The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools

NCA

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Serving the common good by assuring and advancing the quality of higher learning

February 14, 2006

TO: President Pamela M. Balch,
              Mayville State University

FROM: Karen J. Solomon, Associate Director

SUBJECT: Final Team Report

Enclosed is the institution's copy of the final Team Report of a visit to Mayville State University. The Commission encourages you to make additional copies of the Team Report to circulate to your constituencies. In addition, I have attached draft copies of the Statement of Affiliation Status (SAS) and the Organizational Profile (OP). These two documents, the SAS and the OP, will be posted on the Commission website after the Board of Trustees validates the accreditation decision of the Institutional Actions Council or the Review Committee. They are enclosed now for your information and for your review. You will receive an official action letter, an SAS and an OP following validation of the action by the Board of Trustees.

You are asked to acknowledge receipt of the Team Report and the SAS and OP worksheets; and to file on behalf of your institution, a formal written response to the evaluation team's report and recommendation. Your response becomes a part of the official record of the evaluation visit. Your response also serves as an integral part of the evaluation process, and it will be included in the materials sent to the next team that visits your institution. Please send your institutional response to me, send copies to members of the visiting team, and set aside some additional copies for the Commission's review process. (See *Handbook of Accreditation, Third Edition,* Chapter 2.2-2)

In your response, you are also asked to let me know which review option you prefer: the Readers Panel or the Review Committee. A description of these processes appears in the *Handbook,* Chapter 2.2-2 and 2.2-3. Please review these options and advise me as soon as possible, whether you agree essentially with the team's report and recommendation and therefore choose the Readers Panel, or whether you wish to have the team's report and your materials examined by a Review Committee. The next Review Committee meeting is May 8, 2006, in Chicago.

Enclosed please find three evaluation forms. In an effort to strengthen its professional development program for Peer Reviewers, the Commission is initiating this structured method outside of the institution's formal written response to seek from the institution an evaluation of the team. We recommend that you distribute these to knowledgeable people representative of several constituencies at your institution. You can make additional copies if you wish. Your participation is voluntary but greatly appreciated.

If you have any questions concerning the evaluation team's report, the SAS, the OP or the review options, please let me know.

Enclosures

cc: Dr. Benjamin F. Young, Team Chairperson

<u>ASSURANCE SECTION</u>

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

MAYVILLE STATE UNIVERSITY
Mayville, North Dakota

November 14-16, 2005

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM:

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MAYVILLE STATE UNIVERSITY
Mayville, North Dakota

November 14-16, 2005

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I.   CONTEXT AND NATURE OF THE VISIT

A.   Purpose of the Visit

The team from The Higher Learning Commission conducted a comprehensive evaluation of Mayville State University for continued accreditation at the bachelor's degree level.

B.   Organizational Context

Mayville State University is one of North Dakota's original colleges, established in 1889 as a "Normal School." The constitutional convention of 1889 located the nine (9) original state institutions. A land grant of 30,000 acres provided the basis for the establishment of Mayville State. In 1925, the State Board authorized the university to offer a Bachelor of Arts in Education degree, transforming the "Normal School" to a "Teachers College." In 1948, the Bachelor of Arts degree in Education became a Bachelor of Science degree in Education. Later, the university established programs in business and computer information programs as well as the Bachelor of Science and Bachelor of General Studies. The present name, Mayville State University, was approved by the legislature in 1987. Recently, associate degrees and two-year pre-professional programs have gained acceptance by students and the Bachelor of Applied Science degrees in Computer Information Systems and Business Administration added to the university's available options. The Commission first accredited the institution in 1960 and has reaccredited it since that time.

Mayville State University now consists of five academic divisions and enrolls approximately 950 students. Approximately 25 percent of the total student headcount receive their instruction via distance delivery, Office of Worldwide Learning (OWL). Enrollment has grown by five (5) percent over the past year. The university offers 22 majors at the baccalaureate level and one Associate of Arts degree. All programs meet the institutional objective of technology-enriched education in several ways: every student and faculty member receives a notebook computer and all four-year students complete courses leading to the Information Technology Certificate. In 2004-2005, Mayville State University became the nation's first Tablet PC campus.

Mayville State University is located in the city of Mayville, North Dakota, the county of Traill. The local community, which includes the town of Portland, consists of approximately 2,000 residents. The attractive campus covers 55 acres with 16 major buildings. The major academic buildings are joined by connecting corridors. A new Wellness Center was added to the recreational complex in 2004. Plans are underway to

renovate several facilities in the next few years, if funding becomes available.

C.   Unique Aspects of the Visit

None noted.

D.   Sites or Branch Campuses Visited

None visited.

E.   Distance Education Reviewed

The team reviewed programs offered through distance education. These included the Bachelor of Applied Science on-line degree program, Business Administration and Computer Information Systems' Bachelor of Science in Early Childhood Education on-line degree program, and Bachelor of University Studies with general education requirements offered on-line through North Dakota University System Access. Extensive discussions were held with university personnel regarding the effectiveness of the university's collaborative on-line offerings with Lake Region State College, Grand Forks Air Force Base, and Heart-of-the-Valley Interactive Video Consortium. From 2004 to 2005, distance delivery enrollment increased by nine (9) percent. Noteworthy was the increase in enrollment at the Lake Region State College joint on-line and in-site programs to 24, which reflected a record high. The university, on the other hand, did report some decline in enrollment for the Early Childhood distance delivery program. The university is an active member of the North Dakota University System on-line. This membership was instrumental in the successful collaboration between the university and Lake Region State College (a two-year public institution) to bring junior and senior level courses via distance internet delivery to an area approximately 90 miles from the campus.

F.   Interaction with Institutional Constituencies

Executive Management

- North Dakota State Board of Higher Education General Counsel
- President
- Vice President for Academic Affairs
- Vice President for Business Affairs
- Vice President for Enrollment Management
- Vice President for Student Affairs and Institutional Research
- Chief Information Officer
- Director of Development

- Athletic Director/Assistant Director of MSU Foundation
- North Dakota State Board of Higher Education Faculty Advisor

Faculty

- Faculty, Open Meeting (17)
- MSU Professor Emeritus of Mathematics
- MSU Professor Emeritus of English
- Faculty Senate (8)
- Self-Study Sub-committee chairs (5)
- Institutional Improvement and Assessment Committee (6)
- Division Chair, Teacher Education and Learning Resources
- Division Chair, Science and Mathematics
- Division Chair, Liberal Arts
- Division Chair, Health and Physical Education
- Division Chair, Business and Computer Information Systems

Management and Staff

- Director of Computer Center
- Director of Admissions and Records
- Director of Career Services/Traill County Technology Center
- Director of Financial Aid
- Bookstore Manager
- Director of Physical Plant
- Director of Marketing and Sports Information
- Public Relations Officer
- Help Desk Director and OWL Coordinator
- Director of Human Resources
- Program Director, Child Development Programs
- Staff Open Meeting (29)
- Professional Open Meeting (21)
- Director of Library Services
- Director of Dining Services
- Director of Housing/Residence Life

Students

- Student Senate Open Meeting (8)
- Students – Random conversations in cafeteria (5)

Others

- MSU Foundation Board Members (7)

- North Dakota District 20 State Representatives (2)
- Mayville-Portland Economic Development Corporation Member (1)
- Community Member/Business Owners (6)
- Alumni Association Board Member (1)
- Portland City Manager
- Community Member/Volunteer
- Director, Northern Lights Arts Gallery

G.   Principal Documents, Materials, and Web Pages Reviewed

- Mayville State University Website, www.mayvillestate.udu
- Honors Institute Brochure
- MSU Academic Catalog 2004-2005
- MSU Faculty Handbook
- MSU 2003-2004 Annual Report
- MSU Policies 2005-2006
- MSU Baselines 2004-2005
- MSU Staff Association and Senate By-Laws
- MSU Student Handbook 2005-2006
- MSU Annual Budgets 2001-2002; 2002-2003; 2003-2004; and 2004-2005
- MSU Annual Strategic Plan 2004-05. August 11, 2004
- MSU Annual Strategic Plan 2004-05 with actual outcomes. July 2005
- University Organization Chart
- MSU Annual Report of Career Services 2002-2003
- The Heart-of-the-Valley ITV Consortium (Informational Packet)
- MSU Master Plan 2004
- Office of Worldwide Learning (OWL) Informational Sheet and Marketing Plan
- North Dakota University System Financial Statements (June 30, 2002)
- North Dakota University System Audit Report for the year ending June 30, 2003
- North Dakota University System Annual Financial Report (FY ended June 30, 2004)
- Marketing Packet (catalog, handouts, etc)
- MSU Foundation Packet (membership brochure, The Power of Place, etc.)
- MSU Foundation 2004-2005 Annual Report
- MSU Today: Summer Edition 2005
- MSU At a Glance (informational pamphlet)
- MSU Consumer Protection Information (pamphlet)
- Admissions and Records Policies and Procedures
- MSU New Student Orientation Handbook
- MSU Section of 2004 Annual Accountability Measures Report
- Success in the New Century (Success II) Report (May 2002)

- Financial Aid Reports: FY 2003 Official Cohort Default Rate Notification Letter and Standards of Academic Progress Notice
- North Dakota University System 4th Annual Accountability Measures Report (December 2004)
- North Dakota University System 2005-06: Choose a North Dakota University System College or University
- Performance Development Review Form
- Retention, Attrition, and Completion Report to Faculty and Staff (March 14, 2005)
- Plan to Recruit and Retain Students of Diversity
- Plan for a Technology Enriched Learning Environment (April 27, 2000)
- Executive Summary of Student Engagement Survey
- Enrollment Management Plans (Fall 1998-Fall 2003)
- Faculty-Staff Survey Results
- Results of Noel-Levitz Student Satisfaction Survey (Spring 2004)
- Noel-Levitz Student Satisfaction Inventory (December 2002)
- Roster of Faculty and Staff Members
- Problem Based Learning Final Class Project for Juvenile Delinquency Class
- MSU and Lake Region State College Education Program Brochure
- Application for Admission for Headstart teachers
- Central North Dakota Early Childhood Program Brochure
- Articulation Agreements
  - Northland Community and Technical College
  - University of North Dakota
  - Lake Region State College
  - Moorhead State University
- Child Care Resources and Referral Agreement (July 2000)
- Time Shortened Programs for Early Childhood Associate Degree, SEAVTC-MSU (Revised 2001)
- Articulation Agreements in Progress:
  - MSU Early Childhood Education with North Dakota colleges and universities
  - Seattle, Washington area community colleges
  - Maricopa County Community Colleges
- www.mayville.edu (Accreditation under Academics)
- Institutional Assessment Plan 2005-2006
- MSU Purpose and Requirements for Program Review Statement
- Report of the Curricula Differentiation Task Force (October-December 2002)
- Program Review Schedule (2000-2005)
- Feedback Loop of Strategic Planning and Assessment at MSU
- Assessment Day Reports
  - PBL Lesson: Database Planning and Development

- o HPER assessment reporting form (includes major/assessment period covered/learning outcome to be assessed/means of assessment/What was learned?/What action was take?
- o Biology Majors Assessment Day Activity
- o Sociology PBL Assessment Reporting Form
- o Assessment Reporting Form for Liberal Arts submitted 10/18/05 including the English Capstone class, Social Science capstone, Business Administration Applied Statistics, Administrative Office Management; Programming Logic; CIS Team and interpersonal skills; Mathematics Praxis II test results; Chemistry ACS test scores; EDUC 337 Preschool Children with Special Needs; Strategies I for Elementary Teachers; Assessment Summary for Fall 2004 HPER Division
- Critical Thinking Assessments
  - o College Entrance Requirements for Athletes
  - o Landfills
  - o Building a Better Society
  - o No Child Left Behind
  - o Discrimination in the Workplace
  - o Required Summer School
  - o Selling Naming Rights to School Buildings
- General Education Assessment: Five Column Assessment Model Form
- IT Certification Program Assessment Planning
- Memos on English Placement Process (March 5, 2004 and February 18, 2005)
- Education Major Portfolio Review Process
- Portfolio Evaluation Form
- MSU Portfolio Evaluation Report

II.   COMMITMENT TO PEER REVIEW

A.   Comprehensiveness of the Self-Study Report

The self-study process at Mayville State University for the 2005 comprehensive visit started in August 2002 with the hiring of two outside consultants to lead a discussion of the accreditation process at a pre-service faculty workshop. The institution appointed a Steering Committee that began its work in November 2002; the Vice President for Academic Affairs was chosen as Self-Study Coordinator. The Steering Committee consisted of six (6) members who assigned a Self-Study Team to each of the five criterions. Each Self-Study Team was assigned a chair and efforts were made to ensure broad-based participation throughout the internal and external communities. The self-study process was very inclusive. The self-study report was well-organized, well-written, and presented in both hard copy and electronic formats. It was supported by well-indexed files located in the resource roofteam members found that the university

community – internal and external – was very knowledgeable about the self-study process and the contents of the self-study report.

B.   Integrity of the Self-Study Report

The team concludes that the self-study report provides appropriate information for which the team can base its accreditation decision and offer consultation on critical issues facing the university. The Self-Study Report also provides thorough analysis of major planning mandates imposed by the North Dakota Legislature and North Dakota State Board of High Education. The team noted that several of the challenges identified as a result of the self-study process have already been addressed.

C.   Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the organization to previously identified challenges to be adequate. The team applauds the institution for its substantial progress in addressing the deferred maintenance and access issues identified in the 1996 team report. These include the replacement of the steam distribution system and high pressure boiler systems as well as all power supply lines, transformers, and telephone systems. They also include the renovation of the Field House and the addition of a new Wellness Center.

However, nearly $3 million of deferred maintenance items remain to be addressed (excluding major remodeling). The campus Master Plan 2004 outlines all of the projects to be undertaken and provides details as well as a prioritization for each project. The university is advised to remain focused on these projects.

D.   Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III.   COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student compliance information.

IV.   FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

A.   CRITERION ONE: MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Salient Evidence of Fulfillment of Criteria and Core Components

1.   **Evidence that demonstrates core components are met.**

    a.   Conversations with faculty, administrators, staff, students, and community constituents confirm that they understand the mission as written.   The mission statement is incorporated in a wide range of documents, from the MSU Annual Strategic Plan 2005-06 to the Academic Catalog 04-06 to the Master Plan 2004. Ample evidence from all constituents indicates that the university values and actively supports personal service, technology-enriched education, and dynamic learning relationships, all of which are part of the mission statement. Also, there are many examples in place of strategic decisions made to focus on these three areas.

    b.   Mayville State University promotes collaborative processes by fostering a campus climate of openness and accessibility. Staff and faculty from all disciplines and areas attest to the fact that both the President and the Vice President for Academic Affairs (VPAA) have an open door policy; they felt they could email them or stop in and see them and receive assistance. Faculty feel the President and the VPAA take a personal interest in students, faculty, and staff and this creates a "cultural belief in accessibility and caring." They embody the attitude that "we care about you." Faculty members feel they "know one another and truly care." The team confirmed that communication across campus is good; faculty members in the various areas talk with each other. Email is used as a primary vehicle of communication; minutes and agenda of meetings are put online; the portal offers faculty access and convenience to be in touch wherever they are. Faculty members feel they are accomplished users of memos, voice mail, email, and face-to-face communication.

    c.   The mission of Mayville State University as stated in the Academic Catalog 2004-2006 is "to educate and guide students, as individuals, so that they may realize their full career potential and enhance their lives." Furthermore, the institution indicates that this education happens in an

environment which reflects personal service, technology, and dynamic learning relationships with community, employers, and society. The university's use of the word "society" denotes a pluralistic society. In addition the university has shown evidence of increased recruiting of international and diverse students.

d.   In the report <u>A North Dakota University System for the 21st Century: The Report of the Roundtable for the North Dakota Legislative Council Interim Committee on Higher Education</u>, the system notes that one of the institution's functions is to prepare good citizens who contribute to a multicultural and global society. The university documents in its 2004-2005 *Baselines* document that they must provide faculty and staff who reflect a pluralistic society as their intent as they seek out candidates of varied and diverse cultural background.

Since MSU's traditional service area does not have a diverse population, it addresses diversity by recruiting students, faculty, and staff from outside its service area. The *2003-2004 MSU Campus Alignment Plan* promotes discounted tuition rates to students of diverse background to improve recruitment and retention of international, out-of-state, and minority students. MSU's Diversity Committee stimulates changes in institutional culture and environment to support minorities and multicultural initiatives. MSU's Education Division has developed the *Plan to Recruit and Retain Students of Diversity at Mayville State* to help attract students from diverse backgrounds. The team was impressed with the university's efforts in the areas of diversity and multiculturalism. Interviews with international students confirmed their understanding of the university's mission.

e.   The university's planning and budgeting processes emanate directly from its mission. Interviews, examinations of planning and budgeting documents, and open meetings with faculty-staff indicate the university operates with integrity at all levels with respect to fulfilling its mission. Prime examples include the earmarking of resources for the notebook infrastructure and technical support (from the mission directive to provide an innovative technology-enriched education for students), the budgeting and planning for expansion of distance education (from the mission stated purpose of providing an innovative, flexible

delivery of instruction), and the development of the Traill County Technology Center and the Heart-of-the-Valley Consortium (from the mission stated purpose of engaging in collaborative relationships with schools, employers, and communities that contribute to the economic growth and social vitality of the state). Further, students personally attest to the value of these operations in their pursuit of a quality higher education. Finally, wrap-up planning and budgeting sessions conducted by senior staff have produced evidence that confirms the various processes are inclusive, on track in meeting institutional and state accountability measures, and contain a feedback log, in which recommended changes are incorporated into future plans.

f.   Mayville State University governance and administrative structures are effectively organized to fulfill the university's mission. The team's interviews with senior officers, faculty, and community residents demonstrated that the mission statements, including North Dakota University System and State of North Dakota Legislature mandates, are clearly understood, respected, and honored. Faculty members openly attest to a responsive senior leadership team – led by a dynamic President and extremely effective Vice President for Academic Affairs – that fully collaborates with faculty on all major curricular and personnel issues. Further, faculty expressed appreciation for the "welcoming" nature of senior officers to proposed changes in all areas of faculty life – from release time to faculty appointments to advisement of students. The team also observed in place a reasonable and workable distribution of responsibilities with respect to shared governance. The 2004-05 *Baselines* provided the team a useful resource in evaluating the university's effort at achieving its stated goal. The team affirms the effective internal governance structures are present to fulfill the university's mission, purposes, and goals and that a process of annual reviews is present to safeguard the university's ability to make changes in response to future needs or mandates.

g.   In its published documents, the university presents its mission accurately and honestly to the public. Evidence supporting this contention was found in the State Board of Higher Education reports, the MSU Academic Catalog 2004-2006, the university's website, and the President's weekly newspaper article and most recent State of the

University Address.   Equally important, the team confirmed that the university had in place operational policies and procedures to respond to student and employee grievances. During open meetings with community residents, public officials, and foundation representatives, they articulated a respect for the university's willingness to offer activities that are congruent with its mission and to meet local needs.   The collaboration on the Wellness Center and the series of cultural and educational events were listed most often as the best examples of the university's commitment to the community. Several public officials also stated that the "university listens to us," reinforcing the university's position that it values its neighbors. Likewise, members of the Faculty Senate, Staff Association, and Student Senate provided testimony that their respective groups are recognized and valued in the university's governance structure.   Team members who facilitated open meetings with these three groups reported that attendees overwhelmingly understood the university's mission and felt their feedback, when offered, was considered.   Attendees, collectively, applauded the transparency of operations and the free exchange of communications across campus, across administrative sectors, and to external constituents.

2.   **Evidence that demonstrates that one or more specified core components need organizational attention:**

None noted.

3.   **Evidence that demonstrates that one or more specified core components need Commission follow-up:**

None noted.

4.   **Evidence that demonstrates that one or more specified core components is not met and requires Commission follow-up:**

None noted.

Recommendation of the Team:

Criterion is met; no Commission follow-up recommended.

B.   **CRITERION TWO: PREPARING FOR THE FUTURE**

The organization's allocation of resources and its processes for evaluation planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

<u>Salient Evidence of Fulfillment of Criterion and Core Components</u>

1.   **Evidence that demonstrates core components are met.**

    a.   Mayville State University supports innovation and change through technology initiatives, curriculum and faculty development, research, and offering new degrees programs to serve its stakeholders. This support is specifically evidenced by the notebook computer initiative; wireless connectivity; IVN classes; Wellness Center and new athletic programs; faculty training in cooperative learning, critical thinking, rubrics and problem based learning; North Dakota Biomedical Research Infrastructure Network (BRIN) and Idea Networks of Biomedical Research Excellence (INBRE) projects; new academic programs in applied psychology and early childhood education, and the Information Technology certificate. Such innovation and change will keep the curriculum current, will prepare graduates to meet the needs of the workplace and will enable them to be technologically literate, and will meet the needs of all of its stakeholders.

    b.   The Statement of Revenues, Expenses, and Changes in Net Assets (ending FY June 30, 2004) indicates that MSU has an adequate, although not generous, resource base from which to operate. Reserves of $431,000 plus $186,000 in bond payment reserves provide only a modest fund for any contingencies that might arise. In 2003, the university had an accumulated deficit of $294,000 from athletics and dining operations, and the athletics portion of this figure increased again at year end by another $70,000. The university now has an aggressive plan in place to reduce these deficits in both areas. These include a move to a university operated food service and a variety of alterations in athletic program revenue streams. In reviewing the institution's budget processes, audit reports, and interviews with the chief financial officer, the team found evidence of thoughtful and careful decision making processes in place.

    c.   The MSU physical plant is adequately maintained given the current financial condition of the institution. The team discovered significant improvements to the existing

physical plant. These include the renovation of the building housing the Child Development Center Programs, Student Center, and Field House. In addition, the state funded a major repair of the campus heating system and the new Wellness Center was built with student support and a tax increase supported by two local cities: Mayville and Portland. Auxiliary services, such as the cafeteria and bookstore, were housed in areas easily accessible to students. The Byrnes-Quanbeck Library, with its collection of over 8,000 items, provides a comfortable atmosphere for students, faculty, staff, and community residents to study. The facility is air conditioned and seats approximately 180 people. The Campus Master Plan provides a future-focused approach to managing the university's physical facilities.

d.   The report, *Success II: Success in the New Century* has been used for strategic planning purposes. Initiated in 2002 and financed by the North Dakota State Board of Higher Education with special initiative funds, seven national experts studied MSU and its then linked sister institution, Valley City State University. In 2003, a Curricular Differentiation Task Force studied and implemented changes based on the Success II Report. The task force looked at issued raised by the 97 recommendations of the Success II Report. Working diligently to turn the plan into action to benefit the institution, MSU eliminated 69 classes, reduced 10 classes in credit hours, and added 5 new classes. Requirements for Bachelor of Science in Education degrees were standardized to 128 semester hours, with teaching majors standardized to 32 hours. Requirements for non-teaching bachelor's degrees were standardized to 120 hours, with non-teaching majors standardized to 38 hours. The university was able to save and reallocate $235,450.

e.   The 2004-2005 edition of the university's *Baselines* contains the mission, vision, and purpose of MSU. The publication also spells out the institution's core factors for success and provides a progress report that reflects accomplishments toward the North Dakota University System Roundtable Cornerstone goals. That vision includes MSU increasing the student body to 1000 students and increasing campus dormitory residency. Academic and staff positions have been added in the Business Office and in the Division of Business and Computer Information Systems to help meet the needs of students in distance

education. The President's Cabinet is exploring ways to add classroom space, including moving the Computer Center and Help Desk to free up needed space.

f.   Since 1997, MSU has provided students with notebook computers and "smart" classrooms with both wired and wireless network available. Interactive Video Network (IVN) classrooms have allowed for an increased enrollment of place-bound and older students through MSU's articulated program with Lake Region State College (LRSC), allowing students to earn a bachelor's degree while attending MSU via distance learning and locally taught classes. MSU also offers many evening classes which allow non-traditional students to work part-time while attending college.

g.   In response to globalization, MSU funds faculty travel to meetings addressing global issues. MSU has employees with diverse backgrounds. During the 2003-04 academic year, 25 students from 11 foreign countries attended MSU. In 2004-05, the number of international students rose to 43, a 72% increase, with students from 13 countries plus Puerto Rico. The team witnessed cultural and ethnic diversity on campus throughout their visit. Students of color and from different cultures expressed satisfaction with the quality of their education and the celebration of their presence on campus and in the local community.

h.   The institution has an effective staff performance development/review plan and process and a faculty evaluation process. Its seven year program review cycle is clear and detailed. The ongoing strategic planning and assessment feedback loop and timeline is specific in its assignment of responsibilities and involves all campus constituencies. The five year Enrollment Development Goals and Progress report captures vital information for planning and contains strategies and comments on progress toward goals.

i.   In terms of student learning outcomes, the <u>Institutional Assessment Plan: Assessment and Improvement of Student Learning at Mayville State University, 2005-2006</u> documents the alignment of the mission statement, the vision statement, and the institution's purposes. It also includes the school's philosophy and approach to strategic planning and assessment as well as the plan for assessing

general education outcomes and discipline/division outcomes. The comprehensive plan functions as the "long list" of assessments that form the longer assessment cycle. Each year assessments from a "short list' are performed at the two annual assessment days or as part of classes. The results of the assessments are shared with the Institutional Improvement and Assessment Committee (IIAC). The IIAC provides feedback to the departments. The team found that faculty members actively engaged in the assessment process and that senior officers have linked achievement to budgeting and planning processes.

Mayville State University has met the challenge of creating a plan and process for ongoing evaluation and assessment processes that should provide reliable evidence of institutional effectiveness that clearly forms strategies for continuous improvement. They are to be commended on their planning and encouraged to collect the data necessary for continuous improvement.

2.   **Evidence that demonstrates that one or more specified core components need organizational attention:**

  a.   In order to adequately address future resource needs, MSU will need to follow the above plans, and also give attention to increasing enrollment of both campus and distance education students. Moreover, the development of specific Foundation plans to develop enhanced revenue streams requires the administration's immediate attention. Foundation fundraising efforts in 2003-04 yielded a net gain of only $75,000 over expenses.

3.   **Evidence that demonstrates that one or more specified core components need Commission follow-up:**

None noted

4.   **Evidence that demonstrates that one or more specified core components is not met and requires Commission follow-up:**

None noted

Recommendation of the Team:

Criterion is met; no Commission follow-up recommended.

C.   CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Salient Evidence of Fulfillment of Criteria and Core Components

1.   **Evidence that demonstrates core components are met:**

a.   Faculty members play a central role in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved. This participation can be seen in the student outcome assessment plans for general education and the discipline/division. Further evidence is provided in the assessment reports from the November assessment day-especially those dealing with problem based learning and critical thinking. These assessments clearly grew out of the faculty development sessions of previous years. Faculty are well represented on the Institutional Improvement and Assessment Committee (IIAC). The team, in meeting with the committee, found members very knowledgeable about their role. The committee is applauded for its willingness to consider a wide diversity of learning strategies. It is clear to the team that the university knows what its students should know and how to measure whether or not students have mastered that knowledge.

b.   Faculty members have been very entrepreneurial in pursuing grants that support faculty development including travel. The institution has received grants from the Bush foundation on the topics of critical thinking and problem based learning. Not only have faculty taken this development and applied it to their classes, they have also been active presenters on these topics at state, national, and international conferences. Thus the institution, its students and individual faculty members. have benefited in a number of ways from this kind of development activities.

c.   Course level assessment is evidenced in the *Institutional Assessment Plan*, course syllabi, and Student Academic Achievement Reports (SAARs). Division goals, as stated in the Discipline/Division Assessment section of the *Institutional Assessment Plan*, demonstrate effective

student assessment. This section describes course goals/objectives, assessments, and the use of assessment information to improve student learning. Assessments include 35 different types of assessments, such as group and individual projects; problem-based learning; peer and self evaluation; exams and quizzes (objective and essay); writing assignments (formal and informal, completed in and out of class); and performance-based testing.

d. Program level assessment is evidenced in State Board of High Education (SBHE) policies and campus policies. The SBHE requires formal program reviews of each major, identified in the MSU Policy Manual. Program reviews were completed on all programs in the last several years. The team was very impressed with the document, "Purpose and Requirements for Program Review at Mayville State University." This informational piece defined program review, set forth objectives, and identified the process. Consequently, the team concluded that there existed common understanding of and appreciation for program review.

e. The university uses a wide variety of instruments to collect data for assessment purposes. The Division of Business and Computer Information Systems and the Division of Teacher Education and Learning Resources report alumni survey results. Academic assessments include comprehensive exams, capstone courses and projects, student teaching evaluations, and Pre-Professional Skills (PPST) scores. The Cooperative Education program is assessed through a database that provides student-related comparisons of internship experiences. Institutional level assessment is demonstrated in job description revisions, the ACE Incoming Student Survey, the ACT Assessment, Alumni Outcomes Survey, Campus Quality Survey, College Student Inventory, and the Noel-Levitz Student Satisfaction Inventory (SSI).

f. The Institutional Improvement and Assessment Committee (IIAC) provides the structure for institutional level assessment. Its responsibility is to review institutional goal progress; oversee assessment plan; recommend integrating university program aspects; identify strategic planning issues; implement strategic planning procedures; recommend strategic planning procedures; assess plan effectiveness; advise the President; and provide focus for

Total Quality Initiatives activities. Prior to revitalization of the IIAC, the Curriculum Committee established the ad hoc A-3 Team in 2002 as a task force for assessment to function through the recreation of the institution's assessment structure. Much of their activity came from the Success II initiative.

g. All new MSU students are assigned academic advisors from a cadre of freshmen advisors who guide them through the first year at MSU. These advisors assure that students are placed in classes appropriate to their academic levels and help them locate the resources they need to be successful. The Noel-Levitz Student Satisfaction Survey shows that Mayville State students are more satisfied than the national average with the availability of advisors (4.34 to 3.83 on a scale of 5.0) and with academic advising (4.3 to 3.84 on a scale of 5.0). Discussions with students, faculty, and administration validate that MSU is a service oriented, student friendly culture which values its students' educational experiences.

h. MSU has responded to student concerns about the need for new majors and facilities. MSU created a four-year degree in Early Childhood Education and distance delivery of this major. An Applied Psychology degree program was added in 2004, responding to student demand. Students have consistently rated MSU's recreational facilities as low. This information strongly supported MSU's decision to build the Wellness Center. Because of recent student survey results indicating a growing dissatisfaction with the previous food service, the President's Cabinet decided to discontinue that vendor's services and create a dining service operated by MSU personnel.

i. MSU directs over 40% of its budget to core instructional services, including faculty salaries and technology support. Funds are set aside for the development of online courses, faculty advanced degrees, professional travel opportunities, and library resources. Grants are actively pursued to supplement budgets. New faculty have been hired in new degree areas such as the Computer Information Science program.

2. **Evidence that demonstrates that one or more specified core components need organizational attention:**

a.   The team spent considerable time reviewing documents and interviewing faculty and staff members regarding assessment of student learning and institutional efforts to improve the teaching-learning environment at MSU. MSU has set in place a three-tiered system of assessment: the Institutional Improvement and Assessment Committee (IIAC) was charged with overseeing institutional level assessment; an ad hoc A3 team established by the Curriculum Committee in 2002 serves as a task force for assessment that functions through the recreation of the institution's assessment structure, at which time it was planned to either disband or be retained; and the faculty who do course level assessment.

Assessment efforts have been on-going since the last comprehensive visit in 1995. MSU's most recent revision of its assessment plan was developed for the 2005-06 year. As MSU began to implement the plan, they realized some substantial revision was needed. This revision was completed and implementation began in spring 2005. Because of the recent nature of the plan, sufficient data has not been gathered in order to judge the effectiveness of the plan and the changes made as a result of assessment efforts. However, they have made some changes on assessment data, but there was no historical system to capture and document these changes. The new assessment plan has such a mechanism, but due to its newness, the team was not able to verify its effectiveness. The first report will not be published until after the team visit is concluded.

MSU uses a variety of assessment reports including the ACT Alumni Assessment, the Noel-Levitz Student Satisfaction Survey, the National Study of Student Engagement instrument, the ACT Non-Returning/Withdrawing Student Survey, the ACE Incoming Student Survey, the ETS Pre-Professional Skills test, the College Student Inventory, and the CORE survey. In addition, a variety of units across the campus have conducted assessments using data from course evaluations and employer surveys. These results have led to identified student needs. One example of how they have been responsive to students' learning needs was in the response to student concerns about their online and ITV courses. MSU reorganized and created the Office of World Wide Learning (OWL) which enhanced support systems. Other

improvements are seen at the course level in regard to problem based learning and critical thinking.

Further, the university has undertaken Program Reviews for each academic program on a seven-year cycle (five-year cycle for new programs) and continues to do so. These Program Reviews look to overall performance of each academic program (i.e., survey evaluations, enrollment trends, etc.) and recommend changes accordingly. In 2002, the university's Curricular Differentiation Task Force undertook a major project to review every course offered by the university; as a result, 69 classes were eliminated from the curriculum and 10 classes were reduced in hours. This represented 25 percent of the institution's curriculum. The campus should be commended for taking this significant step.

There is now in place a cohesive plan that covers all aspects of the university. The plan provides feedback to the appropriate parties who then make the necessary changes. The Five Column of Assessment and the feedback loop described in the Institutional Assessment Plan are descriptions of processes that are in place to make assessment work more smoothly. There is commitment on the part of the President, the Vice President for Academic Affairs, and the IIAC to follow through. Nonetheless, the team encourages the university to remain diligent to its committed path on assessment.

3. **Evidence that demonstrates that one or more specified core components need Commission follow-up:**

None noted

4. **Evidence that demonstrates that one or more specified core components is not met and requires Commission follow-up:**

None noted

Recommendation of the Team:

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

D. **CRITERION FOUR: ACQUSITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE**

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Salient Evidence of Fulfillment of Criterion and Core Components

1.   **Evidence that demonstrates core components are met:**

    a.   Based on a review of documents, open meetings with faculty and support/professional staff, and interviews with senior officers, the team confirms that the university values learning, inside and outside the classroom, and has a strong commitment to a life of learning for its constituents. The university recently implemented a sabbatical program to assist faculty with scholarship and improved teaching effectiveness. Students have been accorded opportunities to attend regional and national workshops and conferences to network with professionals in their chosen disciplines. Travel monies are made available to students through the Student Fee Finance Committee. Often faculty, staff, and community members travel with students, modeling a "life of learning" for university students. Foundation board members expressed their appreciation for the university's sponsorship of nationally known speakers on campus.

    b.   MSU values relationships and service to the community and state as core institutional values. The Curricular Task Force of the Success II evaluation effort processed curricular issues and involved representatives from the faculty, staff, student body, and community. The General Education program was revised to 36 credit hours, down from 39, and it offers more choices for students while retaining MSU's mission and values. With the revision of MSU's assessment program, the Curriculum Committee has now established a Subcommittee on General Education to deal specifically with assessment of the General Education program. This committee will recommend changes based on assessment results and research into General Education curricula and trends. After evaluating students' technology-related skills and computer ethics knowledge, the Information Technology Certification Program was developed in 2001. This Certificate Program contains a General Education requirement, CIS 200, Computers in Society that relates ethical conduct to technology. Overall, the team determined that the general education is coherent and accomplishes its stated purposes.

c. The Bush Governance Committee has developed an in-house examination to assess critical thinking. The test is administered first to a group of freshmen and then to the same group as sophomores or juniors to see if a statistically significant change in ability to think critically exists. Sample size has not allowed statistically good conclusions to be drawn, but MSU has set aside dedicated assessment days (one each semester) to provide a more stable and accessible pool of students.

d. A review of documents, including the MSU Policy Manual and North Dakota State University System Policy Manual, and interviews with faculty and senior officers attest to a culture in which explicit policies and procedures to ensure ethical conduct in research and academic activities are present and honored. For students, the CIS 200 course, computers in Society addresses social and ethical implications of information technology. The Student Leaders, in a meeting with team members, demonstrated a respect for university policy governing the use of technology. Faculty and staff receive notification on an annual basis of the specifics of FERPA (1974 Family Educational Rights and Privacy Act). Each student, staff, and faculty member signs a yearly contract, which contains several clauses requiring ethical conduct. An instructional review process is in place to safeguard the rights of those participating in research. Finally, the team examined system policies pertaining to employment and university policies regarding promotion and tenure, consulting relationships, and campus security. All of these policies are reasonable and customary for an institution of this type and size. Senior officers shared feedback regarding how complaints or inquiries are handles.

e. Published policies by the governing board (North Dakota University System) and the university mission statement underscore the commitment to freedom of inquiry and pursuit of excellence in teaching. System policy 401.1 states the following: "The primary responsibility of the academic community is to provide for the enrichment of intellectual experience. Essential to the realization of this ideal is a free and open academic community which takes no ideological or policy position itself." Faculty members in the open meeting confirmed the reality of this practice on campus and two emeriti faculty members in the open

meeting for public officials and community leaders testified to the lack of academic restraints they experienced at the university throughout their careers. Moreover, the Staff Association has as one of its stated purposes to provide an open meeting to express, entertain, and debate issues of importance to its membership, the students, and the university community.

f. The Self-Study Report documents a wide array of publications in which the university publicly acknowledges the assessments of its faculty, staff, and students. Noteworthy are the publications coming from the President's Office, the Bush Governance Committee, and the Comet Athletic Program. The team was impressed with the quality of publications, such as *MSU Today*, aimed at state legislators, alumni, and community residents. In addition, the *Comet Flash*, the student newspaper, is another vehicle for publicizing the achievements of students and recognizing the contributions of faculty and staff advisors.

g. The team, based on a review of literature in the Resource Room, discussions with faculty, and conversations with students, found evidence of the production of quality scholarships and knowledge through basic and applied research. Student participation, where applicable, was clearly documented. Cited as prime examples were initiatives from Bush Foundation grants, particularly the presentation of the process and results of critical thinking assessment at national conferences; a faculty member's presentation on BRIN research progress and results; and faculty members authorships of scholarly articles and books. A review of faculty supplemental data forms, which are filed annually by faculty members in the Academic Affairs Office, revealed a faculty engaged in scholarship activities both mission driven and self-enriching.

h. The institution sponsors a wide variety of activities linking curriculum and co-curriculum activities in a manner that fosters inquiry and promotes social responsibility. For example, as part of the Adolescent Psychology class, students are required to observe children in a Head Start classroom and comment on the observed behavior of the children with respect to age-appropriate conduct. Students in the Drugs and Society class designed a comprehensive Red Ribbon Week program, raising drug awareness in the

local community and on campus. The team noted that the linkage is further enhanced by activities sponsored by the newly created office of Campus Programming. This office provided an extensive list of co-curricular activities which it undertook in collaboration with the Student Senate, the Residence Hall Association, and the Student Activities Council. Testimony from students reflected an appreciation for the variety of co-curricular activities that added value to their educational experiences.

2. **Evidence that demonstrates that one or more specified core components need organizational attention:**

   None noted

3. **Evidence that demonstrates that one or more specified core components need Commission follow-up:**

   None noted

4. **Evidence that demonstrates that one or more specified core components is not met and requires Commission follow-up:**

   None noted

Recommendation of the Team:

This criterion is met; no Commission follow-up recommended.

E. **CRITERION FIVE: ENGAGEMENT AND SERVICE**

   As called for by its mission, the organization identifies its constituencies and services them in ways both value.

   Salient Evidence of Fulfillment of Criterion and Core Components

   1. **Evidence that demonstrates core components are met:**

      a. MSU collaborates with area K-12 schools through dual credit programs like the Heart of the Valley Interactive Video Network, Head Start Programs, and the Lake Region State College program delivery. A grant-funded three year program of MSU's Division of Education and Learning Resources increases mathematics and science skills for 30 area elementary and secondary teachers. The Division of Education and Learning Resources has helped both local

teachers and teachers from the Turtle Mountain Indian Reservation to evaluate their transcripts and qualifications under the No Child Left Behind Act. MSU's Mathematics Specialist Program provides teachers from Fargo and West Fargo components of the Minot State University master's degree in Elementary Education, a collaboration that has significantly increased the number of master's degreed teachers in North Dakota's elementary schools. MSU also provides outreach classes in Early Childhood Education in Towner and Bismarck. The Division of Business and Computer Information Systems offers a Bachelor of Applied Science degree in a 2+2 format. Through collaborative efforts with Lake Region State College in Devils Lake and the Grand Forks Air Force Base, Mayville State University has streamlined its transfer and registration processes.

b. MSU offers sporting events, cultural activities, and the new Wellness Center for community participation. Examples include the MSU swimming pool, a community meeting place in the Traill County Technical Center, a room to conduct Emergency Medical Technician (EMT) courses, and space for visual arts exhibits, concerts, area speakers, and music contests. MSU hosts the on-campus Head Start Programs, providing day care and enrichment programs for young minds. These provide effective and popular opportunities for involvement with the community at large.

c. The organization has responded to the needs of constituents who are unable to travel to the campus for classes in its creation of the Office of World Wide Learning. Mayville State has an extensive list of articulation agreements. These relationships and services document Mayville University's understanding of the needs of its constituencies and its willingness to act on that understanding.

d. The MSU Child Development Programs serve children and families across five counties and functions as the primary lab site for the early childhood education program on campus. The economic impact of the $1.5 million program is critical to the region it serves, not only in terms of program offerings but also in terms of individuals employed and materials and supplies purchased. Students who use the center for their practicum site expressed appreciation for the accessibility of the facility and for the academic challenging nature of their on-site

responsibilities. A parent (who was not a student) with a child in the child care center praised the center for providing the service to non-university faculty, staff, and students. The total positive impact of the Child Development Programs is felt throughout the community.

e.   The Traill County Technology Center serves as an incubator for business in the region. In its short history it has graduated three businesses into the community, and has an additional three tenants on site. Moreover, the center serves as a site for workforce training and student internship initiatives.

f.   The Northern Lights Art Gallery provides cultural enrichment for the community through its exhibits, demonstrations, and related events. Over 900 individuals attended gallery activities in the past year and 96 people staff the gallery as volunteers, a significant number in any case and especially given the size of the region.

g.   Discussion with community leaders, alumni, and public officials, revealed a strong responsiveness on the part of MSU to the needs of the community. These discussions identified not just strong support, but a real passion for MSU and a belief in the importance of its future. The university has a significant impact on both the town of Mayville and the region which it serves. This includes faculty-staff attendance of cultural, social, and athletic events; interaction with K-12 schools, and meaningful participation in the life of the region. The President, and the senior team, have done a commendable job of assessing the pulse of the local community in terms of how the community perceives the value of joint partnerships with MSU. The team was treated to a litany of testimonials by local officials, including one mayor who stated for the record that the university acts with integrity and class in fulfilling its part of mutually agreed upon partnerships.

h.   The university has in place a comprehensive survey program, covering both internal and external constituents, to gather perceptions, insights, and comments of community residents, staff, faculty, students, alumni, employers of graduates, and state officials. A member of the President's Cabinet, the Vice President for Student Affairs and Institutional Research, is assigned lead responsibility for these environmental scanning activities

and for producing reports detailing results and offering recommendations. These survey results led to the development of the Traill County Technology Center to provide training opportunities for area businesses and the Mathematics Specialist Program in the Division of Education and Learning Resources to serve mathematics teachers in Cass County and throughout the state. Many business leaders and employers of graduates offered positive statements that the university, notably the President, Vice President for Academic Affairs, and distinguished faculty, worked with them to reshape the curriculum to meet their needs for qualified employees.

i.   Discussion with community leaders, alumni, and public officials, revealed a strong responsiveness on the part of MSU to the needs of the community. These discussions identified not just strong support, but a real passion for MSU and a belief in the importance of its future. The university has a significant impact on both the town of Mayville and the region which it serves. This includes faculty-staff at cultural, social, and athletic events; interaction with K-12 schools; and participation in the life of the region.

2.   **Evidence that demonstrates that one or more specified core components need organizational attention:**

None noted

3.   **Evidence that demonstrates that one or more specified core components need Commission follow-up:**

None noted

4.   **Evidence that demonstrates that one or more specified core components is not met and requires Commission follow-up:**

None noted

Recommendation of the Team:

This criterion is met; no Commission follow-up recommended.

V.   STATEMENT OF AFFILIATION STATUS

A.   Affiliation Status

No Change

B.   Nature of Organization

     1.   Legal Status: No change
     2.   Degrees Awarded: No change

C.   Conditions of Affiliation

     3.   Stipulation on Affiliations Status: No change
     4.   Approval of Degree Sites: No change
     5.   Approval of Distance Education Degrees: No change
     6.   Reports Required: None
     7.   Other Visits Schedule: None

D.   Commission Sanction or Adverse Action

None recommended

E.   Summary of Commission Review

Timing for the next comprehensive visit: 2015-2016

Rationale for the recommendation:

Since its 1996 comprehensive evaluation, Mayville State University has made great strides. The university presented an excellent self-study report and possesses an appropriately credentialed faculty. The university is led by a very capable president and senior leadership team. The university complies with state educational, budgeting, and accountability measures. After reviewing the self-study report, visiting with representatives from all major internal and external constituencies, as well as tour the campus facilities, it is apparent to the team that the university fulfills the criteria for accreditation and is focused on its future growth and development. The team found overwhelming evidence that the university embraces and follows its mission, understands and values its clients, and fosters an environment of personal services and lifelong learning.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

MAYVILLE STATE UNIVERSITY
Mayville, North Dakota

November 14-16, 2005

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM:

Dr. Thomas E. Blevins, Dean, Virtual College & Technology, Bluefield State College, Instructional Technology Center, 219 Rock Street, Bluefield, WV 24701

Dr. Faye N. Vowell, Provost & Vice President for Academic Affairs, Western New Mexico University, Silver City, NM 88062

Dr. Ruth J. Person, Chancellor, Indiana University Kokomo, P.O. Box 9003, 2300 S. Washington Street, Kokomo, IN 46904

Dr. Benjamin F. Young, Vice Chancellor for Enrollment Services/Dean of Students, Indiana University East, 2325 Chester Boulevard, Richmond IN 47374 (Chairperson)

MAYVILLE STATE UNIVERSITY
Mayville, North Dakota

November 14-16, 2005

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I.   OVERALL OBSERVATIONS ABOUT THE INSTITUTION

Mayville State University, one of North Dakota's original colleges, has provided the state, region, and nation with quality graduates, in particular, teachers. The institution was founded in 1889 with first classes held in "Old Main" in 1893.

During the visit, the team observed that state board representatives, foundation members, faculty, staff, and students are fully committed to the university's mission and to an on-going process for making continuous quality improvements.

The team also found this institution prepared to make changes necessary to ensure its future. The team was impressed with the institution's self-study process and the implementation of several recommendations for improvement and the commitment and the dedication of the faculty to the teaching-learning process. There was a sense of pride and optimism exhibited by external and internal constituencies throughout the visit. The university's commitment to "personal services" was evident to the team.

II.   CONSULTATIONS OF THE TEAM

A.   PeopleSoft

Based on a survey of seniors in Spring 2004, 27 percent identified ConnectND (PeopleSoft) as a weakness. Further, the university in the self-study report offered an example that perceptions of frustrations with staff services (reported in the 27 percent range of surveyed seniors) related to problems encountered with the implementation of PeopleSoft. To the university's credit, it aggressively addressed one aspect of this issue by hiring a permanent half-time human resources director to handle personnel related matters. The previous human resources director had a substantial portion of her time devoted to PeopleSoft related activities, often leaving inadequate time for personnel issues. The team spent considerable time discussing PeopleSoft implementation issues with university officials and recommends adherence to the ConnectND training strategies developed by the Registrar and Help Desk Director. Of prime importance is continued refinement of student training measures provided by Admissions and Records and Help Desk personnel. It is recommended that all new students must attend orientation sessions in which vital information on university academic policies and self-service features of PeopleSoft are highlighted. Equally important, students receive hands-on training. Last, the university must devote sufficient resources for on-going staff training. The upcoming conversions from 8.0 to 8.9 and 8.9 to 9.0 will be labor intensive; careful planning for these conversions is essential at the campus and system levels.

B.   Marketing

The university through its many efforts to gain momentum is well positioned to take the next step in creating a unique brand of identity. Thus far, while many individual publications have been developed and a variety of print and web-based media utilized, no overall marketing plan has been developed. While the team commends the university for its recent work, it wants to encourage immediate attention and resources applied to Objective ED3 as presented in the 2004-05 Annual Strategic Plan. That objective of a marketing plan is to better position the university to be recognized as the major provider of educational services in the region. Responsibility for this objective is spread across a number of sectors, including enrollment management, computer information, and faculty. The team suggests that one office, or individual, be placed in charge and given broad authority to implement changes for improvement. Discussions regarding increased visibility and the university focused primarily on new academic programs (e.g., music and applied science degrees). Equal attention should be given to co-curricular and extra curricular activities, ranging from intercollegiate athletics, to cultural and educational forums and lectures. The university is fortunate to have an extensive list of emeriti faculty willing to devote their time and expertise in support of university programs. There is evidence of the university taking some advantage of this resource; greater utilization is recommended.

C.   General Funding

MSU has limited resources available through general fund support and a very small reserve. Significant efforts to reduce two areas of accumulated deficit, build enrollment through both campus and distance education, and build Foundation assets will be required if MSU is to have a sustainable future. In particular, MSU should concentrate on building campus enrollments not only to generate tuition and fee revenue, but to build auxiliary revenue as well. The team was impressed with the university's response to demographic shifts by exploring on-line options and engaging in a substantial tuition discounting program. These two resources have resulted in stable enrollments in recent years. However, given the state's bleak budget picture, even greater emphasis must be placed on grant-writing and reallocation of current resources to address mission-driven initiatives. The team was impressed with the skill set and historical perspective of the university's chief financial officer, Vice President for Business Affairs. This individual was part of the previous Valley City State University-Mayville State University co-coordinate arrangement. His guidance in terms of resource allocations has been explenary. Such level of expertise must be maintained for the long term vitality of the institution.

D.   MSU Foundation

It is commendable that the MSU Foundation has reorganized, developed new Board memberships, separated itself as a financial entity apart from the university, and engaged in initial discussion about strategies for major gift prospecting as well as embracing donor relationships.

However, there appears to be little planning effort to move the Foundation toward its goals. The team found no evidence of a concrete plan that outlined specific goals, action steps for each, timetables and assignment of responsibilities. Moreover, the efforts reported in the 2003-04 Annual Report indicated that Foundation revenues exceeded expenses by less than $75,000 which does not represent a significant return on investment. If MSU is to be successful in achieving its funding goals, immediate attention should be given to examining the leadership of the Foundation as well as its staffing patterns, operations, and planning processes. A good start was increasing the board membership to 24, attempting to stabilize the Foundation's leadership by employing a leader who has made a long-term commitment to the institution and creating mechanisms for faculty, staff, friends, alumni, and businesses to make substantial gifts. Of note has been the "Power of Place" Society, which includes placing the university in individuals' wills or naming the university as beneficiary on an asset. The Foundation is encouraged to focus on this and other planned charitable giving initiatives for targeted as well as unrestricted projects.

E.   Assessment Data

Because the institution is in the early stages of implementing its assessment plans, the following suggestions may make the data gathering easier. First, the Vice President for Academic Affairs or the Institutional Improvement and Assessment Committee could establish a rotation of assessments from the "long list" to ensure that over a reasonable period of time the entire list would be assessed. This list should be monitored annually to ensure the institution stays on track. Thus, outcomes assessment would function like the rotation in program review.

The institution could publish periodic updates on some of the outcomes data so that all departments/divisions could benefit from learning from peers. The outcomes could also be presented to the campus by graduating seniors in a portfolio celebration day or a poster session by students participating in the IMBRE and BRIN research. In short the suggestion is to further publicize and celebrate the outcomes achieved in assessment in a public way. While there is an assessment plan in place, little meaningful data has been collected with which to analyze success quantitatively. It is recommended that the institution implement the created processes on a

regular basis, collect, analyze, and aggregate data and report it out for use as described in the institutional assessment plan.

III. RECOGNITION OF ACCOMPLISHMENTS, PROGRESS, AND PRACTICES

A. Child Development Programs

The Child Development Programs at MSU contribute greatly to the university and the region. They serve as a source of student learning as well as service provider for children and families. These programs have won awards for outstanding performance. These programs have grown from a small center with three staff members into a comprehensive service serving over 200 children and families. The main headquarters is a refurbished former residence hall on campus. The program director, who is a nationally recognized expert in the area of child development, has created a well-organized physical structure to accomplish established objectives. There are six distinctive programs available to children and families; each program provides a wide array of individualized services to both children and their families. Further, the Child Development Programs is the primary lab site for the Early Childhood Education Program at Mayville State University. Early Childhood and Elementary Education students are able to observe children and teachers in action and to learn through hands-on opportunities. This is an operation with an annual budget of over 1.5 million; its economic impact is enormous and critical to the Mayville-Portland region.

B. Presidential/Senior Leadership

In consulting with faculty, staff, and outside constituents, it became clear that the president and the senior staff have exhibited outstanding leadership in developing a new momentum for MSU. Constituents all indicated that they believe that this leadership team, under the current president's direction, cares deeply about the success of MSU and its mission of personal service. The team noted, from the self-study report and through materials available in the Resource Room, that re-establishing the campus presidency was the center piece of a set of initiatives designed to strengthen the institution since the last comprehensive visit and to ensure its future. The current president is commended for taking proactive measures to reinforce this approach. These measures included using the theme "The Power of Place" to highlight the institution's mission, philosophy, and goals; reconfiguring the President's Cabinet, bringing in a chief enrollment management officer and reaffirming the prominence of the Vice President for Academic Affairs as the second in command; engaging internal and external constituents by leading the way in establishing the Merwyn and Anne Green Endowed Music Chair (the

institution's first endowed chair). The establishment of the endowed chair is a pivotal step in the university's expressed intent of developing a new curriculum for a music education major and potential music minors. In particular, the team was impressed with the president and other senior officers' open and candid style with students. This creates a welcoming environment for which ideas and viewpoints are freely expressed. In summary, the team witnessed a competent, dedicated senior leadership group that holds itself accountable to each other, to its university mission, and to its state mandates.

C. Office of Worldwide Learning (OWL)

The creation of the OWL organization is an example of the quick institutional response to an expressed need of faculty and students. Reporting structures, and purposes and responsibilities are well developed and clear. Faculty understand the course development process and redesign stipends as well as the criteria spelled out in the Online Course Review Rubric. The marketing plan is appropriate in its SWOT overview and the responses that the institution needs to make in terms of the goals set in specific areas. Mayville State is to be commended in both its responsiveness to stakeholder needs and the comprehensiveness of its organization of its distance learning.

MSU offers flexible degree programs and a wide selection of courses delivered online, through interactive television, and at selected off-campus locations. The Office of the Worldwide Learning (OWL) serves as the single point of contact for application, registration, financial aid, book orders, and information. Distance degrees include a B.S. in Business Administration and a B.S. in Elementary Education which are offered off campus at Lake Region State College in Devils Lake, ND. Also, the B.A. in Early Childhood Education is offered by distance learning, and the B.A.S. in Business Administration is offered online, allowing students with an A.A.S. degree to earn the baccalaureate degree online.

D. Heart-of-the-Valley ITV Consortium

MSU supports the Heart-of-the-Valley Interactive Television Consortium (HOV-ITV), a partnership with 17 area schools begun in 2002, which enables area high school students to enroll in dual credit courses. MSU maintains institutional and course integrity by insisting that those dual courses deserve college credit and are taught by regular college instructors. Three sites have outstanding high school teachers with master's degrees (one with university teaching experience).

Testimony from faculty and students attest to the value of this service. The HOV-ITV, as noted by team members, is an independent consortium

within a state network.   This added feature allows the HOV-ITV to schedule video sessions outside of the consortium, giving impacted high schools even greater choice.   For Fall 2004-05, better than 120 students used this service from MSU.   During the open session with community members and public officials, one attendee who is a local school teacher, commented on how useful this service has been for many of her students, allowing them to earn college credit while in high school.   The attendee indicated that it gave her students a "headstart" on higher education.

E.   Mayville/Portland Sales Tax

The citizens of Mayville and Portland voted for a one percent city sales tax to support a new wellness center.   The wellness center has been completed and is used by both campus and community members.   This effort demonstrates only one of many campus/community partnerships. The team also noted that an increase in student fees, coupled with the special sales tax, provided the necessary funding for the wellness center. The university is commended for using a small portion of these new revenues to resurface the gym floor.   A tour of the wellness center and renovated athletic facilities and office space revealed an impressive complex with a full range of services for all ages.   It was observed by the team that the 2003 passage of the Mayville-Portland sales tax for construction of the wellness center was cited by the university as its most significant example of the positive relationship between the university and its external constituencies.

F.   Grant Writing

The university enjoys a solid record of success in writing and receiving funding for grants.   Notable efforts include the 1995-2000 Title III grant that provided funds to improve technology on campus, the Bush Foundation grants to develop critical thinking and problem-based learning programs and Departments of Labor and Commerce grants to support the Traill County Technology Center.   During the open meeting with faculty and in individual conversations with academic division deans, they applauded the financial resources provided by the Bush Foundation grants which have allowed them to travel to conferences to learn about best practices.   Of significance at MSU is the multitude of grants received by the Child Development Center Programs totaling approximately 1.5 million annually.   Overall, the team commends the faculty, and senior leadership team, for realizing the value of external funding and taking the necessary steps of releasing faculty to work on grant opportunities and of assigning a portion of one vice president's time to institutional research. Clearly, the university has a climate that encourages and fosters grant writing as a means of augmenting limited state funding.

G.   Technology

Technology pervades the university. Students, faculty, staff, and community residents collectively praise their administration for ways technology has improved student learning and led to a highly marketable graduate. An added feature is the innovative approach of having all four-year graduates earn an Informational Technology (IT) certificate through required coursework and IT competencies embedded in upper- level courses. At the open meeting with community residents, several owners of local companies that employed university students praised the technological competence of MSU students. Recently, MSU became the nation's first tablet personal computer campus. The model of choice was the Gateway M275 Tablet Personal Computer. All students and faculty, as of the Summer 2005, are assigned a full-size notebook computer that converts into a notepad (which allows use either as a keyboard or a digital ink pen). Students were able to list, rather easily, the advantages of this new technology. The most frequently advantage cited was the ability to take hand-written notes on the computer screen and save that information. The university, since 1997, has been a national leader in providing lap-top computers to students, faculty, and staff, which fulfills a key component of its mission.

H.   Traill County Technology Center

The technology center, a tri-county economic development effort, represents an excellent start in promoting the growth of new business developments in the region as well as an effort to incorporate student internships and promote learning through application. It was created in response to the state's request that higher education get more involved with economic development. The center, located on the university campus in Mayville, currently has several businesses occupying the center and boosts of one business that started there before graduating from the incubator and moving to a permanent downtown location. The center also conducts non-credit course needs, a valuable service to both the university and the local community, and augments cooperative education opportunities for students. The team verified evidence of an impressive list of continuing education activities sponsored by the university, many at a cost to the institution. One example is ComMark, which is an on-campus entity hiring interns for short-term assignments. Overall, the university demonstrates clear proof that it has collaborative relationships with schools, employers, and communities that contribute to the economic development and social viability of the region and the state.

I.   Partnership with Lake Region State College

The team applauds the university for entering into a partnership with Lake Region State College, a public, two-year institution approximately 90 miles from Mayville, to provide Bachelor of Science in Business Administration degree. This degree program involves the offering of MSU junior and senior level courses to Lake Region State College students through the interactive Virtual Network, on-site instruction, and internet delivery, leading to the bachelor's degree. The university should be commended for reaching out to Lake Region State College to develop the articulation agreement in response to the 2000 State Board for Higher Education Roundtable Cornerstone discussions. Internal and external constituencies cited this as a successful venture in terms of providing educational services to an under serviced region of the state.

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Mayville State University, ND
TYPE OF REVIEW:

Educational Programs

		Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate			
	Associate	3	
	Bachelors	28	
Programs leading to Graduate			
	Masters	0	
	Specialist	0	
	First Professional	0	
	Doctoral	0	

Off-Campus Activities

In-State:		Present Activity:	Recommended Change: (+ or -)
	Campuses:	None	
	Sites:	Devils Lake (Lake Region) ; Towner (Towner)	
	Course Locations:	4	

Out-of-State:		Present Wording:	Recommended Change: (+ or -)
	Campuses:	None	
	Sites:	None	
	Course Locations:	None	

Out-of-USA:		Present Wording:	Recommended Change: (+ or -)
	Campuses:	None	
	Sites:	None	
	Course Locations:	None	

Distance Education Certificate and Degree Offerings:

Present Offerings:

B.A.S. degree - Bus Admin offered via Internet; B.A.S. degree - Comp. Info. Systems offered via Internet

Recommended Change:
       (+ or -)

INSTITUTION and STATE: Mayville State University, ND

TYPE OF REVIEW *(from ESS)*: Continued Accreditation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 11/14/05 - 11/16/05

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: no change

DEGREES AWARDED: A, B

TEAM RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None.

TEAM RECOMMENDATION: no change

APPROVAL OF NEW DEGREE SITES: Prior Commission approval required.

TEAM RECOMMENDATION: no change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission approval required to offer distance education programs other than those facilitated by North Dakota University System Online.

TEAM RECOMMENDATION: no change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: no change

OTHER VISITS REQUIRED: None

TEAM RECOMMENDATION: no change

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 1995 - 1996

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2005 - 2006

TEAM RECOMMENDATION: 2015-16