Mayville State University Strategic Plan 2016-2021

Accomplishments through June 30, 2019

Theme 1: Supporting the success of MSU's diverse student body measured by progression toward degree completion, high impact student-centered inclusive support services and transformative experiences in a global community.								
Goal	Areas of Emphasis and Initiative Potential Objectives	Guidance for the development of objectives and strategies.	Division & Department Alignment	Mission, Purposes and Core Values Alignment	Academic Year 2016 – 2017 Accomplishments	Academic Year 2017 - 2018 Accomplishments	Academic Year 2018 – 2019 Accomplishments	Academic Year 2019-2020 Accomplishments
1.1 Redefine and Strengthen the Recruitment and Admissions Process	1.1.A. Recruit students aligned with MSU's program offerings and institutional admission criteria. **1.1.B.** Review admission processes that support state and institutional admission criteria. **1.1.C.** Redesign institutional marketing practices to align with recruitment and admission strategies.	• Focus on ensuring everyone understands current and new programs offered. • Develop stronger outreach, recruitment and admission processes that support student qualifications and academic potential. • Ensure recruitment and marketing practices meet the current market and are responsive with new technologies and practices. • Align athletic and academic recruitment and admissions practices to include high-achieving-	Student Affairs, Athletics,	**Purposes**: To deliver flexible programs, instruction, and student services to meet the needs of the individual. **Core Values**: We act with **integrity** in all we do. *We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.* We are **student-focused**. *We provide individualized support that is*	• **Summer 2016 Restructure of Admission and Recruitment offices aimed at strengthening and aligning collaborative efforts.** • **MSU aligned athletic and academic recruitment and admissions practices to include strategies specific to high-achieving-underrepresented students fall 2016.** • **MSU redesigned recruitment and marketing practices meet the current market that are responsive with new technologies**	• **Changed MSU's Viewbook, transformed Athletic Factsheets.** • **Discontinued written contact cards and went to a digital format utilizing weekly downloads for quicker processing.** • **Summer 2017 Revised MSU's Handbook for Athletic Recruitment.**	• **Aligned and funded joint athletics and recruitment positions designed to strengthen athletic recruitment process.** • **Began fall 2019 – a "March to 1200" Campaign that includes a Refer-A-Comet and Social- Media-Mania.** • **Aligned and funded part-time coaches with admissions recruitment.** • **Marketing (Inboard)** • **Division of Education Recruitment plan**	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

				responsive to the needs of students, and results in their success.	**and practices. Reviewed and updated all program major and minor handouts, Implemented the 2017 Mayville Mania Campaign, the redesign of the MSU APP, and restructure of Sports Information fall 2017.** • **Developed a MSU "virtual-tour" for prospective students.**	underrepresented students.	**2019 – 2026 (supports CAEP accreditation standards – 3.1)** • **Collaborative work with recruiters and faculty - visiting classrooms and meeting with external partners (i.e. Wyoming,)**	
1.2. Increase the number of students who make timely academic progression and attain degree completion.	**1.2.A.** Redesign the student advising model to provide a clear path to degree completion. **1.2.B.** Provide high-impact student support services. **1.2.C.** Increase the type and quantity of scholarships	• Provide the tools necessary to support student success. • Identify the barriers to retention and graduation and create services to meet those barriers and the changing needs of our students. • Consider a centralized advising model.	Student Affairs	<u>Purposes:</u> To provide academic programs and services that address contemporary career and workforce opportunities. To deliver flexible programs, instruction, and student services to meet the needs of the individual. <u>Core Values:</u> We are **student-focused**.	• **Built on MSU's base and stability of scholarship funding to complement annual scholarships growth: $232,000 raised (includes Larson MAT of $100,000); CAC Fundraising raised $74,309;** • **February 2017 developed and submitted Title III proposal designed to create and**	• **Fall 2017 headcount increased to 1,140 students with a total FTE 784.3 for a 1% increase and spring 2018 headcount increased to 1,054 with a total FTE of 695.54 a 3.7% increase – New Record** • **Starfish Early Alert, Starfish Connect, and Starfish**	• **Fall 2018 headcount increased to 1,184 with a total 817.41 FTE for a 4 % increase – New Record.** • **Spring 2018 headcount increased to 1,121 with a total 737.36 FTE for a 6.3 % increase.** • **2018 Retention rate rose to 66%.**	• **Fall 2019 - Headcount: 1,212 students (+2.3%) – NEW RECORD FTE: 800.57 (-2.1%) First-Year Students: 108* (-18%) Transfers: 136* (-11%) Total New Students: 524 Degree-Seekers: 854 IPEDS First-Time, Full-Time Retention Rate: 60.61% (-9.5%)** •

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

	available for students.			*We provide individualized support that is responsive to the needs of students, and results in their success.*	provide high-impact student support services including a centralized advising model. Lost out due to tie breaker – waiting for year 2 funding announcement summer 2018. • Spring 2017 Foundation purchased and used a Mobile Cause Texting Platform to add texting fundraising for younger donors (Thankful Day) • Developed Scholarship Task Force designed to review waivers, scholarships, policies and procedures designed to strengthen and support recruitment and retention across campus. Developed fall 2016.	Analytics are in use campus wide. Even with higher than anticipated attrition for spring 2017 due to changes in athletic programs, completion rates will have a nominal increase for AY17-18 and enrollments will continue to grow and increase for AY18-19. • 2017- Went to paperless advising using Perceptive Content. • A recent graduate survey of MaSU's graduates from all academic programs indicated that 72 percent of MaSU graduates remain in the state of North Dakota meeting the needs of the state.	• Received Title III Grant focusing on Academic Advising October 1, 2018. • Developed Academic Advising Center Plan that includes: Director, 2 Advisors and 1 Career/Advisor fall 2018. • Evaluated, Revised and implemented Academic Standing Policy M540 and M540.2 related to Probation, Suspension, Academic Warning and Appeal process – Approved at Cabinet November 26, 2018 • Communicated new Advising model and renovation plan for the Advising Center March 2019.	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

					• **Writing Center emphasis on "writing across the curriculum" changes to include APA, MLA, Chicago ASA necessary to produce/support higher quality research and scholarly writing.** • **Liberal Arts Scholarship developed – McMahon**		• **Advising center completed with staff moved in August 2019.**	
1.3. Provide transformative experiences for students.	**1.3.A.** Create a campus culture that supports social identity, student life, diversity, and social justice. **1.3.B.** Integrate learning and experience by extending the academics beyond the classroom (local, regional and global). **1.3.C.** Provide opportunities	• Broaden student engagement activities; provide opportunities for student to develop strong local, regional and global leadership skills. • Support and promote community engagement across all disciplines. • Provide more opportunities for students that do not participate in athletics, clubs	Student Affairs & All Academic Divisions	<u>**Purposes:**</u> To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. <u>**Core Values:**</u> We are committed to **<u>teaching and learning excellence</u>**. *We engage in transformational experiences, supportive learning environments,*	• **Reassigned and redesigned student intermural sports to within student affairs fall 2016 providing increased activities for students to support social identity, encourage student engagement, diversity, civic engagement and leadership development.** • **Amplified the role of the Diversity and Inclusion office**	• **Continued growth in Diversity and Inclusion services for students to include special programs such as: Brother to Brother; Educators Conference March 2018 that included social justice, diversity in education and student engagement.** • **Liberal Arts: Literature Course – research**	• **Hosted 8 students from Denmark Fall 2018.** • **Developed a Co-Curricular Assessment Plan to ensure co-curricular assessment measures progress in meeting learning student outcomes. Added co-curricular representation to Assessment Committee. Provided training**	• **Cabinet approved Policy M503 Speech, Expression and Assembly August 26, 2019.** • **4 students are holding offices on the State Student Education Association – 2019 – 2020 (one year terms)** •

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

for curricular, co-curricular, and extra-curricular activities designed to encourage student engagement, diversity, civic engagement and leadership development.	and/or organizations.		*scholarly opportunities, and collaborative relationships.* We integrate **leadership** in all we do. *We encourage individuals to develop and strengthen leadership skills and abilities, while providing opportunities to enhance the common good.*	**through planning and funding for student development activities designed to extend the academics beyond the classroom and encourage student engagement, diversity, civic engagement and leadership development. Examples include: Multicultural Festival, a celebration of diversity and heritage of our campus and community, at Mayville State University Monday, April 4, 2016; Developed opportunities for students to study abroad as part of integrate learning experiences designed to extend the academics**	**Community Heritage Centers (Mayville and Devils' Lake)** • **First IACUC Research project with students – Biology – Fish Studies** • **DECA students attended Nation Competition** • **Student Education Association students participated in the Teacher Education Symposium March 27, 2018. Topic included Making Data-Based Decisions, Social Justice, and Assessment and Media Literacy.** • **Science - Research students participated in research conferences and participated with poster sessions.**	**(PowerPoint) on March 25, 2019 Assessment Day to co-curricular advisors/coaches on the process.** • **3 students presented research posters at the Fall INBRE conference at UND October 2019.** • **3 students presented research posters at ND EPSCoR Conference March 27, 2019 in Fargo, ND.** • **Worked collaboratively with Northern Cass Public School to give students experience with a co-teaching model** • **Civic Engagement – Legislative showcase – 4 students attended and presented their work.**	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

					beyond the classroom. Examples include Norway semester abroad – beginning Fall 2016; 2 Weeks in Belize Summer 2017 – Health Sciences and Nursing; Asian Studies 1 month in Japan Summer 2017 – Science, Business, Education, Liberal Arts; • Ironman Triathlon with HPER 360 students – 60 participants in attendance across campus and community. • First stolling exercises May 2018 for diverse students.		• Education Symposium March 26, 2019 – Fulbright Scholar and Native American Institution Partners. Leadership and Motivation. • Students hosted two Legislative summits – Civic engagement. • MaSU became a member school within the Sigma (also known as Sigma Theta Tau International) Honor Society of Nursing March 30th, 2019. A formal Chartering ceremony was conducted to add MaSU to the existing Xi-Kappa at-Large chapter and the first three MaSU students were inducted as	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

							members in to this society. • **4 students attended a National Education Conference in Texas – Summer 2019** • **3 students attended Northern Lights Psychology Conference at UND and 4 students attended Red River Valley Psyc Conference in Moorhead – Division Chair DiLivio presented.** • **Comet Radio and 2-Theater productions occurred.** • **Internships resulted in full-time jobs for two students and gave a third student experience necessary for**	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

							graduate school admission. • **HPER faculty have encouraged and facilitated student attendance at regional SHAPE workshops & conferences.**	
1.4. Utilize systems and analytics to monitor and manage retention that leads to graduation.	**1.4.A.** Review and revise systems to support data collection, analysis and reporting for informed decision making.	• Review and revise systems to support data collection, analysis and reporting for informed decision making.	Student Affairs & Institutional Effectiveness	<u>Purposes:</u> To deliver flexible programs, instruction, and student services to meet the needs of the individual. To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. <u>Core Values:</u> We act with <u>integrity</u> in all we do. *We demonstrate integrity through honesty and loyalty to our institution,*	• **Launch of Starfish as a retention tool began summer 2016. Program engages students in their progress, removing obstacles to their success, and assessing the effectiveness of an institution's efforts to help students succeed.** • **Spring 2016 utilization of Strategic Planning Online for President's and Cabinet member's goals, alignment to system goals,**	• **Continued Starfish utilization, began Starfish Analytics until NDUS put hold – evaluating use of SLEDs. Using Starfish data to support student services support, barriers to student success. Student Success Team meets monthly to support shared-decision making.** • **Key student support staff, have identified three areas for our campus to work on that would have an**	• **Institutional Effectiveness office provided to Cabinet and Division Chairs data for each academic division regarding: graduation rates; Enrollment by Type (online, etc.) for Programs of Study; enrollment by program of study by division and faculty member; student enrollment by load, over load and cost (completed**	•

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

				high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication. We are committed to teaching and learning excellence. *We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.*	**assessment measures, implementation, follow up, and actual results.**	**immediate impact on student retention and completion:** academic advising, writing across the curriculum, and curriculum mapping. Work with these areas remains on going and aspects have been added to the institutional strategic plan. • **There have been additional efforts to revamp our summer registration into "Student Success Days" that assist in intentional academic advising and planning for their academic careers with our new students as well as work to address orientation needs, barriers to success, and assist in getting**	December 2018). Data being used for program development and future budget decision-making. • **Education Division – Annual Title II reporting, Accreditation report, ESPB – State Report.** • **Developed and Implemented Institutional Data Committee (IDMC) who's purpose is to improve and support the University's data management and reporting functions in an effort to assist administrators and faculty in making data-informed decisions. The committee facilitates best practices in data**	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

					acclimated to life at a University. • **Even with higher than anticipated attrition for spring 2017 due to changes in athletic programs, it is anticipated that completion rates will have a nominal increase at the end of AY17-18 and our enrollments—both from a recruitment and a retention standpoint—will continue to grow and increase for AY18-19.**	**management, maintenance, sharing, and reporting. Part of Title III emphasis. First meeting occurred on September 28, 2019.**	

HLC Accreditation Standard/s Alignment:

Criterion 1. Mission

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

1.C. The institution understands the relationship between its mission and the diversity of society. The institution addresses its role in a multicultural society. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

1.D. The institution's mission demonstrates commitment to the public good. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

3.D. The institution provides support for student learning and effective teaching.

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

The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 4. Teaching and Learning: Evaluation and Improvement

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

4.A. The institution demonstrates responsibility for the quality of its educational programs. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

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

Criterion 5. Resources, Planning, and Institutional Effectiveness

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

5.C. The institution engages in systematic and integrated planning. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance. The institution develops and documents evidence of performance in its operations.

The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

NDUS Alignment:

Goal 1: Deliver degrees that are the best value in the nation.

Directive 1.b. Cost containment; Reinvest in student retention and/or recruitment.

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

Goal 2: Provide programs people want, where and when they need them.

Objective 2.2 Expand access to instructional opportunities.

Directive 2a. Strengthen partnerships with regional high schools to increase the proportion of ND high school grads attending NDUS schools.

Directive 2.b. Establish procedures to facilitate the transfer of Military Transcript credits, and encourage staff to make this a priority. Additionally, encourage faculty to become American Council on Education faculty evaluators. ACE has seen minimal participation from ND faculty, and would like to see two evaluators from ND work with ACE in the 2016-2017 AY.

Goal 3: Ensure Student Success

Objective 3.1 Improve admissions standards at NDUS institutions.

Objective 3.2 Increase students' overall attainment rates through increased participation, retention and completion.

Objective 3.3 Aggressively recruit students in both traditional and non-traditional audiences, in and out of state.

Objective 3.4 Remove barriers to registering and advising collaborative and transfer students.

Objective 3.5 Provide experiential learning opportunities through internships, field-based learning and prior learning assessment that increase the likelihood of success in the student's chosen field.

Directive 3.a Complete full implementation of Predictive Analytic Reporting (PAR) along with Starfish.

Title III Alignment:

Activity 3: Establishing a cohesive, needs-based advising model that coincides with academics, student life, & student support.

4.1 Increase positive responses annually to student advising surveys.

4.3 Reduce advisee case-load for faculty advisors.

4.2 Decrease number of academically at-risk students based on academic probation & suspension rates by 5% annually beginning year two.

4.4 Increase retention rate 1% annually beginning year two.

Theme 2: Creating positive living, learning and working environments.

Goal	Areas of Emphasis and Initiative Potential Objectives	Guidance for the development of objectives and strategies.	Division & Department Alignment	Mission, Purposes and Core Values Alignment	Academic Year 2016 – 2017 Accomplishments	Academic Year 2017 - 2018 Accomplishments	Academic Year 2018 – 2019 Accomplishments	Academic Year 2019-2020 Accomplishments
2.1. Provide safe, secure and inclusive physical and	**2.1.A.** Evaluate campus environments. **2.1.B**. Develop plans to	• Campus environments should echo core values.	Business Affairs & Physical Plant	**Purposes:** To cultivate an environment that supports creativity, intellectual curiosity,	• **Participated in a Risk Management Audit required by NDUS April 2017.**	• **Byrnes-Quanbeck Library has created space so that other campus entities that**	• **Evaluating Safety and Security of MSU Campus – Presentation to**	•

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

social shared environments.	improve campus environments. **2.1.C.** Identify resources necessary for improvements.	• Consider oversight of ongoing cleaning, maintenance, and repairs for campus appeal. • Maintaining the newness of our buildings. • Continue efforts to evaluate and improve security for all stakeholders. • Consider structures within the physical environment as well as the social/emotional interactions and atmosphere. • Inclusive environments reflect the cultures of students, employees and community.		lifelong learning, service, and an appreciation of diversity. **Core Values:** We are student-focused. *We provide individualized support that is responsive to the needs of students, and results in their success.* We promote and value an open and diverse community. We respect all individuals through our small town campus culture that supports a sense of family.	**Determined risk areas and began planning process for 2017 academic year.**	**provide student services can do so within the library building, making the facility a one-stop shop for many services provided by MSU. The Education Innovation Center (EIC) (formerly known as the Mayville Area Teacher Center) moved into the library's lower level to provide better access to STEM kits and other teacher resources. The MSU Writing Center was relocated at the library so students could easily receive both research assistance and writing guidance in the same space. The Office of Diversity and Inclusion (ODI) was welcomed into the library facility and Information Technology Services**	**Cabinet on November 20, 2018 decisions pending on next steps.** • **Continuing the development of MSU's EOP.** • **Received Title IX Audit, using results to strengthen MSU's Title IX website, policies, procedures and resources to be more student friendly, accessible and inclusive.**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

					(ITS) was the most recently relocated. These moves help to solidify the idea that the library is the place students can go for help. The newly created space also reduced costs due to shared staffing (IVN position), cross training for evening IT support. • **Lab Safety Evaluation through NDUS ERM. Reviewed chemical storage, fire safety, signage, etc. Made safety upgrades in science labs.** • **Emergency Operations Plan (EOP) – a campus committee is doing a risk assessment of our emergency operations and creating a comprehensive plan. The Chief Emergency Office and Vice**		

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

						President for Business Affairs will finalize the plan in June/July with implementation within the next fiscal year. • **In FY18 we have installed 13 new cameras around campus and 6 keycard door access panels. New security cameras were installed in the Larson Alumni Center, Field House, and Wellness Center.** • **Keyless entry was added to the HPER buildings and Wellness Center and all keyless entry systems on campus were standardized and integrated.** • **The controller was relocated to a secure location. Security cameras were installed in three buildings.**		

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

| 2.2 Technology use across the institution reflects current social, instructional, and work force practices. | 2.2.A. Technologies used in the classroom (virtual and physical) support technology reflective of the student population and effective instruction. 2.2.B. Technologies used improve efficiencies across the institution and are reflective of current workforce practices. 2.2.C. Develop a plan to enhance and maintain a dynamic web presence. | • Instructional practices include current technology utilized across K-20 education. • Recognize discipline/divisional cultures when identifying technology needs. | Academic Assessment, IT, Divisions, Departments & Athletics | **Purposes:** To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. **Core Values:** We are committed to teaching and learning excellence. *We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.* | • **100% of IVN replacement equipment has been purchased, 60% has been installed, and 40% remaining will be installed the summer 2017.** • **Strategic Planning On-Line and Enterprise Risk Management Systems are being used to track institutional activities to the NDUS.** | • **A network security assessment was conducted and action was taken to remedy any vulnerabilities discovered. The Wi-Fi network was secured and the open Wi-Fi network was closed down. Wired networks in the residence halls were secured. Previously-exposed network infrastructure have been enclosed to prevent tampering.** • **Reduction of textbook costs for students by implementing OER, textbook rentals, E-textbooks, used books and book buyback.** • **Full implementation of the 'Bring your our device' initiative which resulted in a $500 per year per** | • **Received Title III Grant October 1, 2018 – Activity 1 Reflects classroom space and plans are developing in this area.** • **Enhancing MSU's Web presence – MSU app and multimedia boards across campus with events for faculty, staff and students** • **Transition to Blackboard completed May 1, 2019.** • **Education Innovation Center conducted Brown Bags on– Interactive White Boards, Teacher Time – June Technology Tools,** • **All HPER students are required to take HPER 200 Technology in HPER as a program requirement.** | • |

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

						student fee reduction. • **Collaboration with NDUS CTS to move campus email to the university system email which provides reduced costs, increased security, and uniform email.** • **In the process of moving from Moodle to Blackboard for a uniform learning management system which will promote increased collaboration among campuses and uniform access to the LMS for NDUS students.**	• **HPER students use contemporary and discipline appropriate technologies in their experiential activities required for course work.**	
2.3 Facilities support the development of a positive living, learning and working environment.	**2.3.A.** Evaluate dorm space for utilization, necessary maintenance, upgrade and/or construction. **2.3.B.** Evaluate student common space for necessary	• Continue to invest in state supported opportunities to acquire funding to address Old Main and other facilities. • Support football field turf, softball field, and other athletic projects.	Business Affairs, Physical Plant, Student Affairs & Student Life	**Purposes:** To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. **Core Values:**	• **Mitigated and developed a comprehensive plan fall 2016 into spring 2017 to resolve air flow issues in Agassi Hall.** • **Comet Cave Campaign raised over $15,000 and**	• **Developed plan, allocated funding and completed renovation of Women's Basketball, Volleyball and Softball locker rooms late May 2018.** • **Keyless entry was added to the HPER buildings and**	• **Football Field Turf project was completed for Farmer's Bowl 2018. Ribbon cutting for new field occurred on September __ 2018.** • **Football Field Scoreboard was**	•

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

maintenance, renovation, and repurposing. **2.3.C.** Continue efforts towards athletic projects. **2.3.D.** Continue efforts towards renovations of facilities. **2.3.E.** Continue efforts across campus to support accessibility.	• Continue to invest in foundation sources for facility development projects.		We are <u>student-focused.</u> *We provide individualized support that is responsive to the needs of students, and results in their success.* We promote and value an open and diverse <u>community</u>. *We respect all individuals through our small town campus culture that supports a sense of family.*	was completed 4/17/2017. • **Turf: Field prices were re-determined, Football field cost decreased to $450,000 instead of $650,000. $107,000 has been added to total bringing total to $325,000 of immediate funds against the $450k and also $200k remains in turf endowment. Turf pending fall 2018.** • **2016 – 2017 $25,000 was raised specifically for weight room upgrades.**	**Wellness Center and all keyless entry systems on campus were standardized and integrated** • **The Central Heating Plant is almost 10 years old and is providing great energy conservation. The coal-heating plant eliminated dependence on #2 fuel oil, lowered emissions and is paying its $6m construction price through utility savings in 15 years. It has provided at least $100K in savings each fiscal year since it's been in operation.**	**completed and ready for Farmer's Bowl game on September ___ 2018.** • **Collaboration with Lake Region and Dakota Nursing Program for renovation of Old Main Third Floor. Space ready for use September 2018. Open House April 2019.** • **Evaluated and supported the use of the football field turf for Softball. Purchased necessary materials/equipment such as nets, bases, and supplies to support play that is both safe and meets NAIA standards. October 2018. Operational for spring ball 2019.**	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

							• **Designated Advising Center in Old Main 101. Renovations began March 2019. Completed July 2019** • **New Interactive White Board moved into 118 to enable greater student participation.**	
2.4. Develop environmentally safe and responsible practices.	2.4.A. Implement recycling program.	• Review current and necessary recycling practices and then educate campus on the recycling plan.		**Purposes:** To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. **Core Values:** We act with <u>integrity</u> in all we do. *We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and*			• **Provided recycling bins across campus – collection occurring at central receiving (cardboard and plastics)** • **Greater awareness of campus security - late night access.**	• Purchased new recycling containers for across campus use for more visible recycling efforts. • New printers installed designed for security and cost savings. • Stage 2 Agribusiness – sustainability of agriculture.

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

				accountable for our actions, and having open communication.				
2.5 Provide reasonable accommodations for learners with documented disabilities with readily available resources and alternative instructional strategies regardless of delivery mode.	**2.5.A.** Annually assess accessibility standards with outcomes published on the institution's website **2.5.B.** Establish consistent business processes to ensure instructional materials for all courses are easily accessible by students with disabilities **2.5.C.** Establish a formal and consistently applied process of conducting usability tests across all courses and programs; resulting recommendatio	• Allocate specific resources for training, technology and evaluation of disability support services. • Training is provided to faculty and the institution has consistent business processes to ensure instructional materials for all courses are easily accessible by students with disabilities; provide links to relevant resources.	Student Affairs, Institutional Effectiveness Instructional Design & Extended Learning	**Purposes:** To deliver flexible programs, instruction, and student services to meet the needs of the individual. To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. **Core Values:** We act with <u>integrity</u> in all we do. *We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.*	• **The Learner Accessibility Committee was formed in August 2015, since that time in 2016 – 2017 academic year they Educated committee members on basics of accessibility such as accommodations and modification; Educated committee members on Universal Design for Learning; Disseminated "tips" to all faculty members on "reasonable accommodation, differences in learning, accommodation vs modification, introduction to universal design; Also tips on how to**		• Provided Ally training for faculty and staff (put in dates) • Care Team continues to provide support to those students needing assistance/support in alternative instruction (testing, etc.)	• Ally reviewed - Syllabus template option for fall 2019, required spring 2020.

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

ns are incorporated into courses.			We are student-focused. *We provide individualized support that is responsive to the needs of students, and results in their success.* We promote and value an open and diverse community. *We respect all individuals through our small town campus culture that supports a sense of family.*	**extend test time in Moodle and how to caption videos in YouTube; Fish Food and Pre-Service sessions on the same topics.**			

HLC Accreditation Standard/s Alignment

Criterion 1. Mission

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

1.C. The institution understands the relationship between its mission and the diversity of society.

The institution addresses its role in a multicultural society. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

1.D. The institution's mission demonstrates commitment to the public good. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Criterion 2. Integrity: Ethical and Responsible Conduct

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

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff. Students are offered guidance in the ethical use of information resources.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

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

3.D. The institution provides support for student learning and effective teaching. The institution provides student support services suited to the needs of its student populations.

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 4. Teaching and Learning: Evaluation and Improvement

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

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Criterion 5. Resources, Planning, and Institutional Effectiveness

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

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

5.C. The institution engages in systematic and integrated planning. The institution allocates its resources in alignment with its mission and priorities. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

NDUS Alignment:
Goal 2: Provide programs people want, where and when they need them
Objective 2.3 Expand access to instructional opportunities through non-traditional delivery methods
Goal 4: Maximize the strengths of a unified system.
Directive 4.g. All individual campus information technology personnel will participate in the consolidation of IT systems and services.

Title III Alignment:
Activity 1 Establish a system of faculty support for improving content, structure, & pedagogical practices for teaching students with diverse needs.
Strategies: 1.5 Plan & acquire technology and instructional furnishings necessary to apply the ALC model

Theme 3: Improving student learning by strengthening academic quality and investing in learning and teaching excellence.

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

Mayville State University Strategic Plan 2016-2021

Accomplishments through June 30, 2019

Goal	Areas of Emphasis and Initiative Potential Objectives	Guidance for the development of objectives and strategies.	Division & Department Alignment	Mission, Purposes and Core Values Alignment	Academic Year 2016 – 2017 Accomplishments	Academic Year 2017 - 2018 Accomplishments	Academic Year 2018 – 2019 Accomplishments	Academic Year 2019 – 2020 Accomplishments
3.1 Focus on strengthening the quality of instruction across all modes of course delivery.	3.1.A. Maintain Accreditations 3.1.B. Seek additional Program Accreditations. 3.1.C. Ensure equivalence across delivery modes. 3.1.D. Implement equitable evaluations across all courses.	• Measures of instructional quality are changing; programs and instruction need to follow. • Enable student success by providing a quality preparation for a changing world.	Academic Affairs, All Divisions, & Instructional Design	**Purposes:** To provide academic programs and services that address contemporary career and workforce opportunities. To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota. To deliver flexible programs, instruction, and student services to meet the needs of the individual. To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. **Core Values:**	• **Received notification of full 10 year reaccreditation from the HLC in August 2016.** • **Received CCNE accreditation in June 2016, effective date November 2015 with full five year accreditation.** • **Received HLC notification of approval for the MAT in August 2016.** • **The HLC approval for the MAT has been accepted by ESPB & CAEP.** • **Spring 2016 developed a new system for Higher Learning Commission (HLC) designed to**	• **Division of Nursing was approved May 2018.** • **Developed and implemented committee that includes faculty and staff participation to work on HLC 4 Year Assurance Argument – work has begun and will continue through 2018-2019.**	• **HLC Multi-Location Site Visit review 9/20/2018 with results received October 29, 2018.** • **Received HLC approval for Educational/Instructional Technology Certification Program (CIP Code 13.0501) October 19, 2018** • **State Accreditation Visit and Report March 2019 from ESPB. (All Education degree programs reviewed, recommendations for changes made and action plan developed)** • **Redesigning Academic Assessment process for measuring student**	• **New 6 Year Academic and Co-Curricular Assessment Plan Fall 2019 – 2025. Shared with faculty fall Pre-service 2019.** • **Evidence of completed Action Plan for Education Programs provided to ESPB by December 1, 2019.**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

Accomplishments through June 30, 2019

				We are committed to <u>teaching and learning</u> excellence. *We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.* We promote and value an open and diverse <u>community</u>. *We foster partnerships across our local, regional, and global communities. We respect all individuals through our small town campus culture that supports a sense of family.*	**support MSU's Open Pathway timeline. Implementing ongoing Institutional Accreditation Committee (IAC) beginning spring 2018 with the emphasis on planning and overseeing ongoing activities leading to the reaffirmation of accreditation. MSU's plan follows the Higher Learning Commission's (HLC) Open Pathway 10 year cycle.**		**learning outcomes using Key Assessments with common rubrics. Provided faculty professional development on process Assessment Day March 27, 2019.** • **Program and Course Changes were reviewed at Curriculum Committee - 2020-2022 catalog – course descriptions, assessment activities, program and course changes, SLO and ELO updates were made to the catalog and course descriptions, etc.**	
3.2 Improve academic excellence by recruiting and retaining qualified diverse faculty	**3.2.A.** Revive the faculty mentoring program. **3.2.B.** Evaluate and adjust faculty workloads.	• Recruit and hire faculty who believe in the core values and program goals of the institution. • Recruit and retain faculty that engage in	Academic Affairs, All Divisions, Business Affairs, & Human Resources	<u>Purposes:</u> To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an	• **Developed and implemented stipend program for faculty who participate in scholarly activities such as**	• **Began faculty workload study summer 2018.** • **Began institutional market salary**	• **Completed faculty in load/overload workload study and provided feedback to Cabinet and**	• **Faculty/Staff salary increases 2% approved and implemented July, 1, 2019.** •

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

and faculty with diversified qualifications.	**3.2.C.** Invest in those who impact institutional priorities.	scholarship impacting institutional priorities.		appreciation of diversity. **Core Values:** We act with <u>integrity</u> in all we do. *We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.* We promote and value an open and diverse <u>community.</u> *We foster partnerships across our local, regional, and global communities. We respect all individuals through our small town campus culture that supports a sense of family.*	**grant writing and research. Developed fall 2015, implemented spring 2016.**	**study summer 2018.**	**Division chairs December 2018.** • **HR conducted Salary/Wage comparability study to be used with potential salary increases – April 30, 2019.** • **Academic Affairs reviewed and revised policy _____ pertaining to faculty compensation (Online, Overload and summer).** • **Process for hiring a new Diversity Coordinator – brought in diversity.** • **Liberal Arts hired a new adjunct faculty for teaching <u>Art in a Multicultural World HUM 221,</u> he is an award winning multi-cultural artist, former asst.**	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

							- director of UND Arts Center. **HPER consolidated 2 half time instruction/half time coaching positions into one full time faculty position.**	
3.3 Provide faculty with the tools and resources for success to create a culture that supports quality instruction.	**3.3.A.** Invest in professional development that supports research-based effective pedagogy, and other innovative teaching/learning practices. **3.3.B.** Invest in technology that supports research-based effective pedagogy, and other innovative teaching/learning practices. **3.3.C.** Redirect resources (budget, travel, guest speakers) to support research-	- Increase, recognize and reward innovation in teaching. - To engage and maintain a competent, qualified faculty that possesses current technical and professional knowledge and experience, and has the ability to convey this knowledge to students. - Consider redirecting resources that best meet the needs of programs that impact institutional priorities.	Academic Affairs, IT, & All Divisions	<u>Purposes:</u> To provide academic programs and services that address contemporary career and workforce opportunities. To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota. To deliver flexible programs, instruction, and student services to meet the needs of the individual. To cultivate an environment that supports creativity, intellectual curiosity,	**Redesigned faculty development fund request process and funding availability spring 2016.**	**Transition from Moodle to Blackboard – educational sessions offered by Extended Learning staff, group and individual.**	**Institutional Effectiveness office provided to Cabinet and Division Chairs data for each academic division regarding: graduation rates; Enrollment by Type (online, etc.) for Programs of Study; enrollment by program of study by division and faculty member; student enrollment by load, over load and cost. December 2018** **HR and IE developed Equity document used for**	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

based effective pedagogy, and other innovative teaching/learning practices to include experimentation, and student research.			lifelong learning, service, and an appreciation of diversity. **Core Values:** We are committed to <u>teaching and learning</u> excellence. *We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.* We integrate <u>leadership</u> in all we do. *We encourage individuals to develop and strengthen leadership skills and abilities, while providing opportunities to enhance the common good.*			**salary comparisons July, 1, 2019** • **Transition from Moodle to blackboard. Faculty support provided by Extended Learning. Transition completed May 2019.** • **Title III Activity 1 – Active learning Pedagogy and technology being examined by committee through academic affairs. Designating funds for Active Learning classrooms and modifications necessary.** • **Nursing Division developed a comprehensive onboarding and orientation course in Blackboard to guide new faculty who teach online courses,**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

Mayville State University Strategic Plan 2016-2021

Accomplishments through June 30, 2019

							• completed April 2019. • **Education Division created modules for transfer students designed to support their understanding of program processes.**	
3.4 Strategically <u>increase options for course offerings</u> in programs.	**3.4.A.** Evaluate the need to increase sections of courses. **3.4.B.** Evaluate the need to create new courses for current programs. **3.4.C.** Evaluate delivery method choices.	• Review the current structures in place for course offerings.	Academic Affairs & All Divisions	<u>Purposes:</u> To provide academic programs and services that address contemporary career and workforce opportunities. To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota. To deliver flexible programs, instruction, and student services to meet the needs of the individual. <u>Core Values:</u> We are <u>student-focused.</u>	• **Liberal Arts – Criminal Justice, redesigned English Major 2016-2017** • **Science – Wildlife Studies realignment 201-- 2018**	• **Women's Studies Course – Liberal Arts Sp. 2018**	• **Institutional Effectiveness office provided to Cabinet and Division Chairs data for each academic division regarding: graduation rates; Enrollment by type (online, etc.) for Programs of Study; enrollment by program of study by division and faculty member; student enrollment by load, overload and cost.** • **Expanded offerings of online upper division**	•

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

							humanities essential studies courses.
				We provide individualized support that is responsive to the needs of students, and results in their success. We are committed to <u>teaching and learning</u> excellence. *We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.*				• **General Chemistry I and II offered online** • **Education has developed Hybrid classes designed to support distance and on campus learners.** • **Education division revised practicum experiences.** • **HPER added a new B.S. program in Sport Coaching for the 2020-2022 catalog.** • **HPER has updated/changed the B.S. in Health to B.S. in Allied health, Minor in DAPE to DAPE certificate, and Emergency Response Certificate of completion to Emergency Response**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

							Certificate to reflect student needs and employment opportunities. • **Appropriate course work has been added to reflect new programs, program updates, and program changed in HPER.**	
3.5 Assess and respond to emerging opportunities through strategic investment in <u>new programs</u> of study.	**3.5.A.** Utilize local, regional and global data to investigate need for additional Master's level programs. **3.5.B.** Utilize local, regional and global data to investigate need for additional Bachelor's level programs	• Consider partnerships that support new program growth. • Ensure programs are relevant, valuable and timely to state, regional and global needs. • Consider foundation support for funding new program growth.	Academic Affairs & All Divisions	<u>Purposes:</u> To provide academic programs and services that address contemporary career and workforce opportunities. To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota. To deliver flexible programs, instruction, and student services to meet the needs of the individual.	• **Developed a Master's in Teaching (MAT) to support workforce needs in teacher education across the state. Spring 2016. Received Larson Foundation funding ($100,000) and Challenge program match ($15,000) to support the program's development.**	• **Mayville State University's new Master of Arts in Teaching degree is in its second year with enrollments of 14 students in the fall 2017 and 17 students in the spring 2018.** • **MaSU's RN to BSN program helps supply the state of North Dakota with four-year degree nurses**	• **Institutional Effectiveness office provided to Cabinet and Division Chairs data for each academic division regarding: graduation rates; Enrollment by Type (online, etc.) for Programs of Study; enrollment by program of study by division and faculty member; student enrollment by load, over load and cost. To be used**	• **Master of Education Stage 1 and 2** • **Applied Behavior Analysis Degree – Stage 1 and 2** • **SPED Certificate - Operation Spring 2020** • **SPED Course 300 allows students to gain employment as a Registered Behavior Technician.** • **Exploring specializations and certifications.**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

			Core Values: We are committed to <u>teaching and learning</u> excellence. *We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.* We promote and value an open and diverse <u>community.</u> *We foster partnerships across our local, regional, and global communities. We respect all individuals through our small town campus culture that supports a sense of family.*		and has **approximately 82 degree completers from fall 2015 – spring 2018.** • **The undergraduate special education degree is filling a void in K-12 with the growing need for special education teachers.** • **MaSU will begin a graduate certificate this fall, "Online Digital Teacher" which is intended for K-12 teachers to gain the knowledge to teach in an online environment. This program is in collaboration with the North**	for program development planning purposes. • **AA in University Studies Stage I and II submitted July 2018. Approved by NDUS September 27, 2018. Did not require HLC approval.** • **Received HLC approval for Educational/Instructional Technology Certification Program (CIP Code 13.0501) October 19, 2018, Graduate Certificate – Online Digital Teaching (approved 4/26/18 SBHE)** • **Submitted Stage I Proposal for Masters in nursing on March 6, 2019, submitted Stage II on May 1, 2019. Final MSN program approval secured**	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

						Dakota Center for Distance Education.	from SBHE on May 14, 2019. • **Developing 2+2 program with Williston State College.** • **Submitted Stage I and Stage II Certificate Program in Partnership with ND Center for Distance Education for Online Dual Credit Courses. To be operational Fall 2019. UG Certificate – Online Digital Teaching (approved 3/28/19 SBHE)** • **Discussion on Stage 1 to Academic Affairs Council for Bio/Technology Certification Program January 2019. UG Certificate – Biotechnology (approved 3/28/19 SBHE)**	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

							•Biotechnology Certificate Program approved to Start Fall 2020 • **HPER has added 2 new program (B.S. Sport Coaching & DAPE Certificate) and updated 2 programs (B.S. Allied Health & Emergency Response Certificate).**	
3.6 Use valid student learning assessment techniques and resulting data for decision making.	**3.6.A.** Invest in professional development that supports the use of valid student learning assessment techniques and resulting data for decision making. **3.6.B.** Identify key systems for data collection, analysis, reporting and continuous improvement of student learning.	• Continue and improve policies and practices; and assessment of student learning.	Academic Affairs, All Divisions & Institutional Effectiveness	**Purposes:** To deliver flexible programs, instruction, and student services to meet the needs of the individual. To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. **Core Values:** We act with <u>integrity</u> in all we do. *We demonstrate integrity through*	• **Developed a comprehensive academic curricular and co-curricular assessment plan (in phases) in partnership with VPSA and VPAA that includes a comprehensive timeline beginning fall 2017 – until the implementation of a new assessment plan and cycle expected fall**	• **Closed the Essential Studies Assessment 2012 – 2017 Cycle Spring 2018. Began planning phase for new Assessment Cycle.** • **Implemented Shared Services Agreement for Data Collection with NDUS 2017 – 2018 academic year.**	• **Institutional Effectiveness office provided to Cabinet and Division Chairs data for each academic division regarding: graduation rates; Enrollment by Type (online, etc.) for Programs of Study; enrollment by program of study by division and faculty member; student enrollment by**	•

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

				honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication. We are student-focused. *We provide individualized support that is responsive to the needs of students, and results in their success.* We are committed to teaching and learning excellence. *We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.*	2019. A formal Gant Chart/Timeline was developed to monitor and document ongoing assessment across the institution. • **VPAA and EDIE attended HLC Conference April 2017 gathering information regarding assessment data collection tools (Taskstream, etc.,)** • **Participated in NSSE/FSSE spring 2017 with results shared with select faculty/staff groups December 2017.**	• **Developed and hired IR/Assessment Coordinator position May 15, 2018.**	**load, over load and cost.** • **Faculty chose "Reading" as focus for Essential Studies Assessment during Fall Assessment Day October 2018.** • **Officially closed the Assessment Cycle at Fall Assessment Day 2018. Started formal planning for next cycle to begin fall 2019. Education and Nursing continue with their processes using Taskstream without interruption. Both continue to follow Accreditation cycles for their disciplines.** • **Provided Professional Development for Faculty and teaching staff on**	

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

							March 26, 2019 regarding Key Assessments and Rubrics necessary for fall 2019 Assessment Implementation. Included academic and co-curricular sessions. • **Essential Studies Committee selected "Sweet 16" Essential Studies Courses to align with Key Assessments for measuring student learning outcomes based on LEAP guidelines. March 2019.** • **Developed and provided training to faculty/staff on new co-curricular assessment using ELO's and Qualtrics March 26, 2019.**	
3.7 Ensure academic quality across all modes of	**3.7. A.** Implement equitable evaluations across all courses.	• Collaboratively adjust and improve programs to ensure their effectiveness in	Academic Affairs & All Divisions	**Purposes:** To deliver flexible programs, instruction, and student services to			• **Institutional Effectiveness office provided to Cabinet and**	• **New Academic and Co-Curricular Assessment Plan 2019 – 2025**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

course delivery.		preparing students for successful careers.		meet the needs of the individual. **Core Values:** We are student-focused. *We provide individualized support that is responsive to the needs of students, and results in their success.* We are committed to teaching and learning excellence. *We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.*			**Division Chairs data for each academic division regarding: graduation rates; Enrollment by Type (online, etc.) for Programs of Study; enrollment by program of study by division and faculty member; student enrollment by load, over load and cost. Using data to adjust and improve quality of program and course delivery.** • **Education Division works to ensure the same measures and learning opportunities are available both at a distance and on campus.** • **HPER used enrollment data and trends to examine and**	**completed and shared fall 2019.** • **Division chair met with departments to review/touch base to confirm alignment of online/on campus courses (Pre-service Thursday – August 22, 2019)**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

							update course offerings and semester course scheduling to improve peer interactions and experiences.	

HLC Accreditation Standard/s Alignment

Criterion 1. Mission

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

1.A. The institution's mission is broadly understood within the institution and guides its operations. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

1.C. The institution understands the relationship between its mission and the diversity of society. The institution addresses its role in a multicultural society. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Criterion 2. Integrity: Ethical and Responsible Conduct

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

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

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

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

Criterion 3. Teaching and Learning: Quality, Resources, and Support

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

3.A. The institution's degree programs are appropriate to higher education. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortia arrangements, or any other modality).

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

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

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs. Instructors are evaluated regularly in accordance with established institutional policies and procedures. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. Instructors are accessible for student inquiry. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

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

3.E. The institution fulfills the claims it makes for an enriched educational environment. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 4. Teaching and Learning: Evaluation and Improvement

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

4.A. The institution demonstrates responsibility for the quality of its educational programs. The institution maintains a practice of regular program reviews. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties. The institution has policies that assure the quality of the credit it accepts in transfer. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. The institution uses the information gained from assessment to improve student learning. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Criterion 5. Resources, Planning, and Institutional Effectiveness

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

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities. The institution's staff in all areas are appropriately qualified and trained. The institution has a well-developed process in place for budgeting and for monitoring expense.

5.C. The institution engages in systematic and integrated planning. The institution allocates its resources in alignment with its mission and priorities.

The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance. The institution develops and documents evidence of performance in its operation. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

NDUS Alignment:

Goal 1: Deliver degrees that are the best value in the nation.

Objective 1.3 Increase use of open educational resources

Directive 1.a Encourage faculty to utilize OER's with an emphasis in high enrollment courses.

Goal 2: Provide programs people want, where and when they need them.

Objective 2.1 Ensure programs are relevant, valuable and timely

Objective 2.3 Expand access to instructional opportunities through non-traditional delivery methods

Directive 2.c. Strengthen partnerships with businesses to ensure that we are producing the graduates with the skills they need and increasing the likelihood of businesses providing updated tools for hands-on learning.

Directive 2.d. Develop campus-specific goals that will support strategic efforts such as Nexus ND and Bakken U.

Goal 4: Maximize the strengths of a unified system.

Objective 4.1 Increase academic collaboration among the institutions.

Directive 4.d Look for and encourage opportunities for collaborative academic programs. Document progress.

Title III Alignment:

Activity 1: Establish a system of faculty support for improving content, structure, & pedagogical practices for teaching students with diverse needs.

1.1 Increase the number of ALC model courses by 10% annually.

1.2 Increase the number of faculty trained in ALC model methodology by 10% annually.

1.3 Increase pass rate of developmental classes by 5% annually.

1.4 Increase pass rate of second level (regular) courses in English & Math by 5% annually.

4.2 Decrease number of academically at-risk students based on academic probation & suspension rates by 5%.

4.4 Increase retention rate 1% annually beginning year two.

4.5 Increase graduation rate 2% annually during final three years of grant.

39 | P a g e
November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

Activity 2 Centralize data collection, management & reporting to become an integral & systematic function of the institution across divisions & departments for systematic planning.

2.4 Increase number of key institutional activities and decisions designed from the Baldrige Framework from zero to five by the end of year five.

3.1 Increase level of campus awareness & understanding of new Institutional Research position & duties.

5.1 Increase the level of campus awareness & understanding of relationship of campus initiatives to broader NDUS mission & current/potential students.

2.1 Increase number of positive responses to administrative management survey related to implementation of the Baldrige Excellence Framework.

2.2 Increase number of positive responses to campus climate survey baseline by 10% years three and five.

2.3 Increase level of campus awareness, understanding, and use of the Baldrige Framework annually.

3.2 Expand use of data sharing for decision-making with appropriate offices/personnel.

3.3 Increase number & types of standardized data collection, analyses & reporting for use by appropriate campus offices & personnel.

3.4 Increase staffing/funding levels to sustain grant initiatives.

5.2 Increase use of institutional data reporting available for accreditations.

Theme 4: Inspiring and supporting innovation, creativity and research.

Goal	Areas of Emphasis and Initiative Potential Objectives	Guidance for the development of objectives and strategies.	Division & Department Alignment	Mission, Purposes and Core Values Alignment	Academic Year 2016 – 2017 Accomplishments	Academic Year 2017 - 2018 Accomplishments	Academic Year 2018 – 2019 Accomplishments	Academic Year 2019 – 2020 Accomplishments
4.1 Create opportunities for students and faculty to engage in research and other scholarly activities	4.1.A. Support faculty research and scholarly activities. 4.1.B. Support student research and scholarly activities.	• Enhance a research culture across the institution and all academic areas. • Enhance infrastructure in support of research, discovery and creative activities. • Scholarly activities include: research, presentations, reviewing and writing	Academic Affairs, All Divisions, & Institutional Effectiveness	**Purposes:** To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. **Core Values:** We are committed to teaching and learning excellence.	• **Developed and approved institutional policies and procedures regarding Responsible Conduct of Research protocols for MSU 2016-2017.** • **Received Federal-wide Assurance**	• **One Biology faculty submitted an IACUC (Animal Care) study. It was our first historically.** • **Three faculty submitted IRB (human subject) studies. One is essential to MSU's CAEP Accreditation. The others are exempt**	• **Received Title III Strengthening Institutions Grant October 1, 2018 for $2,249,009 over 5 years.** • **Faculty grant writing to submitted to the following entities: UDSA, NIH, ND EPSCoR, ND STEM, and NIH-INBRE.**	• **Contract with DPI July 1,2019** • **NASA EPSCoR Kjelland October 2019-2020** • **Fall Market Place regional STEM October 2019** • **Grant proposal to NSF this year in biological sciences** • **CAEP Accreditation**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

		papers and articles, writing grants, etc. • Scholarly research for publication and/or best practice.		*We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.* We integrate <u>leadership</u> in all we do. *We encourage individuals to develop and strengthen leadership skills and abilities, while providing opportunities to enhance the common good.*	**(FWA) from HHS February 2017** • **Developed and implemented Shared Services MOU with NDSU for IACUC and IRB March 2017.** • **MaSU faculty participated in an NDUS request for faculty scholarly activity from MSU spring 2017 – voluntary reply to the NDUS office.**	**studies impacting faculty member academic research. These approved studies involve student participation.** • **Supported faculty grant writing with stipends for submitted proposals (2-Diversity, 3-EBSCoR)** • **Evaluated SharePoint site for Research and Grant Activities ensuring faculty and staff have access to support.** • **MaSU continues to apply for and receive funding to support academic and institutional initiatives. MaSU secured funding in 2017 – 2018 to support Math and Science Partnerships ($75,000); INBRE**	• **Received ND STEM funding for summer stem for children – March 2019.** • **Received ND-EPSCoR REU extra funding - $10,000.** • **Reallocated funding to support a grant accountant ensuring fiscal responsibility of grant funding – January 2019.** • **Development of Math Club (activities/tutoring)** • **Education Division research: added in Early Childhood, SPED and MAT research participants.**	**work -SA- follow up.** • **EPSCoR Grant Application submitted by Hossain September 2019.** • **EPSCoR Equipment grant submitted by Science Division researchers September 2019.** • **EPSCoR submitted for STEM - K-12 by Innovation Center – Peterson – September 2019**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

						and EPSCoR science research projects (annually @$250,000); Western and Eastern Health Education Network Collaborative (annually @$300,000); Child Development Programs (@$3K); several smaller awards ranging from $1,000 to $15,000; and a pending $2.25K Title III. MaSU continues to seek out alternative funding sources for projects and activities supporting MaSU's Strategic Plan and new initiatives.		
4.2 Support and reward innovation that results in new relationships,	**4.2.A.** Invest in resources and rewards innovation and	• Develop interdisciplinary relationships that result in creative and innovative practices.	Academic Affairs, All Divisions, &	<u>Purposes:</u> To cultivate an environment that supports creativity, intellectual curiosity,	• **Asian Studies grant proposal submitted and funded. Six interdisciplinary**	• **Extended Learning Developed an Advancing Education RFP process for faculty**	• **Extended the Extended Learning Developed an Advancing Education RFP**	• **Supporting faculty exploration of innovative practices. (Legacy visit,)**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

research, academic programs, enrollments, and learning experiences.	innovative practices.	• Rewarding faculty and staff who further institutional goals.	Institutional Effectiveness	lifelong learning, service, and an appreciation of diversity. **Core Values:** We are committed to <u>teaching and learning</u> excellence. *We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.* We integrate <u>leadership</u> in all we do. *We encourage individuals to develop and strengthen leadership skills and abilities, while providing opportunities to enhance the common good.*	**student research projects with IRB approval were conducted in Japan during the month of June 2017.** • **Developed grant proposal incentive program with financial incentives for grant proposal development. June 2016.** • **Our first Patent is in process and hope to see something within the next 6 months.**	**innovative practices. Allocated $10,000 in Extended Learning funding, allocated grants for 8 projects April 2018.** • **Summer 2018 – Liberal Arts Faculty – Washington DC Library of Congress Fellowship**	**process for faculty innovative practices. Allocated $10,000 in Extended Learning funding, allocated grants for selected projects April 2019.** • **Supporting faculty exploration of innovative practices. (Legacy visit,)** • **OER funding additional $ 15,000 (May 2019 – November 8, 2019)** • **Academic Affairs, Student Affairs, Athletics, & the Division of HPER collaborated to create new positions that improve student experiences and faculty/staff effectiveness**	• **OER funding – conference participation** • **Active learning Conference – 11 faculty/staff attended** • **Met with ND EERC Tom Erickson on future collaboration and grant opportunities for research and curriculum development opportunities September 17, 2019.**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

HLC Accreditation Standard/s Alignment

Criterion 1. Mission

1.D. The institution's mission demonstrates commitment to the public good.

Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Criterion 2. Integrity: Ethical and Responsible Conduct

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

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

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

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. Students are offered guidance in the ethical use of information resources.

The institution has and enforces policies on academic honesty and integrity.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

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

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3.D. The institution provides support for student learning and effective teaching. The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 5. Resources, Planning, and Institutional Effectiveness

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

5.C. The institution engages in systematic and integrated planning. The institution allocates its resources in alignment with its mission and priorities. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

NDUS Alignment:

Goal 1: Deliver degrees that are the best value in the nation.

Directive 1.c. Revenue Generation; raising additional funds, innovation, challenge grant, foundation work.

Goal 2: Provide programs people want, where and when they need them.

Objective 2.2 Expand access to instructional opportunities.

Directive 2.c. Strengthen partnerships with businesses to ensure that we are producing the graduates with the skills they need and increasing the likelihood of businesses providing updated tools for hands-on learning.

Directive 2.a. Strengthen partnerships with regional high schools to increase the proportion of ND high school grads attending NDUS schools.

Goal 3: Ensure Student Success

Objective 3.5 Provide experiential learning opportunities through internships, field-based learning and prior learning assessment that increase the likelihood of success in the student's chosen field.

Directive 3.c. Assist NDUS in pursuing the Advancing Math Pathways for Student Success (AMPSS) initiative, including assignment of administrators or faculty as necessary in the 2016-17 and 2017-18 academic years.

Goal 4: Maximize the strengths of a unified system.

Objective 4.1 Increase academic collaboration among the institutions

Directive 4.h. Assist NDUS staff in creation of an NDUS Research Council and assign a campus representative to this Council (Four-year and Research universities)

Theme 5: Committing to Individualized Personal Service and Institutional Stewardship.							
Goal	Areas of Emphasis and Initiative Potential Objectives	Guidance for the development of objectives and strategies.	Division& Department Alignment	Mission, Purposes and Core Values Alignment	Academic Year 2016 – 2017 Accomplishments	Academic Year 2017 - 2018 Accomplishments	Academic Year 2018 – 2019 Accomplishments	Academic Year 2019 – 2020 Accomplishments
5.1 Strengthen a culture of communication.	**5.1.A.** Ensure transparent communication institution-wide. **5.1.B.** Improve efficiency and effectiveness of communication. **5.1.C** Develop accountability	• Communication across and within: departments, offices, divisions, organizations, senates, and individuals. • Improve processes for getting the right information	Campus Wide	**Purposes:** To deliver flexible programs, instruction, and student services to meet the needs of the individual. To cultivate an environment that supports creativity, intellectual curiosity,	• **Began developing division and departmental planning sessions January 2016. At year end 70% of campus department/divisions had either started or**	• **Faculty and Staff Association Listening Sessions with Cabinet Fall 2017 and Spring 2018**	• **Student Athletic Advisory Council (SAAC) operational Need date** • **Implemented a Cookies and Coffee as communication tool for large**	• **Staff Senate introduced a new campus publication called Comet Connection intended to increase engagement and communication between staff.**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

measures to support change and success. **5.1.D.** Align accountability to core values.	(including changes and they occur) to those who need to know them. • Evaluate and revise all process and procedures for efficiency and effectiveness to increase accountabilities, which include job descriptions. • Cultivate a culture of integrity, effectiveness and openness.		lifelong learning, service, and an appreciation of diversity. **Core Values:** We act with <u>integrity</u> in all we do. *We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.*	**completed their own aligned plans.** • **Spring 2017 began the process of develop and a Student Athletic Advisory Council (SAAC) designed to create a more direct line of communication between the student athletes and the athletic director and to provide a better outlet to address issues or concerns for student athletes. March 23, 2017 was an initial organizational introductory meeting.** • **Select Divisions/Departments are developing "systems of communication" that include**		**communication sessions across campus. First session was November 15, 2018. Topics included Budget, Title III, and Legislative Timeline.** • **Began planning phase for development and implementation of Climate Survey for fall 2019 designed to evaluate and cultivate a culture of integrity, effectiveness and openness – April 2019. (Title III alignment)** • **Added a new evaluation component to the staff evaluation process providing the opportunity for more employee feedback to their**	**First edition our September 3, 2019.** • **NSSE/FSSE/Climate Survey – deployed during 2019-2020**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

					opportunities to meet and discuss on regular basis ensuring getting the right information (including changes and they occur) to those who need to know them. (Examples: Business Office, Athletics, Education Division)		supervisors – April 2019. • **Education Division – communication across each division, distance education advisors, collaborators, etc.** • **Yearly student survey data analysis (Education Division)** • **Cabinet review of policies and procedures – sending out to faculty and staff for input prior to approvals.** • **Division of HPER has increased the frequency of Divisional meetings to foster improved communications amongst faculty members.**	
5.2 Foster commitment to	5.2.A. Instill a campus wide	• Strengthen institutional pride,	Campus Wide	**Purposes:**	• **Developed and adopted Core**	•	• **Staff Association supported**	• **Staff Association supported**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

personal service across campus.	commitment to the Core Values. **5.2.B.** Strengthen relationships and communication necessary to support individualized personal service.	personal service and core values among all students, staff, administration, and faculty. • Define personal service/core values and educate all employees as to their importance.		To deliver flexible programs, instruction, and student services to meet the needs of the individual. To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. **Core Values:** We act with *integrity* in all we do. *We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.* We are student-focused. *We provide individualized support that is responsive to the needs of students,*	**Values October 2016.**		**Employee Recognition Week** • **Continuing with Comet Pride Buttons supporting scholarships and institutional pride.** • **Commitment to advising, reviewing prospective student situations/transcripts, visits on campus, virtual visits,** • **Personal Service – course scheduling to meet needs of students (accommodating athletics, distance programs hybrid models, use of interactive programming for students who travel in, etc.)** • **HPER continues to offer and attempt to improve our**	**Employee Recognition Week which aligned with Inauguration and Farmer's Bowl activities September 2019** • **Continuing with Comet Pride Buttons supporting scholarships and institutional pride.**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

				and results in their success. We promote and value an open and diverse community. *We foster partnerships across our local, regional, and global communities. We respect all individuals through our small town campus culture that supports a sense of family.*			**M&M (Majors & Minors) Night in order foster further academic advising opportunities and student/faculty interactions.** •	
5.3 Employ the Strategic Plan to guide institutional vision and priorities.	**5.3.A.** Utilize current and valid data to drive planning and resource allocation to support vision and priorities.	• Proposed changes consider the institutional mission, vision, core values and priorities. • Utilize data-driven decision making and have resources aligned to priorities.	Campus Wide	**Purposes:** To provide academic programs and services that address contemporary career and workforce opportunities. To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota. To deliver flexible programs, instruction, and student services to		• **MaSU's Strategic Plan (in alignment with the NDUS plan) is used to set institutional priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward established common goals, document intended**	• **Aligning the Strategic Plan with Title III Goals May 2019** • **Aligned Plan with HLC Standards Summer 2018.** • **MaSU's Strategic Plan (in alignment with the NDUS plan) is used to set institutional priorities, focus energy and resources, strengthen operations, ensure that employees and**	• **Printer upgrades** • **Phone upgrades** • **Dining Services**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

| | | | | | meet the needs of the individual.
To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity.
Core Values: We act with *integrity* in all we do.
We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.
We are <u>student-focused.</u>
We provide individualized support that is responsive to the needs of students, and results in their success. | | outcomes/results, and assess and adjust our direction in response to a changing environment.
• **MaSU's President's Goals, as documented in Strategic Planning Online (SPOL), emphasizes key areas of our Strategic Plan ensuring greater outcomes and success across the university.**
• **MaSU's Risk Management process (ERM) is being implemented and used in identifying, assessing, measuring and mitigating specific risk areas identified by the institution. It is used in** | **other stakeholders are working toward established common goals, document intended outcomes/results, and assess and adjust our direction in response to a changing environment.**
• **MaSU's President's Goals, as documented in Strategic Planning Online (SPOL), emphasizes key areas of our Strategic Plan ensuring greater outcomes and success across the university.**
• **MaSU's Risk Management process (ERM) continues to be implemented and used in identifying,** | |

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

				We are committed to <u>teaching and learning</u> excellence. *We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.* We promote and value an open and diverse <u>community</u>. *We foster partnerships across our local, regional, and global communities. We respect all individuals through our small town campus culture that supports a sense of family.* We integrate <u>leadership</u> in all we do. *We encourage individuals to develop and strengthen leadership skills and abilities, while providing opportunities to enhance the common good.*		**strengthening the sources of information necessary for more informed decision making.**	**assessing, measuring and mitigating specific risk areas identified by the institution. It is used in strengthening the sources of information necessary for more informed decision making. Updated Each March and aggregated results provided to the SBHE.** • **Utilizing data to make funding decisions: Advising Center, Mayville Mania – March to 1200, Softball On Turf equipment, academic waivers,** • **Program review information used to determine program offerings and those to discontinue or**	

							provide greater support to.	
5.4 Invest in qualified faculty and staff that support institutional mission and achieve priorities.	5.4.A. Retain and recruit employees with abilities and skills that contribute towards institutional goals. 5.4.B. Support and educate employees on the practice of personal service – core values foundational to the institution. 5.4.C. Invest in professional and personal supports to maintain a quality, positive campus atmosphere. 5.4.D. Provide mentoring and leadership opportunities for employees.	• Ensuring a supportive work atmosphere and commitment to personal service for all employees. • Access to professional development opportunities, personal support programs, and social activities that align with institutional culture.	Campus Wide	Purposes: To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. Core Values: We act with *integrity* in all we do. *We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.*	• **MSU's Mission Statement and Purposes– SBHE updated and approved November 2016.** • **MSU Core Values defined and approved October 2016.** • **Fall Pre-service 2016 – introduced committee work that resulted in Core Values, Mission and Purpose that go to NDUS for approval.**	• **New faculty hires in Biology - PhD, Education - PhD, Business - MBA** • **New Hire for Institutional Research and Academic Assessment - MS** • **New Hire in HR – MBA, SHRM-SCP, PHR** • **New President – July 2018**	• **Division Chair changes Science and Math and Liberal Arts beginning May 2019.** • **Grant funded On-Boarding tutorial developed in Blackboard and presented by nursing faculty to be used for all faculty teaching online – March 2019.** • **Diversity Hire** • **Temp positions transitioned to full-time** • **Staff Senate changes with professional development opportunities** • **Division of HPER, Athletics, & Student Services has hired a new faculty member to address discipline**	• **New Math Faculty Member hired August, 2019.** • **New Adjunct in Liberal Arts….**

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

							expertise needs. This has converted two half time positions into 3 full time positions consisting of one full time HPER faculty member and two halftime academic advising/coaching positions.	
5.5 Invest in new ways of charitable giving that support institutional priorities.	5.5.A. Grow scholarship levels necessary to attract and retain students across all areas (athletics, academics, co-curricular). 5.5.B. Invest in new and innovative ways to support students.	• Evaluate current practices for equitable distribution of scholarships. • Increase scholarship opportunities for all students. • Consider endowed chair positions.	Foundation Athletics Student Affairs Institutional Effectiveness	Purposes: To provide academic programs and services that address contemporary career and workforce opportunities. To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota. To deliver flexible programs, instruction, and student services to meet the needs of the individual.	• **Research Point analytics was completed and integrated into major donor visits with foundation key staff (JK and DB) each building portfolios of major donors to begin cultivating.** • **Fall 2016 Developed Financial Aid and Scholarship Task Force to review current practices for equitable distribution of scholarships.**	• **Increase Honor scholarships to $66,000. We were able to raise $94,120 this exceeding the goal by $28,120 42% over goal.** • **Increase our endowment funding to $6,800,000. We were able to increase endowment to $6,865,296 or a 1% increase over goal.** • **Increase Comet Athletic Club**	• **Mission, Vision, Core Values and Strategic Planning Session with the Foundation – April 10 -11, 2019 and May, 2019.** • **Restructured Waivers to support students** • **Science Club members helped "give back" to university through time/money/donation of plants to improve the look of Old Main –May – July 2019.**	•

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

| | | | | To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. **Core Values:** We act with <u>integrity</u> in all we do. *We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.* We are <u>student-focused</u>. *We provide individualized support that is responsive to the needs of students, and results in their success.* We promote and value an open and diverse <u>community.</u> | | **Scholarships by 10% to $74,000. We were able to increase to $79,130 or 7% over goal.**
• **Increase Music Makers fundraising by 10% to $38,500. We were able to raise $59,927 or 56% over goal.**
• **Increased turf campaign fundraising by $200,000 and will submit project for state approval.** | | |

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

				We foster partnerships across our local, regional, and global communities. We respect all individuals through our small town campus culture that supports a sense of family. We integrate <u>leadership</u> in all we do. *We encourage individuals to develop and strengthen leadership skills and abilities, while providing opportunities to enhance the common good.*				

HLC Accreditation Standard/s Alignment

<u>Criterion 1. Mission</u>

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

1.B. The mission is articulated publicly. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

1.C. The institution understands the relationship between its mission and the diversity of society. The institution addresses its role in a multicultural society. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

1.D. The institution's mission demonstrates commitment to the public good. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

<u>Criterion 2. Integrity: Ethical and Responsible Conduct</u>

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

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

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

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019

Mayville State University

The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Criterion 3: Teaching and Learning: Quality, Resources, and Support

The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Instructors are accessible for student inquiry.

Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

Criterion 4. Teaching and Learning: Evaluation and Improvement

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

4.A. The institution demonstrates responsibility for the quality of its educational programs.

The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Criterion 5. Resources, Planning, and Institutional Effectiveness

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities. The institution's staff in all areas are appropriately qualified and trained. The institution has a well-developed process in place for budgeting and for monitoring expense.

5.C. The institution engages in systematic and integrated planning. The institution allocates its resources in alignment with its mission and priorities. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance. The institution develops and documents evidence of performance in its operations. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Title III Alignment:

Activity 2

2.4 Increase number of key institutional activities and decisions designed from the Baldrige Framework from zero to five by the end of year five.

3.1 Increase level of campus awareness & understanding of new Institutional Research position & duties.

5.1 Increase the level of campus awareness & understanding of relationship of campus initiatives to broader NDUS mission & current/potential students.

2.1 Increase number of positive responses to administrative management survey related to implementation of the Baldrige Excellence Framework.

2.2 Increase number of positive responses to campus climate survey baseline by 10% years three and five.

2.3 Increase level of campus awareness, understanding, and use of the Baldrige Framework annually.

NDUS Alignment:

Goal 1: Deliver degrees that are the best value in the nation.

Objective 1.1 Ensure the cost to attend NDUS institutions is clearly stated and regionally competitive.

Directive 1.c. Revenue Generation; raising additional funds, innovation, challenge grant, foundation work.

Goal 3: Ensure Student Success

Directive 3.d. Participate in system-wide Title IX training or establish similar training at your institution.

Encourage faculty and staff to participate in USA Mental Health First Aid training when offered.

Goal 4: Maximize the strengths of a unified system.

Objective 4.3 Strengthen the system's ability to respond quickly to changing needs

Directive 4.a. Support system-wide shared services.

Directive 4.f. Ensure support at all levels of your organization for timely resolution of audit recommendations and legislatively mandated data inconsistencies resolution review.

Directive 4.e. Complete adaptation of all Strategic Planning Online modules by next May.

3.2 Expand use of data sharing for decision-making with appropriate offices/personnel.

3.3 Increase number & types of standardized data collection, analyses & reporting for use by appropriate campus offices & personnel.

3.4 Increase staffing/funding levels to sustain grant initiatives.

5.2 Increase use of institutional data reporting available for accreditations.

Mayville State University Strategic Plan 2016-2021
Accomplishments through June 30, 2019

Key Events and Activities occurring during the academic year <u>2016-2017</u> Impacting MSU's Strategic Direction:

- November 2016 NDSBHE approved MSU's new Mission Statement and Purposes
- November 2016 MSU developed and adopted Core Values designed to embrace the philosophy of personal service, our values and to guide how we perform our work and conduct ourselves every day with all of our stakeholders
- June of 2016 MSU received notice of Higher Learning Commission reaccreditation for the next 10 years
- MSU implemented several budget reductions over the course of the 2016 – 2017 fiscal year resulting in over 20% overall reduction in appropriated funding, this included several faculty early retirement buyouts, one program elimination, and across the board operations budget reductions.
- MSU entered into shared services agreements designed to increase efficiency and effectiveness. These include Payroll Services, Internal Auditing and Institutional Research for IPED's reporting;
- MSU participated in a Risk Management Audit through the NDUS and was required to develop a plan based on this audit.
- MSU freshmen, seniors, and faculty participated in the NSSE/FSSE February and March 2017 with results provided back to the institution in July 2017
- Several key personnel changes including the retirement of the Vice President for Student Affairs in December 2015, Vice President of Business Affairs in June 2017, the resignation of the Controller in June 2017.
- Department and Divisions are developing individual plans tied to the Strategic Plan. 70% of Department/Divisions have developed or are in the process of developing these plans.

Key Events and Activities occurring during the academic year <u>2017-2018</u> Impacting MSU's Strategic Direction:

- Foundation transitions: Executive Director - resignation, search, and rehiring, loss of three additional Foundation staff from November – January, rehired positions to 4 total.
- President announced retirement at fall pre-service, search process impacted budget ($95,000), activities occurred campus wide (AGB consultants, search committee meetings, SBHE on campus), new president expected to be on campus July 2018
- Human Resources position personnel change fall 2017
- Development of a new Tuition Model to be implemented fall 2019
- Legislative freeze on salary increases 2017 – 2018
- Athletic Director resignation December 2017, new hired expected on campus July 2018

Key Events and Activities occurring during the academic year <u>2018-2019</u> Impacting MSU's Strategic Direction:

- New President started July 1, 2018
- New Athletic Director started mid July 2018
- President goals shared at fall pre-service and president's address
- Received Title III Strengthening Institution's Grant (SIP) October 1, 2018; a 5 year grant designed to help strengthen MaSU holistically (Several hires forthcoming)

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University

Mayville State University Strategic Plan 2016-2021
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- Added Director of Publications to the Cabinet – August 2018
- Hired Senior Institutional Research Coordinator – January 1, 2019
- Hired Grant Accountant to support grant growth - January 2019
- Legislative year, new budgets and priorities based on Legislative actions, budget active July 1, 2019
- Salary and Fringe 2% Increases by Legislative action July 1, 2019
- Continued enrollment growth (Headcount and FTE) summer, fall and spring
- IPED moving back to MaSU control for fall 2019
- Foundation Director resigned May 2019 – interim announced
- State ESPB Visit (Division of Education – Teacher Preparation)

Key Events and Activities occurring during the academic year 2019-2020 Impacting MSU's Strategic Direction:

- Aligned Plan to Title III Goals
- Summer enrollment high (summer 2019 May – August)
- President's goals in President's fall pre-service address August 21, 2019
- President's goals in September 13, 2019 Inauguration address
- New Advising Center and Advising Model
- CAEP Accreditation visit April 2020
- HLC 4 Year Assurance Argument March 2020
- Fall HLC visit for Master's in Nursing Approval Fall 2019
- Data Presentations to Division's with accountability/evaluation criteria embedded in growth percentages

November 2017, January 2018, April 2018, May 2018, December 2018, April 2019, June 2019, August 2019, September 2019
Mayville State University