

CHAPTER I INTRODUCTION

Institutional self-study began at Moorhead State University in 1995, in preparation for decennial review by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCA). The self-study process was completed during 1996. This report has two primary purposes. It provides information for the review team which is scheduled to visit campus in March 1997. It also summarizes and analyzes data for institutional assessment and strategic planning.

Organization of the Report

The report is organized in seven chapters. The introductory chapter contains historical and background information, responses to the concerns raised by the 1986 NCA review team, a description of the self-study process, and evidence that Moorhead State University (MSU) continues to meet the General Institutional Requirements of the NCA. Each of the next five chapters establishes a pattern of evidence for the NCA accreditation criteria. The final chapter summarizes the outcomes of focus group and planning analyses of the university and identifies several institutional priorities.

Throughout the self study, citations are made to reference documents. All documents are available to the evaluation team in the Resource Room (unless otherwise noted). Each document is identified by a general document (GD) code number (see Appendix A). The self-study is based on the 1995-96 academic year.

Institutional Profile

Moorhead State University (MSU), with an enrollment of 6,500 full- and part-time students, offers over 60 programs and majors which lead to associate, baccalaureate, master's, and specialist degrees. The University is part of the higher education system established by the state of Minnesota to provide affordable quality education to its citizens.

Moorhead State University was established in 1887 as a Normal School. The first ten students graduated from its two-year curriculum in 1890. In 1921, it became Moorhead State Teachers College, authorized to offer the four-year degree of Bachelor of Science in Education. The curriculum was expanded in 1946, and the official name changed to Moorhead State College in 1957. The college was renamed Moorhead State University in 1975.

Moorhead State University is located in Moorhead, Minnesota, which is separated from the neighboring city of Fargo, North Dakota, by the Red River. The Fargo-Moorhead metropolitan community has a population of approximately 150,000. Three other colleges are located in the two towns: Northwest Technical College-Moorhead and Concordia College in Moorhead and North Dakota State University (NDSU) in Fargo. Along with

Concordia College and NDSU, Moorhead State formed the Tri-College University, which became incorporated in 1970. The Tri-College consortial agreement allows for the sharing of resources and of classes among the three campuses.

Accreditation History

The institution initially was accredited in 1916 by the North Central Association of Colleges and Schools as a Normal School, authorized to engage in teacher training. Accreditation was lost in 1922 due to failure to make a required report. In 1923, accreditation was restored but was discontinued again when the institution resigned from the North Central Association in 1929. Moorhead State University has been continuously accredited since 1948 when the institution rejoined the Association.

The institution was first accredited at the master's degree level in 1960. The affiliation status was changed in 1985 to allow awarding of a Specialist's degree in School Psychology. The last campus visit was conducted by an NCA review panel in 1986. A change to the affiliation status was made in 1989 when the University was authorized to offer "some courses . . . at various sites within the state, and at Hong Kong, Guadalajara, Mexico, and Portsmouth, England." (The proposed programs at Hong Kong and Guadalajara never materialized. The Portsmouth program is an exchange agreement that allows students and faculty from the University of Portsmouth and Moorhead State University to study and teach at the other campus.) Most recently (August 1996), the NCA Commission on Institutions of Higher Education changed the affiliation statement to reflect the addition of an Educational Specialist's degree in Educational Administration.

Changes Since the Last Evaluation

While the basic mission and degree offerings have remained stable, Moorhead State University has undergone a number of significant changes since 1990. Our state system of higher education has changed, and the curriculum was completely revised as a function of converting from a quarter to a semester calendar. The institution has also responded to changes in administration, the number of students enrolled, and subsequent changes in the budget. These factors are described in this section.

Minnesota State Colleges and Universities

Moorhead State University, along with six other institutions, became part of the Minnesota State University System (MSUS) in 1975. The legislation establishing the state university system, as well as legislation establishing the community college and technical college systems, was repealed in 1995, when the three systems were combined into one large system known as the Minnesota State Colleges and Universities (MnSCU).

The merger was anticipated in 1991 legislation, and in 1993 Interim Chancellor Jay Noren began the required planning for the merger. The merged system originally included 63 campuses: 34 technical colleges, 21 community colleges, and 8 state universities (including a

campus in Akita, Japan). Many colleges and universities continue to function as separate institutions with unchanged names; however, a number of mergers of community and technical colleges have taken place. Additional campus consolidations and some campus closings may still take place. Chancellor Judith Eaton took office in August 1995 and restructured the system office. She is currently hiring senior staff. The full impact that the merger will have on the local campus is still unknown. An NCA review panel conducted a focus visit of the MnSCU office in October 1996. (The MnSCU self study is GD-121.)

Semester Conversion

In the early 1990s, the North Dakota University System mandated that all campuses in the state convert to semester calendars. Since North Dakota State University is such a significant Tri-College partner to Moorhead State, then-President Roland Dille initiated discussions about possible conversion to semesters on our campus. A majority of faculty and departments favored conversion, leading President Dille's administrative team to recommend conversion to semesters beginning with the fall term of 1995.

Planning for the conversion took place during the 1993-94 and 1994-95 academic years. The entire curriculum was modified and reviewed. While some departments simply converted their curricula mechanically, other departments made significant changes to their courses and degree requirements in conjunction with the conversion to semesters. The 1995-96 academic year was the first on semesters.

Student Enrollment and Budget Revisions

From 1985 to 1991, the number of students enrolled at Moorhead State increased steadily from 7,737 to 9,151. An equally steady decline began in 1992; only 6,500 students enrolled for the 1995-96 academic year. (Enrollment data are provided in Chapter III.) The funding formula used by the state legislature is entirely enrollment-driven, so falling enrollments have caused significantly lower state allocations to MSU's budget.

The decline in student enrollment and the resulting impact on available funds led to implementation of two major budget reduction plans. The first, announced in January 1994, included \$3 million in cuts; the second, announced early in January 1995, reduced expenditures by an additional \$3.7 million. A number of positions were eliminated, including one vice president, one dean, more than 50 faculty FTE positions, and approximately 13 staff; other employees had their contracts reduced. (The reduction plans are in GD-116.)

Administration

After serving as President of Moorhead State University for 26 years, Dr. Roland Dille retired June 30, 1994. Following a national search, his former Vice President for Academic Affairs, Dr. Roland Barden, succeeded him. Since Dr. Barden assumed the presidency on July 1, 1994, nearly all of the senior administration has changed. Dr. Bette Midgarden, who had been the Associate Vice President for Academic Affairs, served first as interim Academic Vice President and then was named permanently to the post after a national search. Dr. Steven Butler (formerly of Peru State College in Nebraska) became Vice President for Student Affairs in August 1995. Dr. David Crockett, who had been MSU's Dean of Business and Industry since 1993, was named interim Vice President for Administrative Affairs in December 1994 and was permanently appointed to that position in May 1996, following a national search.

The position of Vice President for Public Affairs was eliminated as part of the first budget reduction plan, as was the position of Dean of Graduate Studies. Mr. Otis Anderson became Associate Vice President for Administrative Affairs in 1992, and Dr. Elizabeth Danielson was named Associate Vice President for Academic Affairs in 1994. In July 1996, Dr. Danielson also became Executive Vice President for the Alumni Foundation, thereby assuming some of the duties of the eliminated public affairs vice president position.

Dr. Judith Strong continues as Dean of Social and Natural Sciences, a position she has held since 1986. All other deans have been named to their positions in the past four years. Dr. Lawrence Reed (former librarian) was appointed Dean of Academic Services in 1996, after having served in that position on an interim basis for three years. Dr. Paul Shaker was hired in 1994 as Dean of Education and Human Services, and Dr. Virginia Klenk came to MSU in 1996 as Dean of Arts and Humanities. Following Dr. Crockett's move to a vice-presidency, Dr. Carol Dobitz (former chairperson of the Accounting Department) became interim Dean of Business and Industry. A national search to fill that position is underway.

Reorganizations

The Division of Education and Human Services was given its current name and expanded by two departments at the beginning of the 1994-95 academic year; the Nursing Department was moved from the Division of Business and Industry and the Social Work Department from the Division of Social and Natural Sciences. A new Department of Counseling, Educational Leadership, and Field Experiences was created in 1996, by moving together faculty from several other education departments. The Department of Industrial Studies became the Department of Technology in 1996; the pre-engineering program is now housed in the Technology Department.

The Associate Dean of Students position was eliminated in 1991, and the Student Development Office and administration of the student union were reorganized.

Administrative responsibility for the Admissions Office moved in 1996 from the Vice President for Student Affairs to the Dean of Academic Services.

Programmatic Changes

In 1987, President Dille appointed a Task Force to recommend revisions to the Liberal Arts (general education) program. (The Task Force Report is GD-7.) As a result, a new "Liberal Studies" program began in 1992. The major changes in the program were the addition of a math requirement and a requirement for courses in cultural diversity and non-western studies. The program was modified in 1995 as a part of semester conversion, and further changes were approved in 1996. (The Liberal Studies program is described in Chapter IV.)

Several degree programs were eliminated in the budget reduction plans. These included bachelor's degrees in Business Education, Hotel-Motel-Restaurant Management, Energy Management, German, and French, and the M.S. degree in Computer Science. The Department of Secondary Education and Foundations was eliminated and responsibility for secondary teacher certification was redistributed to an Office of Secondary Education.

Other programmatic changes have been made in recent years. The Vocational Rehabilitation program was discontinued in 1991. During the semester conversion process, degree programs in Technology Education, Industrial Chemistry, Computer Science-Teaching, and English/Speech/Theater-Teaching (combined major) were discontinued, and the B.A. and B.S. degree programs in Chemistry were combined.

An Archaeology concentration has been added to the existing Anthropology major, and a concentration in Fitness and Sport Science was added to the Physical Education major. Business concentrations were added to existing majors in Economics and Physics, resulting in the majors Economics with Business concentration and Physics with Business concentration. Minors in English-Writing, East Asian Studies, and Earth Sciences have been added in recent years.

Several new graduate programs have been approved in the past two years. In 1995, the Board of Trustees of MSUS approved the addition of a Master of Fine Arts in Creative Writing. Students were admitted to the program beginning with the fall 1995 semester. In 1996, the Board of Trustees of MnSCU authorized MSU to award the Educational Specialist Degree in Educational Administration (GD-49). This degree was previously offered through the Tri-College University, which voluntarily ceased to be NCA-accredited in 1996. The degree program will continue to be offered cooperatively with North Dakota State University through the Tri-College consortial agreement, but the actual degree will be conferred either by NDSU or MSU, at the student's choice. A new Master of Science degree in Curriculum and Instruction was approved at the campus level in 1996. Campus approval was also granted in 1996 for a B.S. in University Studies. Both proposals have been submitted to the MnSCU Board for approval.

Faculty committees are working on several other proposals, which should be ready for discussion and approval during the 1996-97 academic year. They include bachelor's degrees in Management Information Systems, Athletic Training, Gerontology, Health Services, and Actuarial Science. While we have not taken official action, groups on campus have discussed the possibility of creating a master's degree of some type for community and technical college faculty and a Bachelor of Technology degree that would build on technical college degrees.

New Accreditations

Since our last NCA review, the business departments have been accepted into candidacy for the American Association of Colleges and Schools of Business (AACSB), the Legal Assistant Program has been accredited by the American Bar Association (ABA), and the Department of Technology programs in Construction Management, Industrial Distribution, and Industrial Management have been accredited by the National Association of Industrial Technology (NAIT). The Construction Management option is in candidacy status with the Association of Collegiate Construction Education (ACCE).

Q-7 Quality Initiative

In January 1990, the MSUS Board created a Blue Ribbon Commission to advise the Board on standards of educational quality necessary to prepare college students for the challenges of the 21st century. Ten months later, the Commission released a report and identified seven indicators of a high quality education at the seven state universities: (1) preparation for college, (2) higher order thinking, (3) global understanding, (4) multicultural perspectives, (5) scientific and quantitative literacy, (6) readiness for work and career, and (7) responsible citizenship.

The MSUS Board adopted these indicators, thereby launching its Q-7 Initiative, and funded both system-level and campus-level initiatives to raise student skills in these areas. Q-7 mandates and incentive dollars have had a significant impact on campus activities and priorities for the past six years. Specific Q-7 actions are referenced throughout the self-study document. (Q-7 reference materials are in file GD-3.)

Building Projects

During the period of growth in student enrollment at Moorhead State, the University undertook a major land acquisition and building project. Property within a five-block area adjacent to the campus was purchased, structures were moved or demolished, several unpaved parking lots were created, some houses were converted for university use, and a new classroom building was constructed. The building opened in 1995 as the Center for Business. It houses the Accounting and Business Administration Departments, the Legal Assistant Program, and the office of the Dean of Business and Industry. This land acquisition project remains incomplete. Funds to purchase all of the remaining properties were not made

available until 1996. Removal of structures and paving of the parking lots will require additional state appropriations.

Several major remodeling projects have been completed since the last NCA visit. In 1987, two new floors, totaling 28,000 square feet, were added to the Livingston Lord Library. In 1991, a \$3.2 million renovation and asbestos abatement of the student union was completed. A major remodeling project took place in the campus bookstore and surrounding space in 1992, when a computer store, a trade books section, and a convenience store were added to the bookstore, and student lounge space was created in the adjacent spaces. Hendrix Health Center has also been remodeled, and a \$4 million redevelopment of the heating plant was completed in 1995. ("New Construction on Campus" planning documents are GD-65.)

The Regional Science Center and Paul Feder Observatory, completed in 1992, are located on a 300-acre site 20 minutes from campus. The Science Center provides programs in science, technology, and the environment for K-12 students and teachers, college students, and the general public. The center has also developed a Team Leadership ("ropes") Course which has been used by campus units as well as off-campus organizations. (The planning document for the Regional Science Center is GD-8).

Responses to 1986 Team Concerns

The NCA evaluation team that visited MSU in October 1986 raised six concerns. Each is listed below, followed by our response to that concern.

1. The absence of a published, generally-available University Mission Statement.

In response to this concern, the mission statement was immediately published in The Bulletin. The mission statement was revised in 1993, approved in 1994, and is now published in the major publications of the University. (Further details are provided in Chapter II of the self-study.)

2. Despite a University requirement, the fact that student evaluations of teaching (or some other systematic evaluation) are not used regularly in all courses.

All probationary faculty are required to provide evidence of effective teaching, as are any faculty seeking promotions. In addition, all tenured faculty have been required to submit evidence of continuing teaching effectiveness every four years. While the administration is prohibited by contract language from specifying the nature of the evaluation, the newest version of the negotiated faculty contract mandates student assessment of teaching for all faculty with teaching assignments (IFO Agreement [GD-66], Article 22, Section D., subd. 1, and Appendix G). The administration expects faculty to provide students with an opportunity to assess teaching, and departments are encouraged to develop appropriate procedures for such assessment.

3. The excessive amount of overload instruction.

The administration has sought to limit the amount of overload pay any faculty member can earn in a given year; in fact, limits are now included in contract language. The semester conversion version of Article 12, Section D of the 1993-95 Inter Faculty Organization Agreement stated: "Normally . . . total overload shall not exceed four (4) semester credits per academic year." This language continues in effect with the 1995-97 Agreement. (IFO Agreements are GD-66.)

4. An excessive reliance on overload to carry out "normal" functions.

This team concern was well-founded, and the University has attempted to rectify the problem. However, the University's External Studies and Continuing Education programs rely on faculty overloads as the primary mechanism for offering courses. In addition, the administration hesitates to commit to new faculty lines without evidence that growth in the student population would be sustained over time.

At the time of the 1986 evaluation team visit, much of the overload problem was apparently within the Division of Business. According to then-Dean David Nelson, several circumstances contributed to this problem. Student enrollment in business programs increased rapidly and additional class sections had to be offered to accommodate the students. In order to hire qualified faculty at a time when competition was intense, the administration promised overloads and summer teaching as a way to increase salaries of people who were hired. During this period, the faculty contract did allow for market adjustments in certain areas, but at levels that were still too low to be competitive.

Declining student enrollment since 1991 and several changes in the negotiated faculty contract have helped to reduce these problems. As noted above, the contract now limits the number of overload credits a faculty member may teach. In addition, the salary grids that included rank as a factor have been replaced by an Instructor/Professor grid that allows more flexibility in initial faculty salary offers. (Salary grids are contained in the IFO Agreement, GD-66.)

During 1995-96, a total of 58 faculty members were paid for one to nine credits of overload. The vast majority of the overloads were paid to faculty members who taught one course--either as a continuing education option or an added section of a high-demand course--beyond the regular load. Seven faculty were paid for five to nine credits of overload to meet programmatic needs in education departments. These needs resulted from very late resignations and a termination for which neither adjunct nor fixed-term replacements could be found.

5. In the New Center, the amount of permissible credit in these “transitional” courses which are implicitly less than college-level work.

After the 1986 review was received by the University, Dr. Del Corrick, then-Director of the New Center for Multidisciplinary Studies, wrote to the North Central Association expressing concern over errors of fact and interpretation in the report. In brief, all but one course (MDS 095 Mathematics I) offered in the New Center are college-level courses. MDS 095 does not carry university credit; all other courses do carry university credit.

In 1993, a statistical study of how students who began in the New Center fulfilled their liberal arts requirements was conducted. Two entering classes of New Center freshmen were evaluated at graduation. They presented an average of 30 to 31 New Center credits toward the 64 liberal arts quarter credits required for graduation. Of the 75 graduates who had entered the New Center as freshmen in 1986 and 1987, only 9 (12%) completed over 70% of their liberal arts credits in New Center courses. Forty students (57%) earned half or fewer of the total liberal arts credits in New Center courses. With semester conversion, New Center students are now directed to take half of the liberal studies credits outside of the New Center. (Departmental responses to this concern and the statistical study are filed with the department’s annual reports in GD-94 c.)

6. The questionable ability to recruit good, experienced replacements in key central administration positions at current salary levels.

This remains a concern for our campus and, indeed, our entire state system of higher education. Salary levels are set by the Board in keeping with legislative guidelines. Candidates for several key administrative positions have withdrawn from applicant pools citing salary levels as a reason. However, the applicant pools have contained viable candidates, and Moorhead State University has recently hired several effective administrators.

Self-Study Purposes and Process

Purposes

This self-study comes at a critical juncture in Moorhead State’s life as an institution. With the changes in our external system structure, institutional leadership, and calendar, and with declining student enrollment and the related budget reductions, the University needed to examine itself closely. In addition to meeting the requirements for re-accreditation, the self-study has the following purposes: to encourage implementation of departmental assessment plans, to provide explicit links between assessment and planning, to enhance strategic planning, and to redefine our self-image as an institution.

The Self-Study Steering Committee was charged with gathering data, reviewing existing reports and analyses, and encouraging discussion within the university community. The following questions were asked in the process:

- What are the institution's greatest strengths?
- What concerns does the University face in the next decade?
- What kind of students appear to select Moorhead State University?
- What does Moorhead State University really value?
- What kind of institution should MSU be? (What kind of students should we attract? What should be central to our mission? What should we focus on in the next few years?)
- How can we move toward becoming the institution we want to become?

Process

In the spring of 1994, President Barden appointed Dr. Danielson, Associate Vice President for Academic Affairs, to be Self-Study Coordinator. Through consultation with the University's various bargaining units and administrative leadership, a Self-Study Steering Committee of 21 members was appointed. (See Appendix B for membership rosters and self-study plans.) The Steering Committee met approximately once every four to six weeks during 1995-96 and less regularly in 1996-97.

The Steering Committee was subdivided into nine working subcommittees. Six of these were responsible for writing chapters of the self-study, two were charged with organizing the review team's site visit, and one reviewed and edited the final self-study document. Some Steering Committee members were on more than one working committee, and additional members were added to the working committees as needed. Committees met as often as needed to accomplish their assigned tasks.

The chairs of the working committees (except the Editing Committee) formed the Self-Study Executive Team, which was responsible for coordinating the activities of the various working committees. The Executive Committee met biweekly during the spring of 1996. Data for the self-study were gathered by the working committees from reports submitted by all academic, administrative, and support service units on campus. Where possible, the committees used existing reports, such as academic department annual reports and assessment reports, student affairs directors' reports, and annual financial reports.

At several points during the self-study process, input was sought from the campus community. (Materials and reports are all in GD-68.) In September 1995, a "General Environment Scan" survey was distributed to all faculty and staff. Student input was sought via the Student Senate and the Student Development Office. Surveys were also sent to 300 MSU donors and alumni (called "friends"). The scan contained three questions: (1) What do you see as MSU's greatest strengths? (2) What concerns do you have for MSU in the next

decade? and (3) What do you wish for MSU? That is, what should we aim for or focus on in the next few years?

Written responses were received initially from 120 people--58 faculty, 23 staff members, 22 students, and 17 friends. Responses were compiled and a brief summary report was distributed across campus (see Appendix C). Additional student input was sought via distribution in several general studies classrooms. This resulted in 83 more student responses. (The final full report is available in the Resource Room in GD-68.)

In December 1995 and January 1996, two open forums were held by the NCA Steering Committee. The purposes were to describe the self-study process, discuss the results of the General Environmental Scan, and seek input on responses to the concerns raised by the 1986 NCA evaluation team.

During the spring and fall of 1996, the NCA Steering Committee undertook a second self-study exercise with the support of the Strategic Planning Committee and President Barden. The NCA Steering Committee invited faculty, staff, students, and community members to participate in focus groups which would discuss MSU's values and suggest priorities for the institution. The process for the activity was developed in consultation with the MSU Strategic Planning Committee.

NCA Steering Committee members suggested names of faculty and staff who should be asked to participate; additional names were added to achieve a balance across departments and work areas and of recent hires and long-time employees. Invitations were sent to 117 individuals; 108 of these responded. Only three said they did not want to participate. Two student members of NCA committees solicited student names from department chairs, campus organizations, and residence hall advisors. Approximately 120 invitations were sent to students, 39 of whom agreed to participate. Community input was obtained during a regularly-scheduled meeting of the President's Community Advisory Board. Invitations were also sent to MSU Alumni Association and MSU Foundation board members; two focus groups were held with these community advisors.

Between April 8 and September 13, 1996, 148 faculty, staff, students, and community advisors met in 19 different groups; most groups had between 7 and 10 participants. The faculty and staff were provided with a packet of reading materials and a set of questions prior to the discussion sessions; community advisory participants and students were provided only with the questions. Dr. Danielson, NCA Self-Study Coordinator, served as facilitator for all of the focus groups. Different members of the NCA Steering Committee and MSU Strategic Planning Committee attended most sessions as participant-observers. (Four members of the NCA Steering Committee were also members of the Strategic Planning Committee.)

Minutes were taken during each focus group session and the results were summarized in a report. The report was discussed during the various administrative retreats held during the summer of 1996 and by the Strategic Planning Committee in the fall of 1996. The report was also distributed campus-wide in the fall of 1996. (The materials sent to focus group

participants, minutes of each session, and the summary report are available in resource document GD-68. Focus group outcomes are summarized in Chapter VII of the self-study.)

General Institutional Requirements

1. Moorhead State University has a mission statement, formally adopted and made public, declaring that it is an institution of higher education.

The most current version of Moorhead State University's mission statement was developed by a subcommittee of the members of the Assessment Task Force and the Academic Planning Task Force. The subcommittee met with various focus groups--including faculty, staff, and students--in developing the mission statement. The mission statement was approved by the Academic Policy Advisory Committee (APAC) on October 19, 1993, by the Faculty Association at a Meet and Confer on January 27, 1994, and by the Minnesota State University System Board of Directors on March 30, 1994. (Minutes of these meetings are available in the file GD-103).

The mission statement appears in The Bulletin (GD-69) on page 2 and in the Graduate Bulletin (GD-70) on page 1. The mission and goals are also included on page 1 of the Faculty Policy & Procedures Handbook (GD-71).

2. Moorhead State University is a degree-granting institution.

Moorhead State University offers associate's, bachelor's, master's, and specialist's degrees. Listings of academic programs are found on page 2 of The Bulletin (GD-69) and on page 2 of the Graduate Bulletin (GD-70). They are also listed on page 13 of the 1995 Viewbook (GD-72a) and page 11 of the 1996 Viewbook (GD-72b).

3. Moorhead State University has legal authorization to grant its degrees, and it meets all legal requirements to operate as an institution of higher education wherever it conducts its activities.

Moorhead State University's legal authorization to grant degrees and operate as an institution of higher education can be found in Minnesota Statutes, Chapter 136 and in the Rules and Regulations of the Minnesota State Colleges and Universities. (The relevant statutes are available in a Resource Room file as GD-47.)

4. Moorhead State University has legal documents to confirm its status as a public institution of higher education.

Moorhead State University's status as an institution of higher education can be confirmed by Minnesota Statutes Chapter 16 and Chapter 136 (GD-47).

5. Moorhead State University has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

In 1995, the boards of the state university system, the community college system, and the technical college system were abolished and replaced by a single board: the Minnesota State Colleges and Universities Board of Trustees. The MnSCU Board possesses "all powers necessary to govern the state colleges and universities and all related property" (Minnesota Statute 136F.06) (GD-47). The Board has established policies to direct the institution and meets regularly to perform its functions (GD-41).

6. The governing board of Moorhead State University includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The MnSCU Board of Trustees consists of 15 members appointed by the Governor with the advice and consent of the Minnesota Senate. Potential board members are screened by a 24-member Candidate Advisory Council. The trustees include students, persons representing the congressional districts of the state, and members appointed to represent the state at large (Minnesota Statute 136F.02). The Board is autonomous from the institution and from the Chancellor's office. (A list of current trustees is provided in Appendix D.)

7. Moorhead State University has an executive officer designated by the governing board to provide leadership for the institution.

The President of Moorhead State University serves as the chief executive officer of the University and is appointed by the MnSCU Board of Trustees with the assistance of a local search and screening committee composed of faculty, staff, students, administrators, and members of the public. The President is responsible for the management of the University and reports to the Chancellor of the Minnesota State Colleges and Universities.

8. The governing board of Moorhead State University authorized the institution's affiliation with the Commission.

The Board of Trustees announced that it supported the accreditation process and affirmed the relationship with the North Central Association at a board meeting held on February 20 and 21, 1996. (Board minutes are provided in GD-49.)

9. Moorhead State University employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Of the 279 full-time teaching faculty members employed at Moorhead State University in fall 1995, 72% have earned terminal degrees. (An additional eight full-time faculty members serve as librarians and five full-time faculty members serve as counselors.) (A list of faculty appointments and degrees earned is provided in GD-74.)

10. A sufficient number of the faculty employed at Moorhead State University are full-time employees of the institution.

During the 1995 fall semester, 279 of the 335 teaching faculty members (83% of the total) at Moorhead State University were full-time employees (GD-74).

11. The faculty of Moorhead State University has a significant role in developing and evaluating all of the institution's educational programs.

Development, evaluation, and modification of the curriculum is primarily the responsibility of the faculty of Moorhead State University. All curricular changes are initiated by an academic department, in consultation with other academic departments having an interest in such proposed changes, and approved by the appropriate dean. Depending upon the nature of the change, proposals may be reviewed by one or more of the following faculty committees: Liberal Studies Committee, Teacher Preparation Committee, or Graduate Council. Proposed modifications of curricula are then approved by the Academic Policy Advisory Council (APAC) which is comprised predominately of elected faculty. APAC actions are reviewed by the Academic Affairs Council (administrators) and discussed during a Meet and Confer session between the Faculty Association and the Administration. Final approval rests with the President. The process is described in the APAC Policy Manual (GD-77). New academic majors, minors without a corresponding major, and degrees also must be approved by the MnSCU Board of Trustees. Procedures are outlined in the Academic Program Manual (GD-31).

12. Moorhead State University confers degrees.

Moorhead State University confers degrees at the associate, bachelor, master, and specialist levels. In 1995-96, MSU awarded 56 associate's, 1074 baccalaureate, 88 master's and 2 specialist's degrees. (See 1995-96 fact book data file, GD-57.)

13. Moorhead State University has degree programs in operation, with students enrolled in them.

A two-year Associate in Arts degree is offered. At the bachelors level, the University offers 43 liberal arts and professional majors and 19 majors in teacher preparation at the undergraduate level. There are more than 60 possible minors. Sixteen majors exist at the

master's level and two at the specialist level. Academic programs at all levels serve approximately 6,500 students with a full-time equivalent of 5,400. The MSU Fact Book for 1995-96 (GD-57) details program enrollment data.

14. The degree programs of Moorhead State University are compatible with the mission of the institution and are based on recognized fields of study at the higher education level.

The degree programs offered at Moorhead State University are compatible with our institutional mission, as described in Chapters II and IV, and are similar to degree programs offered at other state universities. All new degree programs are reviewed by campus committees and submitted to the MnSCU Board of Trustees for approval. This process assures that programs are appropriate to our mission and MnSCU standards.

15. The degrees awarded by Moorhead State University are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

Degree programs at Moorhead State University reflect the taxonomy reporting procedures of Integrated Postsecondary Education Data System (IPEDS) and the listings in the Classification of Instructional Programs (CIP). Name changes of academic programs reflect logical updating, changes at comparable institutions nationally, and updates to reflect appropriate recognition for licensing and accreditation purposes.

16. The undergraduate degree programs at Moorhead State University include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

A general education component--called Liberal Studies--is required of all students earning associate and baccalaureate degrees at Moorhead State University. The Liberal Studies mission states that the program is designed to "provide a broad base of knowledge and cultural themes derived from the diversity and universality of human experience." Requirements "involve more than a knowledge base alone by seeking integration and synthesis of knowledge and ideas" (GD-79).

17. Moorhead State University has admission policies and practices that are consistent with its mission and appropriate to its educational programs.

The admission policies of Moorhead State University are listed on pages 14-19 of The Bulletin (GD-69) and pages 3-4 of the Graduate Bulletin (GD-70). Evaluation of undergraduate transfer credit is made by the Records Office in consultation with the Admissions Office. Additional determinations of transferability for specific degree programs are made by the appropriate academic department chair. Evaluation of prior credit for graduate degree admission is made by the coordinator of the specific graduate program.

18. Moorhead State University provides its students access to those learning resources and support services requisite to its degree programs.

A wide variety of support services and learning resources are available to students at Moorhead State University. The Livingston Lord Library is open 94 hours each week and participates in regional and national interlibrary loan agreements. The University provides 13 computer laboratories in buildings throughout campus. The labs are open to students when not being used by a class. There are a variety of laboratories and two interactive television classrooms on campus. The University provides an array of services to students through such units as the Counseling Center, Write Site, Hendrix Health Center, and Comstock Memorial Union (see Chapter III).

19. Moorhead State University has an external financial audit by a certified public accountant or a public audit agency at least every two years.

Moorhead State University's financial operations are audited as a part of the MnSCU System by public accounting firms selected by the MnSCU office and by the Minnesota Office of the Legislative Auditor. (Audits are not conducted at the local campus level.) Public audits are performed annually; Minnesota Office of the Legislative Auditor audits are performed on a biennial basis. All funding sources and allocations are included. Copies of the most recent audit findings are available in the Resource Room (GD-39).

20. The financial documents of Moorhead State University demonstrate the appropriate allocation and use of its resources to support its educational programs.

In accordance with Minnesota State University System requirements, Moorhead State University published annual financial statements, that included detail of the revenue and allocation of funds by educational programs, through FY95 (GD-34-38). These statements validate the proper support of educational programs in accordance with the mission statement. Given the changes in accounting procedures mandated by MnSCU, final financial reports for FY96 have not yet been finished.

21. Moorhead State University's financial practices, records, and reports demonstrate fiscal viability.

Pursuant to Minnesota Statutes and MnSCU policy, Moorhead State University's budget must be balanced biennially. Evidence thereof may be found in the Annual Financial Statements (GD-34 through GD-38).

- 22. Moorhead State University's catalog or other official documents includes its mission statement along with accurate descriptions of:**
- educational programs and degree requirements**
 - learning resources**
 - admissions policies and practices**
 - academic and non-academic policies and procedures directly affecting students**
 - charges and refund policies**
 - academic credentials of faculty and administrators**

Each of these items is included in The Bulletin (GD-69) and in the Graduate Bulletin (GD-70). In addition, relevant academic policies and procedures are included in the course schedule for each term (GD-80). Academic policies and procedures are also published in the Student Handbook (GD-27), and summaries of many of these items are included in the Viewbook (GD-72).

- 23. Moorhead State University accurately discloses its standing with accrediting bodies with which it is affiliated.**

Moorhead State University lists its accrediting bodies on page 1 of The Bulletin (GD-69) and on page 1 of the Graduate Bulletin (GD-70). Some departments also include this information with the descriptions of their programs in The Bulletin and on their departmental fact sheets.

- 24. Moorhead State University makes available upon request information that accurately describes its financial condition.**

In compliance with Minnesota State College and University policy and Minnesota statutes, Moorhead State University publishes annual financial statements prepared in accordance with the National Association of College and University Business Officers (NACUBO) guidelines. These statements are subject to audit by the Minnesota Office of the Legislative Auditor and are subject to public scrutiny.