The University of South Dakota
Non-Faculty Exempt Performance Appraisal Form - 2018

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Introduction

The purpose of this form is to document goals, evaluate employee performance and facilitate employee development. USD's goal is to manage and develop employees to reach their fullest potential. Our Performance Management Program provides a systematic method to communicate and document performance goals and measure the degree to which those goals are met.

Evaluating past performance and planning for future performance is a joint effort between an individual and his or her supervisor. They share responsibility for establishing goals, clarifying goals, communicating progress throughout the performance cycle and for contributing to USD's growth and success. USD recognizes that employee development and appraisal requires the investment of employee and supervisor time. We believe this investment of time will lead to strong job performance that will result in both personal and university-wide success.

Performance Planning and Appraisal Instructions

Planning Phase
1. Meet with employee and discuss USD's goals and plans, the supporting goals of the employee's administrative unit and how these goals relate to his or her job. Translate institutional and administrative unit goals into individual performance goals.

2. Reach a mutual understanding of the performance goals. List goals on the performance appraisal form in priority order. If some goals are of equal priority, state that on the form.

3. Keep a copy of the performance goals for your files and give a copy to the employee. The employee will be evaluated on these goals.

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Appraisal Phase
To ensure consistency throughout The University, please follow the steps below to appraise performance for non-faculty exempt staff.

1. Ask employee to complete the self-appraisal section of the form and return it to you. Be sure the employee has a copy of their goals for this appraisal period. Establish a return date that accommodates the remaining steps.

2. After the employee has returned the self-appraisal, use it and the notes you've taken throughout the performance period to make comments in the results section and rate each performance goal. Please use the ratings and definitions at the bottom of this page.

3. Determine the employee's overall performance evaluation. Review the rating descriptions for all of the goals, summarize performance with comments, and provide an overall rating description. The overall rating description must take into account the priorities of the individual goals.

4. Hold the appraisal meeting, which includes a discussion of the performance ratings and expectations for development. Development of goals for the coming year will occur in a follow-up meeting.

5. Complete the employee training and development section of the form in conjunction with the employee during the meeting.

6. Have the employee sign the form and provide comments, if any. Give a copy of the appraisal to the employee, keep one for files and return the original completed and signed document to Human Resources by the end of January.

Exceptional
Performance consistently exceeds the goals. Performance is unique, exceptional and sustained over the review period.

Outstanding
Performance exceeds most of the goals. Accomplishments are above job demands.

Meets Expectations
Performance consistently meets the goals. Accomplishments are clearly in accord with job demands typically achieved by most qualified employees.

Needs Improvement
Performance fails to meet goals, requiring more than normal assistance or supervision. Exhibits potential to meet expectations with coaching and establishment of development goals.

Unacceptable
Performance does not meet the goals set. Employees rated unacceptable who will be offered a contract for the new fiscal year must be placed on a work improvement plan and do not participate in the annual salary policy until they successfully complete the work improvement plan.

Performance Goals

Please list goals in priority order. If some goals are of equal priority, state that.

Goal 1: Ensure courses offered to enable students to persist toward degree completion and maintain fiscal accountability.

RESULTS

In 2017SP, USD Headcount - Self-Support headcount was 4,739 (49.5% of all USD headcount). In 2018SP, headcount was 5,005, or 51.2% of all 2018SP headcount. This represented a gain over 2017SP was 5.6%, and increase from 2014SP of 23.4%. 2018SP credit hours for students taking an online course but not including VMMC credits totaled 16,196 and 17,499 in 2018SP, a year-over-year increase of 8% and an increase from 2014SP of 24.6% . Slightly under 14% of these students taking an online course, but not a VMMC course, took courses at CUC or BHSU-RC.

In 2018SP, there were more students taking at least one online course than students who did not take an online course.

In 2017SU, USD Headcount - Self-Support was 3,021 (77.5% of all headcount). In 2018SU, headcount was 3268, or 90.4% of all 2018SU headcount. This represented a gain over 2017SU was 8.2%, and increase from 2014SU of 24%. 2018SU credit hours for students taking an online course but not including VMMC credits totaled 12,291 and 13,208 in 2018SU, a year-over-year increase of 7.5% and an increase from 2014SP of 10.9%. Slightly under 15% of these students taking an online course, but not a VMMC course, took courses at CUC or BHSU-RC

In 2017FA, 5,601 students enrolled in an online course (54.6% of all USD students). In 2018FA, 5,538 students were enrolled in an online course (55.5% of all USD students). This represented a slight decrease from 2017FA (0.2%), and a 9.0% decrease from 2014FA. 2018FA credit hours for students taking an online course but not including VMMC credits totaled 17,102 and 16,601 in 2018FA, a year-over-year decrease of 2.9% and an increase from 2014FA of 23.1%. Slightly under 16% of these students taking an online course, but not a VMMC course, took courses at CUC or BHSU-RC

Detailed results for 2017 SP and 2017SU are not available on the SDBOR distance dashboard <https://www.sdbor.edu/dashboards/Pages/Distance-Education.aspx> nor the USD Enrollment Dashboard <https://public.tableau.com/profile/usd.institutional.research#!/vizhome/u5EnrollmentDashboard/Dashboard>. Detailed information by total locations for 2017FA and 2018FA from the SDBOR distance education dashboard are presented.

- A total of 4,652 students enrolled in at least one Distance Delivery course in Fall 2017, an increase of **9.8%** from the previous year, and an increase of **13.3%** since Fall 2010. In Fall 2017, credit hours totaled 24,248.
- These students took **71.2%** of credits through Distance Delivery including 15,359 at USD main campus, 995 at other locations, and 1,616 at UCSF.
- A total of 4,464 students enrolled in at least one Distance Delivery course in Fall 2018, a change of **-4.0%** from the previous year, and a change of **8.7%** since Fall 2010.
- These students took **70.0%** of credits through Distance Delivery, with 23,399 credit hours arising from online courses, 15,449 at VMMC, 1,520 at UCSF, 1,160 at some other location.

Enrollment in Fall term distance delivered courses declined from AY 2017 to 2018 (2,639 to 2,455, a decline of nearly 7%). At the same time, APS allows removing the distance delivered courses from the total USD unduplicated headcount. The decline of 1.3% of students registering for coursework from FA 2017 to FA2018 during the same time period, was (negative) 1.3% in students and a decrease of 2.2% in credit hours attempted. The decline in USD finances are partly due to the decline in online, but the decline in credit hours in all other venues is more significant.

3

SDBOR Distance Education Dashboard
Off-Campus Enrollments, Last Five Fall Terms

Students Taking a Course through Distance Delivery
(Click any point for detailed data)
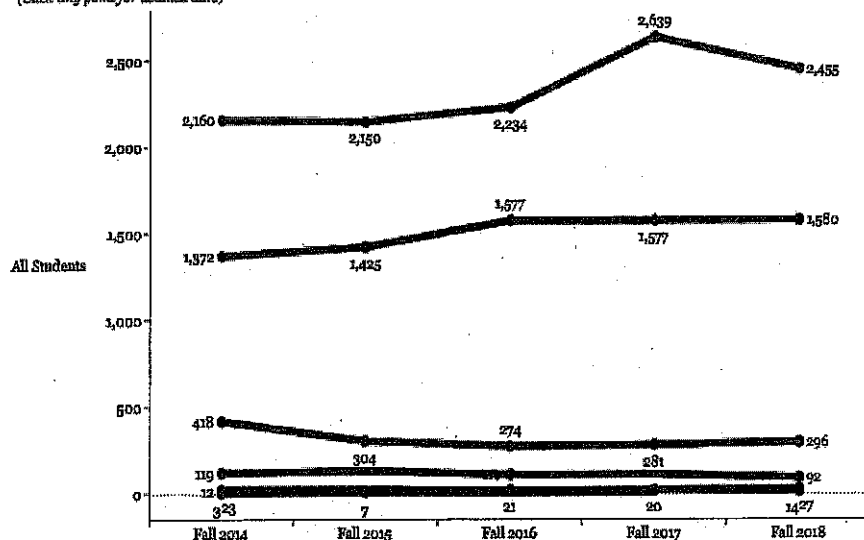
Selected Student Characteristic

- Distance
- Campus & Distance
- Center & Distance
- Distance & Other
- Campus & Center & Distance
- Center & Distance & Other
- Campus & Distance & Other

Where Distance Delivery Students Took Courses
(Click any point above to activate)

(Drill-down Graph Only)
◉ Students Enrolled
○ Credit Hours Taken

Academic Performance Solutions (APS) data show an increase in student enrollment, to accompany the decrease in student credit hours – suggesting an increase in students taking fewer hours – either more part-time students vis a vis full-time students, or more students taking fewer hours.

The following data were filtered using the following criteria:

Academic Year: 2017-18	Student Level: all
Term: all	Student Classification: all
Campus Name: Internet/Online	Instructional Staff Section Filter Selections
College Name: all	Assigned College Name: all
Department Name: all	Instructor Type: all
Course Prefix: all	Instructor Rank: all
Course Type: all	Employee Class: all
Course Division: all	

Students

|	#of Students Enrolled	3 Yr Trend Rate		Total Attempted SCH	3 Yr Trend Rate
Enrollment	8,664	+3.0%		57,405	+6.5%

Trends in Student Enrollment
Student Enrollment is based on the unduplicated headcount of students registering for coursework.
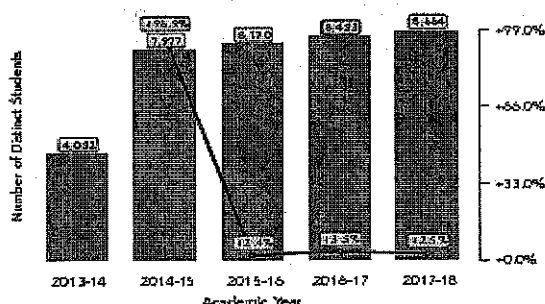
- Number of Distinct Students
- Annual Percent Change (Δ,%)

3 Yr Growth in Attempted SCH by College
Click on the college name to view growth in Attempted SCH by Department

4
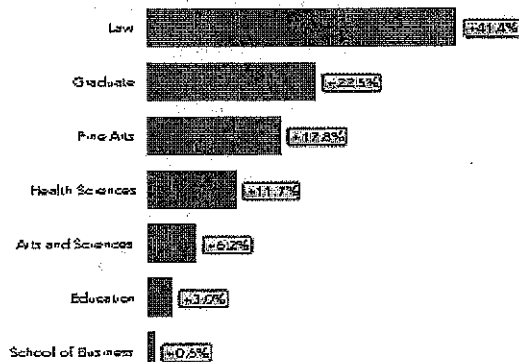
	Rating Description
	Outstanding

Goal 2: Serve to manage and lead UCSF during interregnum between Craig Johnson and his eventually named successor (Carmen Simone).

Results

According to the MOU, the responsibilities of the UCSF Executive Director consist at least of the following:

A. Recommending annual operating budget.
   - Budget was monitored and accepted as given by Adam Rosheim. UCSF surplus from prior year was swept by USD, reducing incentive for saving resources.
B. Maintaining expenditures within the approved annual budget and providing financial reports as needed.
   - Budget was monitored and conversations with UCSF managers over plans and expenditure levels were held. Budget monitoring and responsibility documents completed. No budget for website development was determined, I was told by the USD CFO at the time, "We will figure it out at the end of the year." This foreshadowed learning that UCSF surpluses were swept by USD at the end of the year, and distributed to campuses.
C. Supervising, hiring, and directing UC-SF non-faculty staff.
   - Interviews were held with managers and staff at UCSF to determine plans and to reinforce that USD was supportive of success moves. Staff were to be replaced in direct service positions, others would be more deeply reviewed to determine if attrition could reduce the expenses. The executive assistant (Senior Secretary-level) for the Executive Director became vacant in July (25% increase to go with Sanford Health) and was replaced to give time for acculturation to UCSF to be of more use and service for the eventual Executive Director. There are two non-student facing positions at UCSF: the Executive Director and a PA1.
   - I completed ACES review of Civil Service staff before end of year, but had trouble obtaining those from SF HR, and in October was granted access. NFE employees were not reviewed.
   - The shortage of qualified workforce in Sioux Falls (9,500 openings, 4500 registered job service applicants) meant that every employee replaced, from custodial workers, secretaries, and counselors, involved hiring at a higher rate than the previous employee's salary. This is creating more likelihood that salary compression will lead to further turnover. At the Aberdeen BOR meeting, I checked with other SDBOR employees who supervise employees in SF, and found the same situation, if not more dramatic in IT.
D. Ensuring high performing student services, including advising, tutoring, and other support services.
   - Student services were monitored with an eye toward providing high levels of service to students.
   - Ensured that students were advised into courses that would help them persist toward degree completion from campus-delivered 4-year plans. UCSF staff noted that USD 4 year plans were harder to find, although I was able to show them multiple routes to find them. A particular difficulty was in advising new students into online coursework when the Community College Research Center has published much research showing that this is not advised. Student services are provided to all students who ask for student services, no matter where the student is registered.
   - Developed responsibility and coverage chart (identify who was responsible for what and then to identify backup persons)
     o Met with Steve Ward (USD) to identify and try to provide a holistic advising description.
     o Tutors were hired, and Osher Lifelong Learning members were recruited as volunteer tutors.
     o Student ambassadors were hired (after discussion with and approval by Dr. Simone) to facilitate students of color and New Americans to help assist the transition of newly admitted students. Begins in Spring 2019.
     o Moved the first-year advisor up to the student success center – to keep attracting students to the center.
   - Advising students still centered on primary advisors for degree programs of partner universities (USD, DSU, SDSU), the SDSU advisor was also the career services advisor (SDSU counseling in higher education graduate), but who resigned in November.
   - One of the goals is to get AAGS students to find a major within the first semester, and the second if truly trying out college (A&S 101, A&S 192)

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E. Ensuring success of UC-SF operations.
- If success is measured by increasing enrollments – there is little good news to report. The number of students in the AA in General Studies is up, and the number of students in the AA in Integrated sciences and BS in Technical leadership are up, but the numbers are small. The General Studies degree needs to retain and enhance its focus on four year plans for specific majors – on campus, and unless USD is successful in truly being the lead institution, for the other institutions as well. More explicit would be better. The purpose of guided pathways is to establish clarity in curriculum and to help students choose courses that are likely to get them. The challenge will come from SDSU which appears to be moving its students online from similar majors in human and social services (PSYC, SOC, FCS and USD's CJUS though not an SDSU program).
- Enrollment declines are largely because of a lack of marketing. The UC marketing budget is split between getting students to look at UC for a place to look for programs, and between advertising programs located at UC. This is one area where the integrated marketing message would be useful – it is not clear that students at UC would respond to the same message that attracts students to USDs main campus.

F. Preparing appropriate required reports to USD, participating institutions, and/or the Board of Regents.
- Developed organizational chart, and compared expenses at UCSF to BHSU-RC. Explained differences in levels of salary, FTEs, and types of employees to Government Operations and Audit Committee.
- Facilitated meetings of building committee to manage the construction project at FADM building at UC. SDSU nursing told UCSF staff that 2021FA would be when SDSU Nursing might be able to move into building, if at all.

G. Coordinating the work of the Advisory Council and other community engagement activities.
- After the June 20 Advisory council meeting, I focused on correcting some of the mis-information that Craig gave the group. Further, I focused on the message that was coming from the Advisory Committee and reiterated by Dave Roseboom, respected SF banker, we need to market workforce degrees and transfer degrees, and degrees that could be completed at UCSF in their entirety (e.g., business, criminal justice, and others (not named). Their overall goal appears to be to make Sioux Falls a "public university community."

H. Coordinating the work of the Coordinating Group and its designees.
- The coordinating group is the group of provosts of the three partner schools. By the 2016 MOU, the coordinating group was supposed to meet quarterly. However, Neither Dennis Hedge of SDSU nor Scott McKay, the Provost at DSU brought any call to meet.

I. Related supervisory and managerial duties as assigned.
- No tasks were specifically assigned. President Gestring noted that she thought she and I would visit President Griggs (STI), and other business and community leaders, these visits never materialized or I was not invited. Further, when I was not involved in the planning for the SF next phase/stage of USD's "lead" status, it was difficult for me to say with any certainty what USD could commit – that is President Gestring's role. So, I did not seek out these opportunities, which likely helped lead to my return to faculty status.
- Personnel were reviewed for duplication of positions and roles at the request of President Gestring, with a verbal report presented on 12/20/18.
- Procedures were reviewed for consistency with USD policies – mostly in hiring, payroll, and accounting. An early decision was to get the new website to use SiteCore, so that it would be ready to integrate with a USD site more quickly. A tougher challenge was the website URL –all agree that SDUniversitycenter.org is a terrible URL, but replacing the URL now and then again before July would be crazy. So the URL will remain merely "terrible" for now.
- HEFF fund planning for the USD Gear Center and UCSF were reviewed and managed. Originally I was told to spend down the HEFF and then this directive was rescinded during a one-on-one briefing with President Gestring, after following through on the first directive (spend down some of the HEFF so SDSU could not use HEFF money to remodel the second floor of the FADM building for SDSU nursing and pharmacy.
- Presented employment and expenditure data to Government Operations and Audit committee in July, noting differences in operations, "ownership choices" (BHSU sends staff to Rapid City on weekly basis, and on demand), and size and focus of offerings to explain differences in budgets

(dollars and FTE). It was made clear by SDBOR President Schieffer and SDBOR CFO Kramer that centers would produce a positive cash flow.

Using APS data, USD enrollment at UCSF increased since 2014-15 whereupon it dropped 22%, and has recovered by nearly 10% since that precipitous decline. APS data show that USD credit hours are increasing at just under 15% over the last three years.
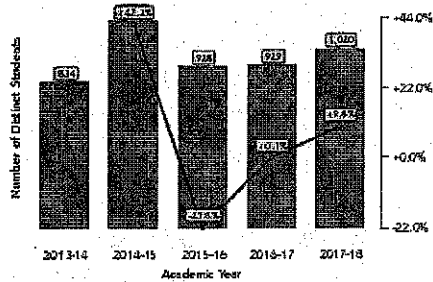
APS data also show that Beacom School of Business course offerings at UCSF declined precipitously over these three years, while offerings from other schools (not including Law) has increased over the last three years.
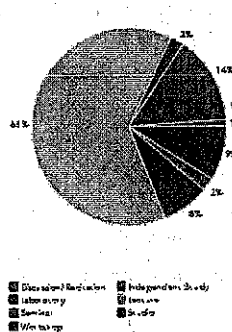
Rating Description
Exceptional

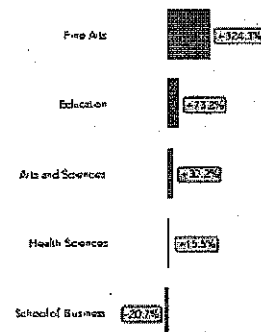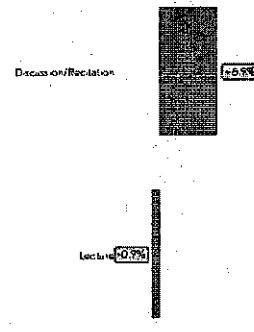## Goal 3: Facilitate the recruitment of students and enrollment in HSDC courses

Results
Total Credit Hours Registered for SP18 on 1/27/17 = 2939 credit hours, 715 students
Total Credit Hours Registered for SP18 on 1/26/18 = 3703 credit hours, 905 students
Total Credit Hours Registered for SP19 on 1/28/19 = 3283 credit hours, 790 Students

There are many reasons and theories to explain USD's decline:
- SDSU spent a considerable amount of time and marketing to be the HSDC "provider of choice" to all high schools in South Dakota
- Low numbers from area high schools; Dakota Valley, Parkston, Parker, Elk Point (Luke made plans to visit these schools 2019SP)
- The high school calendar worked out with having a shorter week before classes start, and the fall term had a similar issue. However, this must be addressed going forward, as calendars affect all

SDBOR schools unless provisions are made to deal with these courses

- Lower numbers in certain courses due to perceived higher difficulty or rigor (e.g., Psychology) or unfair treatment (e.g., English), or the instructor disappearing from class for several weeks.
- One odd facet to explore is the complaint from schools that USD has fewer unique course offerings than competing institutions.

It is true that a more fulsome orientation would prepare students, counselors and parents better for the rigor of an online course. Further, preparing all parties for the high cost of failure in a HSDC course for high school students is nearly impossible – the opportunity to save a tremendous amount of money (nearly a $1,000 discount from the cost to the student of a SDBOR university course) blinds all parties to the costs of failure for students. That is, high-school-graduation requirement courses that are failed that have to be retaken in order for the student to graduate, colleges tend to give lower grades than students receive in high school – lessening the student's GPA. Further, the culture in high school that is not matched at the collegiate environment often lies in terms of expectations, academic integrity, quality of acceptable work, and the presence of helicopter and Blackhawk helicopter parents.

Certainly, the orientation-to-university-education activities that CDE performed with 350 students was more than we could perform with over 900 students, all else being equal. Further, the current one-credit course offered by CTL might be better used as a no-credit course for orienting high schools students to University-level courses. More resources needed to be developed, and these were part of the original discussions with the VP of Enrollment and Marketing in Fall, 2017 – meetings that only materialized in a plan a year later, but substantively different than the original plans. It is not clear how moving the HSDC advisor to ACPC will affect the plans to have admissions counselors visit with students in the high schools.

A positive outcome of these discussions was for CDE to create forms in Salesforce (CRM) and store in Image Now® files exactly as USD Admissions wanted it entered into Salesforce. However, the paperwork nightmare that resulted from preparing this data this way, coupled with the decision that separated high school counselors from the application process for high school students meant that the last weeks before the beginning of the term were filled with tracking down counselors who were overwhelmed with these issues, as well as their other duties. Further, proctoring exams often fell upon counselors, who are fewer in number in nearly all school districts than in 2013 when HSDC began. That is, the SDBOR process separating the paper parental approval signature form combined with students being able to send in their own application without telling the counselors —combined with the delay in processing the applications through Salesforce, scanning into Image Now, etc., made USD less popular with counselors. SDSU also made a very concerted effort to be the "HSDC provider of Choice."

Rating Description
Meets Expectations

Goal 4: Facilitate the recruitment of students to USD and into the life-cycle of students at a distance, and Graduate Students on campus (strategic plan, goal 1.1)

Results

In Spring 2018, CDE engaged Scott Pohlson, VPMR, and a number of CDE marketing and recruiting staff to help review proposals for online marketing processes to attract prospective students to USD's programs. This followed on Provost Moran's agreement to have EAB present to the Deans tactics for promoting the use of "affinity groups" to attract students. These affinity groups would have been created by taking USD program completers, grouping programs into similar sets of programs (e.g., ADS, NURS, Health Sciences, counseling and psychology in Education, etc.), business, and public administration/education administration, and so forth. EAB would then take the information from these program graduates and match it with adult learners from similar geographic areas and with similar expenditure patterns (from data linked to these students through credit bureaus) by age, sex, etc., to create the affinity groupings. Then, there would be direct mail to people who were similar to the affinity groupings, with the promise that this would cost less, and have a higher yield than the CDE practices. I presented the concern was the risk of a data breach and the risk of backlash from students if these methods were released. VP Gestring, Provost Moran and I separately agreed that the risk of a data breach would be catastrophic to USD's online marketing, and (then) VP Gestring shared her belief that USD was spending too much with EAB. However, there

were two other firms that bid using similar procedures – affinity grouping and following up with more targeted direct mail.

The results of the review of proposals and presentations was a consensus decision to go with Sextant Marketing Group for one more year. Sextant agreed, with the understanding that we would ask them to pre-screen calls for a target program (the MBA), set appointments using the CDE front desk or a call center run by Sextant to make appointments to speak with a recruiter, and to rotate the recruiters once a week to stay until 8 pm.

CDE marketing and recruiting did not pursue any of these three strategies, sticking with the long-held strategy to advertise on online media to attract, and then if a prospective student responds, coach the applicants into applying. Sextant, slowed its efforts to engage in building content and links from credible sources to USD's marketing pages (Search Engine Optimization) which moves the subject of the content (e.g., USD's programs) higher in search engine results – much more effective and cost-effective than "buying" you way up on the list (sponsored links).

Further, the number of applicants seemed to focus on certain programs (HSC Ph.D., MBA, although applicants for the MBA slowed nationwide, and EDAD). CDE marketing and recruiting took Sextant's reduced activity and stopped participating actively with Sextant (something I discovered in late October).

Results

Daniel Palmer conducted an analysis at the request of President Gestring. Unfortunately, my requests for persistence data over the years have yielded no meaningful results. Still, these data suggest the many benefits of offering online courses to all USD students. From Dr. Palmer's email, the following is excerpted:

> As you can see in Table 1a, students who took courses exclusively on-campus tended to show *poorer* persistence outcomes – at every year of study – than students who took most (but not all) courses on-campus. For instance, by the sixth year of study, students in the "50-99 percent" group out-persisted students in the "100 percent" group, 69.9 percent to 56.2 percent. These results seem to signal that students taking courses through multiple locations are advantaged in some way. From my perspective, the most unexpected aspect of these results is that the outcome gap depicted below seems to occur across all major student characteristics, including but not limited to gender, ethnicity, ACT score, and Pell status.

| Year of Study | On-Campus Course Percentage | | | | |
	0 Percent	1-49 percent	50-99 percent	100 percent	Total
Year 1	92	24	3,556	8,899	12,571
	100.0	100.0	100.0	100.0	100.0
Year 2	69	20	3,045	8,251	11,385
	43.5	70.0	87.0	72.8	76.4
Year 3	54	20	2,597	7,604	10,275
	18.5	70.0	78.0	63.7	67.1
Year 4	45	19	2,099	6,928	9,091
	20.0	63.2	73.0	60.6	63.2
Year 5	37	16	1,756	6,189	7,998
	21.6	56.3	70.3	58.1	60.6
Year 6	25	10	1,388	5,397	6,824
	27.6	40.0	69.9	56.2	58.5

Table 1a

Persistence Rates by Year of Study and Course Location (On-Campus)

More recent reports from the Arnold Foundation (http://mason.gmu.edu/~sprotops/OnlineEd.pdf 1-16-19) and from the Community College Research Center (e.g., https://ccrc.tc.columbia.edu/Online-Education-Instructional-Technology.html) support Dr. Palmer's findings that online-only students face a very difficult challenge. They are likely to have the worst possible educational outcome – lots of debt and no credential from which to pay back the debt.

Data reported below and elsewhere suggest that there are a significant number of students who do not register for campus-based classes (approximately 25%), and clarity about what constitutes a liberal arts education must be identified in the strategic planning process since we are filtering who advises applicants for advising positions using this criteria. Is it, assumed outcomes from courses in certain disciplines? Mode of delivery? Critical thinking? Or something else? Certainly, with nearly eight hundred high school dual credit students taking USD HSDC courses, advising must be ramped up and preparation of these students for the HSDC (as well as their parents and school officials) and for transition to a collegiate environment must be improved. An objective assessment such as Smarter Measure's online readiness <http://www.smarterservices.com/solutions/smartermeasure/> may be costly for USD, but the tutorials and remediation based on the assessment are available from the California Virtual Campus-Online Education Initiative are available under creative commons licensing, lowering the cost of tutoring.

Growth in traditional Arts & Sciences graduate programs continued a slow decline. The lecture-discussion based disciplines in management and administration continued to decline, unless there were accelerated programs.

Rating Description
Meets Expectations

Goal 5: State Authorization Compliance

CDE focused its activities in the following manner.
1. Get internal agreement on the State Authorization and Reciprocity Agreement (SARA) and US Department of Education (USDoE) requirements for compliance with state authorization legislation and the SARA agreement. One unexpected challenge was that the (then) SDBoR legal counsel developed compliance guidance that suggested a strategy that did not meet what guidance we were receiving from WCET, or our own reading of the requirements:

   > "The curriculum for a number of degree programs at (University Name) have been designed to meet the licensure/certification requirements in South Dakota, and prepare students to sit for licensure exams in South Dakota. The various licensure boards in each state are responsible for setting requirements for licensure/certification in their state and distance students with intent of returning or moving to any state other than South Dakota should be aware of the unique requirements for that state. Students seeking to establish licensure outside the state of South Dakota can find information pertaining to the licensure requirements in their state at the following location: <*URL at WCET listing the licensing agencies* that was not publicly accessible>. You are encourage to engage with an academic advisor prior to beginning any online academic program that would lead to licensure, in order to best understand the licensure program in your intended state of residence. <source p. 2 of 17 in https://www.sdbor.edu/administrative-offices/academics/aac/Documents/2017-08-AAC/2_C_AAC0817.pdf>; n.b., italics in quotation include a substitution of a comment not the URL listed in the original, and that the original does not include a close quote.

2. Develop a strategy to work with programs leading to licensure that were willing to cooperate due to faculty members attending conferences where programs had to pay back a student's tuition (quite motivational) and develop a strategy for how they could be in compliance with federal regulations to be compliant with each state's "state authorization" requirements.
   a. follow up with programs or departments that offer courses that lead to (i.e., long term care licensure), or a reasonable person believes leads to licensure to ensure compliance,
   b. record and submit to NC-SARA the number of students by state and by program (two-digit IPEDS code) who go out-of-state (and implicitly out of the US) for required field experiences, internships, etc., and who are enrolled in programs or courses that lead to licensure and to identify students in programs that require an internships and/or field experiences as a program requirement.
3. Develop or renew relationships with programs that have required internships and programs that lead to licensure.
4. Develop an easy to understand and identify checklist and an online form to identify which out-of-state activities would generate "physical presence" for faculty to identify activities that might require state authorization and/or disclosure to students. These have been reviewed with programs leading to licensure

and tested. Continuous improvement will be required for compliance.

5. Work with online programs that lead to licensure to identify language and a strategy to use in communicating with students about the USD program's licensure status in South Dakota,
6. Review programs to determine whether the USD program meets, does not meet, or after significant efforts to determine the status of the program regarding licensure status.
7. Work with other SDBoR universities with common programs (e.g., educational leadership, nursing, etc.) to identify licensure requirements with which to evaluate the USD program and to direct students.

Results

The time I needed to spend in Sioux Falls and the lack of depth at CDE meant that I could not implement the plan that LaDonna Rodvold and I devised during my days in Vermillion. This was part a failure to delegate or a failure to adapt to a leadership position instead of a direct service position.

The US Department of Education is negotiating rulemaking and is likely to reduce some of the limits on online and competency-based (independent) learning structures. To increase online and distance enrollment, USD will either "take from other institutions" (see enrollment figures identified in October 3, 2018 *SDBOR Agenda* item 4E, table 2, page 4) or reach outside South Dakota for enrollments.

Next steps.
1. There has been and will be program-level faculty/staff turnover and programs need to be revisited and relationships renewed and refreshed on a regular basis to ensure compliance with program curricular changes and notification to students participating in another state (country, tribal reservation).
2. Field experiences and internships out of the US seem to require inquiry as to whether these students may participate in out-of-country field experiences – especially in programs that lead to licensure or departments with courses that lead to licensure. This also involves a revisiting with those who facilitate student and faculty out of country experiences such as the Center for Academic and Global Engagement.
3. Some programs such as the master of public administration program have required internships but do not lead to licensure. The threat or risk is not as significant, but these data are to be reported to meet SARA compliance requirements (reported in May).
4. Visit with programs to see if they want to revise their programmatic requirements to meet licensure standards in another state where they can recruit. This would be a choice of the department relative to the student demand in that other state (e.g., Iowa for educational leadership requires 50 more hours for the internship than does South Dakota).

Rating Description
Meets Expectations

Goal 6: Provide services to online students.

Results

In June, 2013, Provost Staben charged me with integrating online education into the regular academic hierarchy. This integration is nearly complete, as Fall 2018 saw three interrelated events related to student services. First, ACPC saw that they could and should advise all students. Wendy Stubbs had been excluded (or excluded herself) from ACPC meetings and updates. CDE's advisor had focused on career planning which was useful for assisting students who were undeclared majors find and determine a major. However, there was insufficient time to assist with dual credit advising, and most online students only want advising a very short period of time before the next term begins. As such, the dual credit advisor position and incumbent was transferred to ACPC, to facilitate better advising beyond following department's four-year plans. Second, the Registrar's office and ACPC allowed the creation of one letter being sent to students describing how students could register regardless of modality. Previously, this one-letter strategy had not been permitted despite my semesterly requests. Third, and

perhaps most important for managing online courses, the Registrar's office sent all listings of all courses for a term which a department had offered or had committed to offer to department chairs in one emailed spreadsheet for review and upon approval, return to the registrar's office for building in the student information system so that students could register. This one source allowed the department chair to see all courses and commitments in one place, which would then enable a discussion to identify opportunities as well as challenges (e.g., using adjuncts when tenured and tenure track faculty were underutilized and/or over-utilized, when courses were not scheduled to enable students to persist toward degree completion, etc.). While these departmental decisions must be monitored as there is a tendency to deal with "students you can see" over those who you might never see, and especially in dealing with faculty assignments. Some department chairs would not open additional sections because they could not find adjunct faculty – and CDE staff were told, "I will not assign a tenure-track faculty member to teach an online course." CDE brought this to the College's Associate Deans, but no such assignment was made, and HSDC students were not accommodated.

Problems remaining

More efforts must be made to orient students to the online education requirements and its risks in an equal amount as the discussion of the benefits. Most large providers of online education have the recruitment specialists work with the students as a concierge through their online world, advising as to program completion requirements and courses available, as well as offering career advice including internship development assistance and job-search assistance. If ACPC had not accepted responsibility for advising students for the first 45 credits, I would have moved the CDE recruiters in this direction. This would have meant diverting the online advisor to be also recruiting, and along with transforming the recruitment specialists into advising generalists focusing on advising based on department-developed four-year plans and distance course schedules. In addition, the adviser-recruiters would focus on career exploration, helping create experiential learning opportunities and the like for the 2,400-2,900 online only students. As the transition has occurred, it is important to note that I had started conversations with CTL and Arts & Sciences Associate Dean Vidler to transform A&S 100 (one credit "orientation to online learning" taught by a CTL employee into a non-credit course, facilitated by CDE or CTL staff, and made available to newly admitted students and HSDC students considering HSDC with USD. Given my transition, these discussions now focus on the Provost's office, CTL, and the college.

Access to financial aid information is an issue – students are not able to work with a specific individual, or even to be able to talk with a person – only to email the financial aid generic email.

Library services are in good shape in terms of what is available, though perhaps not so much in terms of knowing how to access the services and effectively use the services. Online faculty need training and information on helping students know how to effectively utilize library services. One mechanism is to include this type of training into the CTL's Introduction to online teaching and learning (ITOTL). Another is to provide a more fulsome orientation for online faculty, especially term-based faculty appointments. I believe library faculty and staff are supportive, and many efforts are exceptionally helpful (digital sources, interlibrary loans, extended reference librarian hours, information literacy outreach activities, chat functions, etc.). One must examine how much additional support can be provided without additional resources to provide these services.

Accessibility is an issue. Federal law requires that colleges and universities provide students with disabilities equal access and equal opportunity too their programs, including online programs. In 2009, the GAO estimates that 10% of all post-secondary students have a physical or cognitive disability or a specific learning disability. The student must report and document their disability with the appropriate office and request accommodations. USD must then assess the impact of the disability on student performance and determine corrective actions. Usability is equally important – referring to content that

can be used with equal ease by everybody.

As mentioned earlier, retention/persistence is an issue for USD. While some reasons for stopping out or dropping out are actionable by USD, some are not. The very nature of online learning allows flexibility for students. This flexibility also makes it easy to stop/drop out from online courses and programs. Many students participate in distance education because by choice or circumstance they cannot participate in a campus experience. This may mean that life circumstances do not allow them to participate in a manner that interrupts or prevents completion of courses as well as programs. They tend to access advising and other student services less, they may take courses for which they are not prepared (time and money are primary factors for adult learners) or not closely related to their program – leading them to stop- and drop-out. Periodic check-ins are not sufficient, but increasing the teaching burden by having faculty reach out periodically to students may not be the answer, though helpful. Support systems are costly, but the nature of online education may make it easier to identify students who have not participated and are at risk of stopping out of a program. However, faculty need to be trained to access usage statistics and to get students to engage with other students to become socially integrated through participation in discussion boards.

More efforts must be made to identify mechanisms to refer students for mental health assessments or services. Further, communication with faculty to identify potential mental health issues and a communication strategy to identify resources for these students is needed.

Finally, a strategic plan for online education will be required for the HLC assessment. The NC-SARA manual <https://www.nc-sara.org/files/docs/NC-SARA_Manual.pdf>, on page 48, contains an enumeration of *Interregional Guidelines for the Evaluation of Distance Education.* These guidelines are described as hallmarks of excellent programs, similar to characteristics of excellent administration of programs established by the Online Learning Consortium® or Quality Matters.® The first three "hallmarks" examine the role of online education within the general context of the institution as a whole, in particular whether the institution has reconciled and integrated online education with its overall mission and purpose. This, at a minimum, means integrating online education into the institution's regular strategic planning process, which would lead to a roadmap for sustaining, developing, and if appropriate, expanding online programs.

USD is in very good shape with meeting the second set of hallmarks in that the curricula is (are) (mostly) coherent and academically rigorous – at least as rigorous as comparable traditional programs. The courses must be as rigorous as comparable programs and the academic units must determine if program goals are being met, and demonstrate that faculty have the support and training they need to be effective.

The third set of guidelines also need a review. Generally speaking, students taking courses online or who are enrolled in an online program should have the same access to the same student services as traditional students (excepting fee-based service provision, but including referrals to the availability of those services). Policies to promote student identify verification, academic integrity, and faculty confidence should be elaborated.

At present, online is mentioned three times in the USD multi-paragraph mission statement. A decision must be made to determine whether this demonstrates that online education is consistent with the mission of the institution. This commitment to online education may be well demonstrated in the policies and procedures of the institution including requirements that online courses must have instructors trained in best-practice methods of online teaching, the integrated methods of approving instructional staff, that online proposals flow through the regular curriculum processes. Most online

providers have to reconcile the potential for the cloistering of academic departments with the institutional commitment either with a specific strategic plan for online education, or inclusion of online education in the institutional mission statement and strategic plan.

	Rating Description **Outstanding**

Goal 7: Assist Dean's offices in monitoring course section-level enrollments and facilitate implementation of choices they or their designee make.

CDE monitored on a weekly basis the enrollment and waitlists for online course sections. If a course section was within five students of reaching the "cap", the department chair (or other official the Dean designated (i.e., department chair, program director or Associate Dean)) and were asked if additional enrollments could be accommodated by adding a section or going "over the cap," depending on the time to the beginning of the term in which the course would be offered. Roughly 25% of the enrollment for online courses comes in the last month before a term begins.

Historical course section enrollment information for the term (SU, FA, SP) was also provided to the designated decision maker so as to provide information on potential enrollment and inform the decision. The more near the beginning of the term, going "over the cap" was recommended *ceteris paribus*.
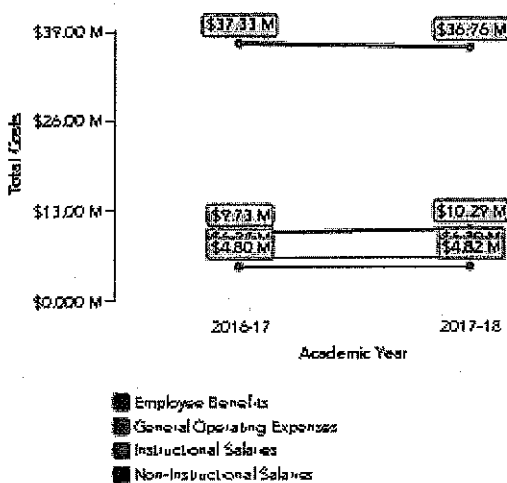
EAB reports for USD will identify total costs and per credit hour costs for programs.

Total and Per Credit Hour Costs

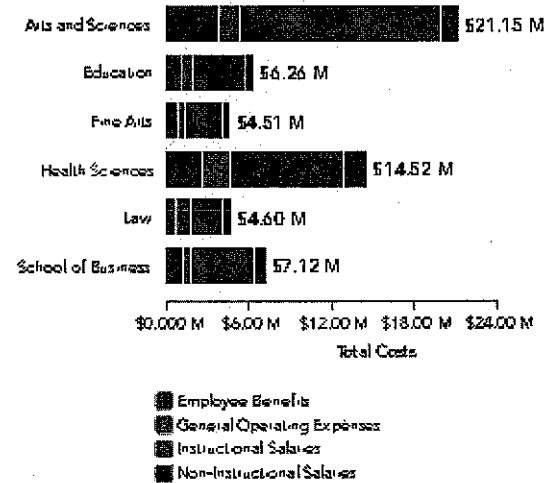Total Costs: **$58.17 M** Cost Per Credit Hour: **$273**

Trends in Total Direct Costs by Account Category
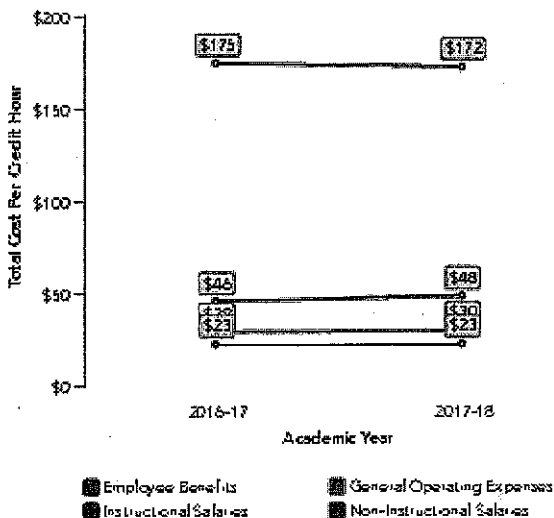Click on total costs to view line item details.

Legend:
- Employee Benefits
- General Operating Expenses
- Instructional Salaries
- Non-Instructional Salaries

Total Direct Costs by Account Category
Click on total costs to view line item details.

- Arts and Sciences — $21.15 M
- Education — $6.26 M
- Fine Arts — $4.51 M
- Health Sciences — $14.52 M
- Law — $4.60 M
- School of Business — $7.12 M

Legend:
- Employee Benefits
- General Operating Expenses
- Instructional Salaries
- Non-Instructional Salaries

Trends in Cost Per Credit Hour
Credit hours are only aggregated at the Academic Year level for this report.

Legend:
- Employee Benefits
- General Operating Expenses
- Instructional Salaries
- Non-Instructional Salaries

Cost Per Credit Hour by Account Category
Credit hours are only aggregated at the Academic Year level for this report.

- Arts and Sciences — $213
- Education — $217
- Fine Arts — $294
- Health Sciences — $378
- Law — $837
- School of Business — $275

Legend:
- Employee Benefits
- General Operating Expenses
- Instructional Salaries
- Non-Instructional Salaries
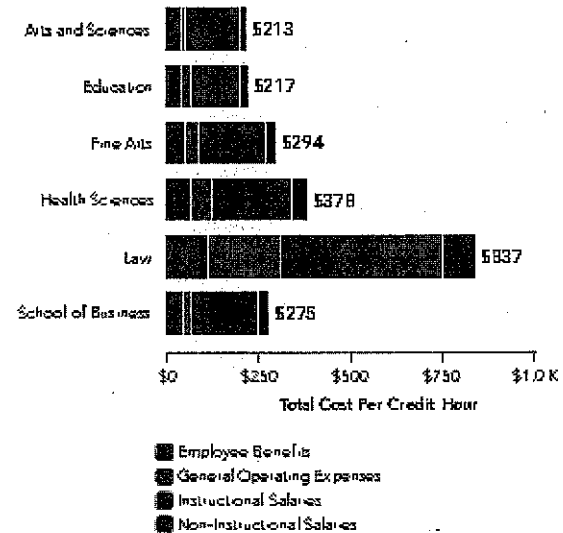
Results

Monitoring course section enrollments leads to higher USD course section enrollments and fewer students registering for courses offered at other institutions. CDE has traced USD student enrollment in other SDBOR institutions by course, and provided this information to the Dean or the Dean's designee, and further if the designee requested. Higher enrollment leads to lower costs per credit hour as fixed costs are "fixed" and spread across more students.

Cost per credit hour has decreased for most colleges. However, students make these choices for a variety of reasons, including those we would view as positive, and some not-so-positive (choosing or avoiding a particular instructor).

Next steps
1. Course capacity (caps) are established as part of the course approval process. They are frequently changed at the direction of the department chair, which sometimes draws the ire of the registrar – and rightfully so, given the approval process. Clarity may be required.
2. Further discussions about when notice of course fill rates and the size of the "fill" are to be given to the Dean / Designee. These discussions are the province of the Deans, but should be informed by data, knowing that there are alternatives for each and every possibility. One only need think of workload, instructor availability, etc., for any single-term issue arising for a decision not to facilitate student enrollment. However, many of these issues repeat themselves across the academic terms.
3. Efforts to assist colleges to recruit term-based faculty and utilization of tenured and tenure track faculty to teach distance classes should be reviewed.

	Rating Description **Meets Expectations**

Goal 8: Draft a rewrite of the MOA between CUC Foundation and SDBOR, specifically including all prior MOA between CUC Foundation and USD and SDSU.

Results

Draft was begun in August, with difficult conversations with SDSU about their need to cover costs, as well as within USD and a desire by the School of Health Sciences to remain operating the Nursing program at CUC in Pierre. CUC Foundation lease with SDBOR calls for a $50,000 appropriation and a $35,000 support.

My primary goal was to enable USD to participate in course offerings at CUC, but to be able to withdraw if costs were not equal to expenditures, as directed by SDBOR President Schieffer. MOA draft called for an annual review of expenditures and enrollments for USD programs, with a six month notice to withdraw.

Draft was reviewed by Acting Assistant VP of Finance and Administration, Dean and subsequent Acting Dean of Health Sciences, USD Chair of Nursing, and USD's legal counsel before submission to SDSU and SDBOR CFO for further discussions in December.

	Rating Description **Outstanding**

Goal 9:

Results

	Rating Description

Performance Summary

Goal 1: Ensure courses offered to enable students to persist toward degree completion and maintain fiscal accountability.

Results: Course sections only increased by two (2) per term,. Headcount and credit hours declined. CDE direct expenditure budget (not counting pass-through expenditures) reduced by over $750,000 in a three-year period from FY17 to FY18-19.

Goal 2: Manage and lead UCSF during interregnum between Craig Johnson and his eventually named successor (Carmen Simone).

Results: I performed the required tasks of the UCSF Executive Director position. Overall (all three institution's) enrollments did not increase, but the rate of decline did improve. USD enrollments did increase. Perhaps the major accomplishments were to stabilize and improve morale of the staff, focus on student services, and prepare the staff for a new executive director.

Goal 3: Facilitate the recruitment of students and enrollment in HSDC courses.

Results: Total headcount and credit hours declined from spring 2018. However, the major improvement was in capturing the student's application data in the exact format requested by USD Admissions. Data had been provided in terms of name, contact information to USD Admissions as requested, but no evidence exists that these students received any particular attention.

Goal 4: Facilitate the recruitment of students to USD and into the life-cycle of students at a distance, and Graduate Students on campus (strategic plan, goal 1.1)

Results: Enrollment in terms of credit hours declined. Persistence of online only students stabilizes about year 3 (which may be reflected by presence of HSDC students in years 1 and 2) at about 60% from term to term. Online-only student graduation rates including special students are about one in five. The figure doubles when special students are removed from the data sets.

Goal 5: State Authorization Compliance

Results: A process was developed but not fully implemented to capture out-of-state students and to provide notification of licensure status. The process should be ready to implement this spring, even after my departure.

Goal 6: Provide services to online students.

Student services were not advanced as quickly as they might have been. However, online tutoring was made available to students. The focus was on students who were in courses with the highest non-successful-completion rates (i.e., online courses with the highest DFW rates). To help integrate services to students in all modalities, the contract was turned over to ACPC in November, 2018 to make available to students in all courses. Implementation is for the instructor to put a link in their course D2L shell. Outlined next steps for HLC accreditation for online programs.

Goal 7: Assist Dean's offices in monitoring course section-level enrollments and facilitate implementation of choices they or their designee make.

Results: CDE monitored course section-level "fill rates" and offerings, communicating wait lists to the Deans or their designee to either go over the cap or create a new section. Worked with Registrar's office to develop a system where the decisions could be implemented through a single contact to CDE (contract for new adjunct or overload, compensation, etc.) who would then contact the Registrar. Due to implementation of the EAB Academic Performance Solutions, calculating the data in the Dean's Dashboard (cost per credit hour, etc.) was discontinued.

Goal 8: Draft a rewrite of the MOA between CUC Foundation and SDBOR, specifically including all prior MOA between CUC Foundation and USD and SDSU.

Results: Draft reviewed by USD entities and provided to SDBOR for review. Provisions called for USD to review expenditures with CUC Foundation, and a six-month withdrawal timeline (no more than one year).

Overall Rating Description
Outstanding

Employee Self-Appraisal

Instructions

This page to be completed by employee prior to the evaluation of his or her performance.

Accomplishments

Looking over the goals described in this appraisal form, what would you say are your key accomplishments this year?

1. Goal 1 - **Ensure courses offered to enable students to persist toward degree completion and maintain fiscal accountability.**
   a. While distance students and credit hours have declined, they have declined at about the same rate as total students and credit hours.
   b. Given the increased competition from online providers, the level of marketing from national and international public school providers, USD online has been more successful within South Dakota.
   c. Threats exist – large public providers and elite private schools are providing more and more online programs, reducing the potential for additional enrollment unless costs can be reduced, or outcomes determined and verified.

2. Goal 2 - **Serve to manage and lead UCSF during interregnum between Craig Johnson and his eventually named successor (Carmen Simone).**
   a. An increase in staff morale at UCSF, although there are two members who have a negative attitude and are not likely to change. One is the point of contact for academic scheduling at UCSF.
   b. Clarifying the tenuous relationship between the South Dakota Osher Lifelong Learning Institute (OLLI) and USD – the relationship is with the USD Foundation, and USD as the lead institution at UCSF agrees to provide support services and facilities for OLLI.
   c. Focusing on student services and the budget at UCSF to support new Americans, and other students at risk.
   d. Monitoring website development to enable monitoring, and to be able to bring into the USD website should proposed changes be adopted and approved.

3. Goal 3 - **Facilitate the recruitment of students and enrollment in HSDC courses**
   a. CDE could have focused on adding staff to HSDC – providing orientation to these students, their parents, and high school staff about expectations of a university-level education, academic integrity, USD policies, etc.
   b. One victory was to create systems and structures so that HSDC student-records are available to USD admissions. Names and contact information was provided to USD Admissions for over two years, but it is not clear that there was a follow-up.
   c. The HSDC advisor used the four year plans to help advise students to the extent possible – the last few weeks left little time to engage in this level of advising.
   d. CDE has not marketed HSDC directly to parents or to students who have taken HSDC courses from USD. Instead, the focus was on recruiting students to online programs
   e. CDE has not developed material to help parents independent of an orientation.

4. Goal 4 - **Facilitate the recruitment of students to USD and into the life-cycle of students at a distance, and Graduate Students on campus (strategic plan, goal 1.1)**
   a. While CDE has attracted students and increased their awareness of USD and its programs, this has not translated proportionally to enrollment *vis a vis* expenditures. Different models to get to the "top of the funnel" between campus based traditional-aged students and post-traditional students may account for much of the difference, as "life events and circumstances" are the major competition for USD with these students.

       b.   CDE marketing focused on facilitating applications, and not as much emphasis was placed on "top of the funnel" activities to attract prospective students to USD. CDE needed to help programs identify strengths of the programs, and help develop and present marketing plans for approval based on the distinctive competencies of the on-campus programs to prospective students. Many had not identified distinctive competencies. Few tracked program completers in terms of their outcomes. It is risky to advertise outcomes unless valid and reliable results are obtained (avoiding charges of misrepresentation).

       c.   Computerized methodology to compute persistence of online students will help identify particular individuals who did not persist and those who did, to determine strategies to assist those at risk of stopping/dropping out.

Goal 5 - State Authorization Compliance

       a.   Developed and have ready to implement a strategy for complete compliance.

Goal 6 - Provide services to online students.

       a.   Advising services expanded for online students by ACPC, same as on campus.

       b.   Departments and USD's schools and colleges pay more attention to their online students.

       c.   Complete integration of online from CDE into academic departments is nearing completion.

Goal 7 - Assist Dean's offices in monitoring course section-level enrollments

       a.   Current waitlists and historical enrollment information provided to deans and/or their designees through

- Dashboards provided by Institutional Research/Academic Affairs, and by
- CDE provides a five year comparison of data at the moments of decision, by section

       b.   Dean's offices asking about program approval process and best practices

       c.   No more back-channel approvals possible through unification of academic affairs and CDE

Goal 8 – Draft replacement MOA for SDBoR to use in negotiations with CUC Foundation (and SDSU)

       a.   Draft completed and reviewed by School of Health Sciences administration and affected departments in School of Medicine, with withdrawal procedures identified.

Opportunities for Improvement

Considering the goals on this Appraisal Form, what would you have preferred to do better?

Not applicable as my role has been terminated. Many learnings to carry forward however as I have engaged in much reflection in December and January.

Training and Development Plan

Describe your professional development goals and how you plan to reach these goals. Also identify how your supervisor can assist in your development.

Anyone who is charged with facilitating online enrollment and development of online programs *must* participate in professional associations – monitoring webinars and establishing and maintaining collegial relationships with others to take advantage of their learnings – they are willing to share. This might involve participation in conferences and membership in organizations such as Educause (CTL participates heavily), University Professional Continuing Education Association (UPCEA), WICHE Cooperative on Educational Technology (yes, that is an acronym within an acronym, as in WCET), the Online Learning Consortia, and/or Quality Matters. All of these organizations provide discussions and connection with others who have experience in designing and operating online programs and also conduct research on various issues surrounding continuing education, adult education, and all deal with online education and learning.

The EUC still lives, facilitated by the SDBOR VPAA, although no meeting has been held since November when the primary staff assistant went on leave. These allow development and review of HSDC courses, since all but USD manages the process through the distance education division, as well as a variety of other policies.

Not applicable for my former CDE role. My own development in my academic discipline has been "on hold" while in the variety of positions I have held for five and one-half years. Academic conferences such as the American Society for Public Administration (March), the Public Administration Theory Network (May), and the Academy of Management's Public and Nonprofit sector section meetings in August (Boston) are candidates for my seeing what the field is doing. Workshops on program evaluation offered by the Center for Disease Control and Prevention (Atlanta) and the Evaluator's Institute (Washington DC, Chicago) are good professional "how to" workshops as retirements have eliminated program evaluation offerings from psychology, and currently, there are no USD program evaluation courses planned for AY 19-20.

Employee Training and Development Plan

Training and Development Plan

Describe the ways in which the employee can develop his or her skills to better meet his or her performance and career goals.

During the remainder of the spring term, Dr. Card should identify one or more relevant academic or professional meetings that would be of most benefit to him in transitioning back to the faculty.

As the result of changing roles, there is little else to offer. However, I would like to use this space to formally acknowledge outstanding performance in a very difficult environment. At a time when everyone struggles with online enrollments, USD held its own even as some internal processes were being improved. This happened at a time when Dr. Card was also tasked with running University Center (an interesting challenge in of itself) even as he was overseeing CDE. While UC didn't thrive, it's more important to note that the situation likely would have been much worse without Dr. Card's leadership. There were a lot of balls in the air, and none of them broke.

Supervisor's Role

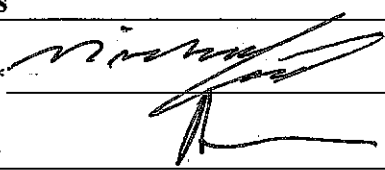Describe how you can assist the employee.

Providing funding to attend appropriate academic or professional meetings this spring.

Employee Comments

Please provide feedback regarding the proposed development plan as well as the appraisal process and rating.

I originally took the assignment to manage and lead CDE and the Graduate School on a temporary basis while a search was held for the replacement. I have learned much in these five and one-half years and will use much of this in assisting the renewal of the on-campus MPA, the online EMPA, and developing certificate programs that can be stacked onto existing undergraduate degree programs (think data analytics using POLS and PSYC courses). I have been a "local" all of my career, and it is time to blend being a local with taking a larger role in the public administration and public management community. The opportunity to attend conferences this spring and summer will help with the transition.

Signatures

Employee* _____ Date 2/14/2019

Supervisor _____ Date 2/22/19

* My signature signifies that I have had a performance appraisal and read this form. It does not necessarily imply agreement with the content.