Dakota University system, governed by the State Board of Higher Education and headed by the Chancellor. The state constitution provides the Board with broad powers and specifies that the Board retains any powers it does not specifically delegate to the campuses. SBHE Policy 100.3 specifies the University System philosophy and principles of operation. The stated philosophy of the Board with respect to campus governance and administration is:

Effective service from each campus requires faculty involvement and institutional latitude for personnel decisions, the development of new programs, determination of curriculum, decisions

about research and public service initiatives, and establishment of organizational structure, consistent with each institution's mission and subject to provisions of related Board policies.

Faculty peers and institutional administrators are responsible for ensuring the quality of academic programs and faculty, subject to Board review. (SBHE Policy 100.3, Section 4. B. and C.)

Governance and administration are complementary functions. The support activities of the University are administratively managed and the educational functions are governed through democratic processes appropriate to an academic community. These processes are described as "procedural shared governance," which is fully described in the *VCSU Manual*, Article 301.

1. Administration

The purpose and function of the administration in Valley City State University is to support and enable those activities which lead to student learning and personal development, to faculty research and development, and to public service as appropriate to the University mission. The primary responsibilities of the administration are to maximize the human and financial resources of the University, to establish priorities for their allocation, and to manage them effectively in the performance of the institutional mission.

The chief executive officer of the University is the president, who is the administrative manager of the support systems and the principal officer in the system of governance. The specific authority and responsibilities of the president, as delegated by the Board, are enumerated in SBHE Policy 305.1. The director of intercollegiate athletics and the coordinator of grants development report administratively to the president.

The administrative organization is divided into three administrative divisions, each headed by a vice president.

a. 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 campus. The vice president is responsible for coordinating and supervising the administration of the academic divisions, the Library, the Faculty Materials Center, the Office of the Registrar, the Office of Career Planning and Placement, and the functions delegated to the director of Student Academic Services. The vice president for Academic Affairs is the designated officer in charge of the campus in the absence of the president. The six academic divisions of the University are:

- Business
- Communication Arts and Social Science
- Education and Psychology
- Fine Arts
- Health and Physical Education
- Mathematics, Science and Technology

b. 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; and for the operation and maintenance of the physical plant, bookstore, computer center and the Memorial Student Center. The vice president coordinates campus development and maintenance and supervises new construction. The vice president also exercises policy oversight of personnel transactions related to personnel other than faculty.

c. Student Affairs

The vice president for Student Affairs functions as the dean of students and is the chief student affairs officer of the University. The vice president 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 also responsible for the programs of residence hall life, student government, student social activities, student health, discipline and personal counseling. The offices of Admissions, Student Financial Aid, Counseling Services and the University Nurse report administratively to the vice president.

d. Organizational Chart

The organizational chart of the University appears on the opposing page and shows the reporting relationships among the various offices. In addition to the administrative reporting relationships, coordination is achieved through the Administrative Council, which includes the vice presidents, the directors of the administrative offices, the president of the Faculty Association, and the president of the Student Senate. Three other administrative committees deal with specific issues. They are the Academic Policy and Affairs Council, which serves as the administrative cabinet of the vice president for Academic Affairs and includes the division chairs and the director of the Library; the Scholarships and Financial Aid Committee; and the Staff Personnel Advisory Committee.

2. Governance

Decisions related to the academic programs of the University are developed through governance processes designed to balance the needs for coordination, planning, and fiscal control with the right and responsibility of the professional faculty to participate significantly in decisions relating to the work and welfare of the whole. Decisions of the faculty governance bodies take the form of recommendations to the president of the University. Formal recommendation from a governance body requires that the president either accept the recommendation or give reasoned response for its rejection.

a. The Faculty Association

The Faculty Association is composed of all faculty members in the rank of Instructor, Assistant Professor, Associate Professor and Professor. The Faculty Association represents the corporate faculty in all educational matters and matters involving the role and welfare of the faculty. All councils and committees representative of the faculty as a whole are accountable to the Association. The Faculty Association constitution appears as Policy 200 in the Valley City State University *Manual*.

b. The Faculty Senate

The Faculty Senate is the principal working body of the faculty in respect to academic policies and procedures and functions as an executive committee of the Faculty Association. It is composed of the elected officers of the Faculty Association, one representative elected from each of the six academic divisions, and the president of the University. The president of the Faculty Association is the chair of the Faculty Senate. The Senate receives and acts upon recommendations, proposals, or concerns from divisions, departments, committees, students or other individuals. If actions of the 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.

c. The Faculty Committees

Much of the work of the Faculty Association and the Faculty Senate is discharged through committees which channel their recommendations to the Association, the Senate, or to the president of the University. The committees are composed predominantly of faculty members with student membership and administrative participation as appropriate to the issues. Principal standing committees are:

Curriculum Committee

Welfare Committee
 Budget and Salary Committee
 Special Review Committee
 Standing Committee on Faculty Rights
 Teacher Education Committee
 Library Committee
 Student Affairs Committee
 Faculty Social Committee
 Athletic Committee
 Academic and Scholastic Standing Committee
 Constitutional Review Committee

d. The Student Association

All enrolled students of the University are members of the Student Association. The governing body of the Student Association is the Student Senate. The Student Senate is composed of four officers and ten student senators, all elected from members of the Student Association. 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 Program Board. The Finance Commission recommends to the president of the University the budget for expenditure of the University Fee, which supports student activities and the Memorial Student Center. The Student Senate nominates student representatives to faculty committees and is represented on the Administrative Council.

e. The Alumni Association

The Valley City State University Alumni Association, while not a part of the formal governance structure, endeavors to maintain and strengthen communication between the University and the alumni constituency and to provide an avenue for alumni expression concerning University affairs. The Alumni Association interfaces with the University through the office of University Relations. The Association nurtures the bond of fellowship among alumni through social events, annual reunions, and the annual Homecoming celebration. The Alumni Bulletin, a quarterly publication, is mailed to more than 8,100 alumni of record. The Alumni Association encourages alumni to share in the development of the University through voluntarily donated gifts and bequests. In 1991, \$12,718.46 in alumni scholarships were awarded to students of the University. The Alumni Association constitution and records are available for inspection.

f. The Board of Visitors

Regular consultation with the community leadership occurs through the meetings of the Board of Visitors, which is a self-perpetuating and regularly constituted community advisory and support body. Membership of the Board includes representation from the Valley City Commission, the Valley City Area Chamber of Commerce, the Alumni Association, the V500 scholarship foundation, and members at large. The Board advises the president of the University on matters concerning the relationships between the University and the local community. The by-laws and minutes of the Board of Visitors are available for inspection.

g. Documentation

VCSU Manual
 VCSU Student Handbook
 Board of Visitors By-Laws
 Alumni Association Constitution

C. EDUCATIONAL PROGRAMS

The educational programs of Valley City State University are delivered through six academic divisions including 10 academic departments. All departments participate in the delivery of the Foundation Studies core curriculum and the teacher preparation programs. The following tables, Tables 20, 21, 22, 23, 24, and 25 display the productivity of the divisions and departments in numbers of graduates from major and minor curricula, completion of one and two-year programs, and credit hour production.

TABLE 20

Majors Completed, 1982-1991

Majors	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991
Business Adm.	46	40	42	30	33	32	25	31	29	40
Computer Inf. Sys.	--	--	----	--	4	9	3	5	2	2
Human Resources	0	5	12	7	9	12	14	12	15	13
Off. Adm. & Mgmt.		2	0	1	1	2	2	0	0	1
Art	57	4	5	3	5	2	2	3		0
Biology	7	5	5	4	6	11	10	4	7	4
Business Educ.	8	6	8	10	5	4	7	7	8	6
Chemistry	3	2	0	0	2	4	1	0	2	3
Comm. Educ.	1	2	0	1	0	1	2	2	2	3
Earth & Env. Sci.	2	2	1	1	1	0	1	----- DROPPED -----		
Elem. Educ.	25	36	46	33	29	39	57	47	40	55
English	6	6	6	6	7	4	9	6	9	12
Health Educ.	2	4	2	1	2	6	3	1	0	0
History	2	7	3	6	2	3	2	5	4	7
Mathematics	10	7	3	4	9	9	8	6	8	6
Music	9	6	6	5	3	3	1	1	0	5
Phys. Educ.	22	19	24	13	8	20	14	21	17	13
Science	0	0	0	1	0	2	0	0	0	1
Social Science	5	5	3	7	1	2	1	0	9	8
Spanish	0	0	0	2	2	0	3	3	8	7
Technology	11	7	7	9	5	11	2	5	5	7
Univ. Studies	3	3	1	3	4	2	8	12	9	6
TOTALS	169	169	174	149	137	181	173	170	178	202

TABLE 21

**Minors Completed
1982-1991**

	1982	1983	1984	1985	1986	1987	1988	1989	1990
	1991								
Accounting	13	9	4	2	2	2	1	1	
0		1							
Acctg.-Typewriting	1	2	1	1	0	4	0	0	1
0									
Art	0	0	2	1	1	0	3	2	
1		0							
Biology	4	0	1	1	2	1	0	0	
1		0							
Business	6	6	1	1	1	3	2	1	
2		0							
Chemistry	3	3	1	1	2	2	0	0	
4		0							
Coaching-Athletic	3	11	10	13	10	18	16	23	
23		29							
Drama/Speech	0	1	0	0	0	0	0	1	
0		0							
Mus.&Dram. Prod.	0	0	0	0	0	0	0	0	
0		1							
Driver Education	8	4	6	3	2	3	1	2	
5		1							
Earth & Env. Sci.	3	0	2	1	0	4	0	2	
0		1							
Economics	2	3	3	2	2	2	1	0	
1		1							
Early Child. Educ.	10	16	20	11	10	16	21	23	
12		26							
English	0	1	0	2	0		2	4	1
		2							
Geography	1								
Health Educ.	2	3	8	1	3	3	0	3	
1		2							
History	1	1	4	1	1	0	2	1	
3		4							
Human Resources	1	10	12	16	19	11	0	4	
3		0							
Industrial Tech.	2	0	0	1	0	1	0	0	
0		0							
Library Media	2	2	2	2	3	1	5	1	
2		4							
Mathematics	0	1	0	1	3	7	0	1	
4		1							
Math-Comp. Sci.	10	4	10	6	12	8	5	4	
7		7							
Music	1	1	3	2	4	3	1	3	
3		2							
Phys. Educ.	12	17	10	15	16	11	7	14	
13		14							
Physics	4	2	1	1	1	1	1	2	
3									
Psychology	7	8	5	11	4	7	6	9	
		10							
Reading	6	5	5	7	5	13	29	16	
		16							

Recreation	8	8	8	5	0	1	1	0	
0	2								
Social Science	2	5	4	2	4	1	6	3	
4	1								
Sociology	0	0	1	1	0	0	2	1	
3	0								
Spanish	5	4	2	3	4	5	1	4	4
6									
Speech/Comm.	0	0	0	0	1	1	0	1	
2	1								
Speech	1	2	0	0	0	1		0	0
0									
Stenography	0	1	0	0	0	0	0	0	0
0									
Technology Educ.	2	0	0	1	0	1	0	0	
0	0								

TABLE 22

One-Year Programs Completed, 1982-1991

	1982	1983	1984	1985	1986	1987	1988	1989	
	1990	1991							
Clerical Science	8	5	2	1	6	2	2	-	-
-									
Secretarial Science	6	7	11	2	0	0	1	-	-
-									
TOTALS	14	12	13	3	6	2	3		

TABLE 23

Two-Year Programs Completed, 1982-1991

	1982	1983	1984	1985	1986	1987	1988	1989
	1990	1991						
Accounting	2	3	3	2	4	5	3	1
4	0							
Adm. Assist.	-	-	-	-	-	1		9
16								
Business, Gen.	8	9	11	8	1	2	3	7
3	3							
Clerical Science	8	9	2	4	7	4	2	0
2	-							
Comm. & Graphic Arts	3	6	1	2	2	1	3	1
1	2							
General Studies	0	2	3	1	1	4	0	1
1	2							
Industrial Tech.	2	3	0	0	1	1	0	0
0	0							

Secretarial, Legal	5	2	4	7	4	2	3	1
Secretarial, Medical	5	4	5	7	7	7	2	1
Secretarial Science	12	5	3	2	4	1	0	0
Teacher Aide	0	0	1	0	0	-	-	-
TOTALS	45	43	33	33	31	27	17	18
	20	24						

TABLE 24

Credit Hour Production by Department, 1981-1990

Department	1981	1982	1983	1984	1985	1986	1987	1988		
	1989	1990								
Art	1447	1058	924	866	918	690	717	554	781	775
Business	10,207	11,410	8,680	9,364	7,801	8,501	7,558	7,203	7,986	9,189
Communication Arts	8,020	6,980	6,711	6,954	5,754	6,257	6,662	6,568	8,140	5,229
Educ./Psyc.	8,954	9,031	9,273	8,388	8,837	8,880	9,200	10,263	10,043	9,142
Health/PE	4,770	4,554	4,302	4,428	4,505	4,964	4,574	4,739	5,047	4,777
Mathematics	3,346	3,398	3,712	3,864	4,488	4,572	4,581	4,488	4,636	3,820
Music	1,964	1,483	1,359	1,125	1,201	1,084	1,207	1,142	1,138	934
Science	4,766	4,401	4,147	4,296	5,796	4,460	4,153	4,128	4,243	4,728
Social Science	7,749	7,218	6,482	6,614	7,212	6,546	6,384	6,701	7,185	4,367
Technology	1,979	1,456	999	1,152	892	1,359	1,380	1,387	1,534	915
TOTALS	53,193	50,989	46,589	47,051	47,404	47,313	46,416	47,073	50,733	43,876

TABLE 25

Percent Credit Hour Production by Department, 1981-1990

Department	1981	1982	1983	1984	1985	1986	1987	1988			
	1990	Ave.									
Art	2.7	2.1	2.0	1.8	1.9	1.5	1.5	1.2	1.5	1.8	1.8
Business	19.2	22.4	18.6	19.9	16.5	18.0	16.3	15.3	15.7	20.9	18.3
Comm. Arts	15.1	13.7	14.4	14.8	12.1	13.2	14.4	14.0	16.0	11.9	14.0
Educ./Psyc.	16.8	17.7	19.9	17.8	18.6	18.8	19.8	21.8	19.8	20.8	19.2
Health/PE	9.0	8.9	9.2	9.4	9.5	10.5	9.9	10.1	9.9	10.9	9.7
Mathematics	6.3	6.7	8.0	8.2	9.5	9.7	9.9	9.5	9.1	8.7	8.6
Music	3.7	2.9	2.9	2.4	2.5	2.3	2.6	2.4	2.2	2.1	2.6
Science	9.0	8.6	8.9	9.1	12.2	9.4	8.9	8.6	8.4	10.8	9.4
Social Science	14.6	14.2	13.9	14.1	15.2	13.8	13.8	14.2	14.2	10.0	13.8
Technology	3.7	2.9	2.1	2.4	1.9	2.9	3.0	2.9	3.0	2.1	2.7

1. FOUNDATION STUDIES

All students, with the exception of those pursuing the Bachelor of University Studies degree, are required to complete the Foundation Studies sequence of courses. The requirements are designed to provide an

intellectual foundation in the liberal arts and sciences and basic learning skills. An education in the liberal arts and sciences forms the foundation and organizational structure for all specialized and professional studies. Far from being a special and limited category of learning, it is a characteristic of the institution itself, representing a curriculum which is both theoretical and practical, both specific and interrelated. A liberal education not only imparts the basic learning tools of literacy and mathematical reasoning; it also nurtures democratic values and an appreciation of the common cultural heritage, communicates an understanding of the methods and materials of science, develops critical and analytical thinking and powers of expression, fosters ethical conduct, encourages aesthetic appreciation and enjoyment, and cultivates intellectual curiosity and a delight in discovery. In the late 20th century, new and more specific issues have emerged which are now essential parts of a university education. Among these are the development of global and multi-cultural consciousness, respect for the human dignity of others in a highly diverse society, and responsibility toward the natural environment. The rapid emergence of high technology as an intellectual, cultural and economic force requires an understanding of the role of technology in society, and the basic skills necessary to use the technologies involved in the management of information.

The general objectives of the Foundation Studies curriculum are to assist the student:

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

The Foundation Studies requirements consist of a minimum of 63 quarter hours or 42 semester hours of academic credit which is approximately one-third of the credit-hours required for graduation. Students are advised to review the requirements for the major or minor curriculum of their choice to determine the specified Foundation Studies courses. The requirements are listed on pages 24-25 of the current University *Bulletin*.

2. DIVISION OF BUSINESS

a. Description and Function

The Division of Business at Valley City State University supports the institutional mission of instruction in the liberal arts and sciences, preparation of public school teachers, and education to meet the human resource requirements of the regional business community and service agencies.

The primary objective of the Division of Business is the preparation of students for careers that will extend into the twenty-first century. In order to meet this objective, degree programs are designed to provide students with:

- Pre-professional education for careers in accounting and management.
- Entrepreneurial skills and knowledge needed to operate a business.
- Entry-level skills needed for successful management of an office environment.
- Teaching skills and experiences necessary for securing positions as business teachers in the secondary schools.
- Pre-professional preparation needed for entry into schools of Law or graduate schools of Business.

Divisional faculty members regularly offer courses and workshops during the evenings and summer, both on the campus and in the Jamestown location, to provide convenient access for a variety of students. The Center for the Advancement of Small Business provides a vehicle for linking faculty and students with regional businesses. Students are provided with additional practical experiences through internships and the cooperative education program.

The Division of Business offers programs leading to the Bachelor of Science degree with major in Business Administration and with concentrations in Accounting and Management or in Office Administration and Management. Programs leading to the Bachelor of Science in Education include a composite major and a major in Business Education with minors in Accounting-Typewriting and Typewriting-Speedwriting. The Division offers additional minor curricula in Accounting and Business.

Associate degree programs in Accounting, Administrative Assistant, and General Business are currently offered but will be phased out by 1993 as part of the State Board of Higher Education mission-focussing process. The University is negotiating with the North Dakota State College of Science, Wahpeton, to deliver some of its two-year programs in Valley City for access by place-bound students.

The degree programs are designed to provide graduates with:

- Knowledge of organizations and processes associated with production and marketing.
- Understanding of the legal and political environments that influence production and consumption in a modern economic system.

- Knowledge of concepts in accounting, quantitative methods, and information systems required for effective resource management.
- The ability to communicate effectively within an organization.

b. Organization and Resources

Student enrollment

Student enrollment in the Division of Business at the beginning of the 1990-91 academic year was just over 300 students. Approximately 28% of all students in the University indicated that they were majoring in Business. Table 26 provides detailed information on student enrollment by major and minor curriculum.

Table 26
Graduates with Business Majors, Minors, One and Two-Year Programs
1982-1991

	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	
Major											
Business Admin.	46	40	42	30	33	32	25	31	29	40	
Office Admin.	2	0	1	1	2	2	0	0	1	4	
Business Educ.	8	6	8	10	5	4	7	7	8	6	
TOTAL		56	46	51	41	40	38	32	38	38	50
Two-Year											
Accounting		2	3	3	2	4	5	3	1	4	0
Admin. Assist.							1	6	9	16	
Clerical Science	8	9	2	4	7	4	2	0	2	0	
General Busi.	8	9	11	8	1	2	3	7	3	3	
Legal Sec.	5	2	4	7	4	2	3	1	0	0	
Medical Sec.	5	4	5	7	7	7	2	1	0	1	
Secret. Science	12	5	3	2	4	5	3	1	4	0	
TOTAL		40	32	28	30	27	25	17	17	22	20
One-Year											
Clerical Science	8	5	2	1	6	2	2	0	0	0	
Secret. Science	6	7	11	2	0	0	1	0	0	0	
TOTAL		14	12	13	3	6	2	3	0	0	0
Minor											
Accounting		13	9	4	2	2	2	1	1	0	1
Acctg.-Speedwriting	0	1	0	0	0	0	0	0	0	0	
Acct.-Typing	1	2	1	1	0	4	0	0	1	0	
Business	6	6	1	1	1	3	2	1	2	0	
Economics	2	3	3	2	2	2	1	0	1	1	
TOTAL		22	21	9	6	5	11	4	2	4	2

Students with majors in Business account for from one-fourth to one-third of the Valley City State University graduates annually. The University has been phasing out all one and two-year programs over the past few years. Currently only three two-year programs remain in the Division of Business. They will be dropped by 1993 under a State Board mandate. The number of students graduating with the two-year

degree has been decreasing. The number of students minoring in Business has decreased steadily over the past ten years.

Faculty

The faculty of the Division of Business includes eight full-time faculty members. Two faculty members are regularly employed on a part-time basis to teach one or two courses per term. The Division occasionally calls on other qualified professionals in the region to support off-campus evening course offerings. By academic rank, the divisional faculty includes one Professor (12.5%), four Associate Professors (50%), and three Assistant Professors (37.5%). Six faculty members (75%) hold academic tenure. Five faculty members are male and three are female. Four faculty members hold doctoral degrees: one holds a Ph.D., one a Ed.D., and two faculty members hold J.D. degrees and are Certified Public Accountants. The remaining four full-time faculty members hold masters degrees. The average age of the Business faculty is 49 years. The average years of experience at Valley City State University is 9.1 years. The average salary is \$34,023, with a range of \$28,720-\$39,390. One faculty member has an active law practice and tax service and he also services as a municipal judge. Other faculty members are also active with local small businesses, the Chamber of Commerce, and other civic organizations serving as consultants, volunteers, or assisting with employee training. One faculty member is very active in making management training presentations in the local and state business community. Table 4 provides further detailed information on faculty characteristics.

Support Staff

The Division of Business shares a full-time secretary with the Physical Plant. The work load is extremely heavy. Students supervise the computer laboratory. Additional student hours will be needed as the laboratories are open for extended hours.

Facilities and Equipment

Divisional faculty offices are located on the ground floor of McFarland Hall, as is the computer laboratory and the Model Office. One faculty office is combined with the Center for the Advancement of Small Business and is located on the floor above the main office area. Classes are taught in Vangstad Hall classrooms and one classroom adjacent to the divisional office area. The Division is requesting space for another faculty office in closer proximity to the divisional area.

The Division maintains a variety of computer resources to support instruction and for faculty and student use. A microcomputer laboratory is located in Room 124 of McFarland Hall, handily adjacent to the divisional offices and entirely accessible to physically handicapped persons. The laboratory houses computer equipment as follows:

- 19 IBM PS/2, Model 55sx microcomputers with hard disk drives,
- 5 Zenith 286 LP's with 20 MB hard disk drives
- 1 IBM PS/2, Model 65sx microcomputer

The 65sx computer is connected by a Lantastic Ethernet network with an Apple LaserWriter IInx printer and with seven microcomputers in faculty offices. The Laboratory computers are networked to facilitate software maintenance and to provide printer access. Ten of the computers are fitted with SCSI cards, allowing connection with mobile multimedia stations developed by the Center for Innovation in Instruction. The microcomputer laboratory is used during the day for instruction, and students have independent access to the laboratory when it is not scheduled for classes and on selected evenings.

The Division also uses the IBM System 36 minicomputer terminals in Rhoades Science Center, shared with the Department of Mathematics. Additional microcomputers are located in the Model Office, providing additional computer access for students when the Laboratory is in class use. One of the microcomputers is

equipped with an internal modem connected to an outside telephone line for access to BITNET, the ODIN on-line library catalog, and the ERIC database of resources in Education. A mobile teaching station in the Division area includes a large-screen digital television monitor and videodisc player for faculty demonstrations and development of lessons or presentations.

The Division of Business uses the following computer software packages:

Word Processing and Desktop publishing: WordPerfect 5.1, PageMaker, Arts and Letters, FormTool, and Microsoft Word.

Programming languages: BASIC

Databases: dBase

Computer graphics: Microsoft Paintbrush

Statistics: Kwitstat, MyStat, Minitab

Authoring packages: ToolBook

Presentation software: Microsoft PowerPoint

Operating systems: PC-DOS, MS-DOS 4.0 and 5.0, Microsoft Windows 3.0

Spreadsheet: Lotus, Microsoft Works, Excel

There is continual stress placed on the Division and the Library to remain current in an evolving field particularly with respect to computer equipment and software applications. Although the resources are currently adequate, it is increasingly more difficult to remain current.

The annual budget figures for the Division of Business from 1985 to the present are given in Table 27.

TABLE 27

**Division of Business Budget
Compared to Total Instructional Budget 1985-1991**

	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
<u>1991</u>						
Salaries and Wages						
Division of Business	188,560	230,224	253,820	256,965	288,252	313,276 323,236
Total Instructional Budget	1,977,337	2,101,459	2,252,895	2,205,103	2,278,300	2,472,478 2,611,777
Operating						
Division of Business	8,600	6,887	8,968	7,942	9,805	8,066 10,332
Total Instructional Budget	243,692	213,920	253,283	203,848	237,008	198,645 251,961
Equipment						
Division of Business	30,231	9,335	4,135	14,765	21,604	27,633 9,757
Total Instructional Budget	135,467	46,242	71,922	56,124	108,018	66,068 103,680
Totals						
Division of Business	227,391	246,446	266,923	279,672	319,661	348,975 343,325
Total Instructional Budget	2,356,489	2,361,615	2,578,095	2,465,070	2,623,321	2,737,187 2,967,418

The Division has received an average of 11.2% of the total instructional budget since 1985. The faculty produce an average of 18.3% of the total student credit hours. Faculty loads are the highest in terms of credit hours. The Division has 14.8% of the full-time faculty resources. The Division also has a high percentage of part-time faculty resources. A large portion of the institutional equipment funds have been spent in the area

of Business in recent years. There is still need for more computer resources. There will be an ongoing need to remain current with computer software and multimedia materials.

c. Assessment

In an effort to develop a comprehensive assessment program, the Division of Business designed and mailed survey instruments to former students, current students and regional employers. The responses are summarized as follows:

Alumni:

Ninety former students (37.5%) returned surveys out of an initial mailing of 240. Sixty-nine indicated that they are employed and ten responded that they are retired. Eighty respondents reported that course work in the Division of Business met or exceeded their expectations. Two-thirds noted that finding employment was "very easy" or "relatively easy." Almost one-half of the alumni respondents reported that it took them fewer than thirty days to find employment after leaving the University.

Some of the positions held by alumni include owners or managers of retail businesses, superintendent of schools, travel agent, chamber of commerce economic development director, superintendent of schools, and computer manager. Some specific individuals are a vice president of Norwest Banks, an Associate Dean of Business Administration at Central Michigan University, and Office of Education department chair in the Fargo Public Schools.

The respondents were asked to list courses not required at VCSU which might have provided better preparation for their current positions. Eighteen out of the thirty-eight responses to this question indicated a need for more computer courses. Oral and written communication were mentioned on nine of the surveys.

A final question asked the former students to share any other observations about the preparation they received at VCSU. Comments were generally very positive with the following as examples:

"I thought the classes were perfect size and it was easy to get one-on-one help."

"I feel VCSU offered excellent preparation for a career in Business Education."

"I feel that VCSU is a very good college, better than I have attended since."

Current Students:

One hundred and forty-four currently-enrolled students received survey instruments designed to assess their perceptions of the Division. The responses with respect to seven characteristics are summarized as follows:

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>No Opinion</u>
Quality of Instruction	27.1%	66.7%	4.9%	0.0%	1.4%
Availability of Courses	8.3	52.8	28.5	9.0	1.4
Helpfulness of Instructors	37.5	47.2	13.2	0.0	1.4

Assessment of Student Learning	10.4	67.4	16.	0.1	4.9
Counseling/Advising	17.4	54.2	18.8	2.8	6.9
Library Materials	18.8	56.3	16.7	2.1	6.3
Computer Resources	27.8	52.8	13.9	0.1	4.9

Asked to indicate their motivation for taking Business classes, 104 students (72%) selected "Preparation for entry into a career."

When asked to assess the difficulty of courses in the Division of Business, 118 students (81.9%) indicated that course difficulty was "About what I expected." 21 students (14.6%) indicated that the courses were "Harder than I expected." 123 students (85.4%) indicated that their grades accurately reflected their performance.

A final open-ended question asked for suggestions to improve instruction in the Division. The most common themes in the responses were the need for more frequent offering of the courses and increased access to the computer laboratories.

Employers

Eighty-seven survey instruments were mailed to a sample of regional businesses in mid-June, 1991. As of the end of June, twenty-four were returned. The initial question asked the respondents to rate typical graduates of the Division of Business on ten characteristics. Fifty-six percent of the responses rated the VCSU graduates "better than expected" in terms of work attendance, willingness to assume responsibility, ability to work with minimal supervision, and cooperation with other employees.

When asked to rate the overall quality of Business courses at VCSU, 83% of the respondents indicated that the institution provides quality instruction at reasonable cost. Fifty-three percent of those responding indicated that VCSU does "very well" or "above average" in providing instruction which enables people to learn new job skills or advance in their present jobs. In rating the University's cooperation with local business and other agencies to meet community needs, 83% selected "very well" or "above average."

The most common response to an open-ended final question requesting suggestions centered on the desire for more evening classes to meet the needs of people who are employed full-time during the day.

The general assessment of the Division's programs and resources leads to the following summary of perceived strengths and issues of concern:

Strengths

The following are cited as strengths of the Division and its programs:

1. A key strength of the Division is the core of dedicated faculty members. Students receive almost all of their course instruction from full-time, professionally-qualified, faculty. Use of part-time faculty is limited.

2. One-half of the full-time faculty during the 1991-92 academic year will hold doctorates or other terminal degrees.
3. Faculty are willing to revise course content and degree programs to reflect the changing business environment and trends in exemplary institutions of higher education.
4. Faculty from the Division work closely with other faculty across the campus. The Division provides important course components for the Human Resources degree (Social Science) and Computer Information Systems (Mathematics).
5. Business faculty are active in campus and community organizations.
6. Divisional computer resources exceed those of peer institutions in the region. Students have easy access to a laser printer in the laboratory for printing papers and resumes. Divisional faculty devote considerable personal resources in an effort to stay current with the latest trends in microcomputer applications for business. Faculty offices have recently been equipped with microcomputers and networked with the computer laboratory for access to the laser printer, access to the software they are using in their classes, for convenience in assisting students, and for their own professional development.
7. The Division of Business maintains a good regional reputation for offering programs of high quality. The Division faculty are pursuing opportunities for increasing the number and variety of opportunities for computer learning and application in the region. All course offerings and programs in Business Education meet NCATE and North Dakota State Program Standards.
8. Divisional graduates are successful in their chosen careers or in additional study in graduate and professional schools. Currently, graduates of the Division are enrolled in law school at the University of North Dakota and in graduate study at South Dakota State University and at the University of Colorado at Colorado Springs.

Concerns

The following are cited as concerns:

1. The Division of Business lacks an organized program for recruiting students, orienting new students to expectations of divisional faculty, or placing students in the work force upon graduation.
2. There is a need to increase public exposure to activities of students and faculty.
3. The teaching and advising responsibilities of divisional faculty are too heavy. Existing demands on faculty to constantly upgrade skills, revise course content, and provide service in campus governance is taxing their physical and mental capacities. In the short run, faculty have performed well. In the long run, additional human and financial resources must be committed to the division.
4. Inability to offer courses with sufficient frequency, especially certain upper-level courses, makes it difficult for some students to graduate within four years.
5. Student access to computer facilities is a problem. With a single computer laboratory students find it difficult to become fully acquainted with available software or to complete

assignments. Introduction of computing into more classes, and increased efforts to offer workshops and courses for the broader community compound the problem.

6. The Division of Business needs to increase efforts to attract funding from sources outside the appropriated budget.
7. Appropriated budgets need to provide for the increased costs of computer support. Without such support, upgrades in equipment and software will lag behind student and faculty requirements. In the past, limited funds were aggregated and focussed on the special points of computer application. As computer usage becomes common across all departments, the limited reservoir of funds for computers and software will be diluted and inadequate.
8. Faculty work loads are too heavy to maintain the quality of instruction, provide adequate service to the business community, and pursue non-appropriated funding. There is a need to provide faculty with reduced loads and extended periods of time to avail themselves of professional development opportunities beyond the campus.
9. Instructional use of computers is hindered by insufficient technical support. Maintaining equipment and software, contact with vendors, and individual assistance to students using computers requires extensive time on the part of the faculty.

f. Plan for the Future

An important goal of the Division of Business is to design and implement a program to increase retention of students and to progress toward a more rigorous curriculum. Key aspects of the process include redesigning the freshman year program to communicate more clearly with students regarding the programs offered by the Division and instituting formal admission requirements to be met by students as prerequisites for admission to upper-division courses. In addition, efforts will be made to bring alumni, business leaders and representatives of graduate schools to the campus in order to apprise students of the expectations they will need to meet as graduates.

Partners for Progress, the planning document for the North Dakota University System, indicates that institutions will assess the economic needs of North Dakota and make programmatic and structural changes to meet those needs. This intention is stated again in the State Board of Higher Education document, Education: North Dakota's Key to Recovery, with the pledge that universities and colleges would provide programs that would be integrated with economic development efforts at all levels.

The Division of Business is supporting this University System effort in several key ways. The VCSU Center for Advancement of Small Business will for the first time during the 1991-92 academic year, have a faculty member with partial reduction in teaching load to serve as Director of the Center. The Center will participate in the creation of a state-wide economic development network designed to facilitate linkages between the two research universities and the state's communities. This effort was funded by the North Dakota Legislative Assembly as part of the "Growing North Dakota" economic development initiative.

Additionally, the Division of Business is cooperating with the State Office of Vocational Education and the State College of Science to transfer responsibility to VCSU for the education of vocational education teachers. Preliminary planning is in progress to develop the undergraduate degree program to certify these teachers. These efforts are consistent with changes on the national level prompted by the Carl D. Perkins Vocational and Applied Technology Act. The result should be higher quality of instruction in the North Dakota schools and the ability to better meet the work-force needs of regional businesses and industries.

In order to facilitate communication between the business community and the Division of Business, divisional faculty will be working to establish a business advisory board. The advisory board composition is a matter to be addressed immediately

The Division will be working to increase the number of evening and weekend workshops and courses it offers. At present, no institution or business is adequately addressing the need for computer training in the locality. An effort of this kind will increase the public visibility of the Division and serve as a source of revenue to be used for upgrading the computer hardware and software available on campus.

Divisional faculty will, through the University planning process, begin to build awareness of the need for expanded facilities. Additional computer laboratories and space to support teaching and research efforts will be of critical importance as the Division progresses through the decade. Future plans include replacing the typewriters in the Model Office with microcomputers to provide more student access to computers and permit the computer laboratories to accommodate more classes. A scanner and color printer are necessary to support classes in desktop publishing. Increased demands associated with networking will require a 486-based fileserver with CD-ROM drives and provisions for backing up files. A microcomputer laboratory in the Jamestown location is anticipated at some future point to allow delivery of courses that integrate the use of computers.

Faculty in the Division of Business will monitor closely the changes in accreditation standards of the American Assembly of Collegiate Schools of Business (AACSB) and the Association of Collegiate Business Schools and Programs (ACBSP). A long-term goal of the Division is to move in directions which would make an eventual accreditation realistic.

g. Documentation

Copies of survey instruments and summary of results.
VCSU Bulletin
 Division of Business Planning Documents
 Partners for Progress report
 Education: North Dakota's Key to Recovery
 Carl D. Perkins Act

3. DIVISION OF COMMUNICATION ARTS AND SOCIAL SCIENCE

Department of Communication Arts

a. Description and Function

The Department of Communication Arts supports the mission of the University by providing courses appropriate to teaching and non-teaching major and minor curricula in English, Spanish, Speech, and Theatre, and service courses for the Foundation Studies program. Faculty members further support the mission by teaching courses in the evening and summer, both on the Valley City campus and at the Jamestown location.

The Department supports theatre productions at least twice during the academic year. The functions of the Theatre program are to provide students with an appreciation for the place of theatre in the common cultural heritage, the ability and knowledge to produce dramatic productions as teachers, and, through dramatic productions, to provide cultural experiences for the University and community which would not be otherwise available.

The Department provides Foundation Studies classes designed to meet the educational objectives of the University. The following objectives apply specifically to the Communication Arts Foundation Studies courses:

- To read with understanding, to write with clarity, and to listen and speak effectively.
- To learn to organize ideas and present them coherently.
- To explore alternative means of communication, including non-verbal means.
- To develop the arts of inquiry, abstract logical thinking, problem-solving skills, and critical analysis, and to learn to think independently and creatively.
- To develop a consciousness of history and an understanding of the common heritage of Western civilization, appreciating at the same time the value of human diversity in race, gender and ethnicity.
- To understand the nature of human creativity, to appreciate artistic and literary achievement, and to encourage creative activity.
- To understand and develop an appreciation for the human relationships both with nature and technology.
- To examine the significance and satisfactions of work and leisure, and to develop habits which lead to physical and mental health, aesthetic satisfaction, intellectual stimulation, and emotional fulfillment.
- To become aware of the wholeness and structure in the total body of knowledge.

Major curricula are offered in English and Spanish, both for the Bachelor of Arts and Bachelor of Science in Education degrees. The Department offers minors in English, Spanish, Speech-Communication, and Speech-Theatre. Courses are also offered in Communication. A Library Media supplementary minor for certification purposes is offered during the academic year and during the summer on a three-year cycle. From 10 to 30 teachers are enrolled each summer. A Music/Dramatic Production minor is offered as a no-cost optional second minor for English and Music majors.

All students are required to complete courses in oral and written communication and in literature as a part of the Foundation Studies curriculum. These courses are provided by the Department of Communication Arts. Students studying for the Bachelor of Arts degree must complete the Cultural Block of courses. Many of these courses are provided by the Department. One of the options is completion of one or two years of a foreign language. Spanish is the language offered by the Department.

b. Organization and Resources

Student Enrollment

The number of students who graduated with a major or minor completed in the Department since 1982 are displayed in Table 28.

Table 28

**Graduates with Majors or Minors in Communication Arts
1982-1991**

	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	
Major											
Comm. Educ.	1	2	0	1	0	1	2	2	2	3	
English	6	6	6	6	7	4	9	6	9	12	
Spanish	0	0	0	2	2	0	3	3	8	7	
TOTAL		7	8	6	9	9	5	14	11	19	22
Minor											
English	0	1	0	2	0	5	2	4	1	2	
Library Media	2	2	2	2	3	1	5	1	2	4	
Music/Dram. Prod.	0	0	0	0	0	0	0	0	0	1	
Speech	1	2	0	0	0	1	1	0	0	0	
Speech/Comm.	0	0	0	0	1	1	0	1	2	1	
TOTAL		3	5	2	4	4	8	8	6	5	8

As the data indicate, the number of students majoring in English has been increasing. Interest in the Spanish major has likewise been increasing since the first class was graduated in 1985. The Communication Education major was eliminated in 1991. Enrollment in the Library Media minor is stable, but students enrolled in the summer courses are not counted in enrollment statistics since they have already completed the bachelor's degree. The Speech, Theatre, and Speech-Communications minor curricula have been integrated into a single minor with a required core of courses in all three areas and elective options in each.

Faculty

There are eight full-time and two part-time faculty members in the Department of Communication Arts. One of the full-time positions is presently vacant as the consequence of a late resignation. The courses assigned to the vacant position are taught by an additional part-time instructor. Six of the seven full-time faculty members, or 86% are tenured, four of the seven, or 57%, are female. Of the seven faculty, one holds the academic rank of Professor, three are Associate Professor, two are Assistant Professor, and one holds the rank of Instructor. Four of the faculty hold terminal degrees, one of which is an M.F.A. degree in Drama. The seven full-time faculty average 11.1 years of experience at Valley City State University. Their average salary for the 1991-92 academic year is \$32,600, ranging from \$26,940. to \$38,285. The average age of the Communication Arts faculty is 54 years. Table 4 provides detailed information concerning faculty characteristics.

The average equated teaching load per instructor per term for the 1991-1992 academic year is 13.5 credit-hours. Five years ago, the average load was 16 credit hours. Faculty who teach Methods courses for teacher preparation, or who supervise student teachers, meet the NCATE standard of a maximum 12 credit-hour teaching load. The goal of the Department is to reduce all teaching loads to 12 hours.

Departmental faculty are involved in research and developmental activities that have included developing and teaching pilot courses in English composition using *Newsweek* magazine and computer word-processing. They continue to explore the use of emerging information media technologies in their teaching. A number of the faculty have extensive teaching experience at the secondary level. One faculty member actively leads discussion series' on novels and films for the North Dakota Humanities Council, another has participated in teaching sections of a series on women's issues.

The faculty are active on the campus governance committees and state committees. One faculty member serves on the North Dakota Humanities Council, has chaired the North Dakota Centennial Poet selection committee, and served on the Artists in Residence/Poets in the Schools selection panel for the North Dakota

Arts Council. One member is president of the local North Dakota Education Association and is also a representative for women's sports to the North Dakota Collegiate Athletic Conference. Another serves as a campus representative to the North Dakota University System Council of College Faculties. A number of the faculty have served on North Central Association accreditation teams for secondary schools. Most of the faculty serve as speakers and panel members and as active participants in civic organizations. One member recently presented a paper to the Linguistic Circle of Manitoba and North Dakota, in which he is an active participant, and has also recently published an article in Hussrliana, a Netherlands philosophical journal. One faculty member annually sponsors a Spanish trip to Mexico over the spring break.

Support Staff

The support staff for the Department and Division consists of one half-time secretary for 10.5 full-time faculty. The assigned duties include filing, typing, telephone reception and other standard clerical office procedures. The divisional secretary is responsible for the divisional record-keeping, for budget record, materials ordering, and supervision of all Work-Study students and student assistants. The Division is allocated 57 hours per week of student work hours.

Facilities and Equipment

Technology plays an increasingly important role in Communication Arts, with strong implications for the kinds and amount of equipment needed for instruction. Departmental faculty use the Academic Resource Laboratory which consists of 25 Apple IIGS computers networked to a Corvus unit and eight printers. Departmental equipment includes filmstrip projectors, overhead projectors, projection screens, television monitors, VCR players, camcorders, two Apple IIGS computers, one Macintosh LC computer, two liquid crystal overhead projection display units, and record players. Moveable computer-integrated teaching stations are being developed which include CD-ROM and videodisc players, and video projectors. These stations can be used for authoring of course components and classroom presentation.

Each faculty office has a typewriter and the Department is working toward the campus-wide goal of having a networked computer in each faculty office in addition to the demonstration units for classroom use.

The Spanish language laboratory is located in a converted classroom and decorated with traditional Hispanic art and artifacts. The space is comfortable, with work tables, computers and a sofa and easy chairs. In addition to its function as a language laboratory, the facility functions as a cultural area to promote student awareness of Hispanic values and decorative motifs. The laboratory provides technological support for aural-oral and visual learning in the target language. The equipment includes two Apple IIe computers and one Apple IIGS computer, two tape players with one set of headphones, a large-screen television with VCR, a VHS camcorder, a high-speed audio tape copier, a DuKane filmstrip viewer and projector, an extensive library of VHS videotapes for student viewing, audio tapes, and a significant collection of computer software. The television is attached to a satellite down-link antenna which provides access to Spanish-language television programs originating in Mexico.

The departmental faculty make use of the information technology services provided by the Library and the library staff. Library information technologies include CD-ROM, on-line catalogs, data bases, videodiscs, indices, directories, and other reference tools. Library staff assist with bibliographic instruction in Composition I. Library books and journals are adequate to meet the needs of the Department.

The departmental classrooms are comfortable and well-equipped. Theatrical productions are performed in "Theatre 320" a large space in the original campus building, re-configured for "theatre in the round." The facilities are adequate to meet the needs of the Theatre program, with the exception of space for storage, dressing rooms, and a sewing room for costume construction. A recently-installed elevator in the building complex provides handicapped accessibility to the Theatre and to all classroom and office areas.

Table 29 details the budget allocation for the Department of Communication Arts in comparison with the total instructional budget of the University.

Table 29

**Department of Communication Arts
Compared with the Total Instructional Budget, 1985-1991**

<u>1991</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	
Salaries and Wages							
Communication Arts	213,832	235,998	253,224	255,103	257,396	288,107	335,959
Total Instructional Budget	1,977,337	2,101,459	2,252,895	2,205,103	2,278,300	2,472,478	2,611,777
Operating							
Communication Arts	6,481	4,408	6,188	4,888	6,735	6,496	9,563
Total Instructional Budget	243,692	213,920	253,283	203,848	237,008	198,645	251,961
Equipment							
Communication Arts	909	1,576	84	0	4,272	4,776	2,837
Total Instructional Budget	135,467	46,242	71,922	56,124	108,018	66,068	103,680
Totals							
Communication Arts	221,212	241,982	259,496	259,991	268,403	299,379	348,359
Total Instructional Budget	2,356,489	2,361,615	2,578,095	2,465,070	2,623,321	2,737,187	2,967,418

The Department of Communication Arts has received an average of 10.5% of the total instructional budget since 1985. The Department has produced an average of 14% of the total credit hours since 1981. Comparison data is found in Table 25.

c. Assessment

An on-going departmental review systematically monitors texts and computer software for the freshman English sequence. Major and minor curricula are regularly modified to meet changing needs and standards. A recent change requires all students pursuing departmental majors or minors to maintain a 2.5 Grade Point Average in the Foundation Studies courses and in all departmental courses. This requirement substantiates the Department's commitment to quality.

Instructors regularly review their individual courses with an eye to their improvement. Faculty development plans and self-assessment forms document the process. Master course outlines and course syllabi are, per standard University procedure, filed in the offices of the Division chair and the vice president for Academic Affairs, and are reviewed and revised as needed.

The Department regularly compares average grades for departmental courses with the grading patterns across the University to monitor departmental grading for discrepancies or for grade inflation. Faculty in the Department supervise student teachers and review the evaluation forms for student teachers completed by the cooperating teachers in their assigned schools. The faculty also review the placement reports of their graduates and the Pre-Professional Skills Test scores of students entering teacher preparation in order to determine any changes or emphases necessary to improve the quality of teacher preparation in the Department's areas. The placement record of departmental graduates is excellent, with virtually all students placed in employment suitable to their education.

The course offerings and curricula meet North Dakota State Program Standards. The programs were reviewed by a state evaluation team in connection with the NCATE review in October, 1990. All departmental programs were reviewed in preparation for the NCATE visit. External consultants were used in two instances since the most recent North Central Association review. The reports are available for examination in the office of the Division Chair and the vice president of Academic Affairs.

Strengths

The following are cited as strengths of the Department and its programs:

1. The Communication Arts Department has a relatively low student-teacher ratio and the faculty are able to provide individual attention to students accordingly. Enrollment in Composition and Speech courses is limited to 25 students.
2. Most composition classes are taught in a computer laboratory. Students in these classes learn to use word processing programs and are exposed to such writing support software as grammar and spell checking. Spanish students regularly use computers in the Spanish laboratory. Use of the computer strengthens the students' writing ability and increases the transfer of writing skills to other courses.
3. Faculty work loads are being reduced to provide additional time for faculty to participate in faculty in-service development projects.
4. The Department provides services to secondary schools with such events as the Language Arts Festival and the Spanish Day. Faculty and students participate as resource persons for speech and drama events. Faculty serve as public speakers for off-campus groups and are active in civic activities.
5. The departmental facilities meet the instructional needs of the teaching faculty and support the faculty effort to remain current with developments in teaching, especially the applications of instructional technology.
6. The Spanish language instruction is characterized by an holistic approach which integrates aural-oral and visual experiences. The resources available in the Spanish laboratory, including the computers and the VCR with satellite down-link, enable instructors to integrate the laboratory with classroom instruction.

Concerns

The following items are cited as concerns:

1. The Division of Communication Arts and Social Science is one of the largest academic units in the University. The secretary is expected to complete a wide variety of tasks. There are too many responsibilities for too many people to be met by a half-time position. The location of the secretarial work station is inappropriate, as the division chair's office is on the floor above the secretary.
2. Faculty salaries are seriously below regional and national markets.

3. The Department does not have a first-year follow-up program for graduates; and the Department does not have a standardized exit test to determine the English proficiency of graduating seniors.
4. A technical support person is needed to service instructional technology systems campus-wide. This person should be able to assist in resolving schedule problems, consult with faculty in program development, and trouble-shoot technical and operational problems.
5. The Department experiences scheduling difficulties and limited access to laboratories as a result of extensive use and heavy scheduling. There is a need to increase the hours for student access to the laboratories, and more student work hours are needed to monitor the laboratories.
6. All faculty should have access to a networked computer and printer in their offices, and should have access in their offices to the ODIN library information network.
7. More office and storage space is needed to support the Theatre program. The Theatre facilities should be housed in an area separate from the rest of the Communication Arts Department. Space and equipment for a sewing room for costume design and construction is needed.
8. Funds are needed to provide released time for faculty to undertake professional development activities, especially those related to the integration of instructional media technology in teaching. Continued reduction in class loads is needed.

d. Plan for the Future

Alternate locations for the secretarial work station will be explored. Additional student work hours should be assigned to the divisional office. Since it is unlikely that additional secretarial positions will become available, alternative strategies will be explored for better organizing the secretary's work.

Networked computers will be available in every faculty office, with access to the ODIN system. Library facilities and information retrieval capabilities will need to be expanded to accommodate the increased access. Pressure on the ODIN network is a common concern across the North Dakota University System, and will likely be an appropriations issue in the next legislative session.

Non-appropriated funding will be sought to support reduced teaching loads, released time, and sabbatical leaves for faculty to provide opportunities for their professional development.

The Department plans to continue the expansion of educational and cultural opportunities for students and the community. Examples might include working with the Library staff to develop the Curriculum Library as a model school library, and working with local schools through the Teacher Center.

The Department plans a first-year follow-up program for graduates, beginning with the 1991-92 academic year. The Department is also instituting specific competency requirements for graduating students. The Department is also considering further means of assessing the competencies of graduating seniors through exit examinations and follow-up surveys.

e. Documentation

NCATE Report

North Dakota State Program Standards
 Communication Arts planning documents
 Departmental competency requirements
 Program Planning and Evaluation Plan

Department of Social Science

a. Description and Function

The Department of Social Science contributes to the academic mission of the University by providing courses in the liberal arts and sciences integral to the Foundation Studies curriculum, assisting in "the superior small-college preparation of teachers," and by providing courses and curricula for students seeking general education for self development or as preparation for graduate or professional study. The Department provides extended access to University study by scheduling summer, evening, week-end and off-campus courses.

As components of the University's general education curriculum, the courses offered by the Department, whether or not they are part of a major or minor program, are intended to contribute to the students' intellectual development in several ways. Courses in History encourage critical and analytic thought, an appreciation of human cultural achievements, and an expanded historical and geographical perspective on current issues and events. Courses in the social sciences convey an understanding of human social interactions, the structure of cultures, and the problems and opportunities involved in multicultural relationships. Courses in Political Science convey an understanding of the purposes and structure of governments and the requirements of informed citizenship, and a specific understanding of American national government and the state government of North Dakota.

The Department offers the following major and minor curricula :

Major

- History (Teaching)
- History (Non-teaching)
- Human Resources (Composite)
- Social Science (Composite, Teaching)
- Social Science (Composite, Non-teaching)

Minor

- History
- Human Resources
- Social Science
- Sociology

The Department offers courses in Political Science as elective courses or as components of other departmental majors and minors.

Bachelor of Science in Education majors and minors typically plan careers in secondary education. Some Bachelor of Arts and Bachelor of Science graduates from the Department's major and minor programs

continue in post-graduate study in an academic discipline or in Law school. Graduates with the Human Resources composite major find employment in human services agencies or in personnel management.

The teaching minors in History and Social Science provide important supporting credentials for graduates with the Health and Physical Education major. Position openings in the public schools, especially the smaller ones, often emphasize the need for dual competencies in coaching and social studies teaching. The Human Resources minor offers an additional opportunity for majors in Business, either as a second career option or as a qualification for career specialization in personnel management.

b. Organization and Resources

Student Enrollment

The number of students graduating with majors and minors from the Department of Social Science is given in Table 30.

Table 30
Graduates with Majors and Minors in Social Science
1982-1991

	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991
Major										
History	2	7	3	6	2	3	2	5	4	7
Human Resources	0	5	12	7	9	12	14	12	15	13
Social Science	5	5	3	7	1	2	1	0	9	8
TOTAL		7	17	18	20	12	17	17	17	28
	28									
Minor										
Geography	1	0	0	0	0	0	0	0	0	0
History	1	1	4	1	1	0	2	1	3	4
Human Resources	1	10	12	16	19	11	0	4	3	0
Political Science	0	0	0	1	2	0	1	0	0	0
Social Science	2	5	4	2	4	1	6	3	4	1
Sociology	0	0	1	1	0	0	2	1	3	0
TOTAL		5	16	21	21	26	12	11	9	13
	5									

The numbers of students majoring in History or Social Science has remained relatively stable since 1982. Interest in the Human Resources major has increased. Minors in Geography and Political Science have been eliminated. The numbers of students seeking minors in Human Resources has decreased sharply in the immediate past years.

Faculty

The Department is staffed by three faculty members. A fourth faculty member is assigned half-time to the Department of Social Science and half-time to the Department of Science. Three of the four faculty members have completed terminal degrees. One is an Associate Professor, one is an Assistant Professor, one is an Instructor, and the half-time faculty member is a Lecturer. All are male. One member is tenured. The

average number of years of service to Valley City State University is 5.5, Annual salaries range from \$26,000 to \$34,465, with an average salary of \$29,823. The average age of the faculty in the Social Science Department is 44 years. Table 4 provides detailed characteristics on faculty characteristics.

Since the last accreditation visit, University planning has moved the courses in Economics to the Division of Business and, with it, one faculty position. The half-time position presently divided with the Science department is assigned to the teaching of courses in Geography and Earth Science.

The average faculty teaching load for the 1991-92 academic year is slightly over 12 hours. Five years ago, the average load was 16 hours. Faculty who instruct the teaching methods course or supervise student teachers meet the NCATE standard of a maximum teaching load of 12 credit hours.

Departmental faculty are active on divisional and campus-wide committees. One faculty member is responsible for the Human Resources major and advises over forty students. Two faculty members have published articles in professional newsletters.

The Social Science Department sponsors and promotes HIST 485, *International Study*. The summer of 1992 will feature a trip, for academic credit, to Great Britain.

The Department also sponsors monthly brown bag luncheons featuring a variety of speakers/guests on a range of topics of interest. These luncheons are open to the student body, faculty, and the general public.

In 1991, Departmental faculty assisted in arranging a recruiting trip for the purpose of encouraging minority student attendance at Valley City State University. Two Departmental faculty members participated in the visit to Native American Colleges.

Support Staff

The Department shares the half-time divisional secretary, who serves the 10.5 faculty in the Division. The assigned duties of the secretary include filing, typing, telephone reception and other standard office procedures. The secretary keeps divisional budget records, materials ordering, and supervises all Work-Study and student assistants. A total of 57 hours per week of student work hours is allocated to the Division.

Facilities and Equipment

The Social Science department has well-equipped classrooms in Vangstad and McFarland halls. All facilities are accessible to the physically handicapped. Both the Academic Resource computer laboratory and the IBM computer laboratory are available for class and individual use.

The Social Science faculty consider that the library collection of books, reference works, audio-visual equipment and professional journals are adequate for the undergraduate programs.

The Department has five computers, one Apple IIGS, one Zenith 158 with 40 MB hard disk drive, two IBM PC's with 640 KB memory and one 20 MB hard disk drive, and one Macintosh LC. Departmental computers are located in faculty offices for word processing and record-keeping. Certain of the computers can be moved to classrooms by means of a mobile computer stand for classroom demonstration purposes, and the Macintosh LC is equipped with a liquid crystal overhead projection unit. The departmental faculty use Appleworks 3.0, PC DOS 2.1, MS DOS 4.0, and Macintosh System 7 applications. Individual instructors have their private software collections.

The Social Science department budget compared with the total instructional budget for the period 1985 to 1991 is given in Table 31.

Table 31
Social Science Department Budget
Compared with the Total Instructional Budget, 1985-1991

<u>1991</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	
Salaries and Wages							
Social Science	138,168	156,132	155,403	166,417	147,662	155,749	144,973
Total Instructional Budget	1,977,337	2,101,459	2,252,895	2,205,103	2,278,300	2,472,478	2,611,777
Operating							
Social Science	3,875	3,709	3,424	3,729	3,309	3,194	4,146
Total Instructional Budget	243,692	213,920	253,283	203,848	237,008	198,645	251,961
Equipment							
Social Science	4,389	2,078	3,358	0	1,339	339	2,040
Total Instructional Budget	135,467	46,242	71,922	56,124	108,018	66,068	103,680
Totals							
Social Science	146,432	161,919	162,185	170,146	152,310	159,282	151,159
Total Instructional Budget	2,356,489	2,361,615	2,578,095	2,465,070	2,623,321	2,737,187	2,967,418

The Department of Social Science has produced an average of 13.8% of the total student credit hours since 1981. This percentage is likely to decrease as the result of a reduction in the Foundation Studies requirement in Social Science from 12 hours to eight hours. The Department has received an average of 6.1% of the total instructional budget since 1985.

c. Assessment

The Department faculty consider a significant strength to be their work to incorporate computers and other instructional technology into their teaching. Computer-assisted instruction is currently employed in the Principles of Sociology and Research Methods courses. All faculty include videotape presentations in their courses.

A major concern of the faculty for the future is the need for adequate faculty time and resources to upgrade their skills in the applications of information media technology in their instructional methods.

A second concern is to fill the position in Geography with a permanent tenure-track appointment. Without additional faculty time, it will be difficult for the Department to continue to offer all of the courses required for the composite major in Social Science.

The Department offices have recently been moved from the lower level of Vangstad Hall to the present location in McFarland Hall. Faculty members are functioning with offices separated by temporary partitions. There is a need to establish a permanent location and offices that allow for greater privacy.

The Social Science curriculum was cited as a weakness in the State Program Standards Review and the department has since corrected the weakness. The Social Science curriculum does now meet NCATE and North Dakota Program Standards.

Faculty salaries are seriously below regional and national market values.

The shift to the semester system will seriously hamper the Department's ability to offer the variety and number of sections necessary to adequately prepare the students choosing the Social Science or History major and service the general student body with Foundation Studies courses. Additional faculty resources are needed.

d. Plan for the Future

There is a need to add an IBM PS/2 computer to the equipment inventory, with appropriate word processing and integrated software packages, for demonstration purposes and for individual faculty and student use.

A technology support person should be added to the University staff to maintain and service computers, software and peripheral equipment. Non-appropriated funds should be sought to provide released time and compensation for the further development of instructional skills, with special attention to the instructional applications of technology. The faculty plan to avail themselves of opportunities to upgrade their technological skills. On-campus workshops during the summer interval or prior to the beginning of the fall semester would be ideal.

There is a continuing need for a full-time divisional secretary or at least the addition of more hours of student assistance.

The Departmental faculty plan to find a permanent location with office space sufficient to accommodate the fourth faculty member. The office for that faculty member is presently located in the Science Center. The Department also plans to fill the position with a faculty member on permanent appointment.

e. Documentation

- VCSU institutional budgets
- VCSU Placement Reports
- NCATE study reports
- Program Planning and Evaluation Plan
- North Dakota State Program Standards

4. DIVISION OF EDUCATION AND PSYCHOLOGY

a. Description and Function

The function of the Division of Education and Psychology is to prepare pre-service Education students to become competent teachers, capable of making sound decisions in the areas of Elementary Education, Secondary Education, Early Childhood Education, Reading, and Psychology. Graduates of the Division's programs should be skilled in teaching and guiding students from varying backgrounds who possess a wide variety of unique experiences, strengths, and needs. The Division's program is built upon the conviction that competent teachers are knowledge-based decision makers. This fundamental premise is reflected in the divisional goals and objectives.

The Valley City State University statement of mission refers to the institution as "an academy for the superior small college preparation of elementary and secondary school teachers." The broad goal of the University's teacher education curricula is to prepare entry-level teachers who:

- are capable of teaching and guiding students of varying backgrounds, strengths, and needs;

- are competent decision-makers;
- are skilled in planning, implementing, and evaluating learning experiences for students;
- view decision-making as a reflective process; and
- accept the view that professional growth and development is an on-going, never-ending process.

The programs offered by the Division include a major curriculum in Elementary Education, the Professional Education Sequence both for the Elementary and Secondary school levels, and minor curricula in Early Childhood Education, Psychology, and Reading. Complete information concerning the Division's offerings appears in the *University Bulletin*, 1990-1992, page 63.

b. Organization and Resources

The Division is an academic division of the University and performs all of the administrative, governance, and instructional functions related to the preparation of teachers. The Division reviews and makes recommendations to the University Curriculum Committee concerning all proposed curriculum changes affecting Teacher Education. 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.

Student Enrollment

Table 32 displays the numbers of students graduating with majors and minors in the Division of Education and Psychology since 1982.

Table 32
Graduates with Majors or Minors
in the Division of Education and Psychology
1982-1991

	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	
Major											
Elem. Educ.		25	36	46	33	29	39	57	47	40	55
Minor											
Early Childhood	10	16	20	11	10	16	21	23	12	26	
Psychology		7	8	5	11	4	7	6	9	13	10
Reading	6	5	5	7	5	13	29	16	12	16	
TOTAL		23	29	30	29	19	36	56	48	37	52

The number of students majoring in Elementary Education has increased since 1982. Students completing minors in Early Childhood Education, Psychology and Reading have also increased. Between one-half and two-thirds of all Valley City State University graduates in the past ten years have received degrees in Education.

Faculty

The Division of Education and Psychology is currently staffed with nine full-time faculty members. One additional position is vacant and the courses are being taught by part-time instructors. Six of the faculty, or 67%, hold doctoral degrees. Two of the remaining three faculty have begun doctoral programs. Four faculty members, or 44%, hold academic rank as Professor, another four are Assistant Professors, and one is a Lecturer on temporary appointment. Six faculty, or 67%, are male, and five, or 55%, hold academic tenure. The average age is 48 years. The average years of experience in the University is 9.7 years. The average salary is \$33,916 with a range from \$25,015 to \$43,845.

The faculty members are all successful teachers. They are active in professional organizations, take part in inservice education for school teachers, serve as consultants for area schools, have appropriate educational backgrounds, and all have experience as public school teachers. Several publish in professional journals or publications. Currently three faculty members are a part of the North Dakota Bridges Project, a program to provide inservice education for the state's middle school teachers.

Faculty in the Division teach an adjusted load of 12 term credit hours. Loads are adjusted to compensate for supervision of field experiences and administrative responsibilities.

The number of faculty is adequate for the unit to fulfill its mission for the number of students in the Teacher Education programs. From time to time, the University will make arrangements for qualified professionals in the public schools or in the surrounding area to teach a course or to assist with supervision of field experiences. For the past two years, by State Board of Higher Education authorization and in cooperation with North Dakota State University, the Division has delivered the professional sequence of courses in Elementary Education to students in Fargo. This undertaking has placed a stress on faculty resources. Two additional positions have been allocated to the Division, and one or possibly two additional positions will be needed to deliver the entire program if it is to continue.

Support Staff

The Division is allocated one full-time secretary who supports the nine full-time and three part-time faculty. The secretary maintains all teacher education and student teacher records, performs routine budget operations, and provides routine clerical services. The secretary is assisted by approximately 22 student work hours per week.

Facilities and Equipment

The central physical facilities for the unit are located on the third floor of McFarland and McCarthy halls. The main office, individual faculty offices, study space and computer facilities for students are located in the area in a convenient arrangement. Adequate office space exists for faculty and staff. Classrooms used by the unit's faculty are in the same general area as the offices and are readily accessible. Teaching facilities are adequate and most of the equipment used in instruction is available within the unit. McFarland Hall areas are accessible to the physically handicapped, while the McCarthy Hall areas are not. A planned elevator installation will render all facilities accessible.

Conversion to the semester calendar beginning with the summer session, 1992, will impact the unit with respect to classroom space. Renovations are in progress during the 1991-92 academic year to provide a new classroom area for Elementary Science Methods, Creative Activities, and Art Methods classes in the Art Department area, one floor above the existing divisional spaces in McCarthy Hall. Additional renovations are planned for the summer of 1992 to

provide a second large classroom on the third floor of McCarthy Hall. Some consideration is being given to converting the latter space to a model classroom equipped with the most current instructional technologies.

Equipment and supplies budgets have generally been adequate to meet the needs of the unit. Computer equipment is available in the unit, and students and faculty have access to a networked IBM computer laboratory in the divisional area, as well as to several computer laboratories elsewhere on the campus. The distance learning laboratory/classrooms are located on the floor below the teacher education classrooms. The audiovisual equipment used by the Division is adequate, and faculty may check out additional equipment from the Faculty Materials Center. Library resources are adequate for the Education programs.

Since 1985, the Division of Education and Psychology has received an average of 13.7% of the total instructional budget of the University. Actual dollar amounts compared to the total instructional budget are given in Table 33 below. The Division has produced an average of 19.2% of the total student credit hours. The figure is somewhat deceptive, in that approximately 80% of the student teachers in Secondary Education received Education credit, but were actually supervised by faculty in the department of their major discipline.

Table 33
Division of Education and Psychology Budget
Compared with the Total Instructional Budget, 1985-1991

<u>1991</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	
Salaries and Wages							
Educ. & Psych.	287,714	297,405	332,240	328,777	331,388	360,752	442,612
Total Instructional Budget	1,977,337	2,101,459	2,252,895	2,205,103	2,278,300	2,472,478	2,611,777
Operating							
Educ. & Psych.	8,013	5,259	9,097	8,265	10,351	7,594	15,394
Total Instructional Budget	243,692	213,920	253,283	203,848	237,008	198,645	251,961
Equipment							
Educ. & Psych.	8,982	535	4,630	548	14,942	4,886	4,423
Total Instructional Budget	135,467	46,242	71,922	56,124	108,018	66,068	103,680
Totals							
Educ. & Psych.	304,709	303,199	345,967	337,590	356,681	373,232	462,429
Total Instructional Budget	2,356,489	2,361,615	2,578,095	2,465,075	2,623,321	2,737,187	2,967,418

c. Assessment

The Division of Education and Psychology has received positive response to external evaluations in recent visits. During the fall of 1990, the Teacher Education program was visited and reaccredited by the National Council for the

Accreditation of Teacher Education (NCATE). As a part of the same review, the programs met all of the requirements of a North Dakota State Program Standards approval evaluation. Formal evaluation documents for these reviews are available for inspection by the NCA Consultant-Evaluator team.

The preparedness of students entering the teacher education program is determined through a comprehensive evaluation system. The admission requirements as listed below are published in the 1990-1992 *University Bulletin*, and the *VCSU Teacher Education Program Handbook*.

A student intending to pursue a curriculum in teacher education must apply to the Teacher Education Committee through the chair of the Division of Education and Psychology, and receive the Committee's approval. The application requires the student to furnish pertinent biographical information and his or her reasons for considering teaching as a career. A student must meet the following specific criteria to be considered for admission:

1. Have achieved sophomore standing or higher with a minimum cumulative grade point average of 2.50.
2. Have recorded satisfactory academic performance in ENG 111, 112, and 113; and have successfully completed a speech screening test.
3. Possess a record of good conduct and evidence of good physical and mental health. Recommendations are required from the academic adviser, the Dean of Students, and the instructor in EDUC 200 or 205, *Introduction to Education*. Further evaluations may be requested from the University Nurse or other appropriate professionals.
4. Attain the institutionally-required scores on the Pre-Professional Skills Test (PPST). The currently required minimum PPST scores are: Reading, 167; MATH, 165; and Writing, 167. Students are responsible for paying the testing fee.

At the completion of the program and before graduates are recommended to the North Dakota Department of Public Instruction for initial teacher certification, they must complete the Professional Knowledge Test of the National Teachers Examination (NTE) and receive a passing score of 642. They must also have maintained all of the requirements for good standing in the program.

Another measure used to ensure quality in the teacher education program is the evaluation of graduates after entry into the profession. Near the end of the first year of teaching, all teacher education graduates are mailed a questionnaire to complete and return. A similar form is sent to their administrative supervisors. The questionnaire for the first-year teachers has two parts. The first part lists topics relating to perceived teaching knowledge and ability. The second part deals with an evaluation of specific University courses and their applicability or usefulness in teaching. An annual questionnaire study of third year teachers was commenced in the spring of 1990. The format of the questionnaire is very similar to that used with first year graduates. The results of the surveys are available in the document exhibits.

Strengths

The following strengths were cited by the NCATE team during their October, 1990, visit:

1. The University president is both a strong and successful advocate for the institution and a scholar who has made it clear that faculty must meet more rigorous standards of scholarship. His leadership in the governance process is evident in documentation and campus organization. There is evidence of a strong institutional commitment to a quality program.
2. The Academic vice president has outstanding leadership and group process skills as well as strong and respected scholarship. Her coordination skills and support for Teacher Education

have promoted opportunities for change within the institution and (have) given state leadership in the area of technology.

3. A reduced teaching load for faculty in the unit from 16 credits to 12 credits in Fall, 1990 make faculty involvement in scholarship possible.
4. The institution has designed an outstanding advisory system that includes a Freshman Dialogue seminar which sets the stage for student advising, counseling and support.
5. There is evidence of a close relationship between faculty and students, and students indicated an exceptional level of caring on the part of faculty members.
6. Faculty contributions to schools and the community were rated highly by school personnel and townspeople.
7. The clinical practices component of the program is highly regarded by students and practitioners.
8. The team chair attended the Centennial Celebration for the institution on the Saturday prior to the team visit and was impressed with the uncommon expressions of loyalty and support for the institution by participants. Valley City State University impressed members of the visitation team as being a very special environment for the preparation of teachers and as a leader in the state.
9. The institution has been given a state mandate to develop a technology base for teacher preparation and a Distance Learning Center to provide instruction to rural areas. The programs are operational with strong administration support and a clear vision for future development. While these programs may not be unique, they give the institution a mark of distinction in the state.

Concerns

The following items were identified by the NCATE team as weaknesses which need to be addressed:

1. STANDARD I.C Content of the Curriculum - General Education

The relationship of the Foundation Studies to the other major components of the curriculum was not clearly defined. When students were asked how Foundation Studies contributed to their understanding of a particular educational practice, they had difficulty. Faculty and administrators admitted that additional efforts must be made in developing the role of the Foundation Studies in the total curriculum.

2. STANDARD I.D Content of the Curriculum - Specialty Studies

The lack of well-conceptualized and coherent program of studies in Social Science was evident.

3. STANDARD II.A Clinical and Field-Based Experiences

The only locations with culturally and racially diverse populations are the four Native American Reservations and the urban school systems in North Dakota's largest cities. At this time, few student teachers are placed in these locations and only a one-day trip to a reservation school is provided. Exposure to exceptional children is also extremely limited, unless one elects to take courses in Exceptional Children or Learning Disabilities.

4. STANDARD IV.A Faculty Qualifications and Assignments

A substantial percentage of faculty members do not hold a doctorate. There are no culturally diverse faculty in the unit.

5. STANDARD IV.B Faculty Load

A substantial percentage of faculty members have not demonstrated involvement in research, publication, and other scholarly activities.

6. STANDARD IV.D Faculty Evaluation

No clearly articulated formalized expectation for, or commitment to, scholarly activities such as "scholarship that informs practice" was demonstrated.

7. STANDARD V.B Resources

The Library book budget and periodical budgets do not permit purchases that meet ALA standards. This is mainly due to poor state financing over the past few years

Resources to promote faculty scholarship through funds for attendance and presentations at major professional conferences and to permit sabbatical leaves are severely limited.

In general, resources are limited, especially if the institution intended to actualize the mission as directed by the State Board of Higher Education to become an ("institution for the superior small-college preparation of teachers...").(Misquoted in the NCATE team report.)

d. Plan for the Future

The mission for the institution is to be "an academy for the superior small-college preparation of elementary and secondary school teachers." Although this is the mission of the University as a whole, it is the special responsibility of the Division of Education and Psychology. The Division's plans include fulfilling this mission. Continued national and state accreditation have an impact on the future plans of the Division. Although the program was accredited by NCATE, weaknesses were identified. The Professional Education unit will continue to address those weaknesses and the response will be evident in the annual reports to NCATE.

The Division is in the process of offering Elementary Education courses on the campus of North Dakota State University. Offerings may be expanded to include the entire major curriculum by the 1992-93 academic year.

With the developing thrust for the instructional application of information media technology, the Division will share in the responsibility for preparing future teachers to become proficient in the ordinary application of current technologies and help them become aware of new and emerging technologies. The Division should explore the possibility of adding an interdisciplinary minor in Instructional Technology. Such a curriculum would prepare teachers who could also serve as instructional technology advisors or coordinators for school systems.

With the change to the semester calendar, the intention of the Division is to offer required courses in the Professional Education sequence and the required courses in the Elementary Education major twice a year. Courses required in the Early Childhood, Psychology, and the Reading minors will be offered at least once a year.

e. Documentation

- Valley City State University *Bulletin*, 1990-1992
- Preconditions Report for the NCATE review, 1989
- Education and Psychology Division *Teacher Education Program Handbook*, 1990
- NCATE Institutional Report, 1990
- NCATE Accreditation Report for Valley City State University, 1990
- North Dakota State Program Standards
- Graduate surveys
- Survey of students
- Update*, periodic newsletter of the Division of Education and Psychology
- Program Planning and Evaluation Plan

5. DIVISION OF FINE ARTS

Department of Art

a. Description and Function

The Department of Art and its instructional programs provide an essential ingredient in the environment and academic offerings of a liberal arts institution. Specifically, programs and activities in the arts help to fulfill the stated purposes of the University by imparting society's cultural heritage and, through creative activity, opening the students' minds to alternative ways of thinking and living. The Department supports the teacher preparation mission of the University by providing aspiring teachers with an understanding of the importance of the arts in education at all age levels, and with ideas and techniques for the use of Art in classroom instruction. In combination with the Department of Music, the Art Department supports the Foundation Studies course, HUM 203, *Fine Arts and Aesthetics*, required of all students pursuing the bachelor's degree.

The Department of Art offers major and minor curricula in Art both for teaching and non-teaching degrees. In recent years the composite major in Art was deleted to enable students to broaden their educational backgrounds with less exclusive concentration in the single area. This decision was taken based on a survey of graduates and their employment history.

All of the programs are modern and rigorous, and are periodically evaluated by the students, and the Department and divisional faculty. The Department maintains the currency of its courses and curricular structures using the guidelines of such professional associations as the College Art Association and the National Art Education Association.

The primary means of instructional delivery are lecture, guided discovery, mastery of technique, and individual inquiry. Other instructional methods include use of the Macintosh Computer Laboratory for the course in Design and Commercial Art, and the use of slides and video tapes in the Humanities, Art History and studio art courses. The Interactive Television Laboratory has also been used in courses for Art teaching methods.

b. Organization and Resources

Student Enrollment

Table 34 following displays the numbers of students graduating with a major or minor in Art from 1982 through 1991.

TABLE 34

**Graduates with Art Majors and Minors
1982-1991**

	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991
Major										
Art	5	6	4	5	3	5	2	2	3	0
Two-year										
Comm./Graphic Arts		3	6	1	2	2	1	3	1	1

Minor

Art	0	0	2	1	1	0	3	2	1	0
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The numbers of students pursuing curricula in Art has decreased over the past ten years. A major factor in the decrease is the elimination of Art from the curricula of the smaller North Dakota school districts. This circumstance has a dual effect. Only those students graduating from the larger high schools have had the opportunity for Art instruction prior to their enrollment in institutions of higher education. Their interest in Art is limited accordingly. In the second place, the demand for Art teachers in the schools has severely limited employment opportunities for teachers especially prepared in Art.

Faculty

There are two full-time faculty members in the Department of Art. Both hold the M.F.A. degree, both are male, both hold the academic rank of Assistant Professor, and one is tenured. Their average age is 44 years. The average number of years of experience in the University is 4.5, and their average annual salary is \$28,483.

The faculty members are working to develop their knowledge and skills in the application of computer graphics and drawing software packages. One faculty member serves as a grant proposal evaluator for the North Dakota Council for the Arts, and the other writes articles for the local newspaper on local art exhibits and visiting artists and serves as a liaison with the Valley City Arts and Gallery Association, a community group. Both faculty members have exhibited their work in area galleries and have worked with Music and Theatre productions as set design consultants. One member has lead a number of cultural tours to Winnipeg, Minneapolis, New York, Washington, D.C., and Italy.

Support Staff

The Art Department shares the halftime divisional secretary with the Department of Music. The secretary's work station is in the Music building across the campus from the Art Department. The Department is assigned two Work-Study students who work between eight and ten hours each per week. One of the students works in the Ceramics studio, monitors the kiln and assists in mixing clay and maintaining equipment. The second student helps prepare materials, maintains supplies and equipment, and assists with various projects connected with the studios for two-dimensional art. A major support inadequacy is the inconvenience of access to the divisional secretary.

Facilities and Equipment

The Department has reasonably well-equipped classrooms, offices and studios. The spaces are located on the third floor of McCarthy Hall and they are not accessible to physically-handicapped persons. The Ceramics studio is located in its own separate building. The studios are well-equipped and adequate in size.

The books, journals and publications in the University library are adequate for the programs. Other learning resources such as video-tapes and films need additional development.

Budget resources allocated to the Department have been satisfactory, but increased funding will be required to bring the Department up to standard with respect to the institutional mission emphasis in the application of computer technology in instruction. Since 1985, the Department has received an average of 2.5% of the total instructional budget. Table 35 displays the actual figures. The Department has accounted for an average of 1.8% of the total FTE enrollment of the University since 1982. Table 24 provides detail on credit-hour production by department.

Table 35

**Department of Art Budget
Compared with the Total Instructional Budget, 1985-1991**

<u>1991</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	
Salaries and Wages							
Art	51,099	55,241	53,822	29,148	57,128	64,235	68,824
Total Instructional Budget	1,977,337	2,101,459	2,252,895	2,205,103	2,278,300	2,472,478	2,611,777
Operating							
Art	11,637	10,615	8,434	8,088	7,661	9,354	7,532
Total Instructional Budget	243,692	213,920	253,283	203,848	237,008	198,645	251,961
Equipment							
Art	1,316	2,062	1,165	350	673	129	0
Total Instructional Budget	135,467	46,242	71,922	56,124	108,018	66,068	103,680

Totals

Art	64,052	67,918	63,421	37,586	65,462	73,718	76,356
Total Instructional Budget	2,356,489	2,361,615	2,578,095	2,465,070	2,623,321	2,737,187	2,967,418

c. Assessment

Program quality is measured by internal evaluation at the departmental level and by comparison with state program standards. The Department meets all requirements in teacher preparation established by the State Department of Public Instruction and NCATE.

Strengths

In conducting the self-study, the following strengths were identified:

1. The Art Department is determined to foster enrollment growth in existing programs by developing an Art-based graphics emphasis. The faculty believe that they possess the expertise in this area to offer the kinds of courses which will expand the range of employment opportunities for its graduates.
2. The Department has adequate space, facilities and equipment to support its current enrollment. The opportunity to have input into contemplated renovations can result in improved facilities, even though the actual amount of space is likely to be reduced. An addition to the Ceramics Laboratory building allows space for a newly-renovated kiln and the storage of clay and glaze materials. The addition also permits the removal of all toxic materials from the student work area and provides space for the Department's wood shop. Some space has been freed in the main departmental area.

Concerns

The following items were identified as concerns for the future:

1. The Art Department has been required to relinquish a significant amount of space to provide for the addition of a computer laboratory in the Department of Education. The present painting and drawing studio will need to be converted to a large general classroom to accommodate the classes of up to 90 students which will be required with the conversion, in 1992, to the semester calendar. These moves add stress to the Department facilities, especially in terms of storage space. Very careful planning will be absolutely necessary to ensure that the changes result in improved use of space both for the Department and the University as a whole.
2. The faculty in the Department of Art do not have adequate access to secretarial assistance. This is a function of limitation on the secretary's time and the location of the secretarial work station. Having reliable student assistants or Work-Study students is crucial to the program. If the Division were allocated a full-time secretary, a portion of the hours could be spent in the Art Department area.
3. The Department needs to have exhibition gallery space somewhere on the campus. The third-floor "walk-through" space developed in 1985-86 does not meet its intended purpose owing to lack of security and accessibility for the elderly and physically-handicapped.
4. The Department area, at the immediate present, does not have adequate ventilation in the wood shop, print-making studio and ceramics studio. Toxic chemicals and dust create health hazards. Progress is being made in alleviating these conditions with the renovation of the Ceramics studio and the removal of the wood shop to that space.

5. The Department is not currently accessible to the physically-handicapped. Funds for the installation of an elevator are in the current biennial budget, and planning is in progress for the elevator installation.
6. The Department area is not air-conditioned, except for two small window air conditioners which do not provide sufficient cooling for general activity in the warm seasons.
7. The Department requires additional budget allocations for computer equipment in the Graphics area.
8. The faculty feel that security for the departmental area is inadequate to permit students to make use of the facilities in the evenings and on week-ends.

d. Plan for the Future

In addition to correcting the inadequacies noted above in connection with space, facilities, equipment, accessibility, and secretarial support, the faculty intends to work to increase enrollments in Art courses through recruitment of traditional and non-traditional students, retention of currently-enrolled students, and encouraging students to take Art courses as part of the Cultural Block for the Bachelor of Arts degree. The faculty intend to improve the image of the Department by promoting on- and off-campus student art exhibits, working with area public schools, sponsoring educational trips to art galleries and museums, and conducting other cultural tours.

The Department plans to incorporate into its courses the use of the newest computer software and other audiovisual resources, such as videodisc and CD-ROM technology.

The Department will continue to seek suitable exhibition space for student art work. The third-floor hallway gallery may be more useful with the addition of the elevator and improved security arrangements.

Department of Music

a. Description and Function

Consistent with the mission statement of Valley City State University, the Department of Music provides "instruction to students in the liberal arts . . . and superior small-college preparation of elementary and secondary school teachers." The three major curricula offered by the Department are designed to prepare students to teach Music in the elementary and secondary schools or to undertake graduate studies in music education, performance or composition. The Music minor curricula offer an additional teaching area for students with majors outside of Music.

In addition to the programs for teacher preparation, the Department of Music offers opportunities for students to participate in performing music ensembles, and to receive private music lessons. Music Appreciation courses encourage aesthetic appreciation and enjoyment for all students of the University. In cooperation with the Department of Art, the Music Department offers the Foundation Studies course, HUM 203, *Fine Arts and Aesthetics*. The Department offers two Music courses which are included in the selected elective requirements of the Elementary Education major.

The Department of Music functions as a public relations arm of the University through its public concerts, faculty and student recitals, guest artist performances, tours, workshops, clinics, master classes, festivals and concerts.

The Department offers a composite teaching major in Music, majors in Music for both teaching and non-teaching degrees, and minors in Music, Music-Secondary Education, Music-Elementary Education, and in Music and Theatrical Production. The majority of students who major in Music intend to become school teachers and they pursue the Bachelor of Science in Education degree curriculum. However, the non-teaching Music major and minor prepare students for graduate study and for careers in performance and composition.

The teaching major and the composite teaching major in Music require the same basic Music courses, including Music Theory, Ear Training, lower-level Applied Music courses, and Basic Conducting. The difference between the two majors lies in the breadth of the upper-level requirements in applied instrument lessons, ensemble performances, and the scope and number of teaching methods and conducting courses. The composite major prepares students to teach both instrumental and vocal music in school grades K-12, and the basic major prepares students to teach either instrumental or vocal music in grades K-12.

b. Organization and Resources

Student Enrollment

The numbers of students graduating with majors or minors in Music since 1982 are given in Table 36:

Table 36

Graduates with Majors or Minors in Music, 1982-1991

	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Major Music	9	6	6	5	3	3	1	1	0	5
Minor Music	1	1	3	2	4	3	1	3	3	2

The numbers of students graduating with majors in Music has declined over the last nine years. The number of students graduating with Music minors has held steady with students electing the minor as a supplementary teaching qualification.

Faculty

Currently, the Music Department is allocated four full-time faculty positions and one part-time position. Formerly, there were five FTE faculty allocated to the Department, one of whom served as Department chair and chair of the Division of Fine Arts. For the past two years, one position has remained vacant as the result of a resignation, with the courses being taught by part-time faculty. The senior member of the Department currently serves as acting Division chair and another member serves as Department chair. A retirement is anticipated within the next one or two years and there is the possibility that the load for the two positions can be combined.

One faculty member has recently completed the defense for the doctor's degree. The other faculty hold master's degrees. Two members of the faculty are female. Four faculty members hold academic tenure. Three hold academic rank as Associate Professor and one is an Assistant Professor. The average number of years of service to the University is 19.3 years. The average salary is \$36,741, with a salary range of \$29,925 to \$40,085. The average age of the Music faculty is 55.

The faculty serve as contest adjudicators, guest artists and clinicians in the area. One faculty member is active in the Valley City Community Theater, frequently appearing in local summer musical productions. One has participated actively in the Community Concert Association, serving as Concert Chairman for the past twenty-one years. Another is a local church organist and directs a fifty-voice community male chorus. The piano instructor is an active recitalist. The part-time faculty member performs with the Fargo-Moorhead Symphony Orchestra.

As a public relations arm of the University, the Music Department hosts two North Dakota High School Activities Association music contests each year, as well as numerous festivals and contests for the students of independent piano teachers. The Department annually sponsors instrumental, choral, and elementary music festivals, and

workshops for area public school music teachers and students. The Department prepares its own student handbook and publishes a music alumni newsletter three times annually.

The Department has strong voluntary financial support for Music scholarship awards. Endowed scholarships totaling \$3,150 are awarded each year. In addition, a local "Friends of Music" support group provide annual contributions to the Department of Music scholarship fund. Membership in "Friends of Music" is solicited in the Fall of each year from Music alumni, local business firms, parents and friends of the Department. Individual Music faculty members annually make their own voluntary contributions to the support of Music scholarships. Growth in the number and dollar amounts of scholarships over the past decade has been encouraging. For the academic year 1991-92, approximately \$17,000 in Music Scholarship Fund money has been awarded to talented new Music majors, minors, and ensemble participants, and to returning upper-level Music majors and minors.

Support Staff

The support staff of the Music Department consists of one half-time secretary who also serves as Division secretary. The secretary works in the Department office during the morning hours and moves to the office of another division in the afternoon. The secretary's duties include word processing, filing, telephone reception, preparation of concert and recital programs using desk-top publishing, correspondence for recruiting and fund-raising, supervising student assistants, and maintaining Division and Department budget records and transactions.

Facilities and Equipment

The Music Department is located in Foss Hall on the north edge of the campus. The building was the first specialized music building on any North Dakota campus, and is a very handsome and well-equipped facility for an institution the size of Valley City State University. The separate areas of the building include a large band rehearsal room, a choir rehearsal room, a 210-seat recital hall, three classrooms, five faculty offices, nine practice rooms, a conference room which also serves as a computer room, an electronic piano laboratory, record library and listening room, band and choral music libraries, and assorted storage rooms.

The Department's major equipment inventory includes the large musical instruments, electronic video and audio recording equipment, computers and peripherals, and listening systems. The equipment list follows:

- Four Steinway concert grand pianos (1909 B and 1961 B, Froemke Recital Hall; 1963 M, Teaching Studio; Vangstad Auditorium)
- One Chickering grand piano (Teaching Studio)
- 10 practice pianos in practice rooms
- One Musitronic electronic piano laboratory with eight student consoles, one instructor console, and one video visualizer
- Renaissance instruments, including Soprano, Alto, Tenor and Bass recorders, Soprano, Alto and Tenor kelhorns, and a Zuckerman single-manual harpsichord
- Moeller pipe organ, three-manual (Vangstad Auditorium)
- Two Fender Rhodes electric pianos
- Two Macintosh LC computers
- One StyleWriter computer printer
- One Apple II GS computer
- One Apple IIe computer
- One Zenith Data Systems computer
- One Epson computer printer
- Three complete music listening systems and two partially complete systems
- Three Roland EP3 MIDI keyboards
- One Casio music synthesizer
- One Shure amplification system

Video camera, color monitor and VCR
 One three-octave set of Mallmark handbells
 All equipment and instruments required for the modern symphonic concert band

As noted below, equipment has proven satisfactory in the past, but the grand pianos require major repair, as does the Moeller pipe organ.

The Department has received funding adequate to permit the major ensembles to tour North Dakota high schools during the winter and spring academic terms. The Department has also received Bush Foundation "improvement of instruction" grant funding for field trip learning opportunities.

The equipment budget has kept pace with departmental needs in the areas of music literature, listening and recording equipment, and record and computer software library acquisitions. The Department has been able to acquire computer hardware and MIDI instruments, enabling computer-assisted instruction in music theory, composition, ear training, piano, and music education classes.

The resources of Allen Memorial Library and the Music Department library are adequate to support instruction, although some of the materials are dated and should be replaced. Table 37 gives details of the Music Department budget from 1985 to the present.

Table 37
Music Department Budget
Compared with the Total Instructional Budget, 1985-1991

<u>1991</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	
Salaries and Wages							
Music	165,387	188,046	183,975	189,555	196,379	216,574	206,739
Total Instructional Budget	1,977,337	2,101,459	2,252,895	2,205,103	2,278,300	2,472,478	2,611,777
Operating							
Music	33,972	30,914	34,968	26,833	22,856	28,878	27,725
Total Instructional Budget	243,692	213,920	253,283	203,848	237,008	198,645	251,961
Equipment							
Music	7,931	1,075	5,939	200	2,064	1,726	2,831
Total Instructional Budget	135,467	46,242	71,922	56,124	108,018	66,068	103,680
Totals							
Music	207,290	220,035	224,882	216,588	221,299	247,178	237,295
Total Instructional Budget	2,356,489	2,361,615	2,578,095	2,465,070	2,623,321	2,737,187	2,967,418

The Department of Music has received an average of 8.7% of the total instructional budget of the University since 1985. The Department's credit-hour production has accounted for an average of 2.6% of the University total since 1982. Details on credit-hour production by department are provided in Table 24.

c. Assessment

Strengths

The following items are cited as strengths of the Department:

1. Collectively, the average GPA of Music majors graduating in 1991 was 3.53. In 1982, the average for Departmental majors was 3.18 and in 1985 it was 3.26. These figures indicate consistently improving quality.
2. Music graduates of Valley City State University have enjoyed a high measure of placement success. During the nine years between 1982 and 1991, 39 Music Education majors were placed in teaching positions, and one was employed in a non-teaching position while pursuing graduate performance study. He has since completed the doctoral degree in Music Composition from Northwestern University.
3. An aggressive recruiting campaign by the Department of Music faculty during the 1990-1991 academic year resulted in a substantial increase in the number of new Music majors and minors. The 1991 fall enrollment identifies 22 students pursuing Music majors and 18 working toward the minor. The quality of students entering the program is indicated by their average ACT Composite score of 19.8.
4. The Department requires that students pass three standard examinations. These include a Functional Piano proficiency examination required of all Music Education majors, an Upper-Level Applied Lesson proficiency examination required of all composite majors for advancement to upper-level applied lessons, and a Student Teaching Proficiency examination required of all Music Education majors prior to student teaching placement. The Department has developed an entrance placement examination which was implemented in the fall of the 1991-92 academic year. This examination is given to freshman Music majors and minors to identify students needing remedial work in music fundamentals.
5. In the October, 1990, NCATE evaluation, the Department of Music met all of the applicable standards for teacher preparation with no deficiencies reported in either state or national standards.
6. The facilities are adequate, although storage space is becoming a problem. The Department has well-maintained equipment necessary for teaching all of the traditional music classes, except for certain deficiencies noted below.
7. The Department has the equipment needed for a one-station MIDI laboratory. A cooperative arrangement with the Technology Department allows for the use of the Macintosh laboratory for a summer MIDI-assisted scoring and arranging workshop.
8. The Department has a large library of computer software, video recording equipment, an electronic piano laboratory, and an exemplary recital hall.

Concerns

The following items are cited as concerns:

1. Funding for purchase and repair of instruments has not kept pace with the needs. Concert and practice pianos, purchased in the early 1960's, are in such condition as to limit instruction in all applied areas. All of the Foss Hall grand pianos are in need of major repair. The practice room instruments need to be repaired or replaced. Some of the record collection needs to be replaced. The electronic piano equipment requires repair, but it is difficult to locate service personnel, the manufacturer having gone out of business.
2. During the 1990-91 academic year, the faculty member who served as Fine Arts Division chair and chair of the Music Department resigned to accept a deanship in another university. This necessitated the reassignment of his Music Theory class teaching load and hiring of a part-time instructor to teach applied woodwind lessons and Jazz Band. One faculty member was named acting chair of the Department and another was named acting Division chair. The addition of these loads resulted in teaching loads in excess

of the twelve credit hour teaching loads regarded as the desired norm. The remaining two full-time faculty members carry a heavy schedule of applied voice and piano lessons, making their contact instructional hours also far in excess of the twelve credit hour load.

Additionally, the Department's institutional role necessitates large amounts of time devoted to rehearsals, recitals, concerts, tours, providing "pep band" support for the athletic program, organizing publicity and student recruiting, for which no released time is available. The Department has been willing to accept these responsibilities out of commitment to the success of the Department and their concern for student growth.

3. The secretarial work-load is disproportionately heavy and additional assistance is needed. The clerical duties associated with fund-raising, recruiting, publication of the Newsletter, preparation of recital and concert programs, posters, and publicity releases are in excess of what is normally required of a department and division secretary. As a result faculty members must perform some of these operations themselves, which is not considered to be good use of faculty time.
4. Faculty offices and the Department office need to be equipped with computers linked to a campus network. The Department needs a laser printer.
5. Some portions of Foss Hall are not accessible to the physically handicapped. The building has zone climate controls, making precise temperature regulation impossible. Temperature fluctuations make it difficult to keep pianos at standard pitch and more frequent tuning is necessary as a result. The choir rehearsal hall, electronic piano laboratory, and the Department office are not ventilated to the outside, creating poor conditions, especially for long rehearsals of large groups.
6. Building security and the protection of expensive equipment is a problem since the building must be open evenings and week-ends to allow student practice time.
7. Larger video monitors are needed for classroom use. The only monitor available is of the 15-inch size.

d. Plan for the Future

As the University enters the second century of its existence and proceeds to actualize its mission for "the superior preparation of elementary and secondary school teachers in a small college environment," the Department of Music accepts the challenge to move forward into a leadership role in music education in North Dakota.

The recruitment and retention of high-quality students is of prime importance for the Department's future. This need is being addressed with great vigor by the faculty and the effort has resulted in significant increases in the enrollment of Music majors, minors and ensemble participants. The larger numbers of ensemble participants will enable the groups to undertake presentation of more challenging and rewarding musical literature. The Department will be challenged to conduct more extensive ensemble performance tours in the area and region. This, in turn, should result in wider recognition of the University's programs and greater recruitment potential accordingly. Scholarship fund-raising will need to be intensified in order that financial assistance can be offered to the most talented and academically able students.

Next in importance for the future of the Department is the need to return to at least five full-time faculty members. Although the part-time faculty contribute well to the work of the Department, a full-time faculty member in the area of woodwind instruments, advanced theory, and Jazz Band is crucial to the continued growth and stability of the Department. A full-time secretary and additional support staff would relieve the faculty of many clerical tasks, resulting in improved class preparation, recruiting and faculty morale.

With the implementation of the Entrance Placement Examination, the Department will be better able to identify weaknesses of incoming students and offer tutorial or remedial assistance as needed.

As funds become available, or as grants are received, the Department will increase its applications of computer-assisted instruction. The Department will increase the size of the MIDI laboratory to four stations with computers, a laser printer, and Roland MIDI keyboards. CD-ROM computer technology will be used in teaching. Faculty development training is needed in the use of the MIDI laboratory and CD-ROM technology. The Department plans to acquire a CD-ROM computer disk peripheral and CD-ROM software for use in music history and music appreciation classes when a greater number of suitable disks become available on the market. A large-screen monitor is included in the Department's long-range plans.

Restoration of the grand pianos will allow keyboard performances of a quality which has, for the past two years, been limited by the condition of the instruments. The Department will request funds to rebuild the 1909 Froemke Steinway first. Requests to rebuild the 1961 Froemke instrument and to repair or replace the practice room pianos will follow the more pressing need to repair the 1909 concert grand.

Funds have been appropriated and plans are in progress to complete the handicapped-accessibility of the Music building, either with an elevator or a chair lift.

Dated materials will be culled from the band and choral libraries, and the Jazz Band library will be relocated. The Department intends to replace worn or damaged phonograph records with compact disks. Equipment requests will include compact disk players for the classroom, rehearsal hall, and teaching studio music systems over the next three years.

The Department will investigate the possibility of funding and installing a building climate control system so that temperature and humidity levels can be kept constant in the building, both as a protection for the keyboard instruments and to improve the working conditions for students, faculty and support staff.

Because student enrollment in the performing ensembles changes each term, the Department has traditionally presented a major concert at the end of each term. The Department now anticipates the conversion to the semester calendar and the presentation of two, rather than three major concerts annually, allowing more rehearsal time in preparation for each concert.

The Department has made the administration aware of the need for more secretarial assistance. Because both staff and faculty positions are legislatively appropriated, further funding for clerical positions is unlikely to be forthcoming. More Work-Study and Student Assistance hours could help the secretary with errands, photocopying, collating, simple typing, and other such tasks. The purchase of a photocopying machine in the building would save the secretary valuable time.

Ways of increasing building security will be investigated and might include more frequent checks of the building by campus security personnel or supervision by student monitors.

e. Documentation

- Department inventories
- Department three-year plan
- University budget and payroll documents
- Program Planning and Evaluation Plans

6. DIVISION OF HEALTH AND PHYSICAL EDUCATION

a. Description and Function

The Division of Health and Physical Education contributes to the general and liberal education mission of the University and to the teacher preparation function. The Division offers programs and courses for the professional

preparation of elementary and secondary teachers of Health and Physical Education and of coaches for athletics. The general goals of the Division are:

- To provide students majoring in Elementary and Secondary Education with the essential knowledge, skills, attitudes and practical experiences which will enable them to teach and coach successfully in their chosen areas of specialization.
- To provide courses in the Foundation Studies curriculum which will provide all students of the University with an inclination and enthusiasm to pursue lifetime physical fitness, and to provide the students with the resources and techniques for doing so.
- To provide academic advice and counseling for students enrolled in the Division's curricula.
- To provide a comprehensive intramural and intercollegiate athletic program for men and women, designed, conducted and administered for the love of the sport, for the general welfare of the player, and for the enjoyment of the campus community and the regional public. The athletic program provides a laboratory setting for specific training of the men and women who plan to become coaches.

The Division offers major curricula in Health Education and Physical Education, and minor curricula in Health Education, Physical Education, Athletic Coaching, Driver Education, and Recreation. The Recreation minor is the only non-teaching curriculum offered by the Division. A series of courses is offered in cooperation with Red River Sports Medicine of Fargo and Mercy Hospital of Valley City. The program prepares students to take the examination for national certification in Athletic Training.

The degree curricula are designed for students planning careers in elementary or secondary education. Some graduates seek employment in community parks and recreation or with corporations as physical fitness and wellness program directors.

All Physical Education and Health Education programs meet both North Dakota State Program Standards and NCATE Standards. Both the Curriculum and selection of fitness equipment have benefited from outside consultants funded under the Bush Foundation grant. Formal reports are available in the offices of the Division chair and the office of the vice president for Academic Affairs.

The athletic program at Valley City State University is philosophically and practically interwoven with the academic program. Coaches hold tenure-track faculty appointments and the positions of Director of Intercollegiate Athletics and Chair of the Division are held by the same person. This arrangement contributes to the cohesion of the competitive and instructional areas and further promotes communication and cooperation among teachers and coaches. Physical Education majors or minors are required to enroll in varsity sports or in the coaching practicum. The coaching and intramural sports responsibilities of faculty members are considered a part of faculty work load.

Details concerning intercollegiate sports offerings are detailed in Criterion II, Section 2.d.2. e. of this report.

An extensive intramural sports program is offered under the supervision of the Division. It is also discussed elsewhere in this report (Criterion II, Section D.2.e.).

Evening offerings in Health and Physical Education courses are limited by the faculty time conflicts resulting from their intercollegiate coaching responsibilities. Foundation Studies courses are offered in the evenings on a regular basis, both on campus and at the Jamestown location.

In addition to the regular Physical Education and athletic programs, the Division sponsors a variety of summer sports camps each year for junior and senior high schools students. Emphasis is placed on instruction in techniques and

fundamentals of the respective sports. The camps constitute an important service to the local and regional communities.

b. Organization and Resources

Student Enrollment

The numbers of students graduating with majors and/or minors in divisional curricula are detailed in Table 38. The table documents relative stability in enrollment numbers over recent years. The number of students completing the minor in Athletic Coaching has been increasing.

Table 38
Graduates with Majors or Minors in Health and Physical Education
1982-1991

	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	
Major											
Health Educ.	2	4	2	1	2	6	3	1	0	0	
Phys. Educ.		22	19	24	13	8	20	14	21	17	13
TOTAL		24	23	26	14	10	26	17	22	17	13
Minor											
Athl. Coach.	3	11	10	13	10	18	16	23	23	29	
Driver Educ.	8	4	6	3	2	3	1	2	5	1	
Health Educ.	2	3	8	1	3	3	0	3	1	2	
Phys. Educ.		12	17	10	15	16	11	7	14	13	14
Recreation	8	8	8	5	0	1	1	0	0	2	
TOTAL		33	43	42	37	31	36	25	42	42	46

Enrollment in the Health Education major and minor are low. Only three courses are required for the Health major that would not otherwise be required for the Physical Education major, so the cost of the Health major is low. The Department faculty considered dropping the program, but the low cost and the possibility of renewed interest in Health Education in the near future appeared to warrant its retention. The faculty is considering dropping the minor in Recreation. Again, the savings would be small. The minor in Driver Education has been placed in an inactive status for a three-year period. It will probably be dropped at the end of that time.

Faculty

The Division of Health and Physical Education is staffed with eight full-time faculty members. Three faculty members hold the rank of Associate Professor, two are Assistant Professors and two are Instructors. One faculty member is a temporary appointee in the rank of Lecturer, the appointment resulting from a very late resignation. During the current year, the position will be advertised nationally and filled with a full-time, tenure-track, appointment. One faculty member intends to complete the Doctor of Education degree in May, 1992. All other faculty members hold the Master's degree. The average number of years of service to Valley City State University for divisional faculty is nine years, and the average salary for 1991-92 is \$32,219. The salary range is from \$26,640-41,469. Five of the faculty (62.5%) are tenured. The average age of the divisional faculty is 40 years. Three of the faculty or 37.5% are female.

Divisional faculty serve as resources to the community in areas of health and physical fitness. Coaches speak regularly to community service clubs, and they conduct five sports clinics. Faculty members serve as area coordinators and officers of several athletic and physical education associations including North Dakota Association for Athletics, Health Physical Education, Recreation and Dance (NDAAPERD), the National Association of Intercollegiate Athletics (NAIA), District 12, NAIA Sport Raters, and are the chairs of North Dakota College Athletic Conference sport areas.

Support Staff

Currently, one full-time and one half-time secretary are assigned to the Division. One full-time secretary is housed in the W. E. Osmon Building and the half-time secretary is in Graichen Gymnasium. Two student assistants are assigned to the Division to assist with general clerical work. The secretaries serve eight faculty members, including the Division chair and Athletic Director. The full-time secretary also works with the Viking Century Club, the Viking Booster Club and the Alumni Letterwinners Club. The secretary maintains records and mailing lists for donors and support groups. Both secretaries assist with athlete recruiting correspondence.

Two maintenance workers are assigned to the Osmon Building and one to Graichen Gymnasium. They assist with events held in the building, including security, opening and closing the facility, and operation of the support systems.

Facilities and Equipment

The following is a brief description of the Divisional facilities:

The W. E. Osmon Building for Physical Education contains one arena with a synthetic all-purpose floor and convertible seating capacity for spectators of 2,600, two racquetball courts with hardwood floors, one weight-training room, one all-purpose room, four classrooms, four locker rooms, one athletic training room, one equipment storage room, and offices for four faculty members.

Graichen Gymnasium with hardwood floor and convertible spectator seating capacity of 550; one fitness room, two locker rooms, and two classrooms. Five faculty members and the University Nurse have offices in the building.

Lokken Stadium has one natural-turf football field and a 400-meter all-weather running track, with permanent seating capacity for 2,500. The playing field is in good-to-excellent condition with a recently-installed underground sprinkling system. The running track is in serious need of renovation.

A softball complex has three regulation, fenced, softball diamonds with Agri-Lime[∇] infields. The complex was constructed in cooperation with the Valley City Department of Parks and Recreation and is used in the summer for local softball league play and tournaments. The complex is in good-to -excellent condition.

There are four tennis courts, two of which have a concrete underlayment with synthetic base and synthetic surface. These courts are in good condition. The remaining two courts are asphalt with a synthetic surface and are unplayable for team competition.

Other facilities include a natural-turf football practice field, a natural-turf free-play field, and an outdoor basketball/volleyball play area with an asphalt surface.

The facilities are used by approximately 220 students involved in academic programs, by about 300 students participating in varsity sports, and approximately 500 students participating in intramural sports.

The Divisional equipment is adequate for current needs. Additional equipment is needed to accommodate the expanding Athletic Training program and the Fitness Center. Divisional faculty are in need of computers in their offices, networked and connected with a laser printer. The printer is especially important in view of the large amount of recruiting correspondence generated by the intercollegiate athletic program.

The resources of the Allen Memorial Library are adequate to meet the Division's instructional needs.

The budget allocation for the Division has been minimally adequate to meet the programmatic needs. Budget figures compared to the total instructional budget of the University are given in Table 39.

Table 39
Health and Physical Education Budget
Compared with the Total Instructional Budget, 1985-1991

<u>1991</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	
Salaries and Wages							
Health & PE	294,149	321,129	340,697	338,824	326,812	371,008	366,572
Total Instructional Budget	1,977,337	2,101,459	2,252,895	2,205,103	2,278,300	2,472,478	2,611,777
Operating							
Health & PE	33,953	26,656	21,745	31,044	32,262	34,527	38,138
Total Instructional Budget	243,692	213,920	253,283	203,848	237,008	198,645	251,961
Equipment							
Health & PE	10,063	0	6,248	2,263	2,631	2,459	1,715
Total Instructional Budget	135,467	46,242	71,922	56,124	108,018	66,068	103,680
Totals							
Health & PE	338,165	347,785	368,690	372,131	361,705	407,994	406,425
Total Instructional Budget	2,356,489	2,361,615	2,578,095	2,465,070	2,623,321	2,737,187	2,967,418

The Division has received an average of 14.4% of the total instructional budget. The Division produces an average of 9.7% of the total student credit hours. Approximately one half of the faculty time is spent in non-credit hour producing activities, including coaching, intramural sports supervision, and administrative responsibilities.

c. Assessment

Strengths

The following are cited as strengths of the Division and its programs:

1. In response to the societal emphasis on lifetime fitness, the Division is making every effort to remain current with trends and interests. A fitness center is being developed to meet the needs of students and faculty.
2. Faculty members are dedicated, industrious and cooperative with one another. The fact that almost all of the faculty both teach and coach maximizes the student-teacher contact which is important to student success. Evaluations of faculty by peers and students, in both teaching and coaching roles, have been consistently positive. Faculty members pursue their professional development by regularly participating in sports clinics, workshops and professional conventions.

3. The comprehensive nature of the athletic program provides increased opportunity for student participation. This is consistent with the philosophy of an integrated academic and athletic program. The addition to the course offerings of the Coaching Practicum, PE 490, has provided access to the Coaching curricula for students who are unable, for some reason, to participate in the varsity athletic programs. Many states other than North Dakota require a practicum experience in coaching for certification.
4. All Physical Education majors are prepared to teach physical education at both the elementary and secondary school levels. This adds to their options in the job market and makes them attractive to small school districts. Placement records indicate that HPE majors are finding employment in their field. Placement records are available for inspection.
5. Community and alumni relations and voluntary financial support for intercollegiate athletics have been enhanced by the formation of the Viking Booster Club Board of Directors and the Alumni Letterwinners' Club and its Board of Directors. In 1986 when the clubs were established \$28,875 from voluntarily-donated sources was allocated for scholarships. By 1991, the figure had grown to \$53,084.

Concerns

The following items are cited as concerns:

Faculty workloads are high in view of the fact that faculty members not only teach and coach, but are also responsible for recruiting, public relations, and campus governance committee service.

The Wrestling coach position is presently shared with a University administrative position. To be consistent with the teacher-coach philosophy, the Wrestling coach position should exist within the Division.

The University lacks a Sports Information Director. In view of the public interest in sports, this position is necessary to coordinate statistics, picture-taking, and public relations.

Securing assistant coaches is an ongoing problem. There are no additional positions available in the institution's position allocation, therefore the needs must be met using student assistants or qualified people from the surrounding community. The resulting financial drain from the local athletic account could, in the long term, jeopardize the financial security of the intercollegiate athletic program and lead to the dropping of some athletic programs.

An improved process is needed for student evaluation of the total academic and athletic program. The faculty is preparing a plan.

The Lifetime Fitness Center and the Athletic Training facility need to be further developed and provided with the latest fitness and wellness equipment to accommodate a new minor in Athletic Training which the faculty is planning to propose.

The existing facilities of the W. E. Osmon Building and associated areas are inadequate to serve the needs of the Division. Both the running track and the tennis courts are in need of repair. The four side baskets in the arena area are old, bent, unstable, and need to be replaced. The public address system in the arena needs to be replaced.

An indoor running track is necessary for conditioning and practice during inclement weather.

d. Plan for the Future

Devise plans for reducing faculty work loads. The plans might include eliminating low-enrollment programs such as the major and minor in Health Education and the minor in Recreation. Eliminating some of the intercollegiate sports is another option.

If the decision is made to retain the Health programs, active recruitment of students will be necessary.

A plan will be prepared and augmented for the assignment of an additional faculty position to the Division, including the addition of a Sports Information Director to the staff. Additional student work hours will need to be allocated to reduce the work load of the divisional secretary.

A Divisional Student Advisement committee will be established for the purpose of program assessment and evaluation. Exit interviews with graduating seniors in each sport program will be conducted.

It will be necessary to continue to update equipment in the Fitness Center, including computer equipment.

Additional computers, networked with a printer, are needed in faculty offices.

Prepare program plans for the addition of an indoor multi-purpose activity center to the W. E. Osmon building. The building was completed in 1961, when the University supported six men's varsity sports. Presently, there are fourteen varsity sports for both men and women, a much broader Physical Education curriculum, and increased total enrollment. There is need for an indoor running track for practice in inclement weather. Such a facility was included in the original building plan, but was eliminated for cost considerations at the time of the original construction. A request for funding has been included in the University Capital Budget Proposal for the last three biennia.

The plan calls for an addition that would place all programs under a single roof, provide an additional 33,000 square feet of activity space, and increase the faculty office space by 1,500 square feet. It would also provide additional locker and practice space for the varsity athletic and intramural programs and general student recreation. The release of space in Graichen Gymnasium would offer a number of options for relieving existing space problems on the central campus.

e. Documentation

Program Planning and Evaluation Plan
 VCSU Placement Reports
 VCSU budgets
 NCATE
 North Dakota Program Standards

7. DIVISION OF MATHEMATICS, SCIENCE, AND TECHNOLOGY

Department of Mathematics

a. Description and Function

The Department of Mathematics offers courses and programs which support the general mission and role of the University in the following ways:

- To provide instruction in the mathematical disciplines of the liberal arts and sciences and to contribute to the intellectual self-development of students.
- To assist in the preparation of elementary and secondary school teachers.
- To provide mathematics and computer science courses in support of the programs in business and organizational management.
- To provide courses and curricula to serve students preparing for graduate or professional study.

The Department offers a non-teaching composite major curriculum in Computer Information Systems and both teaching and non-teaching major curricula in Mathematics. Minor curricula are offered in Mathematics for Elementary Teachers, Mathematics for Secondary Teachers, Mathematics, and Computer Science.

The teaching and non-teaching majors in Mathematics are identical in content, with the difference between teaching and non-teaching curricula occurring in the Professional Education sequence. Mathematics Education is the primary focus of the Department and enters into all aspects of its operation, including curriculum and program-related decisions.

The Computer Information Systems (CIS) curriculum is a composite major developed jointly by the departments of Mathematics and Business. The CIS major follows closely the curriculum recommendations of the Data Processing Management Association (DPMA), a national association of data processing managers. The direction of the program is furnished by the Department of Mathematics in part because the program originated in the Mathematics Department and because the CIS courses were primarily designed for CIS majors in Mathematics. The Business courses required for the major were already in place in the Division of Business and were incorporated. The students enrolled in the Business courses represented a variety of majors.

b. Organization and Resources

Student Enrollment

The number of students graduating with majors and minors offered by the Department of Mathematics since 1982 is given in Table 40.

TABLE 40

Graduates with Major or Minor in Mathematics, 1982-1991

	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	
Major											
Comp. Inf. Sys.	0	0	0	0	4	9	3	5	2	2	
Mathematics	10	7	3	4	9	9	8	6	8	6	
TOTAL		10	7	3	4	13	18	11	11	10	8
Minor											
Mathematics	0	1	0	1	3	7	0	1	4	1	
Math-Comp. Sci.	10	4	10	6	12	8	5	4	7	7	
TOTAL		10	5	10	7	15	15	5	5	11	8

The enrollments have remained relatively stable over the past ten years. The minor in Mathematics - Computer Science has recently been converted to a Computer Science minor. The change was made in response to changes in certification requirements of the North Dakota Department of Public Instruction. The Computer Information Systems program enrollment is down, attributable to recruiting efforts less vigorous than those exercised when the program was launched. Enrollment in the CIS program also suffered from a lack of specific and visible identity in the University *Bulletin*. That problem has since been remedied.

Faculty

There are five full-time faculty in the Department of Mathematics. One faculty member (20%) holds the doctoral degree. Four of the five faculty members are male. The average number of years at Valley City State University is 20.2. Annual faculty salaries range from \$29,380 to \$43,390 and average \$36,424. Three faculty members (60%) are tenured. The average age of the Mathematics faculty is 54 years. Table 4 provides more detail on faculty characteristics.

The faculty are compensated fairly in comparison with their institutional peers, but a valid argument can be made that institutional faculty salaries are low when compared to regional and national norms. In the Fall academic term of 1981-82 the departmental teaching load per faculty member averaged 18.2 credit hours. In the Fall term of 1990-91 the average was 14.9. In the Fall term of 1981-82 the average credit hour production per faculty member was 414 student credit hours; in the Fall term of 1990-91 the average was 301 SCH.

The Mathematics faculty has been active beyond the campus, making presentations at state and regional professional meetings, serving as President of the North Dakota Council of Teachers of Mathematics (NDCTM), serving on the Board of Directors of NDCTM, chairing a subcommittee which prepared the Grades 9-12 portion of the North Dakota K-12 Mathematics Curriculum Guide, writing articles for the North Dakota Educational Computer Association Newsletter, and engaging in other activities which are listed in the faculty personnel files. Campus and community activities are listed in the same files.

Support Staff

The Department of Mathematics shares the services of two staff members: a half-time secretary assigned to the Division of Mathematics, Science and Technology and a secretary/paraprofessional assigned to the L.D. Rhoades Science Center. The support staff provides assistance to the faculty with materials ordering, filing, typing, campus errands, telephone reception, mail handling, and other tasks as required.

The work station of the half-time Divisional secretary is in McCarthy Hall and primarily serves the three faculty members in the Department of Technology. The Science Center secretary/paraprofessional has an office in the Science Center and serves the ten faculty members in the Center. In addition to secretarial duties, this person serves in a paraprofessional capacity, teaching Photography courses on a regular basis; she is also qualified to operate the Planetarium. Other duties and services of the position include working with audio-visual equipment and materials, and proctor tests or show films when an instructor is absent.

The five faculty in Mathematics and Computer Information Systems share the services of a student assistant who is assigned for ten hours per week. Assignment to the Department as a student assistant is an educational as well as financial opportunity. A problem results, however, because the students graduate or move on after the faculty have spent considerable time in training them.

Facilities and Equipment

The Mathematics Department is located in the Rhoades Science Center. The arrangement is efficient, with all faculty offices conveniently located adjacent to each other and within the same building as the classrooms. The arrangement provides students with ready access to faculty offices and computer facilities, and contributes to cohesiveness and communication among department members. Each faculty office, with one exception, is equipped with a computer, and three of the offices have printers, one of which is an Apple LaserWriter. The location in close

proximity to the Science department encourages a synergism of faculty and students in the disciplines of science and mathematics, and reinforces a coherence of curriculum.

The Science Center is a comfortable building in which to work. The facility is modern, well-lighted, air conditioned and accessible to the physically handicapped. All Science teaching stations have access to water, gas, projector screens, and closed circuit television. An elevator provides access for persons and for ease in moving portable equipment from floor to floor.

Three computer laboratories provide computer access for Mathematics and CIS classes. One laboratory is located in Room 107 and is equipped with 13 IBM PS/2 Model 55SX microcomputers. A second laboratory in Room 119 contains 17 computer terminals accessing the IBM System 36 minicomputer and to the Higher Education Computer Network and BITNET. Room 111 is an overflow laboratory with older computers whose up-grade capacity has reached its limit. The laboratory provides computer access for some tasks when the main laboratories are in use. All three laboratories are available for individual student and class use during the day and on most evenings. Room 118 is used exclusively for computer classes and is equipped with a computer, projection system and large screen for demonstration purposes.

The Allen Memorial Library has an appropriate collection of books, reference works, textbooks, and professional journals to support the programs of the Department. In addition to the main library collection, the Department has a collection of reference books, textbooks, professional journals and other publications that are available to students and faculty. Learning resources include filmstrips, audio and video cassettes, overhead projection transparencies, and a collection of computer software.

The equipment budget has kept pace with the Department's needs. Significant investments were made in the spring of 1983 to establish the Mathematics/CIS computer laboratory and again in 1987 to upgrade the machines. The computer laboratory was the first such facility on the Valley City State University campus. Another major investment was made in the fall of 1989 to purchase 13 new IBM PS/2 55SX microcomputers. Other large purchases were the demonstration equipment in Room 118 and the Macintosh SE and LaserWriter for faculty use in Room 104.

Through University planning processes, the growing needs for supplies and computer software has been recognized. The Department's budget for software and supplies was \$3,725 in 1982 and, by 1991 had grown to \$8,000.

Table 41 provides specific detail on the Mathematics Department budget as compared with the total instructional budget of the University.

Table 41

**Mathematics Department Budget
Compared with the Total Instructional Budget, 1985-1991**

<u>1991</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	
Salaries and Wages							
Math	166,294	186,108	196,952	199,372	197,238	214,527	229,334
Total Instructional Budget	1,977,337	,101,459	,252,895	2,205,103	2,278,300	2,472,478	2,611,777
Operating							
Math	4,860	5,836	6,216	6,500	9,119	7,670	8,370
Total Instructional Budget	243,692	213,920	253,283	203,848	237,008	198,645	251,961
Equipment							

Math	16,735	10,405	4,073	10,827	7,089	750	624
Total Instructional Budget	135,467	46,242	71,922	56,124	108,018	66,068	103,680
Totals							
Math	187,889	202,349	207,241	216,699	213,446	222,947	238,328
Total Instructional Budget	2,356,489	2,361,615	2,578,095	2,465,070	2,623,321	2,737,187	2,967,418

The Mathematics Department has received an average of 8.2% of the total instructional budget since 1985. The Department has produced an average of 8.6% of the total number of student credit hours since 1981.

c. Assessment

The first measure of quality of the programs is the quality of the students they attract. The average ACT Composite Score of the graduating majors in Mathematics/CIS curricula in 1990 was 23.9. In 1986 the corresponding score was 23.5. 1986 was chosen as the base year for comparison since it was the first year that there were CIS graduates. The corresponding ACT Mathematics scores were 25.7 in 1990 and 24.9 in 1986.

A second measure of quality is the Grade Point Average of the graduates. The student's GPA reflects the collective judgement of all the faculty members in all disciplines who have had class contact with the individual. In 1990 the average GPA for departmental majors was 3.53. In 1986, the average GPA was 3.42. These measurements indicate a consistent quality of student performance.

A final measure of quality is the success of graduates in job placement. During the five years from 1986 to 1990, 29 of 37 Mathematics Education majors were placed in teaching positions, three were employed in non-teaching positions, one entered graduate study, and four were unable to secure professional employment within six months of graduation. During the same period, there were 23 CIS graduates, 14 of whom found employment in their field, one was self-employed, one was in graduate school and seven were unable to secure professional employment within six months of graduation.

Strengths

The following items are cited as strengths of the Department and its programs:

1. The Department takes special pride in the fact that its student majors in 1991 were awarded two of the first five scholarships distributed by the Hazel McBride endowment. The McBride endowment provides five \$2,000 scholarships annually to students intending to pursue careers in teaching. Two are awarded to secondary education majors, two to elementary education majors, and one to a minority student. The Mathematics students received both of the secondary education awards.
2. The Departmental faculty is well-qualified, especially in terms of teaching ability as indicated by their professional credentials and experience, by documented professional activity, by formal student evaluations, and by informal feedback. They exhibit a genuine concern for their students, the University and each other, as demonstrated by their personal commitment of time and money to University activities, and by the rapport within the Department.
3. Supplies and materials are sufficient and equipment repairs are made when they are needed. The departmental supplies and materials budget has been augmented through the University planning process to enable the Department to provide service to non-departmental students without reducing funds for departmental supplies. The major computer software packages are up-to-date versions of the most widely-applied software in the industry. In the CIS courses, educational versions of such important and expensive applications as Lotus 1-2-3 and dBase IV are used. The University is clearly committed to providing current and licensed computer software, often at considerable cost. It is also concerned that licensed software be

ethically used with respect for the licensing conditions and that students be encouraged to demonstrate a similar professional integrity.

4. The computer laboratories are open long hours, often with limited supervision. This degree of access would be impossible, were it not for the care and responsibility the students exhibit toward the facilities and equipment. Vandalism or theft has not occurred, the students are to be commended accordingly. Because of the maturity the students exhibit, the Department is able to provide the current degree of access to expensive facilities.

Concerns

The following are cited as concerns:

1. The need for technical support is a major concern of the Department. The MATH/CIS faculty spend considerable time in maintaining the Department's computer equipment, installing software, upgrading hardware, and numerous other tasks associated with computers. These tasks could be performed by technicians, avoiding the uneconomical expenditure of faculty time.
2. Primary concerns of the Department are related to classroom space, aging equipment and the currency of computer software. The rate of change in computer technology suggests that the PS/2's in Laboratory 107 will be obsolete by 1994, by which time their replacement should be considered. Considering the level of use of the present computers, maintenance costs are expected to increase in the next two years. The 13 nine-pin dot-matrix printers in the same laboratory are several years old and have already outlasted one generation of computers. They have held up remarkably well in spite of heavy use.
3. Classroom space will be affected by the change to the semester calendar, which will require larger class sections and will complicate classroom scheduling. Class scheduling is already dictated by the availability of Room 118 and the main laboratory.
4. Computer software is currently good in terms of quality and amount, but continuing effort needs to be made to maintain this condition. In balancing the needs for software and hardware, the software is more important. However, the two needs are interdependent, since newer software generally requires increased computer power to operate successfully.

d. Plan for the Future

The University's mission direction in the applications of information technology should result in an increase in student interest in Mathematics and the CIS program. The CIS curriculum, with its purpose in the applications of information technology to business, will be central to the University mission. Student recruitment appropriate to the mission should result in increased enrollment for all of the curricula in Mathematics and Science.

The CIS program and the Computer Science minor need to achieve a more visible campus identity, and prospective students are often unaware of the University's offerings in the area of Computer Science. The University should, through the planning process, consider establishing a department of Computer Science with its own budget and curricula.

The Department spends a considerable amount of its instructional time in what could best be described as remedial work. This is a service to students other than Mathematics majors or minors and generally involve less well prepared high school graduates or returning adult students. High school curriculum admissions standards applied by the North Dakota University System to take effect in 1993 may provide better qualified entering students, but since the admission standards do not apply to all categories of students the need for remediation will not disappear.

The change to the semester calendar will reduce the frequency with which individual courses can be offered. The Department's intention is to continue to offer every required course every year. Other courses will be offered in alternate years.

The Department will seriously consider offering a freshman level course for non-math majors who are sufficiently prepared in Mathematics. The course might take the form of Discrete Mathematics or Calculus for Management, Social, and Life Sciences.

The secretary/paraprofessional in the Science Center should be provided with the most reliable and skilled student assistant help that is available on the campus. A student internship could be a useful solution. The work area should be improved by adding a letter-quality computer printer and photo-copier. At present, documents generated in the work area by word-processor must be taken on disk to the administrative computer center on another floor of the building to be printed. Documents and materials to be photocopied must be taken to another building. Additional student assistants should be provided to the faculty in the Science Center with the understanding that they are to be trained and supervised by the faculty members, rather than by the secretary/ paraprofessional. Faculty should also be encouraged to use student assistance wherever possible and to use the services of the half-time divisional secretary. Access to the divisional secretary is, however, less convenient since the work-station is located in another building. If these plans prove unworkable, additional secretarial help will need to be requested for clerical and receptionist assignments.

A second capable student assistant should be assigned to the Mathematics/CIS Department. Beside providing more hours of work, two student assistants could distribute their hours of work in such a way that their services would be available at the times when faculty members are not in class or otherwise occupied. If one student were experienced and one inexperienced, the experienced student could train the other.

A technician should be employed to provide the range of technical services required for the maintenance and operation of computers and associated equipment and software.

As computer equipment becomes obsolete it will need to be replaced in an orderly and planned manner. From a budgetary standpoint, the best procedure would be to replace the computers a few at a time. From an instructional standpoint, this alternative is less desirable. Teaching and learning is best accomplished in a laboratory in which hardware and software are homogeneous.

By 1994, the PS/2 Model 55SX computers in the main laboratory, while still useable for some tasks, will no longer be adequate. The most reasonable plan would be to replace the obsolete computers in the overflow laboratory. The displaced computers from the overflow laboratory will be put to use in faculty offices across campus or in other locations where they will still be adequate for tasks within their limited power. This pattern of moving computers on to other tasks when their generation is replaced in the more demanding tasks is one which the University has managed successfully, and it has resulted in the spread of computing power across the campus. At the point when the computers become entirely surplus to the University, the Department has suggested that an arrangement be developed to pass them on to area schools. This may require the modification of state government regulations concerning the disposal of state property.

The computers in the main laboratory should be networked at, or before, the installation of new equipment in 1994. Networking would eliminate the need for larger capacity individual hard drives, would give the University more control over software use, and would increase software security. The network would permit much more efficient software installation and maintenance, and it would allow efficient use of a laser printer for more sophisticated word processing and desktop publishing applications. Plans would include adding a laser printer, plotter, and scanner to the laboratory. Classroom 118, the demonstration classroom, needs to be configured similarly with the laboratory for effective transfer of learning from demonstration to laboratory.

A major University purpose is to employ instructional technology in all academic areas. In keeping with this effort, classroom 118 should be outfitted with other information-processing equipment, such as a videodisc player, CD-ROM computer drive, and VCR. Consideration should be given to equipping another demonstration classroom for

Computer Science teaching and demonstration. This would allow more scheduling options and would permit classes to be scheduled at the same hour when two instructors need to use the demonstration equipment.

Software will need to be leased or purchased on a regular basis in order to remain current. The North Dakota University System is achieving a closer integration and coordination of functions. A resulting possibility is the negotiation with software publishers of system-wide procurement and licensing arrangements. This is already being done to some degree by the Higher Education Computer Network. A particular case in point is that, as soon as suitable textbooks become available for Turbo Pascal version 6.0, there is a need to upgrade from the present version 5.0 to 6.0 at a cost of approximately \$1,100.

The 9-pin dot-matrix printers in the main computer laboratory will need to be replaced as they fail, probably with 24-pin printers. By the time that occurs, technology development may have provided a better alternative. At present, however, the 24-pin printer appears to offer the best balance of cost, reliability, and print quality.

A consensus between the Science and Mathematics/CIS faculties is that a medium-priced plain paper photocopier should be acquired for use within the Science Center. Faculty and staff make many trips outside the building to the Faculty Materials Center to make copies, often waiting in line to use the copier. Records indicate that Science Center faculty and staff accounted for 14% of the use of the FMC copier, or an average of 160 copies per day for a 90-day period. A copier for the Science Center would not need to have all of the features of the FMC copier, such as reducing and enlarging, duplex copying, or handling oversized paper. In addition to convenience and accessibility, economies would accrue by allowing a less sophisticated machine to absorb a portion of the work.

e. Documentation

Program Planning and Evaluation Plan

Valley City State University *Bulletin*, 1990-92

Records of Mathematics/CIS graduates available in the Department office

Faculty salary data, including regional and national comparison data, filed in the office of the Vice President for Business Affairs

Faculty professional résumés and data concerning faculty activities in faculty personnel files in the office of the President

Faculty voluntary donations of money:

Science and Mathematics Faculty Scholarship

V-500, Athletic Century Club, Centennial Fund, Friends of Music

Numerous student fund-raising activities

Department of Science

a. Description and Function

The Science Department seeks to develop in its students an understanding of the methods and habits of mind employed in the disciplines of the natural sciences, and to nurture an interest in scientific inquiry. The Department provides specific preparation for students planning careers in the pure and applied sciences and related areas. In the course of accomplishing these purposes, the Department pursues the following goals:

- To provide secondary education majors with the knowledge, skills and attitudes which will enable them to teach successfully in their chosen fields of specialization.
- To provide elementary education majors with the essential knowledge, skills and attitudes in the areas of Science which will equip them to plan and present science learning activities for the elementary school classroom.
- To provide Foundations Studies in Science for students in the liberal arts.
- To provide pre-professional students with courses, programs, and academic advising which will equip them for study in their professional fields.
- To provide all students of the University, as well as members of the regional community, with opportunities for learning experiences in areas related to Science through evening, summer, and extension courses.

The Science Department offers major curricula in Biology and Chemistry leading to both teaching and non-teaching bachelor's degrees, and a composite teaching major in Science. Minor curricula are offered in Biology, Chemistry, Physics, and Earth and Environmental Science. The Department participates in a two-degree 3-1-3 cooperative program between Valley City State University and the Northwestern College of Chiropractic, Bloomington, Minnesota. The departmental programs meet or exceed all requirements of the North Dakota State Program Standards for teacher preparation and of the National Council for the Accreditation of Teacher Education (NCATE).

The Department employs a broad array of instructional delivery systems. Lecture and laboratory approaches still predominate but are increasingly supplemented by advanced interactive audio-visual techniques, tutorials, and special student research projects. Multimedia applications currently in development use computer-controlled videodisc and CD-ROM technology, in some cases linked with video microscopy. Field experiences play a major role in Biology, Earth Science, and Astronomy. Education majors use a 28-station networked IBM computer laboratory supplied with a rich inventory of elementary, secondary and university-level science teaching software.

b. Organization and Resources

Student Enrollment

The following table details the numbers of graduates since 1982 with majors or minors from the Science Department.

TABLE 42

Graduates with Major or Minor in Science, 1982-1991

	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	
Major											
Biology	7	5	5	4	6	11	10	4	7	4	
Earth & Space Sci.	2	2	1	1	1	0	1	0	0	0	
Chemistry	3	2	0	0	2	4	1	0	2	3	
Comp. Science	0	0	0	1	0	2	0	0	0	1	
TOTAL		12	9	6	6	9	17	12	4	9	8
Minor											
Biology	4	0	1	1	2	1	0	0	1	0	

Chemistry	3	3	1	1	2	2	0	0	4	0	
Earth & Env. Sci.	3	0	2	1	0	4	0	2	0	1	
Physics	4	2	1	1	1	1	1	2	3	3	
TOTAL		14	5	5	4	5	8	1	4	8	4

The number of graduates with a major in biology or chemistry has remained relatively stable through the past nine years. The major in Earth and Environmental Science was dropped in 1988. The composite major in Science is a no-cost major as all required courses are also required in other majors. The number of students receiving a minor in Physics has increased. The majority of the students receiving this minor are graduating with a major in Mathematics.

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. Three of the five faculty members (60%) hold doctoral degrees and three (60%) hold academic tenure. Four faculty members (80%) are male. Two have academic rank as Professor, one is an Associate Professor, and two hold temporary appointments as Lecturers. The average number of years of service to the University is 10.2 years. Faculty salaries range between \$25,000 and \$38,110, with an average annual salary of \$32,778. The average age of the science faculty is 48 years.

The Science faculty regularly engage in scholarly activities consistent with their professional development and with the instructional mission of the University. These activities include research, publications, a regular column in the local newspaper, and papers presented and printed in the North Dakota Academy of Science Proceedings and in refereed professional journals. One faculty member has been active in securing funding from the Eisenhower Grant on an annual basis for the past four years; for the past two years this funding has been used for conducting summer workshops for elementary teachers in conjunction with Moorhead State University.

One chemistry professor was a participant in a National Science Foundation Summer program in Solid State Chemistry with seminars at Northwestern University and research at Purdue during the summer of 1989. The same professor was on leave during the 1987-1988 academic year serving as a Visiting Professor at Ohio Wesleyan University and was a research participant at the Argonne National Laboratory in Chicago during the summer of 1985.

A biology professor developed a private collection of thousands of slides for use in the classroom and community service presentations: the majority of these slides are of local flora and fauna with an emphasis on birds. Another group of slides support presentations to area school children and adult groups on winter survival techniques. A second biology professor was on leave during the 1983-84 academic year conducting post-doctoral research for the University of Louisville Medical School. Upon his return he was involved in a research project in immunology in cooperation with professors at North Dakota State University.

Departmental faculty participate in the Science Fair program sponsored by the North Dakota High School Activities Association, and served as hosts of the 1988 regional Science Fair on the Valley City State University campus. For the past four years, the Department has been a co-sponsor (with participating area schools) of the regional Science Olympiad for high school science students. Departmental faculty routinely serve as judges in local, regional, and state science fairs, participate in the Scientists and Mathematicians in the Schools program, and attend meetings of the North Dakota Academy of Science and the North Dakota Science Teachers Association.

Support Staff

The Science Department and the Mathematics Department are served by a secretary/paraprofessional, who also teaches Photography courses and who is qualified to operate the Planetarium equipment. The work station for the secretary is in the Departmental office area.

Facilities and Equipment

The Science Department budget has fluctuated with the general legislative appropriations for the University as a whole. The Department has not secured non-appropriated funding, other than small grants for faculty development and summer workshops. The annual budget allocations are marginally adequate. The budget allocations include laboratory fees which greatly assist the Department in the procurement of supplies and which provide a measure of budgetary flexibility. Table 43 details the budget allocations for the Department of Science from 1985 through 1991.

TABLE 43

**Department of Science Budget
Compared to Total Instructional Budget, 1985-1991**

<u>1991</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	
Salaries and Wages							
Science	145,007	162,105	172,295	165,373	145,250	177,456	188,062
Total Instructional Budget	1,977,337	2,101,459	2,252,895	2,205,103	2,278,300	2,472,478	2,611,777
Operating							
Science	22,217	19,847	17,850	15,458	19,278	18,689	24,124
Total Instructional Budget	243,692	213,920	253,283	203,848	237,008	198,645	251,961
Equipment							
Science	7,082	6,956	8,203	7,131	13,220	7,432	8,201
Total Instructional Budget	135,467	46,242	71,922	56,124	108,018	66,068	103,680
Totals							
Science	174,306	188,908	198,348	187,962	177,748	203,577	220,387
Total Instructional Budget	2,356,489	2,361,615	2,578,095	2,465,070	2,623,321	2,737,187	2,967,418

The Department of Science has received an average of 7.5% of the total instructional budget since 1985. During the same time period the Department has produced an average of 9.4% of the student credit hours.

The Department classrooms, office space and laboratories occupy the second and third floors of the L.D. Rhoades Science Center, is the newest of the campus buildings. A total of five laboratories with adjacent storage rooms and work spaces provide adequate areas for the laboratory components of courses in Biology, Chemistry, Earth and Space Science, Physics, and Science Teaching Methods for Education students.

The Physics laboratory also houses a Spitz 512 planetarium, which is mentioned elsewhere in the Self-Study Report. The Planetarium is capable of projecting 2,080 astronomical objects onto a 24-foot domed ceiling. The instrument can project past, present, and future positions of the Sun, Moon and planets among the background stars. Fifty reclining seats are arranged in a 3/4 circle pattern around the projection instrument. The Planetarium is a unique feature in an institution this size and type, and is still the only standard planetarium in North Dakota. Planetarium exhibits have attracted more than 40,000 persons over the past ten years. The facility is a useful resource as a supplement to outdoor telescopic observation in the teaching of Astronomy courses, especially in severe or cloud-obscured weather.

Adjacent to the Biology laboratory is a large greenhouse. The Science Center also features a large lecture hall with demonstration facilities and a rear-projection booth. There is a well-equipped photography darkroom which is used by approximately five photography classes per year. The classes use the darkroom for developing black-and-white photographs, contact printing and enlarging and color slide processing. Some color print processing is included upon occasion.

The following list identifies all items in the Science Department inventory whose purchase price exceeded \$1,000.

Science Department Equipment Inventory
Items exceeding \$1,000 original purchase price

<u>Description</u>	<u>Price</u>
Microscope video-camera	\$1,801.60
Vacuum rack system	2,049.92
Typewriter, IBM Quietwriter	1,211.40
Nikon Stereo microscope	1,649.39
Electrostatics systems	1,148.75
Microcomputer, Apple IIGS	1,518.30
Microcomputer	1,621.75
Cardiocomp (EKG), 7-lead	1,147.82
Beckman spectrophotometer	2,595.00
Beckman IR-33	3,410.00
Refractometer, Bausch and Lomb	1,620.35
Glass lathe, Bethlehem	2,195.00
Atomic absorption instrument	3,895.80
Mettler balance 211	1,454.36
Computer plotter, HP 7470	1,496.75
Rotavapo evaporator, Buchi	1,016.96
Video-camera, Sharp	3,650.00
Planetarium projector, Spitz 512	62,000.00
Telescope, Celestron 8, and accessories	1,621.28
GED Logic system	1,198.50
Gas chromatograph, FID	2,146.04

c. Assessment

All of the Science programs are up-to-date and rigorous and have been periodically evaluated by consultants from outside the University. All Science offerings were reviewed in 1986 by a team chaired by Dr. Robert Fisher, Professor of Education and Director of Clinical Experiences and Certification Processes at Illinois State University, as part of a statewide program evaluation mandated by State Board of Higher Education policy. The Earth and Environmental Science major and minor curricula were reviewed in 1987 by a team chaired by Dr. Larry G. Enoch, Assistant Professor of Curriculum and Instruction, College of Education, Kansas State University. A departmental report on the Composite Science major, based in part on the Enoch report, was submitted to the State Board of Higher Education in 1991. Each of these reports, with appropriate documentation, is available for inspection.

Standardized examinations from the American Chemical Society have been administered to Chemistry classes for the last nine years. The trend shows steady improvement in student performance. The results are displayed in Table 44.

ACS Test Results, 1983-1991

General Chemistry

<u>Year</u>	<u>N</u>	<u>Average %ile</u>	<u>No. scores above 50th %ile</u>
1983	10	31	2
1984	6	61	3
1985	18	46	9
1986	9	17	0
1987	15	42	6
1988	-	-	-
1989	8	67	7
1990	16	48	7
1991	11	51	5

Organic Chemistry
(Offered in alternate years)

<u>Year</u>	<u>N</u>	<u>Average %ile</u>	<u>No. scores above 50th %ile</u>
1983	5	21	0
1985	6	33	1
1987	6	20	0
1989	8	47	4
1991	8	58	6

Analytical Chemistry
(Offered in alternate years)

<u>Year</u>	<u>N</u>	<u>Average %ile</u>	<u>No. scores above 50th %ile</u>
1986	8	32	3
1988	-	-	-
1990	6	35	2

Biochemistry

<u>Year</u>	<u>N</u>	<u>Average %ile</u>	<u>No. scores above 50th %ile</u>
1987	12	37	3
1988	-	-	-
1989	19	44	7
1990	17	56	11
1991	21	50	10

Placement information, alumni surveys, graduate school admissions, and personal correspondence from graduates are indications of the success of the Department's graduates, and reflect favorably on the quality of the programs and instruction. For example, recent graduates have earned Ph.D. degrees in Physiology, Biochemistry, Forestry, and

Weed Science; and Master's degrees in Chemistry, Computer Science, Resource Conservation, Science Education, and Exercise Physiology.

Many of the Science students have a pre-professional orientation and successfully transfer into such professional programs as Engineering, Optometry, Medicine, Chiropractic, Physical Therapy, Pharmacy, and Nursing. An investigation in 1990 indicated that Valley City State University students enrolling in the University of North Dakota Physical Therapy program earned higher grade-point averages in their Physical Therapy courses than in their Science courses at VCSU. Anecdotal information suggests that similar data would be revealed by a survey of other professional programs in which Valley City State University students have enrolled. The very favorable record of graduates raises the question of why enrollment in the Valley City State University programs has not increased.

Most of the Science graduates pursue teaching careers and many of the Science teachers in the surrounding area earned their degrees at Valley City State University. Graduation does not end the active relationship between the Department faculty and this alumni constituency. There is a remarkable continuity of contact among what amounts to an extended professional association and which often persists across entire careers. The relationship is fostered by regional meetings, school science fairs and competitions, sponsored lectures and discussions, and responses to requests for advice and consultation. The activities are by no means limited to graduates of the University, but include any Science teacher or scientifically-interested person.

Other recent graduates are employed as environmental specialists and chemists in state laboratories in North Dakota, and in state and federal Fish and Wildlife Services. Some are employed in private research laboratories, among which are the American Sun oil-seed processing plant in Enderlin, North Dakota, and the Ciba-Geigy Pharmaceutical Corporation in New Jersey. Still others have made careers in technical positions in research universities, agricultural agencies, and chemical concerns. Recent graduates are enrolled in graduate schools in Colorado, Northwestern College of Chiropractic in Bloomington, Minnesota, at North Dakota State University, and at Wayne State University, Michigan. Complete and specific data on career placement of graduates is provided by the University Office of Career Planning and Placement.

Strengths

The Department identifies the following strengths in its programs and resources:

1. The Science curricula are strong in the traditional areas of Biology and Chemistry. The faculty work diligently and cooperatively, creating an environment of increased expectation for student accomplishment. The cohesive informal relationship between faculty and students provides a supportive structure for both weaker students and those requiring more advanced intellectual challenges. Student retention is encouraged by a conscientious student advising process in which all departmental faculty participate. All instructors supervise their own laboratory sections affording additional opportunities for individual student-faculty interaction, and which provides instructors with useful student feed-back and further strengthens the student-faculty relationship.

A number of students are employed through Work-Study and Student Assistant programs. The number of student assistants is seldom sufficient to accomplish all of the required tasks. Student loyalty and interest result in many hours of volunteer student work in laboratory maintenance, supervision and assistance, presentation of Planetarium programs, science fair judging, and various other activities.

The Department regularly sends information to high school students and makes special contacts for recruitment purposes with students who have expressed an interest in Science careers.

2. The Department Secretary/Paraprofessional is a dedicated and multi-talented person who manages much of the Department's business affairs with little supervision. Paid and volunteer student assistance provides both a departmental resource and, for the students, additional learning opportunities. At the very least, under

circumstances of reduced funding for support staff, this energetic student participation contributes to a process of "surviving with quality."

3. Physical facilities are very adequate, for the present, although storage space for the Earth Science laboratories is cramped. The supplies, equipment, and personnel provide superior laboratory experiences within the limits of the present curriculum. Without the pressure for advanced faculty or graduate student research, the resource allocations are exclusively directed toward traditional undergraduate laboratory instruction. The faculty are convinced that the laboratory experiences provide a superior exposure to the materials, equipment and techniques. Learning the methods of science is best accomplished in an apprentice relationship, which is fostered by the organization of the laboratories in connection with classroom instruction. The fact that the professors also supervise the laboratories, without the intervention of graduate teaching assistants, accomplishes the integration of lecture, demonstration, and laboratory.

Concerns

The following items are cited as concerns of the Department:

1. Since 1983, the Earth Science and Methods of Teaching Science position has been filled either with faculty on temporary one-year contract, or by tenure-track faculty who have elected to stay less than two years. Since 1988, the position has been shared with the Department of Social Science and occupied by a faculty member on temporary appointment. Science teaching methods courses have been covered by part-time faculty or faculty in other University divisions. The lack of permanence in the position has handicapped the Department's curricular development. As the result of a late resignation in mid-summer, 1991, the Department is operating with a second faculty member on a temporary appointment. Due to changes in the duties of the division chair beginning in 1989, the division has functioned with three department chairs rather than a division chair. This has caused some procedural and communication difficulties. An acting division chair has been appointed for the current academic year.
2. The workloads and responsibilities of the Science faculty are heavy. Prior to the recent reduction of teacher education faculty to 12 credit hours, it was understood that the Science faculty workloads would be 12 hours. This load was appropriate since all courses in Science consist of a lecture and a laboratory. No additional staff is employed to assist with the laboratories. Even with this 12 hour load, credit hours taught sometimes exceed this level and contact hours can reach levels of 20 hours due to multiple lab sections. During an academic year it is not unusual for a faculty member to teach from nine to ten different courses. Several of the Science faculty accept other responsibilities on top of these workloads. Additionally, the growing class sizes are a concern due to the conversion to the semester system. Burn-out or resignations lurk under the surface in this type of situation.
3. Although supplies and the smaller equipment items are quite adequate, the Department lacks the modern "high tech" equipment. Major concerns are the lack of sufficient personal computers for laboratory interface and multimedia purposes, and the deficiency of modern computer-interfaced instrumentation for chemistry and physics.
4. The Departmental secretary is overworked and underpaid. The loss of the present secretary would be a serious impediment to the continued function of the Science Department at its current level.
5. There is concern that although the moderate equipment budget has allowed the Department to keep abreast of the less expensive instrumental techniques, it is falling desperately out-of-date in relationship to expensive and modern computer interfaced instrumentation. No major scientific instrumentation has been acquired by the Science Department in the last 15 years. This appears to be a common plight of smaller institutions nationally. It should be noted that in spite of the discrepancy a strong case can be made that older scientific instrumentation in certain ways allows the student to more thoroughly understand the instrumental techniques than does the

user-friendly, "push-the-right-button" analysis. At least for the present, the student should be able to make the transitions necessary from operating older to newer equipment without a great deal of difficulty.

6. The operation of the planetarium presents dilemmas for the Science Department. Except for a preventative maintenance agreement with Spitz, Inc., no other specific line item in the budget exists to fund planetarium activities, which for the most part fall into the category of public service. Currently the budgetary needs of the planetarium are deducted from other departmental accounts which are designed to meet curricular needs rather than public service activities. Additionally, there is no adjustment of workload for service in the planetarium; therefore, the person who accepts the planetarium assignments does so essentially on a voluntary basis. The history of the planetarium indicates that this situation leads to a high level of frustration by the individuals involved followed by a withdrawal of commitment to the planetarium.
7. The photo classroom is wheelchair accessible, but the laboratory and printing stations are not. There is a security problem with the photo laboratories. Students enrolled in the courses can get passes to work in the labs in the evenings and on weekends. Other students then have access without paying for the chemicals or enlarger bulbs without responsibility for cleaning the area after use. There is a need to replace some of the cameras.

d. Plan for the Future

The Department plans to continue working toward the improvement of instruction by exploring new instructional strategies. The faculty will also work on a replacement plan for out-dated equipment. The first priority will be the purchase of computers for faculty use and for interfacing with laboratory equipment.

The Departmental faculty are presently reviewing ways to increase participation of students in research projects and the greater integration of instructional technology into classroom instruction and laboratory work. The Department will seek additional funding for instructional improvement from non-appropriated sources.

The Department plans to stabilize the faculty by filling both temporary positions with highly qualified persons on the tenure track.

The Science Center is handicapped-accessible with the exception of the equipment in the photography laboratory. A ramp is needed to allow wheelchair access to the enlarger controls. An improved security system is needed to allow unsupervised access to the photography laboratory in the evenings and on week-ends.

The Department will search for strategies to reduce the work load of the departmental secretary and improve the efficiency of clerical operations. Options might include linking scholarships with service tasks, or making more effective use of the approximately 1,500 hours of student work available each year.

The faculty should consider the possibility of making the funding of planetarium activities a budget priority.

e. Documentation

- Accreditation reports
- List of evening, summer, extension classes
- Faculty resumes
- Student Placement reports
- Information on grants received
- VCSU *Manual*
- NCATE Report
- Consultant Reports
- Action Plan/Science Department 1990-1993
- Program Planning and Evaluation Plan

Department of Technology

a. Description and Function

Technology and technological change are widely perceived as the factors which, more than any others, are affecting the course of the world's economy and social structures. The Department of Technology supports the general mission of Valley City State University by offering courses and programs in Technology, Technology Education, and a Foundation Studies course, TECH 310, Technology: Its Impact on Society. Courses and programs are designed to meet the needs of both traditional and non-traditional students.

Specifically, the Department offers composite major curricula in Technology Education and Industrial Technology, a major curriculum in Technology Education, and minors in Technology Education and Industrial Technology. The Industrial Technology major and minor are non-teaching technical management programs. The Industrial Technology and Technology Education curricula share many courses. The differences between the two are that the Industrial Technology programs include a core of business and management courses, while Technology Education programs require the Professional Education sequence.

Valley City State University has developed, and has been assigned, a special state-wide mission in the instructional applications of technology. Coordination and developmental tasks associated with this mission have been assigned to the Department. In addition, faculty members in the Department have assumed leadership and development roles in connection with the North Dakota University System Interactive Video Network (IVN) and with the regional consortium of public school districts for the development of distance learning.

b. Organization and Resources

Student Enrollment

The numbers of students graduating with a major, minor or Associate degree from the Department of Technology between 1982 and 1991 are displayed in Table 45.

TABLE 45

**Graduates with Major, Minor, or Associate degree in Technology,
1982 - 1991**

	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	
Major											
Technology		11	7	7	9	5	11	2	5	5	7
Two-Year											
Industrial Tech.	2	3	0	0	1	1	0	0	0	0	
Minor											
Tech. Educ.		2	0	0	1	0	1	0	0	0	0
Indust. Tech.	1	0	2	1	0	0	0	0	0	0	
TOTAL		3	0	2	2	0	1	0	0	0	0

The enrollment in Technology courses has been decreasing since 1982.

Faculty

Three full-time faculty are assigned to the Department of Technology. Two of the faculty currently have released time to work on the development of the institution-wide mission in the instructional applications of technology. All three faculty members are male and two hold academic tenure, with the third to be evaluated for tenure in the spring of 1992. Two faculty members are ranked as Professor and the third is an Instructor, with evaluation for promotion in process. Two hold doctoral degrees. The average age of the faculty is 40 years and the average number of years of service to Valley City State University is 12. The salaries range from \$31,860 to \$41,880, with an average of \$37,140. The Department of Technology faculty consider that they are compensated fairly with respect to their peers within the institution, the result of institutional emphasis on salary equity over the past several years. Table 4 of the Self-Study Report provides detailed information on faculty characteristics.

The faculty of the Department are actively involved in research concerning the integration of the newest instructional technologies into teaching practice and into the university curriculum. They are designing models for teaching stations and portable multimedia units, and they are investigating multimedia equipment and associated components as they appear on the market. They are examining and evaluating hypermedia computer software, CD ROM and videodisc releases, and other multimedia materials. One faculty member serves as the chair of the Site Coordinators for the North Dakota University System Interactive Video Network (IVN) and is the author of the IVN Training Manual. He also serves on a Faculty Development subcommittee of the Western Interstate Council for Higher Education (WICHE). Another faculty member serves as chair of the campus committee to develop a model for the Center for Innovation in Instruction. He was responsible for obtaining the Bush Foundation planning grant which supports the Center development, and he is preparing a major proposal to the Bush Foundation for a faculty development grant. He also consults and works with local industries in new product development. The third faculty member has been active in writing articles for the North Dakota Technology Education Newsletter and assisting with product development for local industries and such organizations as the Open Door Center for the developmentally disabled.

The work of the Department in connection with the development of instructional technology is considered central to the emerging mission of the University.

Support Staff

The Technology Department receives a significant portion of the time of the half-time divisional secretary, whose work station is in the Technology area. In addition, the Department is allocated 10 hours per week of student Work-Study and 10 hours per week of Student Assistant work. The support staff provides assistance to the faculty in general clerical tasks, campus errands, laboratory maintenance, and other tasks. In addition to the support functions normal for an academic department, the Technology Department has additional support tasks associated with correspondence and other administrative tasks associated with the Interactive Video Network and the University's Center for Innovation in Instruction.

Until recently, the chair of the Department also served as Division chair. The Division chair duties have been replaced with developmental and leadership tasks in implementing the institutional mission in instructional technology. In consideration of the institutional role, the Department has retained significant clerical support.

Facilities and Equipment

The Technology Department role is equipment-intensive and the equipment budget has fluctuated considerably over the last ten years, reflecting the economic circumstances of the state and the appropriations priorities of state government. The budget for equipment was \$8,129 in 1981, dropping to a low of \$452 in 1986, and returning to \$12,891 in 1990. The average annual expenditure for equipment over the period was \$7,706, amounting to 7.4% of the total institutional equipment budget. While this allocation is significant, and even generous for a single department, it may be cause for future concern in view of the institutional role the Department is expected to fulfill.

The Department maintains an inventory of traditional equipment for materials handling, as well as up-to-date computers and computer-related equipment. Students also have access to video and audio production equipment in the Faculty Materials Center which is adjacent to the Department's communications laboratory. Because the Department shares these resources with general University users, students and faculty in the communications-related courses have access to equipment which could only be justified on the basis of larger numbers of users. These courses are especially strong and popular as a result. One such facility is the Macintosh computer laboratory in McFarland 138. Ten computers networked with a laser printer are available and equipped with design, graphics and word-processing software. This facility is used heavily by all University departments and administrative offices.

Because the Department is heavily involved in the general institutional mission in instructional technology and distance learning, students in the Technology courses have access to equipment purchased for demonstration purposes or multi-department instructional use. Much of this equipment is located in or near departmental laboratories. The Department has developed a very comprehensive integrated multi-media teacher demonstration unit and ten less comprehensive multi-media learning stations. These units are available to provide experiences with video disc, CD-ROM, video-capture, audio-capture, computer animation, optical character recognition, interactive programming, and numerous other state-of-the-art tools. A multi-classroom interactive television distance learning laboratory has been developed by the Department and is used by the Division of Education and Psychology for the preparation of teachers in interactive distance learning.

With respect to more conventional resources, the Allen Memorial Library collection of books, periodicals, and audio-visual resources is adequate to meet the needs of each instructor. For more than ten years, the Division of Mathematics, Science, and Technology has maintained a committee with a representative from each department to oversee library purchases, to ensure that faculty requests for purchase are accorded fair consideration, to monitor comprehensiveness and balance in the collection, and to see that new and emerging needs are addressed.

The budget for supplies has risen steadily over the years and has been quite adequate until very recently, when the cost of computer software purchase and upgrading has become a problem. Many of the more technical packages such as mechanical drafting (CADD) and manufacturing (CAM) have a relatively smaller market and are extremely complex. They are therefore expensive to support from the commercial viewpoint of the software producers. As a result, popular drafting packages such as Autocad and Versacad list for more than \$3000 per licensed station. Capable CAM software lists for \$15,000 per station. While educational discounts are significant, they tend to favor large universities with fifty or more laboratory stations.

The specific budget figures for the Technology Department as compared with the total instructional budget since 1985 are displayed in Table 46.

Table 46

**Department of Technology Budget
Compared with the Total Instructional Budget, 1985-1991**

1991	1985	1986	1987	1988	1989	1990
Salaries and Wages						
Technology	115,853	128,081	136,587	136,118	142,158	149,454
Total Instructional Budget	1,977,337	2,101,459	2,252,895	2,205,103	2,278,300	2,472,478
Operating						
Technology	14,874	12,483	16,682	13,805	17,784	13,522
Total Instructional Budget	243,692	213,920	253,283	203,848	237,008	198,645

Equipment

Technology	11,425	2,593	6,389	11,096	24,014	14,588	10,470
Total Instructional Budget	135,467	46,242	71,922	56,124	108,018	66,068	103,680

Totals

Technology	142,152	143,157	159,658	161,019	183,956	177,564	176,625
Total Instructional Budget	2,356,489	2,361,615	2,578,095	2,465,070	2,623,321	2,737,187	2,967,418

The Department of Technology has received an average of 6.3% of the total instructional budget over the period indicated. A portion of the equipment allocation has been matched by Vocational Education grants. Since 1981, the Department has generated an average of 2.7% of the total University student credit hours.

Classrooms, offices, computer facilities, and equipment of the Department are located in four different areas in close proximity. These include the first floor of McCarthy Hall, one space on the lower level of McFarland Hall, and two separate buildings: the Metals Laboratory and the Energy and Power Laboratory. These areas house seven separate laboratories. Given current enrollment levels, the space is more than adequate for most classes. However, the laboratories occupy space converted from other uses and the resulting structural rigidity can cause problems when new configurations are required to accommodate changes in technology.

The office area has been reconfigured recently so that all faculty would be located close to one another and to the divisional secretary's work station. This reconfiguration should result in more convenience, efficiency, and better communication. All laboratories are accessible to the physically handicapped and are, for the most part well-lighted and well maintained. All necessary environmental and safety devices are in place. On occasion, noise and fumes from laboratory activities cause inconvenience to nearby classes.

c. Assessment

Technology in the liberal arts and teacher education college has been tainted by its "manual training" associations. As a result the discipline has not, in the past, attracted students with the strongest academic backgrounds. The Department, therefore, chooses to assess its educational quality on the basis of measures other than such standard qualifications as GPA and test scores of students at admission. The Department identifies a number of indicators of quality, strength, and success in its programs.

Strengths

1. State Department of Public Instruction records indicate that more graduates of Valley City State University hold positions as Technology teachers in the secondary schools of North Dakota than the graduates of any other institution. In the 1990-91 school year, 47 of 150 teachers were graduates of the Department. Graduates have been honored over the past several years as recipients of awards from the State Board for Vocational Education and the North Dakota Technology Education Association. The awards include:

Technology Teacher of the Year
Young Vocational Educator of the Year
The Directors Award of Excellence

VCSU graduates have held numerous positions as officers in the North Dakota Technology Education Association.

2. Inservice education for graduates is a high priority for the Department, as it has been since the first major program was offered twenty years ago. An important feature of this effort is an annual two-day Professional Development Workshop offered each April for the past seventeen years. The Professional Development Workshop is one of four annual events which are available in the state for the support of technology educators. The State Department for Vocational Education sponsors a week-long All Service Conference which teachers are paid to attend. The North Dakota Education Association sponsors a three-day Teachers' Convention, which

teachers are also paid to attend. The University of North Dakota Department of Industrial Technology offers a workshop each November. Of the four, the VCSU Professional Development Workshop consistently has the highest rate of participation, with approximately twenty-five percent of the state's Technology teachers attending without remuneration incentives.

3. Small class size and virtually unrestricted access to laboratory facilities are factors that employed and older-than-average students find especially attractive. Since all programs depend highly on proficiency in the use of technology, this time-on-task opportunity contributes to better-prepared graduates.
4. The Department has adequate facilities in terms of space. Equipment and supply budgets have been adequate and occasionally even generous when the state's financial health is considered in the budget allocations. The budget provisions for the Department have been "leveraged" by the sharing of equipment with the FMC, ready access to computer, multi-media, and distance learning equipment purchased for general University use, as well as matching grants for equipment amounting to more than \$40,000 provided by the State Board for Vocational Education
5. Departmental faculty have been involved in all curriculum development and revision activities that have occurred since 1974. This includes two major curriculum revisions and several minor ones.

Concerns

1. Student enrollment is a concern. The number of graduates has declined over the past five years and there appear to be several contributing factors beyond the control of the Department and the University. The most significant of these are a decline in the state and regional population base which coincides with a decline in state support for the secondary schools, resulting in the discontinuance of "non-essential" programs. Fewer students are exposed to technology programs in the schools and there are fewer openings for graduates of teaching programs. An additional factor may be the loss of two-year programs which serve as "feeders" for bachelor's degree programs. This results from State Board of Higher Education action connected with the definition of institutional missions and the reduction in duplication of programs.

An additional factor may be the diversion of faculty time to other activities associated with the general University mission. Less time is available for external and internal recruiting of students and for individual assistance to students. From 1986 through 1989, approximately one-half faculty FTE was devoted to teaching the Foundation Studies class, and from 1989 through 1991, another FTE to one and one-half FTE faculty have been assigned to other campus responsibilities. These activities have included the design and construction of the interactive video classroom facility, the construction of the University System Interactive Video Network facility on the campus, construction and servicing of the multi-media demonstration teaching unit and multi-media learning stations for student and faculty use across the University. Departmental faculty have also been instrumental in the conception and structuring of the University System Interactive Video Network and the VCSU Center for Innovation in Instruction.

The additional activities have been undertaken willingly by Department faculty as a result of their own expertise, the institutional need and opportunity, and partly because departmental enrollments could not justify the commitment of three full-time faculty positions. The impact on departmental programs and quality has had positive as well as negative impact. The purpose of faculty research and development in higher education is based on the understanding that faculty involvement with research and with state-of-the-art technology will have a positive effect on student learning. In the case of the Technology Department this is doubly so, because student majors have greater direct access to the technology, and greater exposure to methodology in its applications. Much of the development undertaken for broader University use, and the knowledge related to it, is discipline-specific. For enrollment purposes, however, a way must be found to communicate these advantages to prospective departmental majors and minors.

2. In terms of facilities, equipment and supplies, the overriding concern is budget. The most obvious threat to budgeted resources would be continued decline of enrollment. Inflation continues to erode state budgets. Recent changes in federal legislation allocates federal funds to school districts, making technology programs in post-secondary institutions ineligible for funding. Loss of federal grant money previously available through the Carl D. Perkins Vocational and Applied Technology Act diminishes the Department's ability to upgrade equipment in pace with technological change. In the past five years, these matching dollars have been a key element in maintaining up-to-date equipment in departmental laboratories. Computer equipment has a steadily decreasing useful life span, now estimated at five years or less. Finally, as the University prepares to service a technology-intensive mission, the implication for a department which has always been equipment-intensive is obvious. Every department will become equipment-intensive, with more competition for equipment dollars. The specific mission of the University will need to be recognized in the budget appropriation and allocation formulae.
3. The position of Division Secretary is divided between two divisions and requires a mid-day move from one office location to another. As a result, the position is not regarded as a desirable one and occupants tend to move on to other positions in single-office environments as they fall open. The turnover rate for secretaries in the office has been approximately one per year for the last seven years, resulting in repeated training and disarray in Department and Division records. In general, the arrangement has not been a satisfactory one. Student support is adequate and satisfactory, depending upon the working qualities of the students assigned.

d. Plan for the Future

Currently, two-thirds of the Department faculty are involved in the institutional effort to implement the mission emphasis in instructional technology. It is likely that this involvement will continue. This circumstance is anticipated to have an eventual positive impact on program and course enrollment as students begin to appreciate expanding opportunities provided by the skills developed through departmental courses and curricula.

Unique programs consistent with the mission emphasis and now under consideration will draw heavily on department resources and may demand changes in existing courses. One such contemplated program is a minor for school technology coordinators. The Department may become more service-oriented in terms of providing technology courses in support of other curricula, faculty development in the University and in the University System, and consultative services to the schools.

The obvious and pressing need will be to replace and upgrade equipment substantially over the next two to five years. To be specific about these requirements is impossible because of the rapidity of technological change. Projections of requirements for the most sophisticated equipment cannot be made reliably more than eighteen months in advance. A great deal of planning flexibility for equipment purchases will be necessary. It is equally clear that, as the institution becomes more technologically-oriented, much more coordination and cooperation will be required concerning the shared use of what is now regarded as "departmental" equipment. Governance mechanisms will be required to coordinate procurement and use of equipment and the transfer of equipment to other suitable tasks as it becomes obsolescent.

The Department plans to have personal computers at each faculty member's desk within two years for lesson preparation and classroom management, and to network these computers to provide access to student records and electronic mail.

A greater reliance by faculty on student use of computers and associated equipment will require greater access to laboratories campus-wide. Other institutions facing the same situation have developed ways of using student assistants and student volunteers for support and supervision. Such a program will need to be devised here.

The secretarial situation will be difficult to resolve, and no easy or obvious solution is apparent. Likewise, the need for increased technical support of the proliferating instructional technology is evident and urgent.

e. Documentation

Valley City State University *Bulletin*, 1990-92

Faculty salary data including regional and national comparators is available in institutional documents

Faculty résumés and data concerning faculty activities are available in faculty personnel files

List of all VCSU Technology graduates teaching in North Dakota during the 1990-91 school year

Teacher of the Year recipients, North Dakota Technology Association, VCSU graduates highlighted

Young Educator of the Year award recipients - VCSU graduates highlighted

Directors Award of Excellence recipients - VCSU graduates highlighted

Equipment inventory summary

Software inventory summary

Program Planning and Evaluation Plan

8. OTHER EDUCATIONAL PROGRAMS AND FUNCTIONS

a. Alternate Learning Program

Valley City State University initiated its Alternate Learning Program (ALP) during the 1980-1981 academic year. The program was designed to meet both the instructional and public service missions of the institution, with particular attention to serving the widely-scattered rural population. The mission and role statement of the University specifies as a function of the institution the offering of "extended learning opportunities for adult and non-traditional student populations for the purpose of employment advancement and re-training and for life satisfaction." The Alternate Learning Program offers adults 25 years of age or older an opportunity to earn University credit for life experience on a course-by-course basis when the credit is applied toward a degree.

The Alternate Learning Program is administered through the offices of the vice president for Academic Affairs and the ALP coordinator. The program design is based on the principles of good practice developed by the Council for Adult and Experiential Learning (CAEL), in which Valley City State University holds institutional membership.

Student participation in the program is limited to those men and women who hold a high school diploma or its equivalent, who have been out of high school for at least five years, are 25 years of age or older, and who have not earned a bachelor's degree. Counseling and advising for students prior to admission is offered through the ALP coordinator, the director of Student Academic Services, and the office of the vice president for Academic Affairs. Students are required to enroll in BUSI 190, Career and Portfolio Development, where they receive in-class assistance in recognizing and applying for college credit for applicable life experience. The class also provides assistance in curriculum and career planning. Students may arrange for credit through the College-Level Examination Program (CLEP), by challenging tests, through military experience or other recognized and sponsored methods. The "Student Guide for Career Planning and Portfolio Development," based on CAEL standards, serves as a source of information concerning the program and contingent opportunities and services.

Each student who submits a life experience portfolio is assessed a \$20.00 per credit hour evaluation and transcription fee. Half of the fee is paid with the submission of the portfolio and the remainder when the credit is awarded. A portion of the student fee is retained to support administration of the program, and the bulk is paid to faculty

members who read and evaluate the portfolio and assign the appropriate course credit. The coordinator's salary and travel expenses are paid from the instructional budget of the University.

Students may apply for life experience credit in the areas of Foundation Studies, academic majors, minors, related fields, cultural studies and elective courses. Course work in the Secondary Education Professional Sequence or the Elementary Education major is not eligible for ALP credit. Following completion of the BUSI 190 course, the student is given one year in which to submit a completed portfolio for evaluation of life experience credit. Credits awarded for life experience are held in reserve until all other degree requirements are met, at which time the life experience credits are placed on the transcript of record. Students enrolled through the ALP program must meet all regular requirements if they are to receive the bachelor's degree.

The "Student Guide" provides clear guidelines for the identification of the areas of college-level learning and the documentation appropriate to qualify life experiences for University credit. Experiential learning must be related to the academic area and to the learning outcomes of direct credit courses. The level of learning must be equivalent to university-level work and consistent with the work of other students enrolled in the parallel University courses or internships. Students seeking life experience credit are required to provide a separate narrative for each course for which credit is requested. Credit awards are clearly designated with respect to the course level at which the credit is granted. Life experience portfolios are examined and the amount and level of credit is determined by the appropriate departmental chairperson or by the instructors of the specified courses. The evaluators have the options of recommending approval or denial of the credit requests, or of recommending provisional approval pending the completion of supplemental work. Final assessment and approval is made by the vice president for Academic Affairs. Students who disagree with the evaluation of a particular course request may appeal it.

The ALP coordinator is the institutional representative to CAEL and attends adult and experiential learning workshops on a regular basis. An advisory committee made up of faculty and former ALP students systematically reviews policies and procedures.

Assessment

Since the inception of the program, there have been 482 adult learners enrolled in the introductory course, BUSI 190, *Career Planning and Portfolio Development*. This is an average of 44 adult learners per year. For the past several years, BUSI 190 has been offered once each term. During the fall and spring terms, the course is offered in Jamestown. During the winter term it is offered on the campus.

A total of 127 portfolios have been submitted between the fall term of 1980 and the winter term of 1990. This represents 29% of the total enrollment in BUSI 190. Of those students submitting portfolios, 69, or 16%, have graduated from the University. Another 16 students, or four percent, have graduated from the University without ALP credit.

One thousand and ninety-four, or 71.1%, were approved and 279, or 18.1% were denied pending additional information or supplementary work. In the fall of 1991, a study by the office of Academic Affairs revealed that a total of 1618.5 credit hours had been requested of which 1,365.5 credit hours, or 84%, were approved.

Evaluation of the Alternate Learning Program is continuous. Each student is asked to evaluate the portfolio development process, the "Student Guide," and the introductory course, BUSI 190.

The program serves a need for continuing higher education for regional adult learners, and creates an effective incentive for adult learners to seek degrees from the University.

Concerns related to the Alternate Learning Program include a need to improve the information outreach to the regional adult population in order to make them aware of the opportunities which the program offers. Additional staff is needed to administer the program and to provide individual assistance to the learners. An administrative unit should be created to coordinate the Jamestown location course offerings, evening courses, and other adult and

continuing education efforts. These tasks are currently shared among the ALP coordinator, the director of Student Academic Services, and the vice president for Academic Affairs.

Plan for the Future

The Alternate Learning Program will be marketed through an on-going public relations effort which could include newspaper and radio advertisement as well as personal contact. This effort is constrained by legal prohibition of the use of appropriated funds for advertising. The information program can be carried out legally in the form of public announcements of program events. Ways should be explored to contact potential clientele in the employee force of the State Hospital, the Soldiers Home, and the State Penitentiary. Senior Citizens groups represent a further potential clientele. Continuing research is necessary to secure outside sources of financial assistance for part-time adult learners in the form of grants, loans, and employer reimbursement.

Consideration should be given to the appointment of a full time coordinator for external studies and such extended learning programs as evening programs and the Alternate Learning Program. Since approximately 25 percent of the University's student body is composed of adult and non-traditional students, better coordination is required between the Alternate Learning Program and the regular University curriculum.

Documentation

Annual ALP statistical reports
 The "Student Guide"
 The Valley City State University *Bulletin*
 Course syllabus, BUSI 190, *Career Planning and Portfolio Development*
 Student evaluations.

b. Off-Campus Sites

Valley City State University offers courses at two off-campus sites:

Jamestown, North Dakota

Valley City State University maintains classroom space in the Buffalo Shopping Mall in Jamestown, which is located 32 miles west of Valley City, just off highway I-94. Faculty teach courses four evenings each week during regular academic terms. Classes are held Monday through Thursday and occasional Saturdays. The classroom has space for 40 or 45 students and is equipped with a VCR and monitor, overhead projector, and projection screen. A computer is connected with the ODIN on-line library catalog system.

The Jamestown course offerings permit students at that site to fulfill the Foundation Studies requirements and the requirements for majors in Business or Human Resources. Many of the students are employed full-time and are pursuing the degree for purposes of employment advancement. A large proportion are enrolled in the Alternate Learning Program.

Courses are taught by either either full-time Valley City State University faculty teaching the Jamestown courses as a part of regular faculty class load or by adjunct faculty. The credentials of adjunct faculty are approved by the appropriate division chair and faculty and by the vice president for Academic Affairs. Course instruction is evaluated through the same procedures as those which apply to on-campus courses.

Members of the academic administrative staff travel to the Jamestown site at the beginning of each term to assist with registration, advising, and textbook distribution. The courses to be offered are printed in the regular schedule of classes and in a special evening schedule. The schedules are published in the Jamestown newspaper and in radio broadcast announcements on the local Jamestown and Valley City radio stations. All students who have enrolled in

BUSI 190, Career Planning and Portfolio Development, are mailed a copy of the schedule of evening courses and Jamestown course offerings prior to the beginning of each academic term.

Courses to be taught in Jamestown are determined through an annual survey of students. Each student enrolled in a Jamestown course or in the Alternate Learning Program is mailed a survey to complete and return to the University. The survey collects data with respect to the student's major, time preferences, and courses needed or desired.

Enrollments in courses offered in Jamestown since 1981 are displayed in Table 47. The figures show an increase in enrollment.

Table 47

**Fall Head Count and Full-Time Equivalent Enrollment
Jamestown Courses, 1981-1991**

<u>Year</u>	<u>No. of Courses</u>	<u>Head Count</u>	<u>FTES</u>
1981	2	69	17
1982	3	54	14
1983	3	103	26
1984	3	84	21
1985	5	72	13
1986	6	142	24
1987	4	98	22
1988	5	110	26
1989	5	129	30
1990	6	130	31
1991	5	121	30

Plan for the Future - Jamestown

So that students may better plan their courses, year-long schedule of courses should be developed instead of scheduling on a term-to-term basis. Courses should be offered on a rotating basis so that students will be better able to plan their schedules.

An enlarged classroom with space for computer equipment and a basic science laboratory is needed. Consideration should be given to establishing a distance-learning connection between the campus and the Jamestown location.

Fargo, North Dakota

Valley City State University, in February of 1990, was authorized by the State Board of Higher Education to deliver courses for the Elementary Education major on the campus of North Dakota State University, Fargo. The first courses were delivered during the fall term, 1990. Ten Full-Time Equivalent students enrolled in the first classes. Twenty-four FTES enrolled during the fall term, 1991.

North Dakota State University provides the classroom, secretarial staff, office space, and an advisor for the students enrolled in the VCSU program. VCSU provides the faculty and the curriculum. NDSU receives the tuition collections and VCSU receives the student credit hours. NDSU has agreed to provide computer access and purchase the additional required library resources. The Bachelor of Science in Education degree will be granted by VCSU to students completing the graduation requirements.

The courses taught at NDSU are the required courses for the Elementary Education major. Courses equivalent to the VCSU Foundation Studies requirements are taken at NDSU. Exceptions are the sequence, MATH 201, 202, and 203, *Mathematics for the Elementary Teacher*, and PE 100, *Lifetime Fitness*. VCSU plans to deliver these courses.

The Valley City State University courses are listed in the NDSU schedule of classes, and students register through the regular NDSU registration process. Under the current arrangement, students are required to transfer to Valley City State University when they are accepted into the teacher education program although they continue to take their courses on the NDSU campus.

Regular full-time Valley City State University faculty teach the courses on the NDSU campus. One exception occurred when a part-time faculty member taught one Mathematics course during the fall term, 1991. Regular evaluation procedures for VCSU courses are followed.

Problems encountered include the need for a long-range course offering schedule for student curriculum planning purposes. Additional concerns are the need to improve access to required equipment and materials, and the need for increased familiarity of the NDSU faculty and advisers with the VCSU program and requirements. Otherwise, the program has met with the general approval of both faculty and students.

Plan for the Future

A three-year schedule of courses must be developed, and a semi-permanent classroom with storage space is needed.

North Dakota State University has requested that both institutions explore the possibility of offering a joint degree program. The request has been presented to The State Board of Higher Education staff for consideration. A new Chancellor has assumed office since Valley City State University was authorized to deliver the Fargo program. The mission, role and scope of all University System institutions are under review, and the continuation of the Fargo program remains to be determined.

Documentation

SBHE Staff Report E, February 1-2, 1990.

NDSU documents: Class Schedule, Information bulletins, etc.

c. Evening Classes

Classes are taught on Monday through Thursday evenings, both on the campus and at the Jamestown site, during each academic term as part of the regular schedule of classes. The evening classes are offered in order to provide more flexible scheduling for all students of the University. The classes also provide community residents the opportunity to enroll in University courses for personal satisfaction or career development.

University faculty members teach courses in the evening as part of their regular course load. A few part-time faculty also teach evening classes. The classes are announced in the regular schedule of classes for each academic term. A special announcement of evening classes is also published which includes both on-campus and Jamestown site offerings. The special announcement is also mailed to all students in the Alternate Learning Program who have completed the Career Planning and Portfolio Development course. The evening and Jamestown schedules are also printed in the local newspapers and are promoted through radio announcements both in Valley City and in Jamestown.

Assessment

The strength of the evening schedule lies in the flexibility and commitment of the faculty, who are willing to alter their personal schedules in order to meet the needs of the students. Evening class enrollment is principally made up of

students pursuing degrees. Creating greater community interest in enrolling for classes is a concern. An assessment of community interests and needs must be completed in order for the University to participate fully in the local community education efforts.

Plan for the Future

The University plans to conduct a needs assessment in the local community and area. A plan will be developed to provide the opportunity for persons in the community to complete selected degree programs through evening classes. The plan will be integrated with evening offerings in Jamestown.

d. Summer Session

Valley City State University offers a variety of summer courses and workshops for regular students and as extended learning opportunities for those who are unable to enroll during the regular academic year. Since 1982, the Summer Session has consisted of one five-week term. A number of short courses and workshops are also offered in the interval between the spring and summer terms. Workshops are offered for graduate credit through North Dakota State University.

The Summer Session is administered through the office of the vice president for Academic Affairs. A limited and specified number of credit hours of instruction are allocated to each academic division. The funding for the Summer Session is equivalent to 1.55 FTEF. The FTEF equivalent is calculated in dollars as 1.55 times the appropriated average faculty annual salary. For the summer of 1992, this amounted to \$54,000. Courses other than those regularly listed in the *University Bulletin* may be offered and the instructors compensated through extension funding, with the compensation based on enrollment in the course or workshop. The instructors receive two-thirds of the tuition paid for extension classes.

Appropriately credentialed faculty may apply for status as adjunct graduate faculty through the Continuing Education Division of North Dakota State University. Students enrolled in the graduate courses or workshops pay a tuition fee which is agreed upon among the institutions state wide. Tuition is paid to the delivering institution, plus a graduate credit fee to NDSU.

Assessment

Summer school planning surveys were conducted in 1983, 1984, 1985 and 1991. The 1983 and 1984 surveys showed the majority of enrollees to be full-time K-12 teachers, with the next largest group composed of full-time students. In 1991, the proportion was reversed, with 41% being full-time Valley City State University students and 26% full-time teachers. The earlier surveys indicated that the primary purpose for enrollment was personal enrichment. In 1991, however, 52% of the students were pursuing a degree. Fewer participants were enrolled for other purposes, including earning additional majors or minors, teacher re-certification, or salary enhancement. All courses for the Elementary Education major, the Library Media minor, and the Spanish minor are offered on a three-year rotating cycle.

The 1991 survey noted the following specific reasons for enrollment:

1. 353 Classes taken to meet the requirements of a curricular major
2. 139 Classes taken to meet Foundation Studies requirements
3. 115 Classes taken to meet requirements of a curricular minor
4. 79 Classes taken as free electives

The largest number of students, 40%, reported their age as between 18 and 25 years.

The head count enrollment in the summer program since 1982 has ranged between 248 to 363. The average FTES enrollment has ranged from 122 to 170.

Surveys consistently revealed that the one-week workshop was the favored format, followed by the five-week schedule of classes. Students designated the first and second weeks of June as the most convenient for attendance.

The summer program provides faculty with an opportunity to teach new courses or workshops that cannot be taught during the regular term. It also provides flexibility in the schedule of courses and allows students to graduate ahead of schedule or to complete double majors or additional minors.

Concerns include the absence of any guarantee to faculty that they will have summer employment. Compensation for summer classes is low, since they are not proportional to the individual faculty members' annual salaries. Another concern is the need for the designation of a director of the Summer School and the establishment of a permanent administrative structure.

Plan for the Future

There should be a cooperative effort among academic divisions to ensure that all courses required in the Foundation Studies curriculum be offered in a regular rotating cycle. Methods for augmenting faculty salaries should be explored. A new funding formula may need to be developed for this purpose.

Documentation

Summer School brochures 1982-1991
 Survey questionnaires, 1983,1984,1985, 1991
 Results of planning surveys 1983,1984, 1985, 1991
 Comprehensive Planning Reports

8. OTHER EDUCATIONAL PROGRAMS AND FUNCTIONS

a. Alternate Learning Program

Valley City State University initiated its Alternate Learning Program (ALP) during the 1980-1981 academic year. The program was designed to meet both the instructional and public service missions of the institution, with particular attention to serving the widely-scattered rural population. The mission and role statement of the University specifies as a function of the institution the offering of "extended learning opportunities for adult and non-traditional student populations for the purpose of employment advancement and re-training and for life satisfaction." The Alternate Learning Program offers adults 25 years of age or older an opportunity to earn University credit for life experience on a course-by-course basis when the credit is applied toward a degree.

The Alternate Learning Program is administered through the offices of the vice president for Academic Affairs and the ALP coordinator. The program design is based on the principles of good practice developed by the Council for Adult and Experiential Learning (CAEL), in which Valley City State University holds institutional membership.

Student participation in the program is limited to those men and women who hold a high school diploma or its equivalent, who have been out of high school for at least five years, are 25 years of age or older, and who have not earned a bachelor's degree. Counseling and advising for students prior to admission is offered through the ALP coordinator, the director of Student Academic Services, and the office of the vice president for Academic Affairs. Students are required to enroll in Business 190, *Career and Portfolio Development*, where they receive in-class assistance in recognizing and applying for college credit for applicable life experience. The class also provides assistance in curriculum and career planning. Students may arrange for credit through the College-Level Examination Program (CLEP), by challenging tests, through military experience or other recognized and sponsored methods. The

"Student Guide for Career Planning and Portfolio Development," based on CAEL standards, serves as a source of information concerning the program and contingent opportunities and services.

The Alternate Learning Program is allocated a budget amount to be used for evaluation, transcription fees and supplies. Each student who submits a life experience portfolio is assessed a \$20.00 per credit hour evaluation and transcription fee. Half of the fee is paid with the submission of the portfolio and the remainder when the credit is awarded. A portion of the student fee is retained to support the program administration and the bulk is paid to faculty members who read and evaluate the portfolio and assign the appropriate course credit. The coordinator's salary and travel expenses are paid from the instructional budget of the University.

Student may apply for life experience credit in the areas of Foundation Studies, academic majors, minors, related fields, cultural studies and elective courses. Course work in the secondary education professional sequence or the Elementary Education major is not eligible for ALP credit. Following completion of the Business 190 course, the student is given one year in which to submit a completed portfolio for evaluation of life experience credit. Credits awarded for life experience are held in reserve until all other degree requirements are met, at which time the life experience credits are placed on the transcript of record. Students enrolled through the ALP program must meet all regular requirements if they are to receive the bachelor's degree.

The "Student Guide" provides clear guidelines for the identification of the areas of college-level learning and the documentation appropriate to qualify life experiences for University credit. Experiential learning must be related to the academic area and to the learning outcomes of direct credit courses. The level of learning must be equivalent to university-level work and consistent with the work of other students enrolled in the parallel University courses or internships. Students seeking life experience credit are required to provide a separate narrative for each course for which credit is requested. Credit awards are clearly designated with respect to the course level at which the credit is granted. Life experience portfolios are examined and the amount and level of credit is determined by the appropriate departmental chairperson or by the instructors of the specified courses. The evaluators have the options of recommending approval or denial of the credit requests, or of recommending provisional approval pending the completion of supplemental work. Final assessment and approval is made by the vice president for Academic Affairs. Students who disagree with the evaluation of a particular course request are provided an avenue of appeal.

The ALP coordinator is the institutional representative to CAEL and attends adult and experiential learning workshops on a regular basis. An advisory committee made up of faculty and former ALP students systematically reviews policies and procedures.

Assessment

Since the inception of the program, there have been 482 adult learners enrolled in the introductory course, *Career Planning and Portfolio Development* (BUSI 190). This is an average of 44 adult learners per year. For the past several years, BUSI 190 has been offered once each term. During the fall and spring terms, the course is offered in Jamestown. During the winter term it is offered on the campus.

A total of 127 portfolios have been submitted between the fall term of 1980 and the winter term of 1990. This represents 29 percent of the total enrollment in BUSI 190. Of those students submitting portfolios, 69, or 16 percent, have graduated from the University. Another 16 students, or 4 percent, have graduated from the University without ALP credit.

As of November 19__), total requests for 1539 credit hours of course work had been reviewed. 1094, or 71.1 percent, were approved and 279, or 18.1 percent, were denied pending additional information or supplementary work. In 1991, a study by the office of Academic Affairs revealed that a total of 1618.5 credit hours had been requested of which 1365.5 credit hours, or 84 percent, were approved.

Evaluation of the Alternate Learning Program is continuous. Each student is asked to evaluate the portfolio development process, the "Student Guide," and the introductory course, BUSI 190.

The program serves a need for continuing higher education for regional adult learners, and creates an effective incentive for adult learners to seek degrees from the University.

Concerns related to the Alternate Learning Program include a need to improve the information outreach to the regional adult population in order to make them aware of the opportunities which the program offers. Additional staff is needed to administer the program and to provide individual assistance to the learners. An administrative unit should be created to coordinate the Jamestown location course offerings, evening courses, and other adult and continuing education efforts. These tasks are currently shared among the ALP coordinator, the director of Student Academic Services, and the vice president for Academic Affairs.

Plan for the Future

The Alternate Learning Program will be marketed through an on-going public relations effort which could include newspaper and radio advertisement as well as personal contact. This effort is constrained by legal prohibition of the use of appropriated funds for advertising. The information program can be carried out legally in the form of public announcements of program events. Ways should be explored to contact potential clientele in the employee force of the State Hospital, the Soldiers Home, and the State Penitentiary. Senior Citizens groups represent a further potential clientele. Continuing research is necessary into the sources of financial assistance for part-time adult learners in the form of grants, loans, and employer reimbursement.

Consideration should be given to the appointment of a full time coordinator for external studies and such extended learning programs as evening programs and the Alternate Learning Program. Since approximately 25 percent of the University's student body is composed of adult and non-traditional students, better coordination is required between the Alternate Learning Program and the regular University curriculum.

Documentation

- Annual ALP statistical reports
- The "Student Guide"
- The Valley City State University *Bulletin*
- Course syllabus, BUSI 190, *Career Planning and Portfolio Development*
- Student evaluations.

c. Off-Campus Sites

Valley City State University offers courses at two off-campus sites:

Jamestown, North Dakota

Valley City State University maintains classroom space in the Buffalo Shopping Mall in Jamestown, which is located 32 miles west of Valley City, just off highway I-94. Faculty teach courses four evenings each week during regular academic terms. Classes are held Monday through Thursday and occasional Saturdays. The classroom has space for 40 or 45 students and is equipped with a VCR and monitor, overhead projector, and projection screen. A computer is connected with the ODIN on-line library catalog system.

The Jamestown course offerings permit students at that site to fulfill the Foundation Studies requirements and the requirements for majors in Business or Human resources. Many of the students are employed full-time and are pursuing the degree for purposes of employment advancement. A large proportion are enrolled in the Alternate Learning Program.

Faculty teaching the courses are either full-time Valley City State University faculty teaching the Jamestown courses as a part of regular faculty class load or adjunct faculty. The credentials of adjunct faculty are approved by the appropriate division chair and faculty and by the vice president for Academic Affairs. Course instruction is evaluated through the same procedures as those which apply to on-campus courses.

Members of the academic administrative staff travel to the Jamestown site at the beginning of each term to assist with registration, advising, and textbook distribution. The courses to be offered are printed in the regular schedule of classes and in a special evening schedule. The schedules are published in the Jamestown newspaper and in radio broadcast announcements on the local Jamestown and Valley City radio stations. All students who have enrolled in BUSI 190, *Career Planning and Portfolio Development*, are mailed a copy of the schedule of evening courses and Jamestown course offerings prior to the beginning of each academic term.

Courses to be taught in Jamestown are determined through an annual survey of students. Each student enrolled in a Jamestown course or in the Alternate Learning Program is mailed a survey to complete and return to the University. The survey collects data with respect to the student's major, time preferences, and courses needed or desired.

Enrollments in courses offered in Jamestown since 1981 are displayed in Table ____ . The figures show an increase in enrollment.

Table ____

**Fall Head Count and Full-Time Equivalent Enrollment
Jamestown Courses, 1981-1991**

Year	Head Count	FTES
1981	69	17
1982	54	14
1983	103	26
1984	84	21
1985	72	13
1986	142	24
1987	98	22
1988	110	26
1989	129	30
1990	130	31
1991	121	30

((Perhaps should add a "No. of Courses" column.))

Plan for the Future - Jamestown

So that students may better plan their courses, year-long schedule of courses should be developed instead of scheduling on a term-to-term basis. Courses should be offered on a rotating basis so that students will be better able to plan their schedules.

An enlarged classroom with computer equipment and spaced, and a basic science laboratory, are needed. Consideration should be given to establishing a distance-learning connection between the campus and the Jamestown location.

Fargo, North Dakota

Valley City State University, in February of 1990, was authorized by the State Board of Higher Education to deliver courses for the Elementary Education major on the campus of North Dakota State University, Fargo. The first courses were delivered during the fall term, 1990. 10 Full-Time Equivalent students enrolled in the first classes. 24 FTES enrolled during the fall term, 1991.

North Dakota State University provides the classroom, secretarial staff, office space, and an advisor for the students enrolled in the VCSU program. VCSU provides the faculty and the curriculum. NDSU receives the tuition collections and VCSU receives the student credit hours. NDSU has agreed to provide computer access and purchase the additional required library resources. The Bachelor of Science in Education degree will be granted by VCSU to students completing the graduation requirements.

The courses taught at NDSU are the required courses for the Elementary Education major. Courses equivalent to the VCSU Foundation Studies requirements are taken at NDSU. Exceptions are the Mathematics sequence, 201, 202, and 203, *Mathematics for the Elementary Teacher*, and Physical Education 100, *Lifetime Fitness*. VCSU plans to deliver these courses.

The Valley City State University courses are listed in the NDSU schedule of classes, and students register through the regular NDSU registration process. Under the current arrangement, students are required to transfer to Valley City State University when they are accepted into the teacher education program although they continue to take their courses on the NDSU campus.

Regular full-time Valley City State University faculty teach the courses on the NDSU campus. One exception occurred when a part-time faculty member taught one Mathematics course during the fall term, 1991. Regular evaluation procedures for VCSU courses are followed.

Problems encountered include the need for a long-range course offering schedule for student curriculum planning purposes. Additional concerns are the need to improve access to required equipment and materials, and the need for increased familiarity of the NDSU faculty and advisors with the VCSU program and requirements. Otherwise, the program has met with the general approval of both faculty and students.

Plan for the Future

A three-year schedule of courses must be developed, and a semi-permanent classroom with storage space is needed.

North Dakota State University has requested that both institutions explore the possibility of offering a joint degree program. The request has been presented to The State Board of Higher Education staff for consideration. A new Chancellor has assumed office since Valley City State University was authorized to deliver the Fargo program. The mission, role and scope of all University System institutions are under review, and the continuation of the Fargo program remains to be determined.

Documentation

SBHE Staff Report E, February 1-2, 1990.

NDSU documents: Class Schedule, Information bulletins, etc.

d. Evening Classes

Classes are taught on Monday through Thursday evenings, both on the campus and at the Jamestown site, during each academic term as part of the regular schedule of classes. The evening classes are offered in order to provide more flexible scheduling for all students of the University. The classes also provide community residents the opportunity to enroll in University courses for personal satisfaction or career development.

University faculty members teach courses in the evening as part of their regular course load. A few part-time faculty also teach evening classes. The classes are announced in the regular schedule of classes for each academic term. A special announcement of evening classes is also published which includes both on-campus and Jamestown site offerings. The special announcement is also mailed to all students in the Alternate Learning Program who have completed the *Career Planning and Portfolio Development* course. The evening and Jamestown schedules are also printed in the local newspapers and are promoted through radio announcements both in Valley City and in Jamestown.

Assessment

The strength of the evening schedule lies in the flexibility and commitment of the faculty, who are willing to alter their personal schedules in order to meet the needs of the students. Evening class enrollment is principally made up of students pursuing degrees. Creating greater community interest in enrolling for classes is a concern. An assessment of community interests and needs must be completed in order for the University to participate fully in the local community education efforts.

Plan for the Future

The University plans to conduct a needs assessment in the local community and area. A plan will be developed to provide the opportunity for persons in the community to complete selected degree programs through evening classes. The plan will be integrated with evening offerings in Jamestown.

e. Summer Session

Valley City State University offers a variety of summer courses and workshops for regular students and as extended learning opportunities for those who are unable to enroll during the regular academic year. Since 1982, the Summer Session has consisted of one five-week term. A number of short courses and workshops are also offered in the interval between the spring and summer terms. Workshops are offered for graduate credit through North Dakota State University.

The Summer Session is administered through the office of the vice president for Academic Affairs. A limited and specified number of credit hours of instruction are allocated to each academic division. The funding for the Summer Session is equivalent to 1.55 FTEF. The FTEF equivalent is calculated in dollars as 1.55 times the appropriated average faculty annual salary. For the summer of 1992, this amounted to \$54,000. Courses other than those regularly listed in the University *Bulletin* may be offered and the instructors compensated through extension funding, with the compensation based on enrollment in the course or workshop. The instructors receive two-thirds of the tuition paid for extension classes.

Appropriately credentialed faculty may apply for status as adjunct graduate faculty through the Continuing Education Division of North Dakota State University. Students enrolled in the graduate courses or workshops pay a tuition fee which is agreed upon among the institutions state wide. Tuition is paid to the delivering institution, plus a graduate credit fee to NDSU.

Assessment

Summer school planning surveys were conducted in 1983, 1984, 1985 and 1991. The 1983 and 1984 surveys showed the majority of enrollees to be full-time K-12 teachers, with the next largest group composed of full-time students. In 1991, the proportion was reversed, with 41 percent being full-time Valley City State University students and 26 percent full-time teachers. The earlier surveys indicated that the primary purpose for enrollment was personal enrichment. In 1991, however, 52 percent of the students were pursuing a degree. Fewer participants were enrolled for other purposes, including earning additional majors or minors, teacher re-certification, or salary enhancement. All courses for the Elementary Education major, the Library Media minor, and the Spanish minor are offered on a three-year rotating cycle.

The 1991 survey noted the following specific reasons for enrollment:

1. 353 Classes taken to meet the requirements of a curricular major.
2. 139 Classes taken to meet Foundation Studies requirements.
3. 115 Classes taken to meet requirements of a curricular minor.

4. 79 Classes taken as free electives.

The largest number of students, 40 percent, reported their age as between 18 and 25 years.

The head count enrollment in the summer program since 1982 has ranged between 248 to 363. The average FTES enrollment has ranged from 122 to 170.

Surveys consistently revealed that the one-week workshop was the favored format, followed by the five-week schedule of classes. Students designated the first and second weeks of June as the most convenient for attendance.

The summer program provides faculty with an opportunity to teach new courses or workshops that cannot be taught during the regular term. It also provides flexibility in the schedule of courses and allows students to graduate ahead of schedule or to complete double majors or additional minors.

Concerns include the absence of any guarantee to faculty that they will have summer employment. Compensation for summer classes is low, since they are not proportional to the individual faculty members' annual salaries. Instead, based on class enrollment on a negotiated portion of the total funding available. Another concern is the designation of a director of the Summer School and the establishment of a permanent administrative structure.

Plan for the Future

There should be a cooperative effort among academic divisions to ensure that all courses required in the Foundation Studies curriculum be offered in a regular rotating cycle. Methods for augmenting faculty salaries should be explored. A new funding formula may need to be developed for this purpose.

Documentation

Summer School brochures 1982-1991
 Survey questionnaires, 1983,1984,1985, 1991
 Results of planning surveys 1983,1984, 1985, 1991
 Comprehensive Planning Reports

D. SUPPORT PROGRAMS

1. ACADEMIC SERVICES

a. Professional Development Support

(1) Grants Development Coordinator

The prospects for appropriated funding for the University in the foreseeable future are that funding will be minimally sufficient for the maintenance of existing program levels. Institutional development will need to come largely from non-appropriated sources. In response to these circumstances, Valley City State University appointed a Grants Development coordinator in the summer of 1991. The coordinator will aggregate information concerning grant opportunities from corporate and governmental sources, apprise faculty of opportunities to attract grant funding, and will assist them in preparing and submitting grant proposals. The position was funded by the commitment of a vacant staff position. The appointee is a former school superintendent with special qualifications in the applications of distance learning technology. He is a doctoral candidate at the University of South Dakota.

Systematic grant-seeking is a new undertaking for the institution and its faculty. Caution is required to ensure that successful grants do not entail more effort than the University is able to expend. Faculty workloads have not historically been adjusted to allow for proposal preparation or the performance of grant-funded projects. Grant resources attracted will need to carry enough resources to achieve additional flexibility to permit both performance of the grant and expansion of the grant-seeking effort. Thus far, the Grants Development coordinator has participated in the preparation of two successful small Eisenhower grants for the Science department in a total amount of \$26,266. The coordinator has advised a number of faculty members concerning potential grant-seeking efforts and is actively engaged in developing a major U.S.O.E. Title III grant proposal, for which the University is certified as an eligible recipient.

The emerging technology-intensive mission of the University, in addition to the general climate for appropriated funding, requires the continuation and intensification of the grant-seeking effort. The establishment of a development foundation, or expansion of the present scholarship foundation to include development, is a possibility.

Documentation:

Draft Title III proposal
Eisenhower Grant proposals funded

(2) Center for Innovation in Instruction

The Center for Innovation in Instruction is the product of a three-year endeavor during which faculty members have made significant advances across the campus in the applications of instructional technology and computer-assisted instruction. Particular developments have been made by the Department of Technology in the development of highly-innovative multi-media and distance-learning installations. Equipment acquisitions have been enabled by a high degree of cooperation among departments in the commitment of equipment funds.

During the fall term of 1990, the University submitted a request to the Bush Foundation for a planning grant to develop a major proposal for faculty development in the instructional applications of technology. The goal of the project is to improve faculty capabilities and undergraduate student learning through the development and dissemination of teaching methods associated with new and emerging technological resources.

The specific proposal was for the development of the Center for Innovation in Instruction. Immense possibilities for the improvement of instruction in all disciplines of the undergraduate curriculum are presented by emerging instructional technologies, especially interactive television for the delivery of instruction to remote sites, interactive computer videodisc and CD ROM technologies for classroom application and for individual student use, and other forms of computer-assisted instruction. While the technologies themselves are readily available, there is a significant need for the development of instructional methods in their teaching applications, for the training of instructors in their use, and the dissemination of their employment across the collegiate curriculum. The Center for Innovation in Instruction is intended:

1. to coordinate continuing research into the applications of emerging instructional technology;
2. to provide a laboratory for the development of instructional methods associated with the application of instructional technology in undergraduate teaching; and,
3. to encourage the creative use of instructional technology in all areas of the curriculum of Valley City State University.

In addition to the award of the planning grant for the Center, the University received from the State Board of Higher Education a directive to become the lead institution in the North Dakota University System in the area of instructional technology. That designation remains a principal role of the institution in the emerging University System organization.

During the year following the approval of the planning grant, the Center faculty committee visited Chadron State University, Nebraska, to view their audiographic transmission and receiving studio; Dakota State University, South Dakota, to view their computer facilities; the University of Nebraska, Lincoln, to visit the television studios and satellite up-link and down-link capabilities, the multimedia facilities with videodisc mastering, and microwave facilities for conveying interactive television signals to satellite locations; and the "electronic campus" of Northwest Missouri State University. Two consultants were invited to the campus to consult with faculty members and to make suggestions on strategies for proceeding with the Center formation and implementation of the instructional technology mission of the University. Demonstration materials include videodiscs, CD-ROM disks, and appropriate computer software which were purchased with money from the planning grant. Center committee faculty gave demonstrations to University faculty, State Board of Higher Education members, legislative committees, and other campus visitors. They also made presentations at regional professional conferences.

The Center committee has been working on an organizational model for the Center. They are completing the major faculty development grant proposal for the Bush Foundation, which will be submitted by the proposal deadline date of March 1, 1992.

(3) Coordinator of Academic Computing

The coordinator of Academic Computing provides a variety of technical support services for the various computer activities in the academic programs, including:

- Installing and maintaining computer systems, peripherals, Local Area Networks, and software programs for computers in laboratories and faculty offices;
- Acting as a consultant in matters related to computing and providing in-service training to faculty and staff through such workshop activities as the annual Technology Day;
- Developing long-range plans for computer-related University development;
- Maintaining liaison with the Higher Education Computer Network (HECN) Academic Host computing services, and serving on the HECN Academic Computing Advisory Committee;
- Chairing the Valley City State University Technology Advisory Committee, and serving as a member of the Center for Innovation in Instruction committee; and,
- Serving as faculty/staff adviser to the Data Processing Management Association (DPMA) student organization.

The position of coordinator of Academic Computing is a newly-created one. The coordinator reports directly to the vice president for Academic Affairs. This organizational relationship provides an effective and necessary link between the faculty and the administrative Computer Center personnel. The coordinator's function promotes efficiency in the use of computer resources by reducing the duplication of effort between academic and administrative computing, by improving the planning for University computer-related expenditures, and by ensuring that the academic computing needs and configurations are balanced with administrative needs.

The coordinator of Academic Computing does not have a specific budget line, so the resources of the office are dependent upon the funds available from a variety of sources, including the vice president for Academic Affairs, division and department budgets, and grant funding sources. Equipment and software are occasionally available through the reallocating of older systems to appropriate academic uses.

A Faculty Development Grant of \$5000 has been allocated to the University faculty by the Alumni Association Board of Directors. The grant will be used for professional development efforts to assist faculty in making effective use of available technologies in their teaching. The Faculty Development Committee and the coordinator of Academic Computing will determine the specific projects to be undertaken. The Center for Innovation in Instruction is preparing a proposal to the Bush Foundation which, if awarded, will provide \$60,000 per year for three years to be used for faculty professional development. The grant, if successful, will result in substantial faculty development in connection with the instructional technology mission.

The coordinator of Academic Computing position is an important asset to the faculty of the institution, allowing the faculty to progress much more rapidly toward the goal of enabling campus-wide Electronic Mail, distributed computing through Local Area Networks, and integration of the campus system with the University System HECN Electronic Mail and distributed computing systems. The result will be to give the Valley City State University faculty all of the computing power available to the largest universities. The technical support provided by the position enables faculty to concentrate on the instructional applications of computing without being diverted from the task by attempting to deal with the technical problems and aspects of the process.

The need for adequate permanent funding of the position is of the highest priority. The second priority is funding for equipment connecting cable or fiber optics, software, and service costs to develop the electronic mail and distributed computing systems. This project is central to the institutional mission of providing the University System with leadership in instructional technology and will provide the necessary connections with the HECN Academic Host site at North Dakota State University.

Future plans include the evolution of the Center for Innovation in Instruction, including a physical location where all of the faculty support and development activities in instructional technology and computer-assisted instruction can be concentrated. The coordinator of Academic Computing position will probably become a part of the staffing for the Center when it has been developed. The Center will require additional clerical and technical staff on permanent funding.

Documentation

Draft Title III Proposal
Eisenhower Grant Proposals funded
BUSH Grant - planning grant

b. Library

1. Description and Function

The mission of Valley City State University has shaped the development of the Library from the beginning. Books, periodicals, and non-print media have always formed the core of the library holdings. With the implementation of library automation, students and faculty have immediate access to the on-line computer catalog. The On-line Dakota Information Network (ODIN) gives access to a combined catalog which merges the catalogs of eleven academic libraries, two large municipal public libraries, and the State Library. In effect, the thirteen libraries constitute a single library resource with more than one million catalog records.

The objectives of the Library are:

- to support the instructional mission of the University by providing a collection of books, periodical journals, and other materials sufficient to meet the teaching, research and reference requirements of the University curriculum;
- to provide necessary library support for faculty scholarship and student research;
- to provide bibliographic and reference assistance to students, faculty, and other users, employing the best and most up-to-date technologies and professional library practice;
- to equip students and other users for lifelong learning by teaching the necessary bibliographic skills and library research methods;
- to use the specialized research skills and bibliographic knowledge of the Library staff to assist in the University's curricular and instructional planning; and,
- to create and maintain a library environment which nurtures a love of books and scholarly pursuits.

The Allen Memorial Library is a member of the On-line Computer Library Center (OCLC), the national library database, and the MINITEX system, in which the libraries of Minnesota, North Dakota, and South Dakota share their resources on a reciprocal basis. The Library uses the interlibrary loan modules of ODIN and EASYLINK electronic mail for interlibrary loans. The Library has direct access to the online catalog of the North Dakota State University library, and through it the libraries of Moorhead State University and Concordia College, Minnesota, as well as the Minnesota State University system PALS online catalog. When the books, audiovisuals, or periodical articles requested are not in the tri-state area through MINITEX, the staff uses MINITEX as a broker to OCLC, which gives access to libraries throughout the United States and in foreign countries.

As a selective depository of U.S. Government documents, the Library has many of the publications of the Department of Education, including the publications of the National Center for Educational Statistics and the Educational Research and Improvement Office. As a federal depository the Library also has the Congressional hearings on education and many ERIC documents on microfiche. The Library has a policy of purchasing all ERIC documents requested by faculty and students on microfiche, if a copy is not available. Students and faculty also have access to ERIC as an online database through NDSU, which has ERIC as an external database of its online catalog. The staff select those federal documents that specifically relate to education, business and human resources, and other academic areas, as well as those that support regional business and human services agencies and may be useful in the continuing economic development of this region and the state.

2. Organization and Resources

The Library is divided into four departments: 1) Administration, Acquisitions, and Interlibrary Loan; 2) Reference, Bibliographic Instruction, and Circulation; 3) Curriculum Library and Periodicals Room; and 4) Technical Services. While authority for decisions resides with the director of the Library, procedural and policy changes are typically made in collegial fashion among the staff.

The Library staff includes four professional librarians: the Library director; the Reference, Bibliographic Instruction, and Circulation librarian, who is a faculty member; the Curriculum and Periodicals librarian; and the Technical Services librarian.

Administration, Acquisitions, and Interlibrary Loan

The director of the Library works closely with the vice president for Academic Affairs. As the Library is considered to be central to the academic environment, the director's responsibility is considered equivalent to that of the chairs of the academic divisions. The director serves on the Academic Policy and Affairs Committee and as a non-voting member of the Planning and Program Evaluation Committee. The director chairs the Library Advisory Committee, a Faculty Association committee composed of faculty representing the six divisions, and two students. The director is a non-voting member of the Faculty Association. The director supervises the LIBM 460, *IMC Practicum*, in the Library Media minor and teaches LIBM 320, *Introduction to Libraries* in the summer and LIBM 360, *Selection of Library Materials* during the regular school year and the summer. The director monitors the Library's budget and coordinates the acquisition of Library materials, including the materials obtained for the Selective Depository of Government Documents.

Administration, Acquisitions, and Interlibrary Loan are staffed by one FTE professional librarian and one FTE paraprofessional, who is classified as a Library Associate I. The Library Associate is responsible for ordering instructional materials and supplies, tracking the orders, and requesting payment when the materials are received. She serves as the Interlibrary Loan librarian in this department. There is also a part-time staff person who works 17 hours per week, as well as three student assistants who work a total of 26 hours per week. This Department is also responsible for the maintenance of the federal documents collection.

Reference, Bibliographic Instruction, and Circulation

The Reference, Bibliographic Instruction, and Circulation Librarian manages the reserve materials collections and the circulation of books and audiovisual materials. Another duty is to coordinate the professional reference service to Library users. This librarian is also actively engaged in providing a formal library orientation program which has been incorporated within the English composition course sequence. Specialized bibliographic instruction and research methods workshops are made available to students at a faculty member's request. The Reference, Bibliographic Instruction, and Circulation librarian also teaches most of the courses in the Library Media minor. Reference duties are shared by the four professional librarians. The head of the reference department works a total of 19 hours per week at the Reference Desk. The head of technical services works 15 hours per week, the Library director 14 hours per week, the head of Curriculum and Periodicals 11 hours per week, and the Library Associate I one hour per week. The professional librarians each work one evening a week, and every fourth Sunday. The four professional librarians, the para-professional person, and the four part-time people take turns working Saturdays. Three part-time staff work at the Circulation Desk: one works mornings 17 hours per week, one works afternoons 17 hours per week, and one works 8 hours on Fridays.

Curriculum Library and Periodicals

Valley City State University's Allen Memorial Library supports the University's Division of Education and Psychology's teacher education program. It has developed its Curriculum Library in order to make relevant media and materials readily accessible to faculty and students in the Division of Education and Psychology and in related subject areas. The Curriculum Library is located on the lower level of the Library in the eastern one-third of that floor and has been designed as a very attractive and pleasant teaching and learning environment for faculty and students. The Curriculum Library has received many favorable comments from faculty, students and visitors on its usefulness and the arrangement of its media and materials.

The Curriculum Library is a model grade-school library which contains the teaching and learning media and materials faculty and students need for grade levels K-12. The Curriculum Library contains a great variety of media and materials, including the following categories: activities, bulletin boards, charts, computer programs, flash cards, flannel-board materials, filmstrips, games, jackdaws, kits, maps, magnetic materials, multimedia kits, models, programmed materials, phonograph records, realia, slides, study prints,

transparencies, tape cassettes, reels, videocassettes and videodiscs. The Curriculum Library has the best in children's and young adult fiction, including the Newberry and Caldecott winners for each year. It also has an extensive nonfiction collection, including reference books and encyclopedias, curriculum guides and a textbook collection.

The Curriculum Library is staffed by a Curriculum librarian who is also the head of the Periodicals department, does OCLC cataloging in Technical Services, and works 11 hours per week at the Reference Desk. There is one student assistant who works approximately 10 hours per week.

Periodicals Room

The Periodicals Room is staffed by students who work under the supervision of the Curriculum and Periodicals librarian. A library goal is to have the Periodicals Room open during all library hours, but a shortage of student workers has meant that this ideal cannot be reached, and students and staff in the Circulation Department work in Periodicals as needed.

There is a shortage of space in the Periodicals Room for new periodicals. This is discussed in detail under Physical Facilities.

Technical Services

The Technical Services librarian supervises the cataloging and processing of books and audiovisual acquisitions. As much copy as possible is taken from OCLC by another professional librarian who works enough hours in the Cataloging Department to accomplish this. The Technical Services librarian is responsible for original cataloging for all book and audiovisual items that are not on OCLC. The Technical Services librarian teaches the print and non-print cataloging courses for the Library Media minor.

Physical Facilities

The Library is housed in a building which was designed for that purpose. The building, although 40 years old, is well designed for a library and functions well in fulfilling that purpose. Sooner or later, however, every library runs out of space to house its ever-expanding collections of books, audiovisual materials, and periodicals. This point has been delayed for Allen Memorial Library by the conversion of the eastern and western thirds of the Library's basement (euphemistically called the Lower Level) into a Periodicals Room (western third) and a Curriculum Library (eastern third).

Extensive and expensive rewiring has been done in the Library to provide separate surge-protected circuits for all of the computers and computer terminals, and enough space has been provided to use these computers efficiently. Extensive cabling has also been installed to link, via the VCSU Computer Center, the seven UNISYS computer workstations and eleven UNISYS computer terminals to the Online Dakota Information Network (ODIN). By careful planning, enough usable space has been created in the Library to adequately house and use all of the Library's computers, computer terminals, CD ROM players, printers, modems, the videodisc player, the LCD projector, and other learning resources equipment.

The delightfully old-fashioned high ceilings in the Library help to keep the Library cool in summer, except during prolonged periods of hot weather. The Library's window air conditioners and the ventilation system are inadequate, and the ventilation system would be extremely expensive to replace. A much less expensive alternative would be to provide more and larger-BTU window air conditioners for the Library.

The most critical space shortage is in the Periodicals Room, where there is room for only two more years of periodicals. The staff has purchased some newspapers on microfilm, and some back issues of periodicals on microfiche, to help alleviate the space problem. A very large expenditure would be needed to convert the

entire print collection to non-print media. Moveable shelving, which could almost double the shelving in the current Periodicals Room, would be another solution, albeit an expensive one, to the problem of finding additional space for periodicals in the Library. It would cost at least \$150,000. The shelving in the Periodicals Room could be put on rails (additional shelving would also need to be purchased) and two or three aisles could be created wherever needed. Aisles are created when the stacks are moved by electrically driven motors.

Another possible solution would be to get as many full-text periodicals on CD-ROM as possible (which could cost as much as \$20,000 per year). However, the most traditional, and in many ways the most satisfactory solution for Library users and staff is to enable them to continue to use the existing print collection, rather than expensively converting them to a microform or CD-ROM format in which access would be more difficult. Space is needed to house the Library's constantly increasing space needs for periodicals, books, and audiovisual materials. The Library closely adjoins Vangstad Hall on the east, and Graichen Gym to the north. There is little opportunity for expansion.

The existing carpet is more than 20 years old, and the Library needs a new carpet.

Despite the problems of the building, created by its age and by the fact that not enough money has been appropriated to refurbish existing facilities or to create new ones, the physical facilities do work for both new and existing technology, and the building performs the function for which it was designed extremely well. New space, however, must be found to house increases in the Library's learning resources and to provide enough space for the resources and equipment needed by Library users when seeking access to the materials. (See Appendix III for further details).

Library Information Technology

The Library uses computers, modems, and CD-ROM players to provide fast, comprehensive, and easy access to the information that our patrons need. The Library has five periodical indexes on CD-ROM which provide access to periodical literature. They are:

Education Index
Expanded Academic Index
Readers' Guide to Periodical Literature
Business Index
Company Profiles

The subscription price for both Education Index on CD-ROM and Readers' Guide to Periodical Literature on CD-ROM includes an added feature that allows us to go online via a computer network to the H.W. Wilson & Co. computers in New York City and search for indexed citations created since the last CD-ROM was produced (no more than three months).

Another Library computer resource is access to DIALOG. DIALOG computer database searches are available at no charge to our faculty and to our students when they have exhausted our print and non-print resources. The cost to the Library is \$20-\$25 per search. There are 334 databases available for searching on DIALOG.

The most spectacular and revolutionary computer resource of the Library is its participation in a statewide network of eleven academic and two public libraries which have a combined catalog of 1,160,433 book records with 789,725 unique titles.

Automation of all library processes by implementation of ODIN modules is an ongoing process. The Online Catalog module and the Interlibrary Loan module have been implemented. The Circulation module is in the

process of being implemented. Serials, Acquisitions, MARC Editor and, perhaps, Inventory modules will be implemented in the future.

The classroom on the second floor of the Library is equipped with a liquid crystal display (LCD) which is used with an ODIN computer and an overhead projector to teach ENGL 111, *Composition I*, students and Library Media minor students the use of ODIN. The Library's videodisc player with the bar code wand and monitor is on a mobile cart and may be moved from the lobby to classroom. Faculty members do use the classroom and its technology, and more are welcome to do so.

ODIN links the Library with UNISYS sister networks in Minnesota and South Dakota, and will also provide a link with the UNISYS network centered at the University of Manitoba in Canada. Every person on campus who is at a computer or a computer terminal should be able to access these databases directly once networking to the Library is in place.

Budget

To date, available funds have been sufficient to purchase new library materials. The Library has been able to purchase virtually all of the books and audio-visual materials recommended for purchase by the faculty or library professional staff. With inflation constantly increasing the prices of journals, the addition of new journal titles has been difficult. Interlibrary loans have provided free photo-copies of journal articles requested by faculty or students from those publications to which the Library does not itself subscribe. When interlibrary loans of journal articles reach five requests in a year from a single journal, the Library has the policy of starting a subscription to that journal in the subsequent year.

The Library is able to share its resources with other North Dakota libraries and to use their resources through ODIN. Library users have direct access to an online book and audiovisual computer catalog in which they can search the VCSU holdings or the combined catalogs of all member libraries. Since the implementation of ODIN, Interlibrary Loans for the VCSU Library have doubled, a good indication that resource sharing is taking place among member libraries. The VCSU Library lends more material than it borrows, an indication of the strength of its collection, with its materials being in demand by users in other libraries.

The Library's budget for books and other materials has increased 78% in the last ten years. The percentage increase in the book budget over the last five years was 69%. The audiovisual budget has increased 25% in the last ten years and 16% in the last five years. The budget for periodicals has increased 310% over ten years and 173% in the last five years.

A federal grant under HEA Title II-D College Library Technology Grant for \$33,213 combined with a special state supplement, and funds from VCSU's equipment budget allowed the Library to purchase \$52,485 of the most advanced and up-to-date computer and other library technology in 1989-90. The Library currently has all the equipment needed to implement all ODIN modules and to use other information technologies. When implementation is completed, all Library departments will be automated.

The Library's technological equipment will need to be updated annually, as it has been in the past, to remain current with the latest hardware and software technology. Future budgets will also be affected by the need to provide room for the expansion of the Library's collection. Solutions to the Library's space problem will be expensive. (See Physical Facilities - Appendix III)

The American Library Association's standard for colleges and universities is that the Library's budget should constitute 6% of the institution's budget. VCSU's Library has received an average of only 3.7 % of the total budget over the past seven years. The goal is to increase this to the full six percent. See Table 16,

for actual data. A Financial profile for the Library for the years from 1982-1983 to 1990-1991 is given in Table 48.

Services Provided to Students, Faculty, Staff, Administrators, and the Public.

While the Library welcomes all Library users, its primary role is to support students in their academic programs and the faculty who teach in these programs. The Library serves as the main study area for VCSU students, and provides study space at tables and study carrels in its large Reference Room. Private and completely quiet study areas are found in the bookstack levels, and four study areas for small groups and a classroom for large groups are provided. The Library is open 70.25 hours per week.

Faculty members order library materials on a regular basis from the reviews in their professional journals and from publishers' advertisements. The Library staff also read professional journals and recommend books, audio-visual materials, and computer software. Library staff remain aware of the teaching and research needs of faculty members through personal contact and through Selective Dissemination of Information (SDI) forms on which faculty members list the courses they teach and other subject areas in which they are interested. The completed SDI forms are kept at the Library reference desk where they are used by all members of the Library professional staff. Multiple order forms are typed and sent to faculty members on a regular basis. These forms contain the author, title, and price of the book or other publication and a citation of reviews.

The Library receives CHOICE: Current Reviews for College Libraries, both as a journal and on 3 x 5 cards. Division chairs read these reviews and route the cards to appropriate faculty members. The faculty members initial the review cards of items they wish the Library to purchase. Before the materials are placed on order, the division chairs review the orders for appropriateness and collection balance. All audio-visual materials and books costing more than thirty dollars are ordered on approval.

Through these procedures, the Library's collection of print and non-print materials is regularly up-dated by faculty members and Library staff. The system enables faculty members to remain current with the most recent learning resources in their areas of teaching and research, and ensures the strength and currency of the Library holdings to the extent permitted by available resources.

Attendance, Circulation, and Interlibrary Loan

Library attendance has increased from 29,804, or 27/FTE in 1981-82 to 34,808, or 36/FTE, in 1990-91. Table 49 gives details on the relationship between head count, full-time equivalent student (FTES), attendance and circulation for the Library from 1982-1983 to 1990-1991.

During the same period, circulation has risen from 38,5234, or 35/FTES, to 38,781, or 40/FTES. Interlibrary Loan service has increased 424% from 1981-1982. In the last five years, it has increased 193%, and with ODIN, the service has doubled in the current year (the current year is not figured in the previous statistics). Circulation, Interlibrary Loan, and Reference statistics are found in Table 50.

Reference Services

The Library places a strong emphasis on helping library patrons. We are eager to help students, faculty, staff, administrators, and the public in any way we can. Users evaluate help with their reference questions at 4.6 on a scale of 1 to 5. While methods of keeping reference statistics have varied over the years, it is the belief of the staff that with the advent of library computer technology, a level of library service which was already high has increased substantially. The librarian at the Reference desk is constantly busy helping library users with online catalog, other computer technology, and finding materials in the book, audiovisual,

and periodical collections. In fact, the Reference librarians are so busy helping one library patrons after another that they do not always have time to keep statistics.

Collection Development

Collection development statistics are given in Table 51. The rate of collection development has varied significantly with the type of learning resource: The number of volumes (books) has increased 15% from 1981-81 and 7% in the last five years. State and federal documents have increased 177% since 1981-82 and 126% in the last five years. Uncataloged printed materials have increased 54% since 1981-82 and 24% in the last five years.

Audiovisual materials have increased 38% since 1981-82 and 13% in the last five years. Microforms have increased 240% since 1981-82 and 168% in the last five years.

Libraries are often measured by the number of new titles that are purchased each year. In these categories, we have fallen behind over the years: New books added fell 56% from 1981-82 and 2% in the last five years. New audiovisuals added fell 23% from 1981-81 and 3% in the last five years.

Paid periodical and newspaper subscriptions received is another measure of a library's collection: Paid periodical subscriptions received fell 20% from 1981-82 and 4% in the last five years. Paid newspaper subscriptions received rose 79% from 1981-81 and 56% in the last five years. (Students' hometown newspapers, which are purchased upon request, were often free in the past, but are now paid subscriptions.)

The need for the Library to have a larger share of the institution's budget (6%) can be seen in the above collection development statistics. The reason for the lack of growth in new book titles and new audiovisual titles is the need for a larger book and audiovisual budget. The lack of growth in the paid periodical subscriptions received is the product of budget constraints, tremendous inflation in the cost of periodicals, and limited space for growth.

3. Assessment

Students on the ACT Student Opinion Survey evaluated Library facilities and services at 4.18 on a scale of 1 to 5. The students rated the Library the highest of 23 VCSU services in Section two of the Student Opinion Survey. Overall, the Library was rated at 4.1 on a scale of 1 to 5. Library personnel were rated 4.7. Faculty were also asked to evaluate their use of the Library and rated themselves at 3.2.

The Library was evaluated using forms and methods provided by the American Library Association's College and Research Libraries Division in the book, *Measuring Academic Library Performance: A Practical Approach*. This is the new standard for library evaluation. Two surveys were conducted with Library users.

The first survey was a General Library Satisfaction survey. Library users rated the Library at 4.7 in the success of their use. The ease of use was rated at 4.6, and user satisfaction with the Library at 4.4, on a scale of 1 to 5. In the Reference Satisfaction survey, Library users evaluated the answers to their reference questions. The answers were rated overall at 4.6 on a scale of 1 to 5. Copies of the survey and results are available in the documents provided.

Allen Memorial Library meets the American Library Association's Standard 1, Objectives, Standard 3, Organization of Materials, and Standard 7, Administration. The Library partially meets Standard 2, Collections, Standard 4, Staff, Standard 5, Service, and Standard 8 Budget. The Library does not meet Standard 6, Facilities. For a specific description of the Standards, see the documentation.

Strengths

In looking towards the future, the Library has at least four strengths on which it can and will build: 1) a very hard-working staff of professional, paraprofessional, part-time, and student assistant library personnel, who work together as a team; 2) the latest learning technologies which are available in the library, with enough space to use them effectively; 3) a functional and well-designed library building; 4) the strong support of the president, the vice president for Academic Affairs, and the faculty.

Concerns

1. The need for space for new library materials in the Periodicals Room (two years of space left), the Curriculum Library, the Reference Room, and the bookstacks.
2. An increase in the Library's budget to the ALA standard of six percent to enable the Library to provide more space by converting its collections to microform, CD-ROM.
3. Additional staff. The advent of Library automation has increased the work load of the library staff, not decreased it as might commonly be expected. A library director at a university the size of VCSU has estimated that the work load on his staff has increased by 50%. The Library needs another professional position to function as ODIN librarian, in charge of implementing the ODIN modules as well as current and future computer and technological library services. The staff depends on student workers to perform many library functions, and their work is particularly important in the Circulation Department and the Periodicals Room. More student workers are needed to continue the present current high level of services. Without additional student workers, the level of quality of library services will decline.

The three part-time positions at the Circulation Desk should be combined into one full-time clerical position. A full-time clerical position is needed in the Library Office. A full-time clerical position in the Cataloging Department is needed to combine the work that a part-time 17 hours per week person and a temporary part-time 12 hours per week person are doing. If it is not possible to get adequate student help to staff the Periodicals Room full-time. A part- or full-time clerical position in Periodicals will be needed.. This person could also help in the Curriculum Library.

4. The Library must continue with renovations of the existing building and expansion into additional space, or miniaturization using microforms and CD-ROMS. The Library carpet has worn very well, but is over 20 years old, and badly needs replacement. More and larger-BTU window air conditioners and renovation of two second-floor library restrooms are also needed. Consideration should also be given to replacing the old lighting fixtures in the library which sometimes smell, drip tar (in one case on a computer keyboard), and may be a fire hazard, with more modern, brighter, and more energy-efficient fixtures. This has already been done in the Library's first and second floor hallways and all four restrooms.

Documentation

Library Technology Grant
 ACT Student Opinion Poll
 Two Library surveys

c. Academic Resource Center

(1) Academic Resource Laboratory

The Academic Resource Laboratory is a networked instructional computer facility which is used for remedial instruction in basic language and mathematical skills and for a variety of regular courses which make use of computer-assisted instruction. The Academic Resource Laboratory also serves several public service functions and is available for independent use by students.

The laboratory is equipped with twenty-four Apple IIGS computers networked with a Corvus curriculum manager drive system. The Corvus system contains a wide variety of self-instruction software and classroom management programs. The computers are connected with eight ImageWriter printers.

An Instructional Assistant supervises the laboratory and schedules all classes. The Instructional Assistant also provides instructional assistance and manages the tutoring program. Each academic term the following classes meet in the Academic Resource Laboratory:

EDUC 127, *Reading Laboratory*
 MATH 110, *Fundamentals of Mathematics*
 ENG 111 and 112, *Composition I and II*
 ENG 195, *Writing Skills*

Other instructors make regular use of the Academic Resource Laboratory for course activities, and it is used in several summer courses and workshops. The ARL is used by Education students reviewing for the Pre-Professional Skills Test. As a community service, one hour per week of laboratory use and instructor assistance is provided to the High-Soaring Eagle Ranch, a long-term care facility for persons with closed head injuries. Students in EDUC 341, *Educating Exceptional Children* assist with this service. The laboratory is used with the Science Olympiad and the Future Farmers of America judging contest held in connection with the North Dakota Winter Show. Increasing demand for its use has led to extended hours and this increasing usage is an indication of the successfulness of the operation.

With increased usage of the Academic Resource Laboratory, scheduling has become more difficult. To meet the increased need, plans for the future include a laboratory configuration, further extension of the hours of operation, and the addition of a technical support person. Maintaining adequate funding for additional personnel, equipment and instructional computer software will be a concern.

(2) Tutoring and Remedial Services

The North Dakota University System maintains a policy of open admissions, except for certain preparatory curriculum requirements which will become effective for VCSU in 1993. As a result, the University has been faced with two options for meeting the needs of students who lack the necessary preparation in the basic intellectual skills necessary for success in college: 1) ignore the weakness in students' preparation, allow them to attempt the University curriculum and risk the resulting attrition; or 2) establish programs and procedures to aid such students in their problem areas and thus maximize the chances for their academic success. The University has elected the second alternative. In 1984, with grant support from the Bush Foundation and an allocation of funds from the University fee voted by the Student Finance Commission, the University implemented a campus-wide tutoring program using student assistants. With the expiration of Bush Grant support, the program continues with financing from student assistant funding through the office of Academic Affairs. Students at all academic levels may receive individual tutoring assistance in any subject without charge. Students make tutoring requests through the Instructional Assistant who maintains a file of upper division students who have superior academic records in particular courses and who are qualified to serve as tutors.

The ACT Student Opinion Poll indicates that a majority of students who have used the tutorial services respond that they have been satisfied or very satisfied. Information is on file concerning the number of

requests for tutoring by course or academic area, the number of students employed as tutors, and student grades in courses for which they received tutoring assistance.

The Tutoring and Remediation program is likely to change with the new admission requirements scheduled to become effective in 1993. The program will probably work with more returning adult students in basic skills and will provide more support for upper-division courses.

The University offers three remedial courses designed to improve the performance of students in basic academic skill areas, and which make use of the Academic Resource Laboratory. These are

MATH 110, *Fundamentals of Mathematics*
 EDUC 127, *Reading Laboratory*
 ENG 195, *Writing Skills*

An additional course, not taught in the laboratory is SSCI 195, *Study Skills*.

The courses are offered for credit and are open to any student wishing to enroll. Some students are advised to enroll in remedial courses and others do so voluntarily in order to sharpen their skills. The Study Skills course is mandatory for all students placed on academic probation or re-enrolled following academic suspension. The Writing Skills course is an alternative choice for students receiving a grade below "C" grade in English Composition (ENGL 111). Grade and enrollment records for the remedial courses are available for inspection.

Funding has been adequate to support the remedial program. Funding needs may be more or less, depending on the kinds of changes in remedial needs resulting from the 1993 admission requirements. A formal assessment is needed to study retention and achievement among students involved in the remedial and tutorial program.

(3) Study Skills and Test Preparation

The study skills course is designed to 1) help students gain confidence in their ability to learn through goal setting and self-discovering/self-evaluative activities of past and current study techniques and habits; 2) provide students with vital concepts and skills that can be implemented into their course work to improve academic performance.

Students are involved in practical and applicable usage of study skills techniques that are immediately meaningful to them. Learning styles, time management, concentration and listening techniques, memory techniques, test-taking strategies, lecture and textbook note-taking strategies, and critical reading activities are important facets of the study skills course.

Formal preparation for the Pre-Professional Skills Test is given three times per year, approximately two weeks before the actual test dates. One-to-one assistance is provided ongoing throughout the year to students who have failed to meet the minimum requirements or to students who have a particular difficulty or learning disability in one or more areas.

An institutional booklet concerning test dates and preparatory material was designed at the onset of formal preparation and is updated and published each year. The booklet and test registration information is initially made available to students during their enrollment in the Introduction to Elementary/Secondary teaching course (EDUC 200, 205) and is also available in various administrative offices. The facilitator of the preparation sessions has available a variety of preparation materials and software that are available in the Academic Resource Laboratory.

The preparation sessions cover each area of the Pre-Professional Skills Test (PPST) extensively along with test-taking strategies. Students also have the opportunity to write practice PPST tests in a test-taking situation.

d. Specialized Instructional Facilities

(1) Faculty Materials Center

The Faculty Materials Center (FMC) provides quick-copy materials reproduction, design and layout services, desk-top publishing, printing and finishing, audio-visual production, and an audio-visual equipment loan service. The facility also houses a shipping and receiving location, faculty and administration mail handling, and a self-service copy machine. The FMC is staffed by a full-time coordinator and several student assistants. The Center also serves student organizations and some community groups.

Much of the FMC space and equipment is shared with the Department of Technology. Most FMC service requests are met within a reasonable period of time. However, the dual usage of space and equipment results in some scheduling conflicts between the needs for class instruction and FMC production demands. To alleviate these conflicts, plans for the future include adding a computer for the exclusive use of the FMC staff and the possible addition of an additional printing press. The staff also perceives a need for a paper recycling program to offset the paper waste, and the installation of a computerized cost-estimating program to improve the pricing of charge-back costs for FMC services.

(2) The Interactive Video Network

The Interactive Video Network (IVN) is a fiber-optic interactive video and audio link between 11 campuses of the North Dakota University System and the State Capitol. The IVN permits sharing of courses among the institutions and provides expanded communication and conferencing services to public education, state agencies, and the business sector. The IVN was established in 1991 as the result of a cooperative effort between the University System and the U.S. Department of Agriculture, which supplied a Rural Health project grant. Each institution is responsible for the initiation and promotion of courses or programs which it wishes to offer on the network. Local management of the IVN facility and programs is provided by a Site Coordinator and a Technical Coordinator.

The IVN provides VCSU with a means to expand and improve all aspects of its instructional and public service mission. To date, the University has served primarily as a receiving site for course work associated with the Rural Health project, providing educational opportunities for a number of regional social workers and health services professionals. The studio has been used for meetings of regional public school administrators and business people, as well as administrative conferences of the University System. VCSU has originated occasional instruction in the areas of Elementary Education and the teaching methodology associated with interactive distance learning using interactive video. A VCSU faculty member is the principal author of the instructor's manual used by the entire IVN system, and was the main instructional consultant in the design of the system.

The initial year of operation has been largely experimental and the IVN Site Coordinators and the state Strategic Planning Advisory Committee are developing plans for ongoing assessment of the effectiveness of interactive video instruction across the system. Initial resource requirements of the system have been heavy, especially in terms of support staff. However, as the system is put to greater and more diverse uses the cost benefit ratio will improve. Under any circumstances this application of modern instructional technology will provide vastly increased learning opportunities for the students of North Dakota.

(3) The Computer Center and Higher Education Computer Network

The Computer Center provides a diverse range of computing services to both academic and administrative departments of the University. Computer resources provided to the University through the Computer Center include main-frame computers of the Higher Education Computer Network, a campus minicomputer, and more than 240 desktop personal computers. Technical services provided by the Computer Center involve researching and recommending computer equipment purchases compatible with campus systems, installing equipment and software, and assisting with the resolution of technical and programming problems. The Center staff provide programming support as needed to meet systems needs of the campus which are not otherwise met by the HECN. The Computer Center delivers production control services such as setting up and submitting batch processing jobs for the HECN and printing and distributing reports to University departments. Center staff provide technical support to maintain local site communication equipment such as modems and multiplexors related to HECN access.

The Computer Center staff is responsible for the installation of campus computer network cabling and the maintenance of equipment and software. Recently, the Computer Center added the responsibility for supporting the Library ODIN and PALS systems.

The Computer Center staff consists of three full-time positions, a director, programmer/analyst, and computer operator. Approximately six to eight students are employed on a part-time basis under the student assistance and Work-Study programs.

The director manages and supervises the facilities and staff, provides technical expertise, and assists in campus long-range planning for computer configurations.

The programmer/analyst writes and tests computer programs in response to special campus needs, and assists in the technical support for academic and administrative computer operations such as consulting, researching new products, equipment installation, cabling, and problem-solving.

The computer operator performs the daily production control activities such as setting up, submitting and scheduling batch jobs; printing and ensuring the integrity of the resulting reports, and distributing them to departments. The operator also communicates extensively with end-users concerning routine data processing needs.

All three staff members interact with faculty, students and staff in the course of resolving computer-related problems in the laboratories. Student workers are generally Computer Information Systems majors. They are supervised, trained and scheduled by the computer operator to assist in the production control functions such as operating the Remote Job Entry console, updating address files, printing reports, bursting and decollating forms, and delivering output to departments. Student operators monitor Mathematics Department microcomputer laboratories during extended evening hours of operation.

Higher Education Computer Network service

The North Dakota Higher Education Computer Network (HECN) was authorized by the North Dakota Legislative Assembly and activated in 1973. The purpose was to share costly computing resources among the campuses of the University System. All eleven campuses of the University System are now linked electronically by the Network.

Valley City State University uses administrative mainframe computing services provided by an administrative computer host site at the University of North Dakota. Programmer/analyst teams at UND and North Dakota State University provide support for the System-wide accounting and student registration system, which is used extensively by VCSU departments. A graduation audit program permits tracking of student academic records for advising purposes and provides individual student reports on a next-day basis. Valley City State University was the pilot site for the program and was the first in the University System to have all of its students' records entered in the program. University of North Dakota is also the host site for the ODIN and PALS library systems.

Valley City State University also uses mainframe computing services provided by North Dakota State University as the academic computing host site. North Dakota State Universityf houses a minicomputer and super-minicomputer, both of which are accessible from VCSU. HECN staff from NDSU make periodic campus visits for the purpose of conducting training seminars for faculty, students and administrators on mainframe, mini- and microcomputer topics.

VCSU Campus Computer Facilities

The Computer Center, located in the L.D. Rhoades Science Center, consists of a large machine room, three offices and a laboratory of terminals connected with a minicomputer. Since 1983, the Center has housed an IBM System/36 5360 Model D24 minicomputer. The minicomputer has 3 megabytes of memory, 400 megabytes of disk storage, and one 8-inch diskette drive. The System/36 serves as a remote job entry link with the HECN academic and administrative computer host sites. It also serves as a communications controller for terminals to access minicomputer and mainframe applications. Approximately 54 peripheral devices are currently attached to the System/36, including terminals, impact printers, laser printers, and personal computers with emulation boards. A Token Ring Network Gateway is attached to the System/36 via an IBM PC/AT, providing local and network access for 15 administrative microcomputer users.

The System/36 also provides substantial local computing power to accommodate local campus applications such as an Alumni and Development records system and a donor and donor prospect tracking system. DisplayWrite/36 word processing software is used by several administrative offices who share letter-quality printers. Instructional uses of the Computer Center laboratory include programming and word-processing classes, as well as general use by faculty and students. An IBM 3274 Control Unit provides additional network access for fourteen 3278 terminals and three 3287 printers located throughout the administrative offices.

The Computer Center also houses a considerable amount of state-owned equipment to serve both campus and non-campus governmental communications functions. This equipment serves such agencies as Job Service North Dakota and the Motor Vehicle Branch of the Transportation Department.

Outside of the Computer Center itself, the rapid proliferation of personal computers across campus is readily apparent. Personal computers have increased from 39 in 1985 to more than 240 in 1991. The Computer Center staff have been responsible for the regular acquisition and maintenance of the increasingly complex computer-related equipment on the campus. There are nine separate microcomputer laboratories across the campus, ranging in size from three to thirty work stations. The Computer Center staff works closely with the coordinator of Academic Computing. The coordinator worked in the Computer Center for five years and is prepared, accordingly, to serve as an effective liaison and to provide expert assistance to the faculty.

Assessment:

The Computer Center facilities and the linkage with the Higher Education Computer Network provide the University with computer resources which would otherwise be unavailable to an institution of similar size and type.

The replacement of out-dated Remote Job Entry "punch card" equipment in 1983 with the IBM System/36 minicomputer was an effective method for continuing essential administrative services and, at the same time, significantly expanding local networking and processing capabilities. The growing administrative and academic demands for computing were met by fitting personal computers with emulation boards for access to network applications. A faster CPU up-grade was installed to improve response time and memory capacity was added to allow attachment of up to 72 local devices.

When it became apparent that a maximum of 72 devices would not satisfy future growth needs, several alternatives were studied. One alternative was to install an IBM AS/400 mid-range computer at substantial

cost. A much more cost-effective alternative was to attach an IBM token ring network to the System/36 which would effectively expand the allowable number of attached devices by at least 50 user stations. The token ring was installed in 1989 which has extended the useful life of the System/36 and has permitted the use of personal computers as "intelligent" terminals with access to HECN and System/36 applications. This capacity will permit the addition of several more work stations and will provide short-term relief until future plans are implemented.

The Computer Center staff have gone through a period of significant change in their job requirements. This has required constant training and retraining, while work loads have increased dramatically. To promote the high level of service expected by the users, the staff have cross-trained in many areas to promote responsive delivery of service.

Through the employment of student workers, the Computer Center has been able to provide maximum access and extended hours of operation on week nights and Sundays during the academic year. The Computer Center, in cooperation with the Internship and Cooperative Education programs of the University, employs as many as three part-time student workers per academic term who receive academic credit for their work experience. The location of the Center in close proximity to students and faculty fosters a close working relationship, especially as it concerns the Computer Information Systems curriculum.

The creation of the position of coordinator of Academic Computing has been a positive step toward the improvement of microcomputer and LAN support. The coordinator has improved communication between the Center and academic department users.

The Computer Center director serves as the Education Product Coordinator with the IBM Corporation and with other computer product vendors. Special prices are available to students and faculty members who wish to acquire their own computer equipment. Sales, however, are limited as a result of infrequent vendor promotion. Efforts are being undertaken to determine the feasibility of offering computer sales to students and faculty through a retail outlet in the University Bookstore.

The recent acquisition of several new personal computers for laboratories and offices has been made possible through lease/purchase agreements with IBM. The trend toward creative financing of this type has allowed the University to maximize the use of its reduced capital equipment funds. A negative effect of this procedure is to reduce the budgeting flexibility of the Computer Center when lease periods extend beyond a year. This could be a serious problem in adapting to a changing funding environment. Adequate funding for campus networking will need to be requested in the University budget.

A final concern is that future growth will further strain the current staffing level. A high priority must be placed on maintaining sufficient human resources so as not to overextend this asset.

Plan for the Future - HECN:

A 22 member committee has been formed to analyze computer needs on all 11 campuses of the University System. The HECN Academic Distributed Computing Advisory Committee will determine the feasibility of downsizing or eliminating the current centralized academic mainframe capabilities in favor of decentralized distributed data processing capabilities at remote sites. Valley City State University is represented in the process by the coordinator of Academic Computing. The outcome of the process could provide a significant increase in computing power and capabilities at the University.

In addition to decentralization plans, the advisory committee is also charged with planning for the implementation of a \$655,000 grant from the National Science Foundation to enhance academic computer communication capabilities in North Dakota. Valley City State University is expected to receive a TPC/IP communications router under the grant, allowing direct access to Internet. This capability will permit students and faculty to communicate with colleagues world-wide, with profound effect upon teaching and learning.

Plan for the Future - Campus:

Planning for the campus backbone communication network is currently underway with implementation scheduled for 1992, depending on funding. A priority in implementing the mission of the University is to extend Email capability to every faculty member by connecting workstations to LAN's, and making an individual computer available to each faculty member. A campus backbone system will connect with the proposed TCP/IP router, providing Internet access. The ability to manage the network in a multi-vendor environment will be an important and necessary accomplishment.

The institution will continue its efforts to replace dumb terminals with fully active computer workstations attached to the token ring network. This will permit the phasing-out of the older IBM 3,278 terminals and the 3,274 control unit, which are obsolete.

Although the System/36 minicomputer is nearly eight years old, performance continues to be good and very few problems are experienced. Remote job entry, the Alumni and Development system and the prospective student tracking system will continue to be primary applications. DisplayWrite/36 usage will decline as classes and offices continue their adoption of MicroSoft Word, WordPerfect, and First Choice as word processing systems on personal computers. Other usage of the System/36 is expected to increase as requirements change in the Computer Information Systems curriculum. At some point, however, replacement of the System/36 will be necessary.

As referred to in the discussion of planning for the HECN, there is a movement toward decentralization of computing functions among institutions to permit distributed data processing. This affords an opportunity to enhance greatly the University's computing capabilities. Equipment currently under consideration are the IBM RS/6000 Unix-based RISC system and the IBM AS/400 midrange computer. The option which best meets the University's mission requirements will be determined in 1992, with installation largely dependent upon the condition of appropriated funding.

(4) The Planetarium

Unexpected savings in the construction of the Rhoades Science Center in 1973 prompted a decision to install a planetarium, until recently the only planetarium in North Dakota. The planetarium seats approximately fifty persons and is equipped with a Spitz 512 planetarium system. In addition to providing support for the course in Descriptive Astronomy -- highly useful in North Dakota weather -- the facility also provides an important learning resource for the regional schools and communities.

In the first seventeen years of its existence, more than 42,000 persons have attended public planetarium programs. For the past two years the operating objective has been to develop one program annually and to deliver performances to the regional public. Program development and presentation makes extensive use of student volunteers, providing a unique learning opportunity for the students involved. Increased promotion has been given to planetarium programs and attendance has increased proportionately. The 1991 program, "Astronomy of the American Indians" was offered ninety times with more than 3,000 persons in attendance, including greater numbers of people attending from greater distances. No admission charge is assessed for planetarium programs.

Weaknesses in the planetarium operation are largely concerned with resources. Since there is no separate budget for the planetarium, any necessary funding comes from the instructional budget of the Science Department. As a result, maintenance, up-grading and replacement of equipment is postponed. Staffing is inadequate and largely supplied by volunteers and faculty members *ex gratia*. The number and quality of planetarium programs is, therefore, entirely dependent upon the willingness and enthusiasm of volunteers.

Plans for the future include a serious consideration of a line item budget for the planetarium and work-load adjustment for the faculty involved. Work on the 1992 presentation has begun. A key concept of the program requires a video projector and funding needs should be addressed. Creative curriculum planning may relieve the staffing situation and provide students with more hands-on exposure to planetarium operation.

(5) Photography Laboratory

The Photography Laboratory is used by students enrolled in Photography courses to learn black and white film developing, printing and enlarging, and color slide processing. Photography classes have been popular on the campus with about eighty students per year enrolling. The laboratory is well-equipped and accessible to students most of the time. Class sizes are limited to prevent laboratory overcrowding.

Areas of concern include lack of handicapped accessibility, after-hours security, and occasional misuse. Old cameras need to be replaced. Plans for the future include addressing the areas of concern, continuing to limit class size, and addition of forced-water washers for film and photographic paper.

(6) Special Instructional Technology Facilities

Valley City State University has a number of specialized facilities and developmental projects which provide model settings in which faculty members may demonstrate and apply new and innovative instructional technologies and their associated teaching methodologies at levels approaching state-of-the-art. The facilities include various microcomputer laboratories and classrooms, and Interactive Television Distance Learning facility, ten movable multimedia stations, two specially designed and equipped multimedia teaching workstations, MIDI keyboards for music composition, and the integration of computer information systems into the services of the Library.

Microcomputer laboratories are located across the campus in the following array:

- Division of Business (24 IBM Ps/2)
- Academic Resource Laboratory (25 Apple IIGS),
- Department of Education Instructional Computer Laboratory (26 IBM PS/2)
- Technology Department computer laboratory (10 Macintosh with special design, graphics, and Cad Cam capabilities),
- Mathematics Department computer laboratory (13 IBM PS/2)
- Mathematics Room 111 laboratory (8 IBM PC-PS/2 compatible)

These microcomputer laboratories have been integrated into the curriculum in many of the subject areas and disciplines. All students have free access to all computer laboratories when the laboratories are not scheduled for class use. A policy of replacing older microcomputers in student computer laboratories and moving the older computers to faculty offices has allowed the University to provide students with access to excellent computer facilities. It is recognized that faculty who use the computer laboratories for their classes need to have comparable equipment and software in their offices. Computers have been placed in faculty offices on the basis of the faculty members' computing needs as permitted by available resources.

The Instructional Computer Laboratory in the Division of Education was installed under a grant from the IBM Corporation in the fall of 1990. The facility includes the IBM Education Local Area Network (EdLAN)

bundled software, and more than 100 software application programs, a desk-top publishing system, and IBM "InfoWindow" system, and Personal Science Laboratory (PSL) equipment. The market value of the equipment, software, services, and supporting cash grant exceeded \$200,000. The laboratory will be especially useful in the preparation of Teacher Education students by providing the tools for "hands-on" teaching and demonstration of computer assisted instructional methodologies across the school curriculum in the IBM PC-DOS and IBM Classroom Laboratory Administration System (ICLAS) environment. The IBM grant also included national workshops for instructional, technical, and administrative personnel.

The Instructional Computer Laboratory has been connected with the campus IBM Token Ring Local Area Network to allow users in the two LAN's to communicate. This is one of the first steps in the installation of an infrastructure to enable campus-wide Electronic Mail and distributed computing capabilities.

Ten movable multimedia stations are configured to allow the attachment of Macintosh, IBM PS/2, or Apple IIGS micromputers to any of them. They each include a laserdisc player, television monitor with stereo sound, a CD-ROM drive and a stereo sound mixer. The stations are typically used for the presentation of multimedia based curriculum materials and the demonstration of instructional methods involving integrated multimedia.

The Division of Business PS/2 laboratory has been configured with a Local Area Network to allow the use of Electronic Mail and other networkable software applications. Active enterprises in the Division of Business are the integration of spreadsheets and accounting software across the Business curriculum, desktop publishing, graphics editors, and presentation software integrated with multimedia.

The Library has taken a very active role in providing advanced technologies which are available to the entire campus. The On-Line Dakota Information Network (ODIN), Public Access Library System (PALS), two CD-ROM - equipped workstations, and the INFOTRACK periodicals index are examples of the Library installations.

The English Department uses the Academic Resource Laboratory for Freshman Composition courses to help students to become comfortable with computing resources from the beginning of their experience in the University. The Academic Resource Laboratory is also furnished with networked software used for remediation in basic reading, grammar, and mathematics skills.

The Department of Technology has provided campus leadership in Macintosh-based applications involving such multimedia technologies as laserdisc, CD-ROM, video editing, and interactive television. The Interactive Television distance learning facility simulates the rural education environment in which the instructor uses commonly-available technologies within a specially-equipped classroom to instruct students at a host site and, simultaneously, at multiple locations. The distance learning facility is equipped with consumer-type components -- video-cameras, television, and sound equipment -- as the level of equipment most likely to be available and servicable within the means of a rural school.

In addition to the campus-based instructional technology facilities, the University is one site on the North Dakota University System Interactive Video Network (IVN). A Valley City State University faculty member is the lead author of the instructor's manual for use by instructors and site coordinators on the system.

Valley City State University has computing and special technology facilities superior to those in most institutions of its size and resources. The developments have campus-wide commitment, and they form one basis of a unique mission for the institution. Concerns for the future include the need constantly to update equipment so as to provide the most current instructional technology. This is likely to be difficult in an unpredictable funding climate. Technical staff support is an urgent need. A challenge is to develop an effective computer and technology management system. These issues and concerns are shared by all institutions as rapidly-changing, powerful and expensive technologies proliferate.

Future plans include continued updating of computer equipment, planning for the integration of sound, data, and video into campus communication systems, expanding the use of multimedia applications, and

new multimedia equipped computer laboratories. The faculty will investigate and apply new technologies and associated instructional methods in their teaching. The continued integration into the curriculum of advanced instructional technology will provide an incentive for faculty to engage in research projects and contribute to the total body of applied knowledge within their disciplines.

Because the specialized instructional technology facilities which the University provides are superior in quality and innovative nature, Valley City State University has increasingly been called upon by external organizations for advice and expertise in instructional technology, computing services, and interactive video instruction. These public service opportunities have allowed the faculty involved to broaden their own experiences.

Documentation:

- Bush Grant documents.
- SBHE mission designation
- IBM Grant documents and records
- ACT Student Opinion Poll
- VCSU PPST Preparation Booklet
- IVN Instructor's Manual

2. STUDENT SERVICES

a. Advisement

Valley City State University offers a broad range of services to assist students in their academic, social and personal development. Central to these are academic advisement, academic and personal counseling, and student health services. According to the ACT Student Opinion Poll, VCSU students rated each of these services higher than the national average.

The academic advisement program is administered by the director of Student Academic Services. The program exists primarily to assist students in planning and pursuing their degree curricula. Almost all faculty members and some administrators serve as advisers to an assigned group of students, assisting them as they make their academic and career choice. Students are ultimately responsible for fulfilling their degree requirements, but advisers work closely with them on a regular basis and formally once per academic term. In addition, once each term the Registrar provides each student and his or her adviser with a graduation audit which details courses completed, grades, and courses remaining to be taken to complete graduation requirements. Students generally work with an adviser in their major field of study and most students keep the same adviser throughout their career in the University. Students are, however, free to request a change of adviser should circumstances dictate.

Faculty members are generally accessible to students and often have more than the required contacts with their advisees. Faculty members regard their advising responsibilities as an integral part of their instructional role and critical to the success of their students. The faculty-student relationship is one of the strengths of the small undergraduate institution. Students evidently agree. On the ACT Student Opinion Poll, VCSU students rate academic advising, availability of advisers, value of information provided by them, and preparation received for future occupations, considerably higher than the national average. Future plans for the program include training for new advisers, development of more effective retention strategies, building faculty cohesiveness, and creating better assessment procedures.

Two programs provide transitional experiences between high school and university. These are the Student Orientation program and Freshman Dialogue.

(1) "Bridging the Gap"

"Bridging the Gap" is the orientation program for new students which occurs during the summer prior to their entering the University. The intent of the program is to ease the transition from high school to college, and familiarize students and their parents with the University, so that both students and their parents can regard the campus as "friendly territory." Students and their parents spend a day on the campus during which they are introduced to the University, its services and opportunities, and its policies and procedures.

The orientation program in its present form began in 1990 and is coordinated by the vice president for Student Affairs. The vice president is assisted by personnel from the office of Admissions, Student Academic Services, Student Financial Aid, Career Planning and Placement, and Auxiliary Services. Ten student leaders serve as orientation mentors. They are screened and chosen by application. The strength of the program lies in the energy of the program developers and the enthusiasm of the student mentors. Identification between new students and friendly and supportive student leaders provides a basis of acquaintanceship which reduces the anxiety of the move to the campus.

"Bridging the Gap" is a more complete and responsive program than the previous orientation arrangements, and initial response from parents and students has been good. The program will be refined and improved based on the results of evaluations.

(2) Freshman Dialogue

The Dialogue program, established in 1984, is a continuation of the orientation program into the first term of attendance. Offered each academic term, Dialogue is a weekly one-hour seminar with a faculty mentor. Students entering the University or returning after extended intervals are assigned in groups of five to fifteen students. Wherever possible, the Dialogue mentors are the assigned academic advisers for the students in their group.

The Dialogue program was originally conceived as a forum for the discussion of the purposes of a university education and introduction to career and life-planning concurrent with the process of planning the academic program. Secondary purposes were the more traditional ones of developing study skills, anticipating academic, personal or social difficulties, and becoming more specifically acquainted with University policies, procedures and regulations. In practice, the secondary purposes have preempted the primary ones and the result is a fairly conventional continuing orientation program. Even so, it has met with general student approval. An assessment survey developed locally and administered during the final Dialogue session of the term indicates that the majority of students are either "satisfied" or "very satisfied" with the various aspects of the program. A meeting of the Dialogue mentors at the conclusion of the program in 1991 elicited a number of suggestions for improving the program in the future.

A unique feature of the Dialogue program is a special provision for non-traditional students, who may be older adults returning to college or entering at a later age. Some persons in this category may be young parents, single or otherwise, who under other circumstances would be members of the traditional student population. Students in these categories, rather than being assigned to Dialogue groups by academic interest, are assigned by their outside commitments such as marriage, family, full-time employment, reentry into the work force, or career change. The subjects treated in their Dialogue groups are the same as those discussed in Freshman Dialogue, as well as subjects particular to the non-traditional group such as combining the often competing demands of university work and outside commitments.

b. Counseling Services

An important ingredient of the University mission is to assist students in their personal growth and development, and to maximize their chances of academic success by helping them to cope with personal problems which might pose barriers to such success. Valley City State University provides counseling support to fulfill this purpose so far as possible. A coordinator of Student Development provides such service as one-half of the total responsibilities of the office. This limited counseling resource is supplemented by other faculty and staff members with appropriate qualifications who voluntarily serve as referral counseling resource persons. More serious cases are referred to mental health agencies in the community.

The counseling network provides both remedial and preventive support. Students may visit with the coordinator of Student Development on an appointment or walk-in basis, may be referred through campus networking, and may participate in a support group. Basic psychological assessment instruments are offered to compliment the counseling function. On the preventive side, various workshops and other educational efforts focus on various expressed needs and concerns of students. Details of these activities appeared earlier in this report in connection with the Educational Programs (see Criterion II.C.).

An additional comment is in order concerning the support for student development and counseling intervention. A significant advantage of the collegiate community is that many informal contacts are present for students. Faculty members are in regular personal contact with their students both in and outside of classes. These faculty members constitute a network which is able to identify problems or potential problems at an early stage and make referrals as needed.

The counseling services are generally strong, but there are also weaknesses which need to be addressed. A single half-time counselor is not able to meet all of the needs for service, and the time and energies of the office are divided with responsibilities for student activities. A position should be identified for a full-time counselor. The informal network needs to be formalized to discuss student issues and difficulties and the coordination of student services needs to be improved. A twenty-four hour crisis line or contact person would be valuable.

c. Health Services

Health services are provided by a University Nurse who holds daily office hours and is otherwise on call in residence. In addition to evaluating student illnesses and injuries, the Nurse provides non-prescription medications, emergency first aid and advice in medical emergencies, immunizations as required, and reports of communicable diseases to the County Health Office. Serious illness or injuries are referred to Mercy Hospital. The Nurse serves as a confidential health counselor and participates actively in health information programs. The Health Service is funded by an allocation from the student University Fee. Students are urged to maintain health insurance and international students are required to do so.

d. Student Activities and Organizations

The purpose of University-sponsored student activities is to offer students a broad range of social, cultural, and recreational opportunities which complement the educational program and promote their social, personal, and moral development. Student activities occur in a variety of settings and are the result of many group efforts. Social activities are planned and sponsored by the Program Board, a committee of the student government, with student fee funding administered by the Student Finance Commission. Programs include dances, entertainers, speakers, and motion pictures. Special annual programs include Homecoming Week, the Sno-Daze, and Alcohol Awareness Week. The Department of Physical Education offers an extensive program of men's, women's, and co-ed intramural sports. Musical groups are sponsored by the Department of Music as a part of its curricular offerings.

A continuing problem in the activities program occurs as a result of the circumstance that a significant number of students are non-traditional students who also pay the University Fee which funds student activities. These students as a rule are not able to avail themselves of the activities because of family or job responsibilities. As a general evaluation, the ACT Student Opinion Poll for VCSU rates student government and University-sponsored social activities higher than the national average. The Poll rates VCSU religious activities lower than the national average, and students have expressed the desire for more religious programming.

Students are encouraged to form and join organizations which promote their interests, and new students are informed of the opportunities during Summer Orientation and the Dialogue program. Campus organizations provide training and experience in leadership skills, volunteer service, and community involvement. Student organizations are recognized by the Student Senate upon the filing of an application which includes an identification of purpose, names of officers, and a faculty or staff adviser. Some organizations are ephemeral depending on current leadership and interest. Student organizations registered by the Student Senate since 1985 are:

Honor Societies:

- Alpha Chi, all-campus honor society
- Alpha Mu Gamma, Foreign Language
- Alpha Phi Gamma, Journalism
- Alpha Psi Omega, Drama
- Kappa Delta Phi, Education
- Phi Alpha Theta, History

Social Fraternities and Sororities:

Social fraternities and sororities have an interesting history in the University and its predecessor institutions dating back to the Normal School era. Some of the names clearly suggest their origins as literary societies. In other cases, names have been changed to Greek letters. After a period of decline, the sororities and fraternities are enjoying a moderate resurgence. The social fraternities and sororities are:

- Atheneum
- E.B.C.
- Daughters of Diana
- Philomathian
- Tau Kappa Epsilon (inactive)
- Teke Daughters
- Tau Lambda Sigma
- AKA Daughters

Service and special-interest clubs:

- College Democrats
- Young Republicans
- Data Processing Management Club
- Technology Club
- Fellowship of Christian Athletes
- Inter-varsity Christian Fellowship
- Newman Club
- Campus Crusade
- NTS organization (for "Non-Traditional Students")

TAE KWON DO Club
 Ski Club
 Bravada Dance Team
 Student National Education Association
 Music Educators National Conference

Still other opportunities for student participation exist in organizations and activities which serve a particular University function. Examples are Resident Assistants in the residence halls, cheerleaders, Viking Ambassadors, orientation mentors, and Student Government.

e. Intercollegiate Athletics and Intramural Sports

Intercollegiate Athletics

Intercollegiate athletics are considered to be an important aspect of the collegiate experience for both the participants and non-participants. Athletics are a part of the educational program. Coaches are faculty members and course credit is given for participation. The traditional goals of athletic competition include development of the students' physical, mental, emotional and social dimensions of character. Athletics inculcates an inclination to strive for excellence as members of a team and achievement of the "personal best." In the academic curriculum, the lower level of competition and financial investment among the collegiate peer institutions help to protect the programs from some of the excesses of major athletic programs.

Valley City State University is a member of the National Association of Intercollegiate Athletics (NAIA), which determines national guidelines for athletic eligibility and the structure of championship play-off. Regionally, the University is a member of the North Dakota College Athletic Conference (NDCAC). The Conference requires that its member institutions compete in the following men's and women's sports:

Men: Football, Basketball, and either Track and Field or Baseball
 Women: Volleyball, Basketball, and either Track and Field or Softball

In addition to the required sports, VCSU offers NDCAC competition in Cross-Country Running, Golf, men's Wrestling, and Tennis, constituting the most comprehensive athletic program in the Conference.

Plans for the future are to continue the comprehensive program within the limits of financial resources, to recruit athletes more actively, and to support the philosophy that athletics are a developmental experience and not an end in themselves.

Intramural Sports

The goal of the Intramural Sports program is to provide an opportunity for the general student body to participate in athletic competition at a less formal level than intercollegiate sports. A wide range of sports are offered for both men and women. Approximately 25-30% of the students take part in one or another intramural sport. The director of the Intramural Sports program is a faculty member in the Division of Health and Physical Education, with faculty released time for supervision of the program. The director organizes and publicizes the yearly schedule of events, attends and supervises all activities, readies the equipment, secures student referees and competition officials, keeps the records of wins and losses, and prepares the awards and recognitions for team achievements. Rules and policies for competition in each sport are established by the director in consultation with the Intramural Council which is composed of the captains of each team entered. A description of the Intramural program and the general policies concerning it is published annually and distributed to all students.

Sports equipment is shared among intercollegiate teams, the Physical Education Department and the Intramural program. On occasion, some equipment is procured for the sole use in intramural activities. The Department of Physical Education's budget pays for a student to assist the director at each intramural event and for stipends to student referees. The opportunity to officiate intramural sports is an important experience for students wishing to become coaches.

The strength of the Intramural program is that it provides a full competitive season for the sports in which students are most interested. The rate of participation is a sign of satisfaction and policy changes are made as necessary to maintain that level of satisfaction. According to the ACT Student Opinion Poll, students are satisfied with the recreational and intramural programs and with the athletic facilities generally.

f. Student Publications

Student publications are the *Viking* yearbook and the Viking News. The yearbook is published by a team of student editors under the advisement of a staff member. The *Viking* contains pictures and comments on events of the year, a pictorial record of all organizations and activities, and pictures of all students, faculty members and administrative staff. The yearbook is entirely funded by a Finance Commission allocation from the University fee and is distributed each fall to full-time students and graduates of the previous year.

The Viking News is published bi-monthly during each school term, except for examination weeks. Students serve as editors and staff writers, and a faculty member in the Department of English serves as adviser. Students rate the campus student media higher than the national average on the ACT Poll.

Documentation

ACT Student Opinion Poll
 Freshman Dialogue booklet
 "Bridging the Gap" orientation outline
 Counseling Services brochure
 VCSU Student Handbook
 Copy of *Viking* yearbook
Viking News
 University *Bulletin*

3. ADMINISTRATIVE SERVICES

a. Admissions and Financial Aid

(1) Admissions

The Admissions Office facilitates the transition of students to university study from high school or, in the case of older adults, from other life pursuits. The office provides prospective students with information concerning the University, its opportunities, programs and requirements. The office makes special efforts to recruit minority students, especially Native American students who represent the largest North Dakota minority population. Special financial assistance is set aside to support this effort.

The Admissions Office is staffed with two full-time professionals, one part-time professional, and one clerical support position. Student assistants provide additional support. The Viking Ambassadors are a selected group of students who assist the office by conducting campus tours, hosting open houses, and making telephone calls to prospective students.

Plans for the future include expanding the student recruitment horizons to compensate for the declining student population in the area from which the University has traditionally attracted students. A further aim of this effort will be to increase the diversity of the student body.

According to the ACT Student Opinion Poll, students rate general admission procedures, availability of financial aid information prior to registration, accuracy of information received prior to enrolling, the University *Bulletin*, and admissions publications above the national average.

(2) Financial Aid

The primary purpose of the financial assistance program at Valley City State University is to enable students to receive a university education who would not otherwise be able to do so because of the cost. A second purpose is to provide financial incentives to students who would, by virtue of talent, academic ability, minority status, or other characteristics, diversify the student body. Eighty percent of the 1989-90 student body received some form of financial assistance. Financial assistance is provided through a comprehensive resource involving federal, state, and locally-generated funds. Altogether, approximately \$2,591,322 in financial assistance to students is administered annually.

The Financial Aid Office is staffed by two full-time professionals. The records management function of the office is supported by the state-wide Higher Education Computer Network and the procedures for budgeting, award packaging, enrollment tracking and satisfactory progress monitoring are fully automated. State and federal audits of financial aid administration have been uniformly clean in recent years. Plans for the future, as resources allow, are to add a full-time clerical person to the staff and continuing to up-date office equipment.

The scholarship endowment of Valley City State University exceeds one million dollars. Approximately \$425,000 is held in University endowments with an additional \$800,000 held and administered by the V-500 Foundation on behalf of the University. Current non-endowed funds are approximately \$84,000. A Scholarship Policy Committee regularly reviews the scholarship program with respect to the number and amount of individual scholarships, and the requirements attached to them. A principal concern of the Committee is to determine the extent to which the scholarship program is accomplishing its purposes. The Committee is composed of the vice president for Student Affairs as chair, the director of Financial Aid, the Business Office accountant, the executive director of the Alumni Association and V-500 Foundation, and a representative of the faculty. Plans for the future include the appointment of a student representative to the Committee.

b. Office of the Registrar

The Office of the Registrar maintains the academic record 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 prepares the term class schedule and the biennial University *Bulletin*, registers students in classes, provides grade transcripts, completes statistical reports, and certifies students for graduation.

(1) Graduation Audit

This 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.

(2) Veterans Affairs

The Office of the Registrar serves as the contact point for persons eligible for veterans' educational benefits. About thirty-five persons are enrolled per year. The office assists veterans with the processing of their applications, and monitors their compliance with all Veterans Administration requirements. The Registrar provides counseling to veterans with respect to their educational benefits. In the performance of these functions the Registrar is responsible for maintaining currency with all relevant rules and regulations, and the Registrar attends a yearly briefing meeting for this purpose. Annual reviews by the State Approving Agency and periodic reviews by the Veterans Administration ensure accountability in the processing of veterans' benefits.

Plans for the future include reinstating a veterans' newsletter.

c. Placement and Career Counseling

The Career Planning and Placement Center provides placement services for graduates of the University, including the establishment and maintenance of credential files and mailing them to prospective employers upon request. The office is in regular contact with school districts in North Dakota and across the nation in connection with teacher placement. The office also serves as a clearing house for student employment on and off campus. An important function of the Career Planning and Placement Office is to provide information and counseling with respect to career choice, résumè development, job search strategies, and interview performance. Information is maintained on career opportunities and graduate or professional school requirements and procedures for application. The office also hosts visiting employment recruiters and graduate or professional school representatives. The office is also the location for the University FAX machine. A yearly survey of graduates is conducted to determine the rate and quality of placement for each year's graduates. These records are available for inspection and they indicate a very high placement percentage in positions appropriate to the students' education.

The Career Planning and Placement Office is staffed by a full-time coordinator, a full-time secretary, and a student assistant. The office is also assisted by a half-time interviewer supplied by a cooperative agreement with Job Service North Dakota, a state agency.

The ACT Student Opinion Poll indicates that students regard career planning, job placement, and student employment services as being above the national average.

Documentation

Financial Aid brochure
 Sample Graduation Audit
 VCSU Placement Reports/brochures
 University *Bulletin*
 All Sports brochure

4. AUXILIARY SERVICES

Residence Halls

Valley City State University provides a residential environment the purpose of which is to encourage effective study, healthful living, and wholesome recreation. The University strongly encourages students to reside on the campus during the period of their enrollment, so as to avail themselves of the academic, developmental and social opportunities afforded by the total campus program. The University provides on-campus housing for approximately 550 students in five residence halls, with actual occupancy in 1991 of 57%. Sixteen apartment units are provided for students with families. Student housing is administered by the director of Auxiliary Services in close cooperation with the vice president for Student Affairs. The vice president for Student Affairs assumes primary responsibility for residence hall student development programs and discipline. The director of Auxiliary Services is responsible for residence hall finances, room assignments, and general maintenance. Three professional head residents provide immediate residence hall supervision and are housing in residence halls. One head resident is the University nurse and another coordinates residence hall programs.

The residence halls offer a variety of programs planned by corridor groups and coordinated by 24 student Resident Assistants. The Resident Assistants are chosen by an application and interview process, and the assignment provides an important leadership experience for those who are chosen. Students living in the residence halls have the opportunity to establish many of the conditions and policies connected with residence hall life through the Inter-Residence Hall Council.

The campus residence requirement poses some fairly serious problems. As is the case in many institutions, on-campus living, with its higher level of regulation, is resisted by many students. The problems are compounded by the presence of plentiful off-campus housing locations, some of which are excellent and some of which represent a much less desirable living and study environment. A comprehensive residential life survey conducted in 1988 revealed considerable student dissatisfaction with the strict on-campus residence policy and some students, with the complicity of parents, have submitted verification of "at home" residence which the University knows to be false. Revisions in the policy are under serious consideration and will be implemented in the 1992-93 academic year, and a number of creative innovations are under consideration to improve the attractiveness of residence hall living.

The problem for the University will be to maintain the residence halls financially for those students who need them, and to provide the developmental opportunities which the residence hall programs represent. In the past five years, approximately \$74,792 have been spent to improve the halls and provide additional amenities in an effort to make residence hall living more attractive. Residence hall bonding obligations are being met and sufficient reserves are maintained. The outstanding bonding obligations for one residence hall were paid off at a discount in 1987, but the continued maintenance of bond reserves is beginning to be a concern. Another need will be to address more comprehensively the developmental needs of younger students living off campus.

Food Service

The food services present a different kind of dilemma when considered in connection with the problems of the residence halls. Food service is linked by board and room contract with on-campus residence. Although some students living off-campus have taken board contracts, the viability of the food service is largely dependent upon the number of students in residence.

The dilemma arises because students give marks to the food service which are as high as the residence hall ones are low. The University maintains a contract with the Marriott Corporation which provides students with many advantages, among which is unlimited "seconds" on food. The food itself is excellent in terms of taste, quantity, variety, and nutrition. Many college and university food plans are costed on the assumption that some students will not eat all of the meals to which they are entitled. The Marriott plan at

Valley City State University is based on a computerized declining cash balance. Meal charges not spent in the regular dining hall can be spent in the snack bar or in ordering late-night "Wild Pizza" and soft drinks. The plan is relatively costly, but students are able to eat all of the food for which they have paid. Maintaining a plan of this quality will be difficult unless the residence hall population is kept at a financially viable level.

Bookstore

The Bookstore, located in the Student Center, provides the University community with textbooks, general reading material, general school supplies, computer supplies, art supplies, teacher aids, dry goods, and a variety of souvenir items. In addition, the Bookstore offers check-cashing services, regulates mail services for students, and enters special orders for books for students, faculty, staff and the public. The philosophy of operation is that the Bookstore serves as an adjunct to the Library in terms of offering opportunities for browsing through good general literature in an effort to encourage reading and the building of a personal library. This function requires an investment in inventory and is being built gradually. The rising cost of textbooks is producing a significant increment of the costs of education.

On the ACT Student Opinion Poll, students rated the Bookstore higher than the national average. The Bookstore staff conducts regular surveys to determine its effectiveness and readily makes changes to accommodate student and faculty needs. Faculty have registered no complaints with the performance of the Bookstore in the timely procurement of textbooks.

Children's Center

The Children's Center is located on the ground floor of Mythaler Hall and provides quality day care for children, featuring activities designed to promote their social-emotional, physical, intellectual, and language development. The principal purpose of the Center is to provide day care for the children of students who would not be able to attend classes without such service. Charges are kept as low as possible and are consistent with the costs of other local day care. The Center is staffed by a full-time director, a teacher, and part-time teacher-assistants, student assistants, and work-study students. The Center serves as a laboratory and observation site for students in Early Childhood Education. The facilities and staff meet all of the code requirements for day care facilities.

For several years a day care center has been operated by University Auxiliary Services at a financial loss. The problem has been to maintain high quality service at the lowest possible cost to students. An option has been to reduce the service to custodial, rather than developmental care. That option has been resisted. A solution to the problem has arisen with a proposal to establish a federally-funded Head Start program. Under the arrangement which has been concluded, children who do not qualify for Head Start benefits can be accommodated in some portions of the program, with provision for alternative care during the times when they are not a part of Head Start activities. The University will be relieved of the management responsibility and the use of University facilities will constitute a matching portion of the Federal Head Start grant. The Center will be available for laboratory and observational experience for University students. Further plans are to gain accreditation from the National Association for the Education of Young Children, involve more of the teachers in the National Coalition for Campus Child Care, and devise a more systematic evaluation survey for parents. According to the ACT Student Opinion Poll, students are satisfied with the program.

Campus Security and Safety

Campus Security and Safety are a support service provided by the Physical Plant Department. A full-time security officer is assisted by the Physical Plant personnel during night shifts. The Security Officer and security policies were implemented in July of 1990 in accordance with policy adopted by the State Board of

Higher Education (see SBHE Policy 916). Currently campus security policy and procedures are in compliance with the 1991 Campus Security Act. The security program provides protection for the physical safety of persons, fire safety, crime prevention, control of access to buildings, emergency response and monitoring the operation of mechanical systems.

The size and location of the campus results in a low incidence of security problems, but changing conditions and the climate of law and regulation, as well as simple prudence, leads to a need for specific security arrangements to the extent permitted by personnel resources. At present, the ACT Poll indicates that students feel more confident of the security arrangements than the national average.

Documentation

ACT Student Opinion Poll
Food Service brochure

5. ALUMNI AND COMMUNITY SUPPORT

The Alumni and Alumnae of the University

The graduates of Valley City State University form a state-wide and nation-wide support group for the institution. The University recognizes that the best measurement of its academic quality is the life success of its alumni and alumnae; and the University accepts an obligation regularly to inform its alumni of conditions affecting their *alma mater*. This is accomplished through the *Alumni Bulletin*, and regular meetings of the Alumni Association Board of Directors. There are 8,181 Valley City State University alumni of record. The University support the Alumni Association by providing a full-time clerical staff person, supplies and materials, computer equipment, software and service, and one-third of the compensation of the Executive Director.

The Alumni Fund annually generates \$15,000 in scholarship funds for students of the University. The Alumni Board has also committed \$5,000 for the current year for faculty development projects.

The Local Community

Valley City State University provides an economic, cultural and recreational resource for the community of Valley City and the surrounding locality. In turn, the community provides voluntary financial support through the University V500 Foundation and gifts in support of various University activities. The University recognizes an obligation to be a community resource. Regular consultation with the community leadership occurs through the meetings of the Board of Visitors, which is a self-perpetuating and regularly constituted community advisory and support body.

Since its inception in 1972, the V-500 Foundation has enlisted more than 1,000 memberships, with financial commitments ranging from \$500 to \$20,000, payable over a ten-year period. The Foundation membership includes the majority of local businesses, 95% of the University faculty and professional staff, and 60% of the support staff. In 1972, the Foundation supplied 25 scholarships of \$75. By 1991, the amount had risen to 173 scholarships ranging in size from \$800 to \$2,000. The endowment of just over a million dollars is committed by policy to providing scholarships to students of the University, and is administered by an 18-member volunteer Board of Directors in consultation with the University staff.

Athletic interests are supported by the Viking Century Club, which provides approximately \$60,000 in athletic scholarships for men and women athletes. Friends of the Library and Friends of Music provide lesser amounts for their respective interests.

In planning for the future, two outstanding needs must be met. The various donor groups need to be coordinated so as to avoid a multiplicity of appeals. An inroad has been made on this problem by securing an agreement to credit donors to all causes in the published donor lists of each group. The second problem is more serious. The major University foundation, V-500, is committed by policy to providing scholarships, and the Foundation Board is justifiably proud of its record in this regard. However, as part of the effort to secure non-appropriated funding for other University uses, it will be necessary to create a development foundation at the risk of further multiplying the fund-raising appeals, particularly appeals for larger gifts and deferred giving.

Documentation

Alumni Bulletin
V-500 brochure
Century Club brochure

3. Administrative Services

a. Admissions and Financial Aid

1. Admissions

The Admissions Office facilitates the transition of students to university study from high school or, in the case of older adults, from other life pursuits. The office provides prospective students with information concerning the University, its opportunities, programs and requirements. The office makes special efforts to recruit minority students, especially Native American students who represent the largest North Dakota minority population. Special financial assistance is set aside to support this effort.

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Plans for the future include reinstating a veterans' newsletter.

c. Placement and Career Counseling

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Documentation

Financial Aid brochure
 Sample Graduation Audit
 VCSU Placement Reports/brochures
 University *Bulletin*
 All Sports brochure

4. Auxiliary Services

Housing and Food Services

Residence Halls

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the presence of plentiful off-campus housing locations, some of which are excellent and some of which represent a much less desirable living and study environment. A comprehensive residential life survey conducted in 1988 revealed considerable student dissatisfaction with the strict on-campus residence policy and some students, with the complicity of parents, have submitted verification of "at home" residence which the University knows to be false. Revisions in the policy are under serious consideration and will be implemented in the 1992-93 academic year, and a number of creative innovations are under consideration to improve the attractiveness of residence hall living.

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Documentation

ACT Student Opinion Poll
Food Service brochure

5. Alumni and Community Support

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The Alumni Fund annually generates \$15,000 in scholarship funds for students of the University. The Alumni Board has also committed \$5,000 for the current year for faculty development projects.

The Local Community

Valley City State University provides an economic, cultural and recreational resource for the community of Valley City and the surrounding locality. In turn, the community provides voluntary financial support through the University V-500 Foundation and gifts in support of various University activities. The University recognizes an obligation to be a community resource. Regular consultation with the community leadership occurs through the meetings of the Board of Visitors, which is a self-perpetuating and regularly constituted community advisory and support body.

Since its inception in 1972, the V500 Foundation has enlisted more than 1,000 memberships, with financial commitments ranging from \$500 to \$20,000, payable over a ten-year period. The Foundation membership includes the majority of local businesses, 95% of the University faculty and professional staff, and 60% of the support staff. In 1972, the Foundation supplied 25 scholarships of \$75. By 1991, the amount had risen to 173 scholarships ranging in size from \$800 to \$2,000. The endowment of just over a million dollars is committed by policy to providing scholarships to students of the University, and is administered by an 18-member volunteer Board of Directors in consultation with the University staff.

Athletic interests are supported by the Viking Century Club, which provides approximately \$60,000 in athletic scholarships for men and women athletes. Friends of the Library and Friends of Music provide lesser amounts for their respective interests.

In planning for the future, two outstanding needs must be met. The various donor groups need to be coordinated so as to avoid a multiplicity of appeals. An inroad has been made on this problem by securing an agreement to credit donors to all causes in the published donor lists of each group. The second problem is more serious. The major University foundation, V500, is committed by policy to providing scholarships, and the Foundation Board is justifiably proud of its record in this regard. However, as part of the effort to secure non-appropriated funding for other University uses, it will be necessary to create a development foundation at the risk of further multiplying the fund-raising appeals, particularly appeals for larger gifts and deferred giving.

Documentation

Alumni Bulletin

V-500 brochure

Century Club brochure

CRITERION III

Valley City State University is accomplishing its purposes.

A. ASSESSMENT PLAN

1. General Institutional Assessment (Diagram 1)

Diagram 1 represents the assessment cycle of Valley City State University. The cycle is continuous and encompasses all University activities. The Student Academic Development portions of the cycle is represented in detail in Diagram 2.

a. Total Quality Improvement

The North Dakota University System has made a firm commitment to the formal, system-wide application of Total Quality Improvement (TQI) techniques and principles. The commitment is made explicit in the current North Dakota University System "Partners for Progress" Plan for 1990 - 1997, page 28. The Plan states:

Among the key elements of TQI are: commitment to meeting the needs of customers, building quality into every step of the process, maximum feasible use of measurement and statistics to constantly improve quality, maximum responsibility for quality improvement in their own endeavors to each faculty or staff member, high levels of training and education for each faculty or staff member, and teamwork.

The Total Quality Improvement management system, which is being widely adopted in the industrial sector, is especially congruent with the principles and purposes of assessment as represented by the North Central Association. TQI seeks to create an environment of constant improvement through the continual review of every process.

In February of 1992, a University system-wide conference is to be held to explore and develop the correspondences between TQI and the North Central Association concept of assessment. The Valley City State University Self-Study coordinator will be a presenter.

b. Valley City State University Purpose #10

Purpose #10 of the Valley City State University statement of mission and purposes states:

In its academic, support and outreach functions, Valley City State University will monitor, assess and take every reasonable and possible measure to maintain and improve the quality with which its functions are performed.

The adopted Assessment Plan responds to this institutional purpose, as well as to the assessment requirements of the accrediting agency.

c. The Assessment Plan

The Valley City State University faculty and staff have identified two major purposes for assessment:

- (1) Assessment provides a measure of achievement - QUALITY.

This is a direct externally-driven measurement with emphasis on strengths. The assessment is summative, with an emphasis on meeting the standards of an objective external agency. Such an assessment is important in that it is likely to drive an even more productive internal process.

- (2) The process will lead to continued improvement of student learning.

The assessment information provides direct feedback to the faculty to help them identify strengths and weaknesses and offers recommendations for improvement. This is the process used for the NCA Self-Study and the University's planning process. It is internal and formative with an emphasis on the feedback loop and improvement. The important factor is the feedback to the student. This is the key to improvement by the student and refinement of the process.

2. Assessing Achievement of Functions for All Units

a. The NCA Self-Study Process - All Units

The foundation for the University's assessment plan was the process used for the NCA Self-Study. For each institutional unit, department, or office, a description of the unit and its function and how it relates to the mission was determined. The organization and resources needed to achieve the function was explored and described. The unit was assessed with respect to how well the purpose or function was achieved; strengths and concerns were identified. The last step concerned plans or recommendations for improvements.

The same process was modified to form the conceptual structure for the institutional planning process. The planning process is the central core of the assessment plan.

b. The Planning Process

Rather than attempting to develop direct assessment instruments for each purpose in a top-down fashion, VCSU faculty and staff have chosen to approach the assessment of institutional mission and purposes from a bottom-up approach through the planning process. Each institutional unit (department or office) will identify those portions of the ten purposes for which they have a responsibility. Each unit will develop planning goals identifying how they will achieve their portion of each purpose. They will then define processes for assessing the quality with which they achieve their goals.

Collectively, all aspects of all purposes will be covered and assessed. In the planning process an overlay of needed resources in terms of personnel, equipment, supplies, and library materials needed to support achievement of the goals will feed into the budget development process. The results of the planning goal assessments for each unit will serve as a measure of achievement with respect to the mission and purposes and as a means of feeding data back into the cycle for continuing improvement.

c. Performance

The evaluation processes are already in place and were described earlier in the Self-Study Report. Mention should be made of the identified need for revision in the evaluation system for supervisors, department/division chairs, and administrative staff. In these evaluative processes opportunities for input from faculty and staff serving under their supervision should be developed.

d. Satisfaction

Faculty and staff opinion surveys were developed and administered. The instruments should be revised and administered on a regular three-year cycle, adding the Student ACT Opinion Survey and a graduate follow-up survey.

3. Student Academic Achievement (Diagram 2)

Diagram 2 represents schematically the cycle of assessment for all students of the University. Students in Teacher Education are subject to special assessment requirements. Accordingly, the diagram displays two parallel assessment tracks, i.e. those for teaching and those for non-teaching curricula.

a. Input measures

By state law, students have been admitted to North Dakota institutions of higher education with a high school diploma or the equivalent. Beginning fall quarter, 1990, entering students were required to take the ACT test. Beginning with the summer term of 1993, all students under the age of 23 years will be required to have completed a specific curriculum of courses to be admitted to a baccalaureate institution in the North Dakota University System. The required curriculum includes four units of English; three units of Mathematics, Algebra I and above; three units of laboratory science, including at least two units in Biology, Chemistry, Physics, or Physical Sciences; and three units of Social Studies, excluding Consumer Education, Cooperative Marketing, Orientation to Social Sciences, and Marriage and Family.

In addition to scores from the ACT Test there are other types of input measures including high school grades and high school class standing. On the basis of the ACT scores and other input measures, entering students are advised to enroll for advanced placement courses in such discipline areas as Chemistry, Physics, or Mathematics. Students with lower scores might be advised to take EDUC 127, *Reading Laboratory*, to increase their vocabulary and comprehension, or ENGL 100, *Writing Skills*, to strengthen their writing skills.

b. Output Measures

(1) Foundation Studies

All students pursuing a baccalaureate degree are required to complete a core of sixty-three term hours in the Foundation Studies. There are nine objectives for the Foundation Studies. All students complete 13 hours in Communication including oral and written communication. Students are required to complete a 10-hour Humanities sequence; HLTH 220, *Personal Health*; PE 100, *Lifetime Fitness*; PSYC 100, *General Psychology*; TECH 310, *Technology: Its Impact on Society*; three courses in laboratory science, two courses in social science, a computer course, a mathematics course, and two activity courses in physical education.

The Valley City State University Plan requires an assessment upon completion of the Foundation Studies. The University Curriculum Committee has begun a study to determine an appropriate approach to this assessment. Details to be determined include whether the approach will be to assess specific course objectives or the objectives of the Foundation Studies as a whole, when the assessment will be completed, who will administer the assessment, whether it be a single test or a series of different types of instruments, and how the assessment plan itself will be evaluated.

(2) Majors in the Academic Disciplines

Students complete either teaching or non-teaching degree curricula for graduation. There are specific content requirements for both degree tracks. The VCSU Plan requires a content assessment upon the completion of the requirements for the major. This may be a standardized or a department developed test. It may involve a project, an

exhibit, a recital, a research paper, or the development of a portfolio. Each department will need to determine the best approach to assessment for the specific discipline areas. There are departments who already have specific types of requirements. Art students are required to participate in the Senior Art Show. Music students have to meet specific proficiencies and give a Senior Recital. Chemistry students take the American Chemical Society examinations.

(3) Teacher Preparation

Students preparing to become teachers at either the elementary or secondary level complete a number of assessments. Before students are admitted to the Teacher Education program they must take the Pre-Professional Skills Test (PPST) and meet the minimum score requirements. They must have a minimum of a 2.5 grade point average; they must have at least a "C" in ENGL 111, 112 and 113; successfully pass a speech screening test; have a record of good conduct; possess good physical and mental health; have positive recommendations from the adviser, the vice president for Student Affairs, the EDUC 200 or 205 instructor; and evaluations by the University Nurse.

Teacher Education students must meet another set of criteria to be accepted for student teaching. At the end of their program, Teacher Education students must successfully complete the Professional Knowledge portion of the National Teachers Examination in order to be recommended by the University for certification. There is a minimum score they must achieve on the test.

(4) Follow-up Survey of Graduates

The VCSU Plan requires a follow-up survey of all graduates. The Division of Education and Psychology does a follow-up survey of all Teacher Education graduates after the first and third years. First year graduates complete a questionnaire on their teaching knowledge and ability and an evaluation of specific courses. Their administrative supervisors are asked to complete a similar questionnaire. The graduates are surveyed again after the third year because it was believed that with more experience they are in a better position to judge the quality of their preparation.

The Division of Business conducted a survey of their graduates, current students, and potential employers during the 1990-91 academic year to determine the effectiveness and comprehensiveness of the Business curriculum. The Communication Arts Department also surveyed their graduates who are currently English teachers. There is some agreement that follow-up surveys should be sent to graduates after three years.

(5) Supplemental Measures of Student Academic Achievement

There are a number of inferential methods of assessing student academic achievement: placement records of graduates; success rates for acceptance to professional and graduate schools; scores on the CPA exam; scores on the MCAT, GRE, OCAT, LSAT and other entrance tests; retention studies; numbers of students on the honor rolls; and special honors and awards, to identify a few of the options.

4. Time Line for Implementing the Assessment Plan

The following time line is proposed for implementing the Assessment Plan:

1991-92: Development and University-wide acceptance of the Plan.

1992-93: Development of assessment measures.

The development process may, in addition to researching the literature, include studies of other institutions' approach to assessment, attending assessment seminars or workshops, or use of consultants. Cooperation will occur among the institutions of the North Dakota University System.

1993-94: Pilot Study.

The assessments will be administered, reviewed, and revised.

1994-95: Fully Functioning Assessment Program.

5. VCSU Assessment Plan Compared with 10 Required Characteristics

An article in the NCA-CIHE Assessment Workbook (1991) entitled "Criterion Three and the Assessment of Student Academic Achievement" by Gerald Patton and Austin Doherty identified ten characteristics of an assessment program. The ten characteristics are:

"1. Flows from the Institution's Mission"

The VCSU Assessment Plan flows directly from the Mission. From the Mission Statement, ten purposes were defined and are set forth in Criterion I of the Self-Study Report. All assessments are tied directly to the 10 purposes. There is a direct relationship between the defined mission and purposes of Criterion I and the assessment plan described in Criterion III. The relationship is clearly indicated on Diagrams 1 and 2.

"2. Has a Conceptual Framework"

The conceptual framework is illustrated on Diagrams 1 and 2. Purpose #10 requires assessment for continued improvement. The assessment plan is integrated with the planning process and the budget process. The conceptual framework is clear and well defined.

"3. Has faculty ownership/responsibility"

The leadership style in the University is one of procedurally shared governance. Faculty have opportunities to have input into all decision-making processes. Faculty have clearly defined responsibilities with respect to curriculum and must take commensurate responsibility for the assessment. For more than a year, faculty have been discussing the concept of assessment. The Curriculum Committee has already assumed the task of determining an approach to the assessment of the Foundation Studies, and departments across the campus have been discussing or implementing assessment criteria.

"4. Has Institution-Wide Support"

The Assessment Plan is directly related to the institutional planning process. The entire institution supports the planning process.

"5. Uses Multiple Measures"

Again, Diagrams 1 and 2 indicate a number of different types of measures for student academic achievement, and for providing feedback for continued improvement. The measures are direct with specific assessment instruments and indirect with a variety of criteria that do not involve tests.

"6. Provides Feedback to Students and the Institution"

One of the strengths of the VCSU Assessment Plan is that it does, in fact, provide feedback to the student and to the faculty and staff of each unit.

"7. Is Cost-Effective"

The only specific instrument that has a fiscal note attached is the ACT Student Opinion Survey. Students entering the Teacher Education program are required to pay the fees for the PPST and the PK-NTE. Other tests at this time are developed on the campus and the major cost is time. The surveys will be expensive with respect to postage. The institution has its own printing facilities which helps to contain costs.

"8. Does not Restrict or Inhibit Goals of Access, Equity, and Diversity Established by the Institution"

As the Assessment Plan is entirely integrated with the mission and the defined purposes of the institution, the assessments should be appropriate to the student body and the goals of access, equity and diversity. At the present time, there are assessments for the Teacher Education program that are meant to be discriminating but not with respect to any prohibited category of discrimination. There are appropriate appeal processes and remediation processes. The goal is for students to be successful and the emphasis is on success and improvement as positive values. The assessment requirement is not approached as punitive.

"9. Leads to Improvement"

The two defined purposes for assessment at VCSU are to measure achievement, which is a measure of quality, and for the continued improvement of learning. Improvement is central to the conceptual framework for the VCSU approach to assessment.

"10. Has a Process in Place for Evaluating the Assessment Program"

University Purpose #10 requires that all processes are assessed. Diagram 1 illustrates that the assessment process loops back to include the VCSU mission and purposes. The feedback loop should test the appropriateness of the mission and purposes.

B. STUDENT ACADEMIC ACHIEVEMENT

1. Honor Rolls

The percentage of students on the Honor Rolls is one method of indirect measurement of student achievement. The purpose of the two Honor Rolls at Valley City State University is to provide recognition to full-time students who are enrolled in the University for a minimum of 12 term-credit hours. These honors are awarded at the conclusion of every academic term. The President's Honor Roll recognizes students who earn a 4.00 GPA, and the Dean's List recognizes students with a 3.50+ GPA. The President's Honor Roll is awarded through the office of the President and the Dean's List through the office of the vice president for Academic Affairs.

The percent of students being named to the President's Honor Roll and Dean's List has ranged from 26.3% to 38.5%. Table 52 details the number and percentage of students on the Honor Rolls.

TABLE 52
Number and Percentage of Students on Honor Rolls
1986-87 to 1990-1991

	86-87	87-88	88-89	89-90	90-91
Student Enrollment	1065	1081	1154	1140	1082
University GPA	2.99	2.97	2.93	2.93	2.92
No. on Dean's List	241	282	296	301	194
% on Dean's List	22.6	26.1	25.6	26.4	17.9
No. on President's Roll	116	134	131	149	91
% on Presidents Roll	10.9	12.4	11.4	13.1	8.4
Total No. on Honor Rolls	357	416	427	450	285
% on Honor Rolls	33.5	36.5	37.0	39.5	26.3

Over the past five years the institutional GPA has ranged from 2.92 in 1990-91 (fall and winter terms only) to a 2.99 in 1986-87. Table 53 cites the institutional average grade point averages for the years 1986-87 through 1990-91.

TABLE 53
Valley City State University Average GPA
1986-87 through 1990-91

Class	86-87	87-88	88-89	89-90	90-91
Freshman	2.55	2.58	2.53	2.49	2.43
Sophomore	2.81	2.75	2.76	2.76	2.76
Junior	2.97	2.94	2.93	2.91	2.89
Senior	3.09	3.08	3.02	3.04	3.15
Special	3.36	3.29	3.27	3.10	3.50
Average	2.99	2.97	2.93	2.93	2.92

A late drop date tends to produce higher grade-point averages. The last day to drop a class is the end of the seventh week in the ten week term. Students are inclined to drop the classes in which they might risk a grade below a "C".

2. Acceptance into Professional Schools and Graduate Study

Valley City State University students who are considering transferring to a professional school or to pursue graduate study are encouraged to identify themselves to the coordinator of Career Planning and Placement early in their period of enrollment in the University. The coordinator serves as adviser to most students pursuing a pre-professional curriculum.

In addition to catalogs and other information on specific professional programs, all of the test registration booklets for graduate or professional schools are maintained in the Career Planning and Placement Center. Course requirement planning sheets are available for students anticipating professional study. These plans outline what courses must be taken at VCSU to satisfy the pre-requisites of a specific professional program.

Students are not required to notify VCSU if they are planning to attend a professional or graduate school; nor are they required to have their test scores, e.g. GRE, LSAT, or other academic information shared with the University. The data that are available are collected through personal contacts with students and their academic advisers. Such contacts provide sufficient indication that students who have desired to go on for advanced study have been very successful in being admitted to reputable programs and in completing their studies.

The following narrative information provides some indication of the success of Valley City State University graduates and pre-professional students in their subsequent academic careers since the 1985-86 academic year.

1990-91

Two graduates are pursuing Masters degrees, one in Physical Therapy at Pacific University and one in Exercise Physiology at Texas A & M.

1989-90

Four graduates attended Moorhead State University to pursue Masters degrees, three in Special Education and one in Counseling and Guidance. One graduate attended South Dakota State University for a Masters degree in Physical Education, another pursued the Masters in Physical Education at Bemidji State University. Two students are attending Law School at the University of North Dakota, and one is at Northwestern College of Chiropractic in Minnesota. Three students are studying pharmacy at North Dakota State University. Three more students are pursuing Masters degrees. One is at the University of Colorado in Business and two are at North Dakota State University, one in Chemistry and one in Counseling.

1988-89

Five students attended the University of North Dakota. Two were in Physical Therapy, one was in Law School, one worked on a Masters degree in History, and the fifth worked on a Masters in Physical Education. One graduate attended the Pacific University in Optometry. Two students attended Palmer College of Chiropractic, three worked on Masters degrees at North Dakota State University, two in Communications and one in Physical Education.

1987-88

Two graduates received tuition waivers to the University of North Dakota Law School. One student completed the Masters degree at Wayne State University in Nebraska.

1986-87

Two graduates attended the Pacific University in Optometry. Two graduates attended the University of North Dakota in Physical Therapy. Six graduates worked on Masters degrees, one was at North Dakota State University in Cereal Chemistry, one at Ball State University in Exercise Physiology, one at Mankato State University in Technology, one at Colorado State University, one at Northern Arizona State University, and one at North Dakota State in English.

1985-86

One graduate pursued post-graduate study in Switzerland. One attended Law School at the University of North Dakota, two attended North Dakota State University in Pharmacy, and one attended the University of North Dakota in Physical Therapy. One graduate attended Illinois College of Optometry. Another graduate completed a Masters degree at the University of Nebraska in Chemistry. One graduate completed the Masters degree in Music at the University of Minnesota and, subsequently, the Ph. D. in Music at Northwestern University.

The coordinator of the Career Planning and Placement Center did a follow-up study of students attending the University of North Dakota to complete degrees in Physical Therapy. In addition to overall GPA's, comparative grades in Human Anatomy courses were selected as the indicator, since that course is the pivotal one in the Physical Therapy program. Table 54 summarizes the data collected.

TABLE 54
Comparison of VCSU and UND Grades for Physical Therapy Students
1985 to 1989

<u>Student</u>	<u>VCSU GPA</u>	<u>VCSU Anat.</u>	<u>UND GPA</u>	<u>UND Anat.</u>
1. (88-89)	3.78	A,A	3.94	A
2. (88-89)	3.70	A,A	3.73	A
3. (86-87)	3.11	A,A	3.11	B
4. (86-87)	3.92	A,A	3.85	A
5. (85-86)	3.69	A,A	3.62	A

One concern cited is that the Career Planning and Placement Center would like to develop a concrete procedure for tracking students who take entrance tests for advanced study, the schools and programs to which students apply, their success rate for acceptance, and where they go upon completion of their study.

3. Teacher Preparation: Standardized Testing

One of several measurement instruments used to assess the quality of achievement among graduates in Teacher Education is the entrance and exit testing program currently in place. One of the criteria for admission to Teacher Education is a satisfactory score on the Pre-Professional Skills Test (PPST). The exit test used is the Professional Knowledge portion of the National Teachers Examination (PK-NTE).

The PPST is typically taken by Teacher Education students during the sophomore year. The purpose is to determine the adequacy of reading, writing, and mathematics ability of students entering Teacher Education. One of the objectives of the program states the importance of teachers being proficient in basic skills.

The minimum acceptable scores for the PPST were determined after the completion of an extensive validation study. Cut-off scores are: Reading, 167; Mathematics, 165; and Writing, 167. Tutorial assistance is available for students before taking the test or afterward for those who fail to pass one or more portions of the test.

The PK-NTE is taken by students during the senior year. Although Valley City State University requires students to only take the Professional Knowledge section of the NTE, all three sections were included in the validation study which determined minimum passing scores. They are: General Knowledge, 642; Communication Skills, 646; and Professional Knowledge, 642. Advice is available to students preparing for the test, and computer software (Krells NTE Preparation Series) is provided. As with the PPST program, individual tutoring is available funded by the Instructional Support budget of the vice president for Academic Affairs.

Both tests are administered through the office of Student Academic Services on dates determined by the Educational Testing Service. The PPST is given on campus once each term and in August, if necessary. The NTE is administered in March and June. The testing program is re-assessed every 2-3 years. The cut-off scores for both the PPST and NTE will be reviewed during 1991-92 to determine if any adjustments are necessary.

The testing program achieves its purpose of helping the institution to maintain a Teacher Education program of professionally-acceptable quality. Approximately 90% of students are successful in passing the PPST the first time it is taken. Approximately 50% of those who initially fail the PPST receive passing scores on the second attempt.

Approximately 94% of seniors who take the PK-NTE receive passing scores. Those who do not pass may submit an appeal to the Division of Education and Psychology. Such appeals are reviewed by an ad hoc appeals committee consisting of the chair of the Division of Education and Psychology, the student's adviser, and a member of the Teacher Education Committee. The committee will consider the PK-NTE score, the student's overall GPA, the GPA in the student's major, and the adviser's recommendation. The committee action may include a recommendation for re-taking the PK-NTE or for institutional approval for certification. Any student receiving a failing score of 632 or less will automatically be required to re-take the PK-NTE, and no institutional recommendation for certification will be made until the criterion is achieved.

The testing program of the Division of Education and Psychology meets the standards set forth by the National Council for Accreditation of Teacher Education and the North Dakota Teacher Education Approval Board.

The entrance and exit testing program receives on-going evaluation by the Division of Education and Psychology and the Teacher Education Committee. The Division faculty will continue to search for more effective measures of determining satisfactory reading, writing, and mathematics ability of entering students and for determining professional knowledge and skills upon completion of the program. A concern is that the tests used may be of questionable validity in the testing of individuals with learning disabilities. Continued attention to this concern must be given.

Documentation

VCSU NCATE Institutional Report, 1990
 VCSU Teacher Education Program Handbook, 1990
 The PPST Guide, Educational Testing Services, 1986
 The PPST Essay Guide, Educational Testing Services, 1989
 The NTE Guide, Educational Testing Services
 PPST and NTE Validation Study data (Available in the Division of Education and Psychology Office,
 Room 326, McFarland Hall)

4. Probation and Suspension Policies

Students not demonstrating satisfactory academic progress are placed on academic probation. The following standards for satisfactory progress have been established and apply to all regularly enrolled students:

Total Hours Attempted	Cumulative GPA Requirement
24	1.60
48	1.80
96	2.00

Until the student brings his or her cumulative grade point average up to the required level, the student is continued on probation, providing that he or she achieves at least a 2.00 grade point average during the subsequent academic terms of enrollment. Failure on the part of the student to achieve a term grade point average of at least a 2.00 while on probation results in academic suspension from the University.

The purpose of the Academic Probation and Suspension Program is to challenge students to make at least normal progress toward their educational goals. The policy preserves and assures the academic quality of the institution.

All students earning below a 2.00 average for a term receive a letter of warning from the director of Student Academic Services. The purpose of this letter is to encourage students to raise their grades and avoid being placed on academic probation in the future. Also, the student is informed of the different kinds of assistance available to them.

A deficiency program provided by the Higher Education Computer Network is run at the end of each term. The program checks each student's academic record after grades are posted. The office of the Registrar issues a report listing students who do not meet the required academic standards. The vice president for Academic Affairs sends written notification of the deficiency to each student listed.

Students placed on academic probation the first time are limited to a maximum course load of fourteen hours and are required to complete a one-hour study skills course as part of the fourteen hours. Failure of a student to achieve a term grade point average of at least 2.00 while on academic probation results in academic suspension from the University. The Academic and Scholastic Standing Committee, composed of two faculty members, the director of Student Academic Services, the Registrar, and the vice president for Academic Affairs, hears all petitions for reinstatement after suspension. Any student who is reinstated by the Committee is required to meet contractual obligations set forth by the vice president for Academic Affairs.

Table 55 provides data on rates of probation and suspension for the academic years 1986-87 to 1990-91.

TABLE 55

Rates of Probation and Suspension, 1986-87 to 1990-91

	86-87	87-88	88-89	89-90	90-91
Students on probation/year	41	44	55	64	44
Students continued on probation/year	25	11	10	10	6
% of students on probation/year*	2.25%	1.78%	1.97%	2.25%	1.62%
Students suspended/year	12	14	18	24	25
% of Students suspended/year*	1.23%	1.36%	1.64%	2.19%	2.46%
Students re-admitted/year	8	9	9	5	3

* Probation and suspension students as a percent of headcount enrollments.

Note: Three of the students re-admitted after suspension subsequently graduated.

Students taking the ACT Student Opinion Survey rated the academic probation and suspension policy at the 3.49 level of satisfaction compared to the national average of 3.37 out of a possible 5.00. Recently, there has been a steady increase in the number of students placed on academic probation, except for the 1990-91 academic year. There has also been a steady increase in the number of students academically suspended. The percentage of

suspended students re-admitted has decreased. There has not been a study completed to identify the reasons for these trends.

There is no method for measuring the success of the Academic Probation/Suspension Program. Many of the students who do not have a 2.00 GPA at the end of the first year of attendance do not return for a second year even though they have not been placed on academic probation. The cumulative grade point average for each year beyond the freshman year increases as the class size decreases. Precise data have not yet been collected to determine the operative variables explaining the trends. An impression, however, is that some students who do not achieve well make their own decisions to leave school, even though they may be neither placed on probation nor suspended.

Plans for the future include initiating an assessment process to determine the effectiveness of the academic probation/suspension policy. A more detailed tracking method should be in place beginning in the fall of 1992. This method will provide statistics on the success of the students placed on academic probation by following them until completion of their studies.

5. Retention Activities

Valley City State University provides academic advising, the Graduation Audit/Student Advisement system, and a tutoring program as the major retention activities. Faculty members are asked to report students with excessive absences or low grades to the director of Student Academic Services for follow-up action. Students earning below a 2.00 average for a term receive a letter of warning from the director of Student Academic Services. Several types of assistance are made available to help those experiencing academic problems.

Statistics show that 61% of the freshman class return for the second year. The graduation rate indicates that 17% of the students complete their degree in four years. Thirty percent completed their degree in four or more years at VCSU. Approximately 25% of the new students start in the pre-professional programs and plan to transfer after one or two years in the University.

The withdrawal rate during the past five years has been quite low. The cancellations reflect the number of students pre-registered who decided not to return the next term. Table 56 gives statistics for student withdrawals and cancellations.

TABLE 56

Student Withdrawals and Cancellations, 1986-87 to 1990-91

	86-87	87-88	88-89	89-90	90-91
Total withdrawals/year	44	51	56	36	47
% of withdrawals *	1.50	1.65	1.70	1.10	1.54
Total cancellations/year	95	93	75	117	122
% of cancellations*	3.24	3.01	2.27	3.56	4.00

* Withdrawals and cancellations as a percent of headcount enrollment.

Valley City State University's cancellation records and data are accurate up until the 1990-91 academic year. Before that time, cancellations were completed before the third week enrollment figures were published. Enrollment in the University is confirmed at the point of fee payment. The University began crediting financial assistance directly to fees in the fall of 1990. If a student accepts a financial aid award and does not enroll at the beginning of the fall term, and fails to notify the University of an intention not to enroll, financial aid will be credited and the student will be

recorded as in attendance. The enrollment information and financial aid numbers may or may not be reconciled until after enrollment numbers are published.

Documentation

University honor roll lists
 Probation and Suspension lists and records
 Re-admission Hearing minutes and documentation, Academic and Scholastic Standing
 Committee
 ACT Student Opinion Survey

6. Employment Placement

An inferential means of assessing student achievement is the record of placement of graduates in employment appropriate to their education. The placement of Valley City State University graduates has consistently been high. The percent of students placed, by year, for the preceding five years was:

1986-87: 82.5%
 1987-88: 87.0%
 1988-89: 89.0%
 1989-90: 89.5%
 1990-91: 92.0%

Interesting features of the placement pattern are the relatively stable number of non-teaching graduates remaining in North Dakota, and the decreasing number of teaching graduates accepting positions in the state. Table 57 displays the trends.

TABLE 57

**Graduates Securing Employment in North Dakota
 1986-1991**

	86-87	87-88	88-89	89-90	90-91
Teaching Majors - Total:	90	85	87	75	91
Placed in North Dakota:	61	60	53	40	54
% placed in North Dakota:	68%	71%	61%	53%	59%
Non-teaching Majors - Total:	70	54	60	72	53
Placed in North Dakota:	57	43	47	61	38
% placed in North Dakota:	81%	81%	78%	85%	72%

C. STUDENT DEVELOPMENT

1. Description and Function

The goal of the Student Development programs of the University is to present a range of discussion topics, and to involve students in activities which address issues of importance to the personal development of students, or to particular sub-groups of the student population. The presentation of issues follows a comprehensive wellness model dealing with ten areas of personal and social health and well-being: physical, social, spiritual, occupational, intellectual, emotional, political, environmental, sexual, and cultural. Student Development programming is intended

to nurture habits which lead to personal fulfillment and social responsibility, and to intervene in individual or group behaviors which lead to an unwholesome life style.

2. Organization and Resources

Student development at Valley City State University is a concern of the entire faculty and professional staff. The programs are under the general direction of the vice president for Student Affairs. The coordinator of Student Development has the specific responsibility for co-curricular educational programming. The coordinator is a full-time staff professional with counseling experience whose office is located in the Memorial Student Center. The office is supported by one part-time student assistant who works primarily on outreach projects and performs clerical tasks. In addition to the specific support tasks, the student assistant also serves as a paraprofessional representative of the student body in student development program planning and implementation. In developing and implementing the programs, the coordinator of Student Development works in close partnership with a number of other professionals including the vice president for Student Affairs, the director of Auxiliary Services, the University nurse, the student assistant, and the coordinator of Residence Hall programs. These persons constitute an informal planning committee. Programs are sometimes based on the national calendar of student events.

The coordinator of Student Development has a dual reporting responsibility to the vice president for Student Affairs, and to the the director of Auxiliary Services with respect to Residence Hall programs. Funding for Student Development programs are provided through the office of the vice president and the University Fee administered by the Student Program Board.

Following is a list of program activities presented during the 1990-91 academic year:

August 31:	<i>Counseling skills workshop for resident assistant training</i>
September 19:	<i>AIDS videos and informational table in the Memorial Student Center</i>
September 20:	<i>AIDS workshop in Kolstoe Hall</i>
October 22:	<i>Dramatic presentation by "Hopps and Barley" depicting life within a substance abusing family.</i>
October 24:	<i>Depression/Suicide presentation in McCoy Hall</i>
November 5:	<i>Sexual Addiction/Compulsivity presentation to Abnormal Psychology class</i>
December 13:	<i>"Cultural Information Exchange" presented by international students in Student Center lounge</i>
January 21:	<i>Martin Luther King Jr. video shown in Student Center lounge</i>
February 19:	<i>"Alcohol 101" presentation in McCoy Hall</i>
March 5:	<i>"Alcohol 101" workshop presented in President's Room of Student Center</i>
March 7:	<i>Major William Lee of the Grand Forks Air Force Base spoke on cultural awareness in the Skoal Room of the Student Center</i>

March 11-15th **Alcohol Awareness Week**

Activities included: alcohol usage and attitude survey conducted in various classes, intoxilizer demonstration, University of North Dakota peer assistance group role played a dysfunctional family, DUI panel, Kingsbury Comedy Tour, keynote address by Jim York of Crossroads Treatment Center, non-alcoholic "Night Club," and a film series dealing with alcohol and alcohol abuse.

March 19: **"Alcohol 101"** workshop in President's Room

March 21: *Date Rape workshop in Denmark Room*

March 27: *Date Rape workshop in Robertson Hall*

April 16: *Stress Management workshop in McCoy Hall*

April 18: *Howard Hansen speech on "**Organizational Excellence and the Changing Job Landscape**"*

April 22: **Earth Day celebration** (*speech by Gregg Spenningsby of Valley Sales Inc. on "Recycling and Conservation," film series on Earth Day issues, informational table in Student Center*)

May 7: *Mercy Hospital presentation on community health care at Memorial Student Center*

3. Assessment

Strengths

The topics in the Student Development program are selected through the use of a student survey conducted at the beginning of the academic year. The survey prioritizes the interests and perceived needs of students. This data is then used in program planning. The use of a national calendar of student events as a guide to programming gives the student body a sense of participating in a broader student community with similar needs and interests. The administration, faculty, and Student Program Board are supportive of new program ideas. Furthermore, the faculty of the University, in the individual attention they accord to student interests and personal concerns, are the core of the total student development effort. That is a generic strength of small colleges.

Concerns

A more systematic means of assessing the effectiveness of co-curricular educational programming needs to be adopted. Students are surveyed before and after program events, but the general survey needs to be developed in more detail if it is to provide effective guidance for improvement.

A more systematic pattern of interaction is needed between the Student Affairs staff and other members of the faculty, student organizations, and the student body generally to coordinate student development efforts. Such interaction should lead to more responsive programming and to a better integration of the co-curricular programming with the classroom experience. Faculty need the feed-back which that type of interaction should provide. The opportunities for co-curricular enrichment of the college experience for off-campus students, commuting students, and older adult students may require more specific attention.

There is not a specific budget for co-curricular educational programming. Currently, special allocations are sought from the vice president for Student Affairs and/or the Praogram Board for each activity.

4. Plan for the Future

Planning should continue on a regular basis. Student needs are to be surveyed on a continuing basis. Activities will be planned in conjunction with the national themes and awareness events. A more formal communication and interaction with the faculty should be established through the Student Affairs Committee of the Faculty Association to coordinate programming between the Planning Committee and academic departments. A College and University Environment Survey (CUES) should be considered as a means of assessing the student development effort of the total institution.

A specific budget should be established for student development programs.

5. Documentation

Committee and Program Board minutes
 Student survey reports
 Calendar of programs

D. PROGRAM QUALITY

Monitoring program quality is the responsibility of the Planning and Program Evaluation Committee (PPEC). The Committee is a standing committee consisting of one faculty representative from each of the six divisions elected by the faculty of that division. Members serve staggered two-year terms. The Committee is chaired by the vice president for Academic Affairs. The director of the Library serves as a non-voting member.

The Committee is charged with representing the faculty in the design and implementation of a regular process of program evaluation. The State Board of Higher Education (SBHE) Policy 403.1.2 mandates that existing programs must be evaluated at least every seven years. The evaluation should include assessments of the current levels of program quality, means to improve quality, productivity, and the relationship of the program to the institutional mission. Each institution is required to have procedures for the regular evaluation of all programs including a comprehensive self-study by the program faculty, a discussion of the results with the dean or vice president, a written statement of the evaluation findings, and a written action plan describing follow-up activities. SBHE Policy 403.1.2 requires that each evaluation should include a description of how the program dealt with the concerns of the preceding evaluation. Evaluations should include diverse assessment activities such as:

1. A site visit and review by a qualified consultant from another institution.
2. A review by one or more faculty members from another program within the institution.
3. An assessment of student learning.
4. A survey of program alumni to determine their current positions and opinions of the program.
5. A survey of current students to determine whether the program is meeting their needs.
6. Review and advice from the program advisory council or other representatives of the employers of program graduates.

A report is to be sent to the State Board office by January 1 of each year for evaluations conducted during the previous academic year. The report should include a list of programs evaluated with a summary statement describing decisions and actions taken.

New programs are to be evaluated within one year after graduation of the first class. Within six months after the evaluation, a summary with follow-up plans is due in the Board Office.

VCSU Policy 403.1.2 describes the instructional program evaluation procedures for Valley City State University. The policy is patterned after the corresponding policy of the State Board of Higher Education. The Planning and Program Evaluation Committee has developed data sheets and forms for the evaluation process.

A list of departmental programs evaluated during the past ten years and the evaluation activity follows:

Year	Program	Activity
1982-83	Elementary Education	Consultant
	Mathematics	Consultant
	Spanish	Consultant
1983-84	Chemistry	Consultant
	Physical Education	Consultant
1984-85	Art	Consultant
	Elementary Education Field Experiences	Consultants
	Music	Consultant
	Business Administration	Consultant
1985-86	Social Science, all programs	Consultant
1986-87	Business Education	Consultant
	Office Admin. and Management	Consultant
	Science, all programs	Consultants
	Earth and Environmental Science	Consultant
1988-89	All curricular majors	NCHEMS Program Evaluation model
1989-90	All Teacher Education programs	NCATE and North Dakota Program
		Standards review
1990-91	Computer Information Systems	Graduate survey

From 1982 through 1987, all program evaluation activities using consultants were funded through a Bush Foundation Faculty Development Grant. A few of the programs were analyzed by consultants who evaluated equivalent programs at the other four-year institutions. Other consultants only evaluated programs at Valley City State University. The Bush Grant was a cooperative venture on the part of the four regional state universities at Dickinson, Mayville, Minot, and Valley City.

In 1988-1989, the Program Planning and Evaluation Committee conducted an extensive program evaluation activity for all majors and non-duplicated minors using the National Center of Higher Education Management Systems (NCHEMS) model with Dr. Bob Shirley's methodology. This was a follow-up study for one conducted in 1981. The

model emphasized a "matching process" in which academic programs were assessed against the specific evaluation criteria of faculty quality, centrality to mission, service to non-majors, library holdings, facilities and equipment, demand by majors, demand by graduates, locational advantage, potential impact on the public front, accreditation, and cost. From the data collected a list of program strengths and weaknesses with recommendations for change was developed for each department and sent to the department faculty for response. The faculty review resulted in many changes. Some major and minor programs were dropped, courses were combined, and some courses were eliminated. The result of the review was a curriculum that was leaner and more clearly defined. The review also established a foundation for subsequent curricular planning.

Copies of the data and reports for the NCHEMS model study, all self-studies with corresponding consultant reports, and the NCATE and State Program Standards review documents are on file in the office of the vice president for Academic Affairs and available for review.

E. FACULTY ACCOMPLISHMENTS

1. Description and Function

The primary responsibility of the faculty is to educate the students. In the course of performing this primary task many secondary outcomes are generated. These are collectively identified as faculty accomplishments, although "collateral faculty activities" might be a more encompassing and appropriate term. These activities are loosely grouped into the categories of professional contributions, scholarly activities, professional and community service, and research. A sampling of the types of professional activities in which faculty are engaged, with examples, was given in the section on educational programs (Criterion II.C). A more complete list can be found in the faculty supplemental data forms filed in the vice president for Academic Affairs' office. Since the primary responsibility of the faculty in the undergraduate institution is quality teaching, success in that area is an important criterion. As a general indication of faculty accomplishment in their teaching, for the 1989-90 academic year the average rating for VCSU faculty on the student assessments was 4.05 on a scale of 5.00.

The faculty are active professionals engaged in scholarly activities and contributing to their professions in a variety of ways at the local, state, regional and national levels. Many serve, or have served, professional organizations in their scholarly disciplines as officers, members of boards, speakers, reviewers and conference organizers. Collectively, VCSU faculty are members of some 155 different professional organizations. Articles have been written and published, papers presented, music composed and artistic works created. Some have served on statewide committees dealing with their discipline or matters concerning education in North Dakota. Others have taken unpaid leave to engage in further study or, in some cases, to complete additional academic degrees.

Valley City State University by most measurements would be considered a small college in a small community. In such a setting faculty are well known in the community and are active participants in community life. Their relationship with the community is not a matter of organizations or programs, but rather that of neighbor-to-neighbor. Faculty are a community resource and enrich the collection of talents and skills found within the community. Faculty are active in civic organizations, clubs, churches, charities, schools, businesses, politics, cultural events and every other aspect of community life. The symbiotic relationship between college and community is well understood by all of the participants. Interaction as neighbors fosters mutual respect and support for each other.

Faculty also serve the community in professional ways that are unique to them by way of their expertise. Faculty consult, advise, lecture, and perform. Faculty often travel and have lived in other areas. Just by being who they are provides a diversity and an infusion of new ideas within the community. Often faculty voluntarily render expert service to local agencies and businesses which would otherwise constitute paid service or expert consultancy. These activities generally result from a telephone call, and the service is rendered neighbor-to-neighbor.

As indicated in the mission statement, the focus of the institution is upon teaching. Research efforts tend to be of a smaller and less formal nature than would be expected in a research-oriented university. Still, significant research

does take place. One faculty member recently completed a doctorate with research conducted in the community. Another was an active researcher in the development of a toxoplasmosis vaccine for animals and held an adjunct research appointment at North Dakota State University. Another faculty member spent the summer of 1990 doing solid chemical research at Purdue University. An Associate Professor in the Communication Arts Department has delivered papers for the Linguistics Circle of Manitoba and North Dakota and at the International Phenomenological Association. A Lecturer in the Social Science Department has delivered papers at the conferences of the North Dakota Academy of Science.

Faculty do survey research in order to keep abreast of the latest research findings in their areas of specializations. Education faculty members are involved in projects such as studies on the merits of a variety of basal readers, methods of teaching grammar, how parents can help children with their homework, how parents view teacher/parent conferences, and what reading topics interest kindergarten children.

Technology Education faculty are researching the latest instructional technology hardware and software at an advanced level. All faculty are involved in researching the best ways to integrate the use of the instructional technologies into their teaching.

2. Organization and Resources

Resources for faculty professional activities come from a variety of sources. The Instructional Support budget has line items for travel, both in-state and out-of-state. Much of this funding is used to support faculty development and faculty involvement in the activities of their professions. Priority is given to faculty requests for funding when they are making a presentation, serving on a panel, or reading a paper.

For six years, from 1982 through 1988, Valley City State University received faculty development funds from a cooperative grant from the Bush Foundation. Approximately \$16,000 per year was used to support faculty development activities designed for the improvement of instruction. The funds were disbursed by a "mini-grant" process, with faculty members submitting proposals and a faculty committee making the decisions on the awards.

A faculty committee is working on a new proposal to the Bush Foundation, to be submitted in February, 1992. This is a proposal for a three-year grant of \$60,000 per year, with the possibility of extension for three additional years. The grant is being prepared with the support of a \$10,000 Bush Foundation planning grant. The goal of the proposal is to secure funding for developing the use of information media technology in instruction.

For the past two biennia, the North Dakota Legislative Assembly has appropriated an amount for faculty development. The specific appropriation is based on a percentage of the appropriation for faculty salaries. For the 1989-91 biennium, the amount appropriated for Valley City State University was \$20,000. That amount was reduced in the current biennium to \$8,562.

The Faculty Development committee is currently working on the development of proposal guidelines and forms for the faculty to use when requesting faculty development funding. The committee will also define the criteria for the awards. The Faculty Development committee serves as a liaison with the faculty and as an advisory body to the vice president for Academic Affairs. It is a standing committee composed of six faculty representatives, one from each academic division. The committee members serve two-year staggered terms. Further details on the Faculty Development Committee and funding appears in this Report, pages 4-5, and in Criterion II, Section A.1.b.5., pages 33-34.

3. Assessment

As indicated by data in the office of the vice president for Academic Affairs, faculty accomplishments are numerous and diverse in nature. A review of faculty resumes and updated data sheets will show this to be true. However, it

must be noted that some faculty members fail to keep an ongoing, detailed account of their numerous professional activities that take place beyond the classroom.

4. Plan for the Future

It may be a midwestern virtue not to blow one's own horn, but more favorable publicity would be of great value to the University. All campus accomplishments, whether faculty, student, staff, or institutional, need more and wider media attention. The Valley City Times Record and radio station KOVC are very supportive of the University. There is a need, however, to expand the institution's service area and reach out farther, especially to Jamestown, the rural areas beyond reach of Valley City media, and perhaps to Fargo. The local cable system reaches a good portion of the VCSU service area. The University could make better use of it through publication of information dealing with all facets of its operations.

The collection process of faculty data on accomplishments and professional involvement needs to be improved. Collecting it once a year is not working effectively. Much is forgotten, and when filed the data is frequently no longer timely for publicizing, being suitable only for archiving.

Notice of faculty accomplishments needs to be made on campus as well. The MEMO serves this function, but students need to be aware of such things also. Faculty accomplishments enhance the stature of the faculty in students' eyes, but of more importance is the inspiration and motivation students derive from witnessing successful faculty serving in mentor and modeling roles.

F. RESEARCH AND DEVELOPMENT

Valley City State University is a baccalaureate degree granting institution and has not been actively involved in research. As the University moves forward toward the twenty-first century the role of research, particularly in the areas of instructional media methodology, becomes increasingly more important. With the availability of computer technology, library automation, on-line indexes, and advanced data analysis systems, students are becoming more skilled in the use and analysis of research materials. They are provided opportunities to learn how to conduct research and analyze the results.

G. PUBLIC AND COMMUNITY SERVICE

In addition to the research described in the preceding section, faculty members are involved in assisting local businesses in product development. Science Department members regularly perform water-quality analyses. A Computer Information Systems faculty member provides a computer program for management of the North Dakota Winter Show, the midwest's largest crop and livestock exhibition, held annually in Valley City. A Technology professor advised a local entrepreneur on the casting of polymer electrical insulators. The same professor also used a computer numerically-controlled milling machine to develop the prototype for an instrument to be used by Chiropractors. Faculty provide consultation to businesses, including the development of business plans, marketing surveys and opinion research for small business firms and non-profit institutions. They prepare equipment specifications for editing systems, video equipment, distance learning systems, multimedia equipment, and computer equipment and software. They perform consultancies in graphic arts and printing, in wood and plastics fabrication, and in aluminum moldings and coatings.

Education and Technology faculty advise area school districts on the purchasing of equipment, computers, and computer software. They also provide in-service experiences for school faculty on distance learning instructional methods and on the integration of media technology into classroom instruction.

A sub-committee of the Self-Study team developed a survey to collect information and perceptions from persons in the University and in the local and regional community concerning the University's community and public service

efforts. As a result of the survey, 15 goals were identified, each related to the central mission and purposes of the institution. Also as a result of the survey, an inventory was compiled of activities and services which the institution provides for the community and region. Four broad categories of activities and services were identified and specific activities were listed within those categories. As an abstract of the results, the following numbers of activities or services were identified within each category:

Business and Technological: 20 activities or services

Continuing Education: 29 activities or services

Cultural Enrichment: 26 activities or services

Sports, Recreation, and Leisure Time: 16 activities or services

Six additional items were listed under a "Miscellaneous" category. A total of 97 items was identified, and a complete list appears in the Self-Study documentation.

A further analysis of the items was made indicating the purposes served by each activity. Eight major purposes were identified, with many of the activities or services responding to more than one purpose. The purposes are:

- A. Study opportunities for area students enrolled in University courses.
- B. Non-credit learning opportunities for area adults and children.
- C. Enrichment opportunities for area adults and children.
- D. Enrichment opportunities for the area schools.
- E. Economic development activities.
- F. Partnerships with area groups or agencies.
- G. Alumni activities and services.
- H. Services and opportunities for the elderly and physically handicapped.

The major strength of the Valley City State University community and public relations activities lies in the historically close relationship between the community and the University. Members of the University family are regularly involved in community affairs, and the University is committed to being an exemplary corporate citizen.

A major concern is the need for a master schedule of classes for evening and weekend offerings, both on the campus and at the Jamestown site. The master schedule should be a rotating three-year schedule of Foundation Studies courses and, possibly, a five-year rotating schedule of classes in Business and Human Resources. Additional delivery systems should be explored, including courses by newspaper, videotape, correspondence, public television, or audiographic and interactive television distance learning. A distance learning linkage between the University and local schools should be established.

Another major concern is public information concerning University accomplishments and publicity concerning cultural and athletic events or other items of public interest involving the University.

The plan for the future should include the improvement of public information. The plan should also include means of serving and interacting with populations not currently included. These would include the Native American Tribal Colleges and the inmates and staff of the State Penitentiary. Financial resources should be sought, both to support the activities and to provide student financial assistance to part-time students.

Documentation

University Statement of Mission and Purposes
Responses and analysis of the Community and Public Service Survey

H. INSTITUTIONAL CLIMATE

The Human Resource Committee administered an opinion survey to faculty, staff, and students during the 1990-1991 academic year as a means of assessing their respective perceptions of various aspects of the University. The results of each survey have already been discussed in the Human Resources section of the Self-Study Report (Section IIA). A summary of the results is given below.

A random sampling of some 300 students were surveyed using the 1991 ACT Student Opinion Survey. Forty-two items were rated on a scale of 1-5 with 5 being the highest. Nine of the 42 items were rated below the national average by VCSU students. The nine items with local and national ratings are given below.

Item	Frequency	Local	National
<u>Section II</u>			
16. College orientation program	204	3.76	3.77
17. Credit by examination (PEP, CLEP, etc.)	18	3.18	3.83
20. College mass transit services	15	3.00	3.58
22. Veterans' services	14	3.78	3.83

Section III

2. Course content in your major field	308	3.81	3.86
3. Instruction in your major field	305	3.86	3.88
6. Variety of courses offered by this college	330	3.44	3.61
18. Residence hall rules and regulations	223	2.96	3.10
40. Religious activities and programs	231	3.24	3.52

The University makes little use of credit by examination. The option is available upon request from the Registrar's Office but is virtually unused. There is no mass transit system. Standard veterans services are available. Only fourteen students responded to this item. Limited religious activities and programs were already cited as a concern of Student Services personnel in an earlier section of the Report. There are plans to broaden the activities.

Students rated the University in general at 4.00. All items were rated at the 3.00 level or above with only two exceptions. Parking facilities are a nationwide concern of students. It appears that VCSU students are no exception. VCSU students rated parking facilities and services at 2.93. The national rating is 2.53. The second item rated below the 3.00 level was residence hall rules and regulations. Students have voiced dissatisfaction with the regulation requiring students under twenty-one years of age to live in a residence hall. Students and Student Services staff are reviewing this requirement.

Thirty-six faculty (66 2/3%) responded to a 58 item survey prepared by the Human Resources Committee in April of 1991. The results were displayed in Table 11 in Criterion II, Section A 1.b. of the Self-Study Report. In brief summary, The 58 items on the survey were rated from (5) strongly agree to (1) strongly disagree. Of the 36 faculty responding 13 (36%) were women. Women faculty members responded more positively than male faculty on all but nine or 16% of the items. The nine items involved the level of satisfaction with the FlexComp Program and with NDPERS life insurance, adequate equipment to do their work, the need for more information on benefits, appropriate disciplinary action for poor performance by employees, and salary. Women faculty responded with an average of 2.82 out of a possible 5.00 on the item, "My salary compares fairly to other VCSU employees in general," an average of 2.83 on, "My salary compares fairly to other VCSU employees with similar jobs," and 2.31 on, "I believe

faculty are fairly compensated for differences in workload." Male faculty responded with average ratings of 3.43, 3.36, and 2.33 on the same items respectively.

Male faculty responded with noticeably lower ratings than the female faculty on nine items. These items involved receiving adequate assistance with new technologies; information about policy changes, about changes that affect their work, or matters that affect other employees; personnel issues with hiring qualified people, handling promotions fairly, providing adequate resources for learning and development, and dissatisfaction with serving on campus committees.

Items involving working environment/physical plant, working relationships, supervision/communications, and training and development averaged over a 4.00 rating for all respondents. The lowest ratings were in the areas of compensation and benefits (3.06), personnel issues (3.08), and other information (2.92).

Administrative and support staff were administered a modified copy of the same opinion survey faculty completed in April of 1991. Staff completed a total of 62 items. Items involving supervision/communication, working relationships, working environment/physical plant, and training and development were rated high on the positive side. Twelve items were rated negatively. These items dealt with information, compensation/benefit, and personnel issues. The twelve items are listed below with corresponding average ratings by faculty, administrative staff, and support staff.

Items	Fac.	Admin.	Staff
16. I receive sufficient information about matters which affect other University employees.	3.06	3.66	2.60
17. I feel that employees in general are informed of changes before the general public is.	3.47	2.78	2.81
28. I am paid fairly for the duties I perform and the responsibility level I have.	2.44	1.89	2.15
29. My salary compares fairly to other VCSU employees with similar jobs.	3.20	2.55	3.70
30. My salary compares fairly to other VCSU employees in general.	3.24	2.33	2.95
31. My salary compares fairly to market salaries for similar jobs.	1.69	2.51	2.08
50. I feel that all supervisors use the same or similar criteria for evaluations.	2.80	2.56	3.05
54. Appropriate disciplinary action is taken for violations of University policy	2.45	2.88	3.00
55. Appropriate disciplinary action is taken for poor performance by employees.	1.92	2.00	2.36
56. Promotions within the University are handled fairly.	2.82	2.78	2.51
57. Reclassification procedures are carried out expediently.	2.68	2.78	2.11
58. Reclassification procedures are handled fairly.	2.68	2.78	2.05

In summary, with a few exceptions the students, faculty, professional administrative, and support staff appear to be satisfied with the institutional climate of Valley City State University. A spirit of pride and cooperation pervades the campus community in spite of a decade of budget reductions and extremely heavy work loads. For four biennia the budget has been reduced forcing the institution to make cuts to the edge of reduction in force. The general political and emotional climate of the state has had an inevitable effect, resulting in rumors of campus closures, reduction of

four-year colleges to two-year institutions, or attachment to research universities as branch campuses. Salary appropriations have been minimal or nil. Employee classification issues have been clouded by changes in policy at the state level, and upward reclassification is seen by many employees as the only route to salary improvement. In any event, morale is seasonal in North Dakota, with special impact at the end of a long winter.

The faculty prepared for the NCATE and ND State Program Standards reviews for the Fall of 1990. They have been very busy converting the curriculum to the semester calendar beginning with the summer session, 1992. They have undertaken a complete review of the mission, role and scope statements, a new planning process, and the Self-Study for the North Central review. It is a credit to the VCSU faculty and staff that their responses to items on the opinion survey reflected a strong sense of satisfaction, considering that the survey was administered during a time of uncertainty and extra work responsibilities.

CRITERION IV

Valley City State University can continue to accomplish its purpose.

The institutional self-study will have demonstrated that the University can continue to accomplish its purpose at a constantly improving level of quality. The strategic planning processes are systematic and involve all institutional constituencies. The institution is stable in its adjustments to a changing environment. The student enrollment is stable, and finances are as adequate and consistent as can be expected in uncertain economic circumstances. The moral and financial support of alumni and community is strong. All University constituencies are committed to constant improvement through continuing processes of assessment and adjustment pursuant to assessment results. The faculty and staff are proud of their accomplishments.

The self-study process has been valuable to the university and to all who were involved. That involvement included virtually all members of the faculty and staff. The Self Study is particularly valuable to the institutional leadership, and changes have already occurred as a result. Several crucially important evolutions have converged in the process: adjustment to a revitalized mission at a time of great change in the University System, the development of a strategic planning process, the change to a new academic calendar with all of its implications for curricular reform, and the re-accreditation process itself.

Each of these undertakings has been rigorous and time-consuming, and their timing has imposed a strenuous work load for all concerned, especially in such immediate sequence with another major accreditation effort. That circumstance is inconvenient, but it has also brought into sharp focus the agenda of tasks which confront "a University in transition" as it faces a new chapter in its institutional history. The Self-Study process has surfaced a number of needs for improvement, and these will be addressed. Even more, the conclusions of the study have highlighted achievements which, otherwise passed over and forgotten, are occasions for pride.

A. THE SELF-STUDY PROCESS

The purposes of the Self-Study Report have been:

To demonstrate planned, systematic change during this time of transition for the University;

When the self-study process was beginning, the University was responding to some enhancements to its mission that were authorized by the State Board of Higher Education in February of 1990. The institutional faculty members were working toward adopting the instructional technology leadership role, were working with the conversion from the quarter calendar to the semester calendar, and were preparing to deliver the Elementary Education major in Fargo. During the past year a number of changes have occurred, both internal to the institution and in the external environment, while faculty and staff were busy conducting the self-study. The self-study process has uncovered a number of changes still to be made. The Steering Committee adopted the theme of "The University in transition" because of the forces converging on the University at one time to produce significant change. The response of the University faculty and staff under these conditions provides strong evidence to support the conclusion that the University is able to respond to the changes with rational and planned action.

To verify that the institution is fulfilling its purposes derived from the mission statement;

The institution has, in the past three years, completed a review of its statement of Mission, Role, and Scope. From the revised mission, ten specific purposes were defined. These are detailed in Criterion I of the Self-Study Report. The self-study process involved an assessment of each campus unit with reference to the ten purposes. Through the self-study process the University has demonstrated that it is achieving its

purposes. The institution has also designed an assessment process that will, when implemented, document the level of achievement of the purposes and outline procedures for continued improvement in the achievement levels.

To confirm ongoing initiatives in the institutional planning and review process;

The faculty was at a crossroads with the planning process when the self-study was begun during the winter of 1991. By the time faculty and staff had completed their unit self-studies and were familiar with the procedure, it was evident that the two processes had much in common. In fact, the self-study process formed a solid foundation for the institutional planning effort. The planning process then formed the core of the assessment process. The relationship was discussed in detail in Criterion III and is illustrated in Diagrams 1 and 2.

To validate the structures and programs in place in the University; and to indicate a willingness to reform structures and programs when necessary;

These two purposes were identified because the Planning Committee and administration were attempting to develop a restructuring plan for the divisions. There was some optimism that through the self-study a restructuring design might develop. A restructuring design did not, in fact, materialize. The fact that a new design did not develop could serve as an indication that the present configuration may be the best and most practical organization.

To illustrate the commitment of the University to critical self-evaluation, analysis, and review;

The institutional Purpose #10, the self-study process itself, the evaluative character of the Self-Study Report, the program evaluation process, the planning process, and the VCSU assessment plan all document the institutional commitment to critical self-evaluation, analysis, and review.

To demonstrate a capacity to respond to new educational needs and opportunities;

The adoption of the leadership role in the use of instructional technology is an example of the capacity of the faculty of Valley City State University to respond to change, need, and opportunity. Other examples are cited throughout the Self-Study Report.

B. EDUCATIONAL IMPROVEMENT

The self-study process, the planning process, the budgeting process, and the assessment process and their relationship to continued improvement and measures of achievement were discussed in Criterion III. The primary goal of all is continued improvement.

Valley City State University has a program evaluation process mandated by State Board of Higher Education policy, requiring each academic program to be reviewed at least once every seven years. The review process is designed to result in an improvement in program quality.

C. INSTITUTIONAL PLANNING

At the time of the last regional accreditation review, the institution had completed an extensive planning process based on the NCHEMS "Futures Creating Paradigm" model, and the plan was published in the *VCSC Planning Manual*. The planning process was elegant in its design and has led to the accomplishment of a number of its objectives. The model, however, was based on more conventional long-range planning systems and has needed to be radically revised to adjust to the concept of strategic planning, assessment, and continual feedback in an environment of change.

The strategic planning process at Valley City State University is still evolving. The concept and outline are established and have secured the support of the faculty and key staff. Planning flows from the General Mission of the University System to the Mission, Role and Scope of VCSU. The components of the Mission, Role and Scope give rise to ten explicit Institutional Purposes, each of which carries a supporting agenda of General Objectives. The planning goals of each academic unit are framed with reference to the mission statement and the purposes and objectives which specify and implement the mission.

Planning will occur in a continuing three-year cycle. Each unit will, at the beginning of each academic year, review the goals for the year which have been completed, determine the extent of their accomplishment, and project the goals for the ensuing three years. Resource requirements in personnel, finances and equipment are prioritized in direct correspondence with the planning goals and become a part of the budget development process. The process is represented graphically in Diagram 3. The planning design is described as an "architecture" in order to emphasize its structural coherence.

Responsibility for overseeing the planning process lies with the Planning and Program Evaluation Committee, made up of faculty members from each academic division. The *VCSU Manual*, 302.1, 4, defines the scope of responsibility and the composition of the Committee as follows:

Through this committee the professional faculty share in the management of the institution by participating in the academic/curricular planning process, general institutional planning, and in the allocation of resources for instructional program support. The Planning and Program Evaluation Committee is a standing committee composed of one faculty representative from each of the six divisions, elected by the faculty of that division. Members serve two-year terms...

The process is in place and operating in the academic divisions and departments. In some respects, however, the process is still actively evolving. In fact, as conditions change, the planning processes designed to meet the changing circumstances may, themselves, be constantly evolving. More specifically, the process needs to be extended from the academic areas to the areas of Student Affairs and Business Affairs. The Assessment Plan needs to be fully integrated with the planning process at all levels. Assessment involves not only measurements of performance quality against the established mission, purposes, goals and objectives at all levels; assessment also involves the evaluation of the mission, purposes, goals, and objectives themselves, against a sensitive scanning of the environmental conditions, needs, and opportunities. Thus, systematic assessment becomes an essential aspect of strategic planning.

An assessment committee is being designed, probably as a sub-committee of the Planning and Program Evaluation Committee, augmented by members of the administrative and service staffs. A further convergence occurs at this point with the Total Quality Improvement initiative, since the role of an assessment sub-committee, as described, would be virtually identical with a Total Quality Improvement committee. The TQI process is already mandated by the State Board of Higher Education.

Small institutions have both advantages and disadvantages in participative governance and management. A disadvantage is that the work of governance and management is spread among fewer people, with corresponding increase in work load and time expenditure by individuals. That is a problem at Valley City State University, as the Self-Study has indicated at many points. An advantage of the same circumstance is that a greater proportion of the faculty and staff are involved in planning. Understanding and support of the plans and processes are increased accordingly.

D. INSTITUTIONAL STABILITY

1. The North Dakota University System

For the last decade, North Dakota higher education has been in a state of considerable flux, as is the case nationwide. Economic stagnation, several years of drouth, and the escalating financial requirements of

other activities and sectors of state government have reduced the budget share for higher education. A typical political behavior is to make public villains of those who would be made budgetary victims. North Dakota higher education has not been spared that treatment. Political pressure on the higher education system has been intense. Criticism has been vigorous, some of it deserved, more of it undeserved. There is no doubt that the climate of contention has affected the morale and stability of all the institutions.

Two major items of criticism have been, (1) the excessive independence of individual institutions which has led to competition for resources, duplication of services, and political rivalry between communities; and (2) the fact, or the perception of the fact, that there are too many public institutions for a state with the population size of North Dakota. There have been recurring proposals to take steps which would lead to the closure of smaller institutions or radically change their missions.

The State Board of Higher Education has responded wisely and temperately. A study was undertaken in 1984 by a Select Commission on the Future of Higher Education in North Dakota. The Commission responded to the issue of excessive institutional independence by recommending the establishment of "a true state system" of higher education. The Commission did not recommend reduction in the number of institutions. In subsequent years, the Board took steps to integrate the system, culminating, in 1990, with the establishment of the North Dakota University System and replacement of the office of Commissioner of Higher Education with a Chancellor as chief executive officer. The Board has also formally affirmed its intention to "govern all eleven institutions" of the System.

In 1990, the Board directed each institution to frame a new statement of Mission, Role, and Scope, a process already well underway at Valley City State University. The statements were to be submitted for approval by the Board in July of 1991. This date coincided with the appointment of a new Chancellor, who recommended that the statements be received, but not ratified, pending his review of a total system organizational plan.

A bulwark of stability in the University System is the constitutional status of the State Board of Higher Education. That status allocates to the Board and its staff the authority for planning within the University System, and permits planned responses to the educational needs of the state and to the political and economic environment. The constitutional status of the Board also serves as an essential protection of academic freedom, while providing for academic responsibility and accountability.

2. Valley City State University

Valley City State University experiences the general conditions of uncertainty which affect the North Dakota Higher Education System generally. These include the concern for budgetary support in an uncertain economic climate and adjustment to a changing organization of the University System. Otherwise, the condition of the University is stable. The following items are offered as evidence of that stability.

- a. Valley City State University is established in the North Dakota Constitution.**
- b. The University has a record and reputation for the preparation of elementary and secondary school teachers of high professional quality for more than a century.**
- c. The faculty staff and administration are stable in terms of service and rate of turn-over.**

The average number of years of service to the University by the faculty is 11.2 years. Eighteen of the faculty, or 33 1/3%, have five or fewer years at Valley City State University. Twelve faculty members, or 22% have ten or fewer years. Nine faculty, or 17%, have more than twenty years of experience in the University. Seventy-six percent of the faculty are tenured.

Until 1991, the turnover rate for faculty has been less than five percent annually for the past ten years. With three retirements and two resignations the turnover rate for last year approached 10%. The quality of the faculty has been high with respect to their instructional performance. The percent of terminal degrees has

been slowly and steadily increasing. In 1982, 40% of the faculty held terminal degrees. In 1992, 46% of the faculty hold terminal degrees. By May of 1992, with the completion of a doctoral program by one more faculty member, the percentage will rise to 48.

The president of the University has been in office for 10 years and is the fourth longest serving president in the institution's history. The vice president for Academic Affairs has held appointment in the University for 14 years and as vice president for nine years. The vice president for Business Affairs has been with the University for 15 years and in the vice president's office for five years. The vice president for Student Affairs has been at VCSU for 14 years and in the vice president's office for four years.

The professional staff members, reporting directly to the vice president for Academic Affairs, have been with the University for periods ranging from seven to 21 years. The only exception is the new position of coordinator of Academic Computing. The coordinator has been employed by the University for seven years in another capacity. The professional staff members, reporting directly to the vice president for Business Affairs, have been with VCSU for a range of four to 29 years. The professional staff members reporting directly to the vice president for Student Affairs have been with VCSU for a range of one to 21 years. There have been four persons in the position of coordinator of Student Development in the past six years. This is the only position in the administration or professional staff with recent turnover.

The turnover rate in the clerical staff has been less than 1% annually. The rate in the maintenance and trade personnel has ranged from 3.5 to 14% since 1986, with an average rate of 8.7% per year.

d. Student enrollment has remained stable.

The enrollment has been stable for the past several years as indicated by Table 1. In spite of this stability, enrollment remains a concern. Demographic shifts in the North Dakota population have markedly reduced the size of communities and schools from which the University has historically drawn its student body. Increased individual mobility has allowed students to experience the more exciting life of the urban centers, decreasing the appeal of the small town and campus. Valley City State University is attempting to increase its enrollment appeal by creating a unique programmatic emphasis and statewide mission in the instructional applications of information technology, and by strengthening its liberal arts base and character. The intent is to remain strong, stable and unique, without expecting significant enrollment increases.

e. Finances are adequate, although minimally so.

The budget has been very lean for the past five biennia. Budget figures are given in Tables 14 and 18, respectively. Salary increases have been appropriated on a sporadic schedule, while areas such as equipment and plant maintenance have been reduced. In spite of the lean budget, the institution has been able to move ahead with an equipment-intensive mission. This has been accomplished through very careful planning, by seeking opportunities for matching grants, and by increasing the attention paid to non-appropriated funding sources and possibilities.

An example of accomplishment in the use of scarce resources is the fact that in 1983 the institution had fewer than 10 microcomputers on its inventory. In 1992, the institution has more than 240 microcomputers on campus. This increase has been accomplished by securing campus-wide commitment to the development of the computer base, and resulting agreements to combine equipment funding among departments. Unquestionably, other equipment acquisitions have been reduced.

f. Endowment has grown.

The University's endowment fund has grown from \$127,283 in 1982 to \$414,938 in 1991. Over the same period, quasi-endowments (funds which the institution has retained and invested) have been increased from \$121,573 to \$309,135. Included in the quasi-endowment is \$55,785 of unrestricted gift funds. Endowments held by the V-500 scholarship foundation separate from University funds exceed one million dollars.

SUMMARY

A. SELF-STUDY FINDINGS

Systematic self-study and self-criticism are always useful activities, either for individuals or institutions. They afford opportunities to examine objectively the habits and behaviors, the successes and failures, which are often passed over in the course of daily routine. For Valley City State University, the 1991-92 exercise in preparation for the regional accreditation review has identified a number of institutional strengths. The major ones are:

1. The University has defined clearly its mission, role, scope and purposes. The planning, budgeting, assessment and Total Quality Improvement processes are integrated and flow consistently from the mission and purposes.

2. There is a strong sense of loyalty on the part of students, faculty, staff, alumni and community. There is a generally high level of satisfaction on the part of students, faculty and staff. The areas of dissatisfaction are, for the most part, ones that are beyond institutional control; and the remainder are able to be addressed.
3. The curriculum and specialized programs of study are clearly defined. The educational programs are supported by a comprehensive and coherent curriculum of Foundation Studies. The Teacher Education curricula are approved by NCATE and the North Dakota state program approval process. Faculty quality is high and appropriate for the curriculum and purposes of the institution.
4. Faculty and students have access to instructional technologies of a range, quality, and state of art which is rare in an institution of the size and type. These include library technologies, computers and computer-assisted instruction, multimedia, and distance learning facilities and equipment.
5. The physical surroundings are excellent. The campus is beautiful and well-cared-for. The classroom facilities are attractive, comfortable and, for the greater part, accessible. The University subscribes to the belief that clean and attractive surroundings are an important asset to learning.
6. The faculty and staff display an extraordinarily strong commitment to teaching and to their students, collectively and individually. There are ample opportunities for student involvement in extra-curricular and co-curricular activities. Student satisfaction is high, as indicated on the standardized survey.

In the course of the Self-Study, a similarly broad range of concerns were identified. Again, some were at a level of detail while some were more significant. In all cases, plans or suggestions for improvement were made, and in all cases, major or minor, the issues are being addressed for resolution or improvement.

The major issues affecting the entire University are listed below, and measures are being undertaken to respond to them.

1. Better communication channels are needed to disseminate information to all constituencies in a coordinated manner. Communication through organizational channels and through the campus newsletter does not appear to be adequate. Information sometimes reaches the public before it is generally known on campus. Openness of information entails the problem of ensuring that constituencies and individuals are informed in the appropriate order of timing. This is especially important at a time when important changes are taking place. The president has initiated the practice of holding all-campus meetings when important information is to be shared.
2. The "top down" performance evaluation process requires revision to allow for more reciprocal and mutual evaluation processes by supervisors and their subordinates. That is the intent of the present process, but it is not so perceived and change is necessary as a result. The problem exists in both the administrative and academic areas. In any event, new evaluation processes need to be developed to accord with the practices of Total Quality Improvement. The Faculty Senate and the Staff Personnel Advisory Council are at work on recommendations.
3. The University must develop formal policies for the allocation of appropriated salary increase money for both faculty and staff. All University System institutions are under Board requirement to produce such policies by March 1, 1992. In the past, salary increase procedures for faculty have been developed *ad hoc* in consultation with the Faculty Budget and Salary Committee when salary amounts and conditions have been appropriated by the biennial Legislative Assembly. Both the amounts and the conditions for their allocation have often been restrictive, such as the appropriation of mandatory across-the-board or percentage increases.

The same general circumstances have applied to staff salaries, and allocation procedures have been developed in consultation with the Staff Personnel Advisory Council. A more consistent policy has

been developed with that group, involving a salary progression formula. The formula provides each employee with a 5% salary increase after six months of initial employment and 3% each year thereafter. The formula is calculated to move employees through their state classification pay grades in 15 years. The policy acknowledges that appropriations may not be sufficient to provide full funding of the formula and allows for allocations *pro rata*. The policy was implemented with salary increases allocated July 1, 1991.

4. The faculty will continue to work through the planning process toward reducing teaching loads in order to allow time for professional development and other scholarly activity. The University is seeking funding support for faculty released time, sabbatical leaves, summer study, and other faculty development incentives. Effort will be made to provide networked computers in all faculty offices with access to campus Electronic Mail and to such state and international computer networks as HECN, ODIN, BITNET, and NUNET.
5. The Self-Study reveals at many points the need for technical support and training in the use of computers and associated technologies. A technical support staff person has been appointed during the 1991-92 academic year, and has proven extremely valuable in responding to this concern.
6. The University will continue aggressively to develop the Center for Innovation in Instruction to provide professional development, in-service, and technical support for the applications of instructional media technology. Service of the Center will be extended to the University, the public schools, and the regional business community. Non-appropriated funding will be required for the full implementation of the Center. The Center will also be able to generate support through the delivery of such services as workshops, seminars, training sessions and consulting activities.
7. The University recognizes the need to increase the cultural diversity of its student body, faculty and staff. This is a major emphasis in the North Dakota University System, especially with respect to the student body. Cooperative strategies are being explored through the Western Intercollegiate Consortium for Higher Education (WICHE). Valley City State University will continue to appoint the most appropriately qualified persons to fill position vacancies; with special efforts to increase the proportion of faculty with terminal degrees, the number of women faculty, and the cultural diversity of faculty and staff.
8. The need for additional clerical support for academic departments is a major item of concern in the Self-Study. The administration is wrestling with ways of providing such support without the addition of position allocations. Since total legislative appropriations for salaries and wages are based on an appropriated number of positions, additional staff can only be added at the cost of eroding salaries.

A possibility could be a reorganization of the department and divisional structure to reduce the total number of academic administrative units. Such a reorganization could consolidate work loads, both of division chairs and their clerical support persons. More administrative released time would be available to the reduced number of chairs. Under the present conditions, the University may be generating additional work load and inefficiency by an unnecessary number of units.

9. There is a clear need to develop better public information channels. Valley City State University has made accomplishments which are unique in North Dakota, and they have gone unrecognized. For example, when the University announced that it had exceeded its \$1.25 million goal for the centennial fund drive, it was published in the Fargo FORUM under "Brief Notes"! Far lesser achievements by other and larger institutions regularly receive headlines. Athletics secure somewhat better results, depending on team success, but a Sports Information Director position would be desirable. Again, the availability of personnel resources is a critical problem. A possibility is to seek funding for part-time assistance paid on a per-item basis for published articles.

10. Adequate compensation for the entire work force is a critical issue. The University will continue to work through the North Dakota University System to secure compensation which regularly moves toward regional market rates.

B. REQUEST FOR CONTINUED ACCREDITATION

The Self-Study has indicated:

1. That Valley City State University has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution;
2. That Valley City State University has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purpose;
3. That Valley City State University is accomplishing its purpose; and,
4. That Valley City State University can continue to accomplish its purpose.

Therefore, Valley City State University requests no change in its Statement of Affiliation Status, and requests continued accreditation at the bachelor's degree level.