MILESTONES

The 70-year progression of National American University
MILESTONES

The 70-year progression of National American University
This book is dedicated to all the members of the Buckingham family, including the Hauers, the Leins and the Coppers.

Quality education in a caring and supportive learning environment.
# Table of Contents

Preface ................................................................................................................................................... i, ii, iii

National School of Business (1940s -1950s).......................................................................................... 1-7

National School of Business (1960s - 1970s)...................................................................................... 9-13, 22-29, 32

Harold Dean Buckingham ..................................................................................................................... 14-19

Sidebars

- Retention ........................................................................................................................................... 25
- Transfer Students-Ralph Annicchiarico ......................................................................................... 28
- The Flood-Julie Annicchiarico ........................................................................................................ 31
- Athletic Hall of Fame ..................................................................................................................... 110
- DL Enrollment .............................................................................................................................. 113
- Alumni-Distinguished Service ...................................................................................................... 126
- Mayor Alan Hanks ......................................................................................................................... 139
Reflections

Mazie Brandt ..................................................................................................................20-21
Lisa Knigge.....................................................................................................................35-37
Joan Meyer.....................................................................................................................49-50
Dr. Jerry Gallentine ......................................................................................................106-108
Linda Pottorff .............................................................................................................127-129
Dr. Ronald Shape ........................................................................................................135-137

The Flood..............................................................................................................................30-32

Branch Campuses/ Education Centers.......................................................................................33-50

NCB vs Veteran’s Administration...............................................................................................51-53

National College of Business - National College (1970s - 1980s) ..............................................55-59

Articulation............................................................................................................................60-61

Interaction with Some Members of Entrenched Bureaucracies ......................................................62-66

Athletics..................................................................................................................................67-77,109-110,133
National College - National American University (1980s - 1990s) .................................................. 79-83
Midwest Educational Systems Inc. ........................................................................................................ 84-86
Chapter 11, Reorganization .................................................................................................................. 87-89
Regional Accreditation ........................................................................................................................ 90-92
Leukemia/Cancer ................................................................................................................................ 93-95
Another Sale of National College ........................................................................................................ 96-99
Restoration ........................................................................................................................................... 100-105, 109
Distance Learning .................................................................................................................................. 111-116
Another Cancer ..................................................................................................................................... 117-118
Graduate School ..................................................................................................................................... 119-120
Mission Statement, Purposes and Core Values ..................................................................................... 121
The Past - The Future ........................................................................................................................... 122-123
What follows this preface-introduction is a collection of perspectives gathered in a book entitled *Milestones*. The book describes a 70-year progression of an educational institution from relative obscurity to a well-defined, very successful, and well-known university—National American University. National American University (NAU) is currently operating in regional, national and international venues. The number of progressive steps (milestones) in successful programming and recognition to reach this level is at least unusual, and perhaps unprecedented in higher education. The descriptions in the text of the book are in part summarized from a collection of prepared historical notes, and also are reflective from personal experiences over several decades. Communicating the essence and the history of NAU is a daunting task. So many factors and so many people have helped to define this university. The purpose for creating this book is to communicate with students, alumni and staff, and also to help inform potential investors of the history and nature of National American University.

I am presently a part-time staff member at NAU, with the title of director of alumni services. I have held this position since February of 2001. In 1967, I was given an opportunity to teach classes during the summer term at a small business school in Rapid City, S. Dak. I was in the process of finishing a master’s degree, teaching in a small Midwestern school system, and working part time in a furniture store to help generate a little income. A summer in the western part of this country sounded like a real life-enrichment experience…what an understatement! Trout streams, mountains, wildlife, buffalo herds, horseback riding, Deadwood, the Badlands, and the Black Hills, so “You Bet”, to use a common South Dakota expression. Idealistic and convinced that education was an appropriate means to a fulfilling life, I spent 10 years teaching in the secondary schools, and then three months at the National College of Business (NCB). What I found may have become more evident and influential in the second or third year at the college in South Dakota. NCB was career and service oriented, and a decidedly business-oriented operation. A major strength was in the simplicity, as well as a sincere commitment to service, support and career preparation for students.

Apathy seemed to me to be common in public educational settings, but it seemed to be rare or non-existent at NCB. It had been explained to me that higher education existed in tax consuming, tax avoiding, and tax paying forms. National was the latter, and there was some widespread pride in the faculty and staff in National’s capitalistic approach, with intention to always emphasize service and to urge students toward career goals. There also was an obvious ability to change things, and an ease in reacting to changing conditions promptly. National’s curriculum was arranged so that at least some elements of the program’s major existed up front for the first-year student, and then also throughout the entire program to graduation. Conversely, a couple of years in public higher education offered little other than advanced high school, and the program’s major course work existed for juniors and seniors. Some students who had left public education and came to NCB identified with an almost immediate immersion into what drew them to college course work in the first place. Even a term or two could possibly lead to employment opportunities.

Later in my extended tenure and administrative responsibilities at National, I was afforded the opportunities to meet with new students and their family members. Among other things, I hoped to be able to help them grasp a distinction existing with private and proprietary education. I often used an analogy that caused
many to nod in agreement. My suggestion was that National and the state universities were somewhat like UPS or FedEx taking on the federal government's post offices—the United States Postal Service, (USPS). If the USPS was able to meet all of the public's needs, these businesses would probably not survive. That they survive may relate to many things including an attitude and emphasis of service. I also asked in student and family gatherings, if any had experience in large state universities. My second question was did any remember the professor, as I did, who told the class that he or she did not care if they came to class...or not! These classes may have held two or three hundred students, many of whom were unsure of who they were or where they were going. The professor's success, in this setting, had little to do with effectiveness in teaching college freshmen. Success may have related to conducting research and a “publish or perish” concept. A following question was, did they ever have their renowned professor replaced by a teaching assistant from graduate school, who may not have been able to communicate effectively in the English language. These observations followed with a declaration that National is not a research-oriented institution, and that faculty are hired and retained on a basis of effective teaching. National's faculty care about students’ presence and success in the class! Attendance is part of the official record. The faculty members have not only the educational credentials for instruction, but most also have real-world and practical experience.

The sequence of NSB, NCB, NC and NAU will be described in part and personally from my own experiences and recollections of more than 40 years in the classroom, the office and the boardroom. The task of describing the progressive and complex sequence assumed a more organized structure which came from the documentation and details which were described in several volumes of journal entries, and a considerable effort of Mr. Harold Buckingham relating the ownership perspectives. These notes and diary entries were then transcribed into several volumes covering the mid 1960s through the mid 1990s by Mr. Buckingham's eldest son, Donald.

It might have seemed improbable, unlikely or even a case of bad judgment to create a higher education center away from a concentrated industrial or large population location, and a reverse of that would include Rapid City, S. Dak. Of course, the National School of Business (NSB) began with much less grandiose plans. It could not have been foreseen that higher education in the current era would not necessarily require classrooms, time constraints, relocation, or face-to-face contact, or that the Internet would provide means to succeed in undergraduate or graduate school, with provision for opportunities for both educational complexity and convenience. Regional extensions, branches and education centers in metropolitan locations overcame any potential for enrollment weaknesses experienced by NSB. Domestic and international affiliations with other leading educational institutions helped to align and broaden the influence of National American University.

My personal point of view regarding NAU has also been influenced by the fact that my wife and both children have graduated from National College (NC). All three are very successful in their careers. I strongly identify with NAU, who we are, what we do, and I am proud of the positive impact of NAU on so many lives. This will be my 44th year with NAU, and I have found my place in higher education. What I have found is a family business with a strong financial awareness, a well-founded business sense, an uncomplicated mission, a fierce independence and commitment with long-range ambitions through education. This
is an educational institution that does not try to be everything for everyone; rather the goal is to do only a few things, and to do them very well. NAU promotes practical applications of education for career development of students and staff. More than anything, I have appreciated the opportunity to participate, and occasionally I have had opportunities to influence the university’s direction and outcomes. But more than that, I have also been able to influence some of the lives of our students, alumni, and perhaps some staff. In education there is always the potential to influence others with your own knowledge, experience, behavior and values. In a symbolic sense, through education you are able to touch other people, and some will go away with your fingerprints all over them.

It will be easy to call attention to several remarkable accomplishments, progress, success and growth of NAU as a school, a college and a university. Also it will be important to document some major roadblocks which might have derailed a lesser institution without the ethics, the strong sense of self, and a determination to continue to serve students and to grow and prosper in higher education. I approach the book-writing responsibility with significant amounts of experience, understanding, integrity and enthusiasm. It is important that I credit and thank Don Buckingham, Harold Buckingham’s deceased son for his monumental project in the transcribing of the senior Mr. Buckingham’s diaries and journals. There were several volumes, and certain time periods were unfortunately omitted in that some materials were destroyed, and some were lost in the 1972 Rapid City flood. Although my respect and admiration for Harold Buckingham was present prior to my examination of his historical observations, his financial acumen, his character and his concern for members of his family and for the college/university certainly raised my interest and regard for all that he had done in the interest of students, staff and the community of Rapid City.

A regret is that I have been privileged to work with so many students, student leaders, and probably at least a few hundred devoted members of the faculty and staff in terms of current times and historic occasions, and because of various circumstances including time and space, most of their names will have been left out of this book. The strength of National American University is in the people (students, alumni, faculty, staff and the owners), and in the university’s values and philosophy, which have been upheld in service to students, and to each other.

Guy Tillett
NAU Director of Alumni Services
Formerly Vice President and Dean of Student Services
The Black Hills, South Dakota
National School of Business
If the year 1941 has a national, regional or personal significance, it may have some relationship to status as a senior citizen. For some, this date speaks directly to Pearl Harbor, the country’s entrance into World War II, and United States President Franklin Delano Roosevelt’s declaration that December 7, 1941 is “a date which will live in infamy.” The material damage and the loss of life at Pearl Harbor was substantial, and when the USS Arizona sank in the harbor she took 1,177 Navy men below with her. The United States joined with the allied forces against the axis powers of Germany, Italy and Japan. The atomic bombs, which fell on Hiroshima and Nagasaki in August of 1945, ended the war. Germany had surrendered earlier in May. The number of people killed has been estimated at 50-70 million. Most were civilians, and this included those murdered in the Holocaust. As may as 14 million died unmercifully in Europe in what was called “the final solution.”

With a more regional perspective, 1941 was the year that work on Mount Rushmore in the Black Hills of South Dakota was considered complete, although Lincoln Borglum, the son of the primary creator of the monument, continued some work on his name sake, until the funds ran out. South Dakota state historian, Doane Robinson had contacted Gutzon Borglum, who agreed to come to the Black Hills to determine if a mountain carving was possible. The site of Mount Rushmore was one of the highest peaks in the Central Black Hills. The monument would face southeast, meaning good light would be available most of the day.

Robinson and Borglum agreed on subjects of a national focus, and they selected Presidents George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln. Carving began in 1927. Washington’s face was dedicated on July 4, 1934, and local women from nearby Rapid City created a 39 by 70 foot flag to cover the face before it was revealed to the public. President Franklin D. Roosevelt attended the dedication of Thomas Jefferson’s image in 1936, and he gave a brief speech. Lincoln was dedicated in 1937 and Theodore Roosevelt’s face was illuminated by lights and fireworks in July of 1939. In March of 1941, Gutzon Boglum died of an embolism.
Mount Rushmore in the Black Hills of South Dakota, the Shrine of Democracy
Mount Rushmore and the Black Hills put the community of Rapid City, S. Dak., on the map, as a tourist destination, or at least as a stopover for those going still farther to Yellowstone National Park or other points west. Those four presidential faces may always help to inspire values of democracy and patriotism. It was estimated that during the bicentennial year of 1976, six million visitors came to see Mt. Rushmore. The Black Hills has a historical and a spiritual importance to a large population of Native American people, and particularly to those of the Lakota tribes. There is a large presence of native people in Rapid City, and on the nearby reservations of Pine Ridge and Rosebud. Another giant stone carving in granite is emerging in the Central Black Hills, and this is a representation of the great Oglala Lakota war chief, Crazy Horse. The face is gigantic and now complete, but many more years will be required to complete the entire Crazy Horse Memorial. This monument relates to the historic surrender of Crazy Horse and his small band of followers. He was taunted by the military at this time and was asked, “Where are your lands now, Crazy Horse?” His response was, “My lands are where my people lie buried!” and he pointed to the four directions. Native people very strongly relate to the Black Hills in a historic and a spiritual sense. Their culture is an important part of the aura of the Western United States.
On an entirely different scale, the National School of Business (NSB) was founded in 1941 in Rapid City, S. Dak., by Clarence Jacobsen and his wife Katherine. Before an actual site for the school was located, the Jacobsens instructed four students around a kitchen table in their home. It would have been impossible at that time for anyone to have been able to foresee what would come from that humble beginning. The graduating class of 1948 totaled 28 students and of this number, 25 were women with intentions to work in secretarial fields. Only a few decades later there was an emergence of a large and prominent educational entity now known as National American University (NAU). Several stages of development preceded the university level. Many of those attending as students or working as members of the faculty or staff came to find a better way of life through their association with each other and with the National School of Business (NSB 1941-1965), which would become the National College of Business (NCB 1965-1980), and then National College (NC 1980-1997) and finally National American University in 1997.

The operations of NSB were conducted jointly by the Jacobsens, and although the school was small, the duties were burdensome. Support of many kinds was extended to the Jacobsens by Art Dahl, a particularly successful community banker and president of First National Bank of South Dakota. Mr. Dahl was also helpful and understanding in the business affairs of the future owner, Harold Buckingham and family. Other community leaders and business people respected the Jacobsens, and what they were doing by helping to provide strong, educated and locally-based employees.

Katherine B. Jacobsen was described as the business person, and this was at least in part because her husband Clarence traveled extensively during the summer months, and during other times in order to recruit new students. Clarence had received a bachelor’s degree from Grinnell College in Grinnell, Iowa, and a law degree from the University of Iowa. Both of the Jacobsens were respected high school teachers. Clarence was evidently very effective in teaching speech classes and encouraging competitive debate.

Katherine B. Jacobsen had three older sisters and their family name was Bragg. They were direct descendants of the Confederate General Braxton Bragg, who was a personal advisor and aid to General Robert E. Lee, the South’s military leader during most of the Civil War.
In 1952, Earle Sutton, a recent graduate of the Nettleton Business School in Sioux Falls, S. Dak., joined the Jacobsen's as an important member of the NSB administrative effort. Sutton taught classes in almost every area of the curriculum, and he traveled extensively in student recruitment activity. He remained with the school for more than 30 years and was a vice president and a director of admissions for most of this period. Sutton continued to travel for recruitment throughout the United States, and at least once he went to Japan, to enroll Japanese students. He had a large staff of field and office representatives, and his department was instrumental in the significant growth of the Rapid City school's student body.

In 1953, NSB was accredited by the United Business School Association (UBSA) as a one-year school of business, offering diplomas in secretarial and business-related programs. This was national and institutional accreditation, separate from the programmatic accreditation which relates only to specific academic or career programs. One year business schools were common across the country, but only some of them sought and received accreditation at any level. This was a significant accomplishment, and certainly constitutes a milestone in the early history of the institution.
Balloon Fiesta of Albuquerque, New Mexico, United States (photo by Eric Ward)
National School of Business - National College of Business

1960-1970

1960s-1970s
`The Sixties” has been characterized as a period of social revolution, known for an emergence of a counter-culture, and trends which were new, radical, controversial and trendy. If you need some reminders:

1960 - John F. Kennedy prevailed in the Kennedy-Nixon debates on television; the “pill” was introduced; Elvis returned to civilian life.

1961 - President Kennedy called for a national goal of a space craft landing on the moon by the end of the decade; the Bay of Pigs; the Peace Corps; American forces arrived in Vietnam.

1962 - The Cuban Missile Crisis.

1963 - Martin Luther King Jr. and “I have a dream!”, President Kennedy was assassinated in Dallas.

1964 - Civil rights legislation; the Beatles arrived in the U.S.

1965 - Malcolm X was assassinated.

1966 - Draft in place; 500,000 U.S. troops were sent to Vietnam.

1967 - The first heart transplant; the Six Days War.

1968 - Martin Luther King Jr. and Senator Robert Kennedy assassinated; the National Organization for Women and “Women’s Liberation.”

1969 - Apollo 11 landed on the Moon and returns; the Charles Manson murders; “Woodstock”; Sesame Street broadcasts began


The National School of Business continued operations at its initial location in the Hoseth Building throughout World War II and the Korean War. Ground was broken in 1960 for the new and current location of the Rapid City campus administration building at 321 Kansas City Street. This new location was a two-story brick building with several classrooms, a bookstore, a small library, and administrative offices. In 1963 the campus grew with the addition of a residence hall, Diana Hall at 121 Kansas City Street. There were two wings and three stories, with a kitchen, a cafeteria and laundry facilities providing accommodations for single female students. The secretarial programs continued and new classes in accounting and business administration were part of an expanded, and an increasingly popular curriculum. Secretarial programs later diversified to include medical and legal forms, and this overall career field endured for many years.
During October of 1962, following a meeting of Harold Buckingham and Clarence Jacobsen, a potential sale of NSB existed. Additional meetings in October centered on a price, balance sheets, furniture and fixtures, and annual income statements. Many factors had to be considered before a sale could take place. According to Mrs. Jacobsen, Clarence was unwilling or unable to go on the road (recruitment), and he had not been actively seeking employment for NSB graduates (placement). Both duties were imperative in school operations. Additionally, there were no living relatives in the Jacobsen family, to which the school might be left.

At this time it was reported that NSB had retained eight teachers and one office girl on 12-month agreements. There were about 250 NSB students, and the new building could accommodate approximately 375 students. Expansion of the facility was an option. The NSB financials were provided by a local CPA firm. There were many considerations relating to intangibles, the land, the building, the furniture, fixtures and equipment. One option was to lease the school and property with an option to buy. Some speculation on the part of Mr. Buckingham was that some members of the family might have an interest. In previous Buckingham enterprises, family member involvement had been effective and integral.

In December of 1962, the sale of NSB to Mr. Buckingham was consummated by way of a real estate sale agreement and other supplemental agreements. The purchase of NSB as described in January of 1963 specified an enrollment of almost 300 students, who came from an area of up to 400 miles from Rapid City. The buildings were described as new with room for expansion.

Mr. Buckingham was active in education for most of his life. He served 11 years on Rapid City’s School Board, two years with the County School District, several years as a director and president of the Associated School Boards of South Dakota, and president of the Committee for Education in South Dakota. He was also on the executive committee of the South Dakota Governor’s Lay Conference on Elementary and Secondary Education. Mr. Buckingham was quoted as saying, “It will be our purpose to continue the high standards of educational opportunity in the college that has been offered, and to expand upon it at every opportunity.”

Following the sale of the school, the Jacobsens divorced, and Katherine B. Jacobsen moved to Arizona. She became afflicted with Alzheimer's disease and was ultimately assisted in a move to Minnesota by a member of her family. She died in 1994, and Clarence, who had remarried, died in 1996. Mr. Jacobsen’s second wife was also named Katherine, and she is still living in Rapid City. It is important to credit the Jacobsen’s for their efforts and investments to establish the National School of Business (NSB), and for the creation of a very strong and solid foundation for NSB, National College of Business, National College, and National Residence Hall
121 Kansas City Street – Rapid City
American University. There has always been a sincere commitment to quality education, and its relationship to employment and career development throughout the entire developmental sequence, that began with the Jacobsens.

In a recent meeting with 93-year-old Katherine Jacobsen, Clarence’s second wife, explained the occasion of her chance meeting with Mr. Jacobsen. She was a widow and had managed her late husband’s milk plant in Rhinelander, Wis., for eight years. She also owned and operated two of the best women’s stores in Rhinelander. Katherine had taken her mother to the Mayo Clinic in Rochester, Minn. Clarence was in the waiting room, and from across the room something clicked with him, and he convinced Katherine to have an evening out with him. She remembered the music on the dance floor being played on a Hammond organ as “Autumn Leaves.” Something must have clicked with her as well. Sometime later a post card arrived, followed still later by a knock on the front door.

During 1965, Katherine sold her two homes and the businesses, and planned a move to Rapid City. Clarence and Katherine were married in Sioux Falls, S. Dak. They were husband and wife for about 30 years. She explained that they were very happy and very much in love. They traveled to Europe on three occasions, and they spent a month in Hawaii almost every year. The photograph (right) was taken at the “Pink Lady” in Honolulu. Clarence was chairman of the board for the First Federal Savings and Loan in Rapid City. He had been both personally and professionally involved in programming and development of the local YMCA, and in operations of Storybook Island, the very popular children’s recreation and play area in the Rapid City community. Katherine’s prize possession is a Hammond organ. Playing the organ is infrequent now, related to some physical discomfort resulting from a hip replacement surgery.
Harold Buckingham's acquisition of the National School of Business in 1962 was an early and a significant milestone in the history of the institution. He was a passionate advocate for education. He believed that everyone should have educational opportunities, and that education should relate to career development and a better quality of life. These philosophical tenets were present at the beginning, and persist as absolute doctrine for the institution today.

Mr. Buckingham served as president, and Earle G. Sutton, who had worked for Mr. Jacobsen as a faculty member and an administrator since 1952, became vice president. Two members of Mr. Buckingham's family also became important members of the staff. John Hauer, a son-in-law, worked as a business manager, and as registrar. Chuck Lein, another son-in-law, taught classes and worked in the area of student housing. Mr. Hauer continued in many important roles for several years, while Mr. Lein completed graduate degrees and became a chief administrator for state universities and regional businesses.

Continued on page 22
Many people and many events have played important roles in the sequence of occasions and milestones which have established National American University, formerly National School of Business, National College of Business and National College. No person or any single event did more to contribute to the success or to keep the institution moving in the right direction than Harold Dean Buckingham. When in August of 2008, NAU dedicated the Harold D. Buckingham Graduate School, in his memory, university president Dr. Jerry Gallentine said, "There can be no complete discussion of National American University without an inclusion of the significant contributions of Mr. Harold D. Buckingham." Mr. Buckingham was a passionate advocate for higher learning, and embraced the philosophy that quality educational opportunities should exist for every person who desired it. He was a staunch and a lifelong supporter of career education as well.

Walter B. and Georgia Buckingham traveled from Kansas northwest into Nebraska in 1905. Harold was born as the seventh of their eleven children, on September 7, 1910 close to Morrill, Neb. The family home was a two-room tar paper shack, on a sandy quarter section of prairie land. During World War I, the family left the farm and moved into the community of Morrill. Also during this era, many people in the community were afflicted with European Influenza, and many died. Harold was very ill with the flu. In 1920 the family moved again and this time to Mitchell, Neb. Essentially the entire Buckingham family suffered with small pox and scarlet fever, but everyone survived. Nine of the children who grew to adulthood attended programming at Chadron State College or its laboratory school, in Chadron, Neb.

Harold's father owned a creamery business until he sold it in 1925. He went to work for a competitor, and traveled to parts of South Dakota and Colorado, as well as locations within Nebraska. During 1926, Harold became self-employed in the business of blocking and thinning sugar beets for several area farmers, who preferred not doing this job themselves. The goal was to create a pattern of one plant every 16 inches. The work was done on hands and knees, and the only tool was a very short handled hoe. During May, June and July following his senior year of high school, he blocked and thinned more than 31 acres of sugar beets. He was told by the field man who measured the fields for the farmers, to determine the pay for the workers, that he had worked 156 miles of beets. About 6 of these field workers, including Harold, were invited to a luncheon meeting in Scottsbluff, Neb, where they were given a certificate of appreciation and a gold medal. The pay was $9.00 per acre. In 1928, before he entered college, he had earned $630, which included a little bonus from one of the farmers. To create a little more income for the expenses of college, he mowed the grass in a city park in Morrill, and he mowed lawns and did yard work as well. Harold and his older brother Glen picked and sacked potatoes from the fields, and a day's pay was about $8.00. Harold was probably closer to Glen than any of the other siblings.

Glen had decided he would attend the university in Lincoln, Neb., at least in part because of their excellent athletic programs. Harold had decided he wanted to become a teacher, and he would go with Glen to Lincoln. But after conferring with a business school representative from North Platte, Neb., Harold decided he would instead go to business school. He could finish an accounting or bookkeeping program in only nine months, whereas the education for teacher training would be a matter of years.
So educational plans were pretty much decided, until Earl, the boys’ oldest brother, arrived for a visit along with his wife Harriet. Earl and Harriet planned to go back to college in Chadron, Neb. They wanted Glen and Harold to join them. The plot thickened, when Earl explained that there was a service station in Chadron for sale, and Harold’s savings account had more than the $400 required to buy it. Earl was asked to loan the money, and to work for Earl at a rate of 30 cents per hour, while everyone attended classes at Chadron. Harold agreed, a check was written, and it had to be delivered before noon the next day, or else the service station was to go to another buyer. The boys’ father found a place for Glen and Harold to room in Chadron. The hourly wage Harold expected didn’t materialize because Earl had found another investor, Eugene Clements, who in later years served for a time at the National School of Business and National College of Business as the dean of students.

An older man had a job making deliveries of gasoline and kerosene to customers in the area, and the truck used for the deliveries belonged to Earl and Eugene. This delivery man was leaving the job, and both the job and the truck were now available. It had to be better than the sugar beet thinning. Harold bought the truck, a 1922 Model T Ford, but then replaced it with a 1926 model, that had been configured to carry the flammable liquids in separate tanks. People in the area were using kerosene for cooking, including the 20 girls in the Chadron College dormitory. Other area residents also used kerosene and gasoline for other purposes. On Harold’s first month, he cleared $30. On the second, the total was $150, and by the third month it was nearly $450. He tended to deliveries first at the girls dormitory and even if there were no sales, it wasn’t a waste of time. The sales leveled off, but for three and a half years, while at Chadron College, Harold Buckingham was in the delivery business. The income not only financed the college education; the profits also allowed Harold to loan more money to Earl to begin an inter-city trucking service, which became the seed for Buckingham Transportation (Trucking). Mr. Buckingham entered Chadron State Teachers College in 1928, and graduated in 1932 along with 28 others.

One of the girls at the Chadron college dormitory was Ella Eckert, who would later become Mrs. Harold Buckingham. The marriage was set for June 12, 1932. The worldwide Great Depression began in 1929, but every month of 1932, the bad conditions seemed to deepen. Unemployment was at 27%, and although Mr. Buckingham sent out more than one hundred applications for a teaching position, he never came close. Teacher’s salaries in Nebraska and Colorado were $60-$65 per month and $540-$580 per year. Mr. Buckingham stated in later years, that he had always dreamed of being a teacher, and he never gave up the thought, “but at 80 years of age, it may be too late!” Teaching contracts existed for...
single women only, and marriage would result in a dismissal within one month. Ella was a teacher. Although the intentions to repay were always there, the money came slowly and in amounts less than had been agreed upon. For $1.25 per week, Mr. Buckingham dug dandelions from the lawn of Greeley College. Earl's trucking business was good, but his money management was typically in arrears. Earl invited Harold to join him. Earl, Glen, and another brother, Oliver, made Harold an office manager so that he could handle the finances in an expanded operation. At $25 per week, he would become a partner. Of course, Harold accepted the offer. The plans for the June marriage remained in place, but the idea of being a teacher had to be given up. He finished exams at Greeley two days before the wedding date, and then had to get himself back to Nebraska. The wedding was followed by a full-course chicken dinner.

Following their 1932 wedding, both Harold and Ella both worked in the trucking business in Denver. Ella worked from four to fifteen hours per day, and sometimes seven days a week. She was never compensated, and Harold's $100 per month was reduced to $80 per month, and it was later decreased again. The office work at the trucking office was hard and conditions were poor. In addition to all the paperwork, he worked on the loading dock and rode a bicycle throughout Denver to collect from shippers, and made bank deposits, etc. Ella was unhappy with Harold's working conditions, and his commitment to Earl and the other brothers. Ella advised that she wanted to go to her home in Nebraska, but Harold was afraid that she might not return. She did go and she did return. Harold and Ella's son, Donald Lee, was born on June 28, 1933.

The other four children were born as follows: Robert Dean, May 9, 1936; Nancy Ann, January 5, 1939; Susan Ellen, April 24, 1942; and Linda, April 13, 1948.
The trucking company was now running routes from Denver to Salt Lake City, to the Western Slopes in Colorado and to the Black Hills in South Dakota. The runs from the Black Hills to Minneapolis and to Omaha were added as new lines to the business. Oliver Buckingham took over the Rapid City to the Minneapolis station. In 1933 the partnership of brothers split into the Buckingham Transportation Company of Colorado, which was Earl’s company. Walter Buckingham, the boys’ father was shown to be a part owner, but he never shared in the management, nor in the profits. The Buckingham Transportation Company of South Dakota was owned by Glen, Oliver and Harold. One year later the South Dakota company had a net worth of about $14,000. Probably 80% of the freight being handled was for the Colorado company.

The South Dakota company had a tough year in 1934, relating to an accident with a new truck, a loss of all the freight, and a severely burned driver. Additionally the Northwestern Railroad Company attempted to eliminate competition from the trucking industry involving South Dakota, Minneapolis, and Omaha. The Buckingham operation was a prime target for the railroad company. Labor unions, the teamsters, Jimmy Hoffa, strikes, and negotiations also became problems in the trucking business during the late 1930s.

Following the bombing of Pearl Harbor in 1941, rationing of trucks, tires, gasoline, truck parts, etc. heavily impacted the truck lines. Oliver was in Minneapolis and Glen was in Rapid City serving as the president and the general manger for the trucking company and for the Buckingham Lumber Company, a subsidiary. Glen was instrumental in expediting military and war shipments. The railroads could only get live ammunition as far west as Edmonton, S. Dak. But from there to Ogden, Utah, it had to go by truck, and from Ogden to the west coast the railroads took over again. Glen hired Ward Schwenk to handle this with the Buckingham trucks. Moving live ammunition was dangerous and a risky undertaking. Thousands of loads moved from South Dakota to Utah for the War Department, without a single accident.

Ward Schwenk later married Helen Ozier, a niece of the Buckinghams. Her first husband was a fighter pilot but he was killed escorting bombers over Europe. Both Helen and Ward became important members of the staff at National School of Business and National College of Business after Mr. Buckingham bought the school. Helen was a “jewel” in the business office, and Ward was effective as a property manager. During the war years the company’s net worth increased to more than $200,000. The Colorado and South Dakota trucking companies were consolidated in the fall of 1941. This brought Earl back into a position with some authority, and in his financial affairs and business management, he was at best unskilled. Earl’s poor management and recklessness brought the company to the brink of losing everything. Earl had purchased an airplane and he was flying himself and friends to fishing resorts all over the U.S. and Canada. Oliver and Glen seemed to be unconcerned, but Harold was worrying himself sick.

Between 1942 and 1961, the Buckinghams acquired several small transportation companies and operations extended as far east as Chicago. In February of 1946, Harold Buckingham ran for the Rapid City school board and was elected. This began 11 years of public service to education. Mr. Buckingham also became a state senator for South Dakota.

By 1950, the three brothers had decided that Earl could no longer serve as the company’s general manger, and would not be able to make purchases. The airplane was to be sold.
The four brothers met, and Earl established that he could either buy the others out or they could buy him out. Glen, Oliver and Harold agreed that they would accept his offer to buy them out, thinking that there was an impossibility of Earl raising money to meet their price, plus an amount to cover the company’s operating capital. Earl was allowed 10 days. Earl came back with four cashier’s checks. It was later revealed that the money came from John Manlowe, the owner of United Truck Line of Spokane, Wash. His company was debt free, about the size of the Buckingham operations, and he was looking to expand. John and Earl had vacationed together with their wives, probably at Buckingham Freight Lines’ expense.

Then in 1952, John Manlowe called Harold Buckingham and offered to sell his stock in the Buckingham Freight Lines, and in the very large promissory note made out by Earl Buckingham. Manlowe explained that Earl “was driving him up the wall,” and that he could not handle him. He thought that Harold could do so. The company was making a profit and had a good cash balance, but none of the money John loaned to the company had been paid back to him. Harold conferred with Earl, who advised him to grab the offer. He believed that he and Harold could work together, and he explained that he would not deplete all the assets again.

Harold made a very minimal offer based on what he had available. A promissory note on the principle balance with monthly payments plus interest on the unpaid balance was also part of the deal. They agreed and shook hands. Glen and Oliver indicated no interest in going back into business with Earl. Earl and Harold agreed on their own rates of pay, and they also agreed on the terms through which John Manlowe was to be repaid. Earl behaved pretty much as planned, and Manlowe was paid off as agreed, with the final payment in just less than five years.

In 1959, Harold and Earl sold 50% of the stock in Buckingham Freight Lines Inc., on the public market. Both retained 25% of the ownership, and the sale minus the broker fees gained $2,400,000 in operating cash. Prior to the stock sales, the cash flow and operations in the business continued to present problems. Earl was back as his former self, spending money recklessly. He had a strong sense of needing to expand. An officer at the Rapid City bank notified Harold that Earl had written a check for $200,000. This was going to create another cash flow problem, so Harold contacted Earl at his home in Palm Springs, Calif. Earl had bought a California company that was twice the size of the Buckinghams’ operations. The $200,000 was to be a down payment on a $1,000,000 deal. Earl had spent an additional $800,000 plus, he arranged routine payments on buildings, equipment and supplies. All of this was going to jeopardize the Buckingham business. Drastic measures were called for again.

There was to be a meeting of the board of directors in California. Three of the five directors were public members and the other two were Harold and Earl. Harold arranged a preliminary meeting with Art Dahl, a local director and president of the Rapid City National Bank of South Dakota. He explained to Dahl in no uncertain terms that Earl’s action would break the company. Although it might lead to a lawsuit, they would have to default on the purchase of the California company, and they would have to forfeit the $200,000 down payment. Further, Harold wanted to forever stop Earl from buying or selling for the company. Mr. Dahl understood and agreed. He offered to second motions made by Harold Buckingham affecting the same outcomes.

Then, at the board meeting, Harold described the company’s finances, and he made a motion
to forfeit the down payment and not to honor the purchase agreement. The motion passed and Earl did not vote. Another motion restricted the president's (Earl's) authority to make purchases and sales. A third motion deprived the president (Earl) of authority to write checks. Both of these motions passed and Earl did not vote.

Sometime after the board meeting in California, Earl came to Rapid City to see Harold. He announced that he was going to sell his 25% of the company's stock to a similar company operating in Denver and Chicago. He would receive $1,250,000 in the sale. With this amount of stock, and purchase of a small amount of public stock, the Denver/Chicago company could gain control. Harold could be kicked out of the company, and his stock would be next to worthless. Perhaps Earl was bluffing, which seemed like strange behavior, brother to brother. Certainly Earl's pride was hurt at the board meeting in California. Harold made a counter-proposal. The suggestion was that Buckingham Freight Lines Inc. would be offered to John Manlowe in a merger with United Truck Lines. On the basis of each party's net worth, Manlowe would have two thirds control, to their combined one third. Manlowe had been successful. He possessed the best credit line in the trucking business, and he owed no one. John Manlowe accepted the proposal. Harold and Earl both served on John's board of directors. Harold agreed to serve for five years, primarily to handle labor problems that would require approval of Jimmy Hoffa.

In 1955, Harold Buckingham received the Rapid City Junior Chamber of Commerce Good Government Award. He learned to fly an airplane and he logged over 3,000 hours over 20 years, with more than half being under instrument flight rules (IFR). United Buckingham Freight Lines Inc., employed 14,000 workers, operated in 29 states, and ranked among the major trucking firms in the United States. In 1960, it reported gross revenues of $15,500,000.
Mazie Brandt is the only person in the history of NSB, NCB, NC and NAU to have had a direct relationship with all four of the institution’s developmental phases. She was first a student, an alumna, a member of the staff, an administrator, an administrative assistant to the president, and a secretary to the institution’s board. As such she has a unique perspective on National American University. It was very important that Mrs. Brandt was able to contribute the “Reflections” aspect of this Milestones book.

From Mazie Brandt:

I attended the National School of Business from June of 1961 through May of 1962, when I graduated with a Senior Secretarial diploma. In May of 1981, I graduated again from National College with an AAS, a two-year degree in executive secretarial. I continued taking classes, and when I retired in 2001, I was only a few hours short of my bachelor’s degree in business administration. I was awarded an honorary degree shortly before I retired. Following my graduation from NSB, I was employed by the Boeing Company as a secretary in the program control unit at Ellsworth Air Force Base, located near Rapid City. Then in October of 1963, I returned to NSB, and remained there in a number of positions until my 2001 retirement. In almost every job I held, I either worked with the leaders, or I was part of the management team. I also got involved with other graduates in an active alumni group. Throughout the 39+ years that I was associated with National, I was honored to have worked directly for every owner and/or president, including Clarence and Katherine Jacobsen. It is my sincere hope that all of them felt that I had made a contribution to the institution’s growth and success.

Chronologically, my employment by the college progressed as follows: mailroom coordinator, bookstore manager, assistant registrar, administrative assistant to the president, director of financial aid, and director and vice president of human resources. Beyond the duties implied by these titles, I also worked closely with local bankers in helping students obtain educational loans. I also worked with large numbers of international students, who were attending college on student visas, and needed to maintain the appropriate and timely relationship with the Immigration and Naturalization authority. Considerable paperwork was required for international students to be present and to study in this country. In 1974, I attained a rating of Certified Professional Secretary (CPS), a relatively rare accomplishment.

Midway in my NAU career, I was heavily involved in the formulation and drafting of personnel policies and procedures. This led to the creation and distribution of employee personnel manuals to all employees at all locations. My role as director of human resources was probably the most challenging,
and the most rewarding of all my duties. It created opportunities to serve with members of the senior administration, and presented essentially daily contact with the ever-increasing numbers and diversity of staff members in Rapid City and the branch locations. The challenge was to execute a balancing act in consideration of the university’s mission and purposes, the rights and privileges of the employees, and keeping with the rules and regulations of our states and our country. There were several responsibilities of staff supervision in several departments including, housekeeping, maintenance, mailing, the bookstore, and the clerical and secretarial staff. The human resources responsibilities necessitated regular travel to the branch locations, and maintaining compliance with federal and state guidelines and laws in several states. There was also interaction with the university’s legal counsel and the university staff in annual training sessions. For many years, I served as the secretary for the board of directors, which provided me with an understanding and appreciation of the bigger picture of NAU. Literally, thousands of hours have been demanded of the members of the university’s management team in the creation and management of institutional and programmatic accreditation, and other forms of governmental compliance. The NAU institutional ambition and a constant attention to offering relevant, innovative and changing educational programs increased the frequency of these kinds of efforts. All of this is in accord with the institutional mission, and this effort is most likely to continue and to expand. The university has never lost sight of what it believes students need in terms of achieving success in employment in today’s marketplace. This alone is a source of institutional success, and an important factor in its presence of 70 years in higher education.

Mazie Brandt
Through part of the 1960s, NSB might have been described as a “commuter college” suggesting that non-academics and the social side of college life was either missing or minimal. The residence hall and some students remaining on campus helped to reduce this condition. Recreational events, occasional dances, and social events began to emerge and the creation of yearbooks added a journalistic spark. Student government also established means for leadership experience. Graduation with the awarding honors was an important time. An NSB rodeo club presented the school’s first venture into varsity athletics. In some parts of the country it could have been expected that the high school athletes looking forward to college sports would likely have been basketball or football players. In western South Dakota, North Dakota, Nebraska, Wyoming or Montana, it was at least as likely that some of the athletes would have been bull riders or barrel racers. NSB’s teams were not initially or immediately accepted into the ranks of the college and university rodeo routines. Pushing for opportunity prevailed, and before long the NSB team members were returning with financial winnings, trophies and belt buckles, along with their horses, saddles and horse trailers. The men on rodeo teams performed in six events: saddle and bareback bronc riding, bull riding, calf roping, bull dogging and team roping. Women’s events were goat tying, barrel racing and break-away roping. Some women also became team ropers, in the head and heel approaches. The sport of rodeo stands apart from NCAA and NAIA rules and conventions. The National Intercollegiate Rodeo Association (NIRA) “rides herd” so to speak. South Dakota’s rodeo teams geographically exist in a largely wide-spread Great Plains Region. So NSB’s cowboy/cowgirl competitors were going up against Iowa State University, the University of Nebraska, the University of North Dakota, the University of Wisconsin-River Falls, and for a while Michigan State and Kansas State universities. When NSB/NCB won, which was often, it was particularly gratifying to prevail over the much larger institutions.

In 1966-67, the school became accredited as a Junior College of Business, and the name was changed during 1965 from the National School of Business (NSB) to the National College of Business (NCB). Associate of Applied Science degrees were being offered in secretarial and business programs. One-year diplomas were still being provided, but everyone seemed to walk a little taller with this collegiate

Vicki (Selman) Christopherson, Lila (Reukhauf) Glade, Cathy (Davis) Lobdell, and LuAnn (Corn) Crist were inducted into NAU’s Athletic Hall of Fame in 1997. In the 1970’s these ladies were NIRA regional rodeo champions as individuals and as an NCB women’s team.
NCB was authorized to teach junior and senior-level classes, and it was apparent that a senior college status was in the works, or at least to be considered as an option.

In terms of a personal reflection, I remember being invited to a meeting during the summer term of 1967. The sole item on the agenda was “Do we do this (?) and become a four-year Senior College of Business?” I remember the expressions of ambition and the apprehensions related to the much greater investment, and the small college presence in a mostly rural area apart from the kind of population required to support “higher education.” The faculty would have to grow and backgrounds and credentials would need to be enhanced. The little library on the second floor would be inadequate. There were hundreds of accredited business schools, only a few junior colleges of business, and the senior colleges could be counted on both hands. At the time that I left the meeting, a conclusion had not been reached, but I was advised during early 1968 that agreement was to go forward, and I was invited to return in the summer of ’68 to teach some classes. When I returned to the college after an absence of a few months, there was a conspicuous pride among almost everyone, and the changes being made were also immediately apparent. Marty Nowak became the first and the only Bachelor of Science degree graduate during the academic year 1968-69. This was to be the beginning of several thousand four-year graduates in future years.

The accounting graduates could now seek a credential as a certified public accountant, CPA. The accounting program which had been a “crown” in the curriculum was even stronger, and the number of classes required in the Bachelor of Science accounting degree was beyond what might be required elsewhere. The faculty members were academically credentialed and skilled through professional practice. Coursework in data processing and computer programming were popular. These were following a business and management approach apart from computer science, which one might find being applied in mathematics or the sciences. Degrees in travel and tourism were extremely popular, and led to careers in the airline and travel industries. Enrollment had increased. A progression from a junior college to a senior college of business status has to be noted in the milestones ascension.

The dilemma of “How can a senior college on the other side of the Mississippi and Missouri

1967-1968 NCB Alumni Association

Richard McKnight
1959 - Alumni Association
Co-Chairman

Orland Paulsen
1956 - Alumni Association
Co-Chairman

David True
1961 - Alumni Association
Treasurer

Mazie Brandt
1962 - Alumni Association
Secretary

Additional Board Members:
Martin Blasy, 1962
Wilbur Blundell, 1960
Merlin Fauth, 1956
Lloyd Pugh, 1958
Arlene Parker, 1956
Rivers expect to recruit larger numbers of students,” was solved. John Hauer had replaced Harold Buckingham as the president of the college. Hauer had considerable experience with the business school members of the Association of Independent Colleges and Schools (AICS), and also with many of the administrators of this association. He began an aggressive campaign to encourage the one- and two-year graduates of the business schools and the junior colleges to come to Rapid City and enroll in the four-year programs. They would go out a short time later, armed with a Bachelor of Science degree, and with a potential for greater income. Much of this took place with owners and officials in these schools over the telephone.

Hauer came early and stayed late to visit with administrators in some of the best business schools in the eastern United States. He didn’t do this alone. He was armed with articulation agreements documenting the transfer of credit from their school to National, basically accepting their entire program. The coursework and the sequence was essentially the same that existed previously and currently with NSB and NCB. Coursework throughout was that expected by the Accrediting Commission of AICS. A staff of admissions personnel from NCB visited these schools, at the pleasure of the owners. Admissions people had catalogs, view books and even movies called “America is Business” and “It’s a Business World” featuring NCB, Rapid City, and the western way of life. The message to these students was constant, and it told them to stay in school and graduate, and then NCB would be very happy to accept them into their programs. National would not accept their drop-outs; and there were expressions of complete confidence in the school that they were attending.

There was no doubt a positive affect on retention, and the return, among other things, was that National would be receiving very stable junior and senior students who would positively impact the enrollment totals and retention rates at NCB. Retention was the other side of the coin with recruitment in achieving enrollment goals. With few exceptions, these transfer students were intelligent, ambitious and academically successful young men and women. There were only winners (students and both institutions) in this arrangement. Another factor was that the state universities all over the country were not inclined to accept coursework in transfer from business colleges, bible colleges, vocational schools, or any others not having regional accreditation in place. It was actually more complicated than this, and farther along in discussion of this period, more will be explained under a segment heading called “Articulation.”

This aggressive transfer program has to be noted as a milestone. Not only was NCB getting good students, but it was going to require providing the best in services, resources, facilities, faculty, staff, and many other things which were needed to assure continuation of this arrangement.

If there was a 1960s and 1970s culture and a counter-culture at NCB, it may have been detected in the culture of the rodeo club and a counter-culture, of what some were being described as the “hippies,” who were mostly arriving from parts east. The hair was sometimes long, the jeans were bell-bottomed and the cowboys were wearing cowboy boots and Wranglers, and using Skoal and Copenhagen tobacco. Some of the “hippies” were being described as using something that was more exotic, and probably illegal. Violence may have been threatened more than once, and it usually suggested hair cuts, but that never seemed to happen. The majority of NCB students could have been accurately described as “the silent majority” in these kinds of things, and included in this category was the NCB Veterans Club. Mostly composed of
College administrators are constantly faced with matters relating to retention of their students. Discussions or committees on the topic seem to ignore that retention is not a cause but an effect, and a product of almost everything that is done in higher education. Retention is accomplished by…

...assuring that the catalog and all printed materials are truly representative.
...admissions efforts that provide complete information and follow up.
...a comprehensive and thorough orientation program.
...an efficient scheduling of classes and a minimum of red tape.
...enforcement of school policies in a firm and fair manner.
...an appropriate program of extracurricular activities and auxiliary services.
...well-maintained equipment and facilities.
...programs that develop abilities, attitudes and ethics leading to jobs and advancement.
...a presence of a caring attitude on the part of faculty and staff.
...living up to personal and institutional commitments.
...a product of quality interactions with faculty and staff.
...enhanced by evidence of good morale with students, faculty and staff.
...a result of excellent and relevant instruction.
...a responsibility of everyone connected with the institution.
somewhat non-traditional male students, and their attendance records and grades were well above average. While university student groups elsewhere in the country were occupying the dean’s office, burning flags and draft cards, the NCB Veterans Club erected a flag pole and provided flags to fly at the front of the administration building.

This activity was newsworthy, and was reported in a prominent Minneapolis newspaper.

A much stronger unity within the student body emerged at the Rapid City campus, when a somewhat shy but popular cowboy elected to come to a meeting of the student government. This group contained only a smattering of the western interests. They held the “purse strings” for most of the various and financially sponsored college activities. The young man had some trouble confronting this group, and his face turned red, and he struggled with the words. His message was simple. The student government and the student body in general should come to the rodeo team’s events, and they should support NCB’s rodeo team, and even provide tickets or pay for part of the student tickets with student government activity money. He left, not knowing if he had been able to communicate that the rodeo people were also students and entitled to support. He got it, and for the duration of college rodeo at National, student government sponsorship along with good attendance and some enthusiasm, minus a complete understanding of rodeo, prevailed. It might be a stretch to suggest that this single event created what was often observed, even many years later, as a very strong sense of
“community” in a relatively divergent student body. They came together strong and often in other things and matters down the road.

By 1971, NCB stood in sharp contrast to what it had been in many respects only a few years before. President Hauer had visited with more than 400 administrators at private business colleges around the country. He urged them to visit NCB, Rapid City, and the Black Hills of South Dakota. He also urged them to consider encouraging promotion of continued education and a bachelor’s degree for their graduates. Several expressed interest and the first three to accept the invitation were from Andover Institute of Business in Springfield, Mass., Churchman’s Business College in Pennsylvania, and Wayne Business Institute of New York. In the following weeks, other administrators came and were not disappointed. The fall enrollment showed 283 transfer students, an increase of more than 30% from the previous year. A transfer student from Easton, Pa., explained that 128 hours of his previous education were accepted in transfer, and in five quarters at NCB, he finished a four-year degree in advanced accounting. That was typical, and in the fall 1971 term, with 956 enrollments, there were 399 students working on bachelor’s degrees, and over 400 enrolled in the Associate of Applied Science degree programs. A transfer student from Dexter, Me., explained that it spoke well of a school where certified public accountants were teaching accounting, and lawyers were teaching business law. Three of NCB’s early graduates in four-year accounting were awarded a Master of Science degree in Accounting from the University of New York, in this same general time frame. One of these became a member of National’s faculty, at a later date.

New classes in ecology and journalism were added to student schedules, and an agri-business program helped prepare rural students for management on the farm or ranch. NCR computer systems provided instruction and utilization of current computer languages, including COBAL, FORTRAN, BASIC, RPG and BAL. Data processing and auxiliary operations were becoming the “glamour specialization of the 70s.” Over 200 of the student population at that time were on that track. The levels of compensation for 2-year and 4-year graduates were very attractive, and job opportunities were abundant.

Eileen Fowler
Diana Hall’s housemother for several years. Her support and influence on the female residents was personal, positive, and greater than most of us can imagine.
Ralph Annicchiarico graduated with an AAS degree in business administration, and an emphasis in accounting from Central City Business Institute (CCBI) in Syracuse, N.Y. Like so many other young men during these times, the next step was a tour of duty in the United States Army. Two of his friends, James Paul (JP) and Pat Guillian (Pucker) from CCBI and from Ralph’s fraternity, Delta Epsilon Kappa (DEK) had responded to NCB’s invitation to come west and complete a four-year degree. After the military interlude, Ralph and Louie Raimondo, with encouragement from JP and Pucker, decided to maintain their fraternity connection and to travel to Rapid City for some additional education.

Also like so many others, and particularly students and the military personnel, who come to Rapid City, S.Dak. from some of the much larger cities in the East, there is a fear that they may have left civilization, and may have fallen off the Earth. Ralph said he really had a hard time accepting that Rapid City was really a city. He and Louie Raimondo had driven 1,800 miles in a 1964 burgundy Ford Falcon convertible, and the 400 miles from Sioux Falls was so desolate they were sure that they were nearing the end of the Earth. There was hardly anyone around to admire the very cool car.

A few months later, the DEK nucleus of New Yorkers had grown to around 40 fraternity brothers, and the majority came from west of the Mississippi River. They had a house, and after they outgrew it they acquired the house next door. The vacancy is probably understandable. Ralph finished his four-year degree in business administration and accounting. Rapid City and the Black Hills tends to grow on newcomers, so instead of returning to eastern roots, Ralph, JP, Pucker, and several others remained. Ralph married Julie French from Montana, and about 35 years later he is working in Rapid City as a wholesaler of building products. The members of the DEK group reunite periodically, and the last event was during the fall of 2009.

A four-story western wing addition to the residence hall essentially doubled the occupancy space for up to 350 NCB coeds. These were equipped studio apartments, served by an elevator, and at an overall construction cost of $600,000. A very well-liked dean of women, Eileen Fowler served as house mother, and she lived in a small apartment in the residence hall. Mrs. Fowler retired from her job as house mother in 1975. Her influence and support of the residence hall students was very positive, valuable, and probably cannot be overstated. The west wing students were able to eat in the cafeteria, or they could prepare some of their meals in the studio units. Also there was an addition of a sun deck and an adjacent kidney-shaped swimming pool.

Some students elected to reside with area families in a program known as “working for room and board.” Usually 50 or 60 of the female students found themselves living with “adopted families,” in what might also be described as a part-time job. The homes and routines were considered and approved by a member of NCB’s staff. Arletta Dailey, who was to become the college registrar, had this duty and several others as well. Mrs. Dailey had graduated from NSB in 1946 with
a one-year secretarial diploma, and then in 1980 she finished a four-year degree in secretarial science. In addition to the work for room and board program, she also assisted students in finding off-campus apartments, or other suitable housing. At this juncture in time, many of the male students resided in leased or rented spaces of nearby motels, in private housing, or in a large apartment complex nearby. Along with changing times, this arrangement would change, and on-campus housing would be provided as an option for males as well. Mrs. Dailey joined the college staff in 1967, and worked with Eugene Clements, the dean of students. If it was not an admissions or an academic matter, it fell to these two to handle it. Over a period of 23 years, Mrs. Dailey’s primary role was that of student records, as the registrar.

In 1990, she retired and was replaced by Mary Borella, who had previously worked as a member of the faculty. The rodeo program was well established by this time and a women’s volleyball team had become another varsity sport. Within only a few years, a collection of 20-30 championship rodeo team trophies had become part of the accessories in the administration building.

The eastern transfer students were instrumental in establishing NCB’s first social fraternity and a sister sorority. Another fraternity and sorority followed shortly after, and the first ones were probably improved by the presence of the second ones. These social groups were Delta Epsilon Kappa, Tau Sigma Pi, Psi Beta Chi, and Phi Beta Omega, and the relationships were at least semi-friendly. Phi Beta Lambda, which is the college version of the high school organization known as Future Business Leaders of America (FBLA) arrived, and still remains at the Rapid City location. Nearly 60% of the college’s students were from out-of-state. The student body represented 34 states and nine foreign countries at this time. Another category of students was also beginning to appear in higher education, and these individuals were being described as nontraditional students. They were not easily characterized, other than they were not recent high school graduates. They were older and many typically had families and jobs. They were looking for upgrades in their careers, and continued education was the chosen path.

It might have been predicted, but it had not been adequately anticipated, that NCB’s students and graduates would not always be accorded the same opportunities and advantages as those enrolled in or leaving the regionally accredited state and private colleges and universities. Regional accreditation was familiar and essentially accepted as the standard. National institutional accreditation was not familiar, and had not been written into the various “policy manuals.”
June 9, 1972: Rapid Creek, which flows from west to east out of Lake Pactola, and through Rapid City and out onto the plains, is typically six or eight feet wide and in many places only a few inches deep. During most of the year fly fisherman can be seen wading or on the banks with intentions of hooking up with one or more rainbow or brown trout. During the warmer months young people, and some older ones as well, “tube” much of the length of the stream. On this day, the weather conditions were strange: still, warm and muggy. Rain showers were predicted. Later in the day the low clouds seemed to be boiling and in dark colors of gray, black, green and purple. A steady downpour cut loose and did not quit.

Rapid Creek started to swell and later on it was reported that during the night time, areas of the Black Hills received as much as 14-16 inches of rain in less than 24 hours. Various media warnings were given to those living close to Rapid Creek, and some heeded and some did not. Rain water run-off poured down through Dark Canyon into Canyon Lake and the dam restraining water there gave way, only adding insult to injury. Water also burst through the tight-walled Cleghorn Canyon at the western entrance to Rapid City and Canyon Lake. The water began to tear loose everything in its path, and there began to be a roaring sound from the raging currents. Trees, cars, small buildings gave way. Later, houses were being torn loose and carried away, and human beings were no more protected than their houses or cars. Vehicles and homes floated through the city. So many people waited too long or tried to out run the torrents, when there was no chance of doing so. Water and debris broke windows and flowed through and past doors, which buckled or were torn away. Going up stairs or to the roof was no guarantee of safety. People described a 30-foot wall of water flowing through the community in the darkness.

Years later, the huge cottonwood trees between Omaha Street and Rapid Creek still showed scars created by passing debris high on the trunks that could have measured 25-30 feet above the level of the stream bottom. The loss of life totaled 238 people, including the young and old, and even infants. Property damage was over $100 million. Bodies were found as far as 50 miles downstream, and six of the missing people were presumed dead, but were never found. Mud and filth covered much of the city, power was interrupted, the telephones were dead, and one could not get in or out of the city very easily because of the missing bridges or the bridges that were piled up with furniture, refrigerators, and volumes of unrecognizable former personal possessions. Members of the Red Cross and the Salvation Army pitched in and helped with water, food and shelter. As many as 4,000 people were estimated to have been vacationing in “the hills” and several campsites were completely missing. At the time there were about 2,500 National Guard personnel on training and maneuvers in Rapid City, and these soldiers and their heavy machinery made a world of difference in the immediate recovery efforts.

The college was several blocks south of the creek, and at a much higher elevation. The facilities in the residence hall became occupied with new and returning students who had arrived for the summer term, and with people who had lost their homes, and had nowhere to go. The occupants included members of the Buckingham family. College staff members were excused from duties at the college for as much as three days in order to volunteer to help with clean up, or to assist with other duties in the city. Members of the data processing staff and some students helped by maintaining data on where certain individuals could be found, and could be reported as safe, missing or deceased.
Julie (French) Annicchiarico has spent the last 16 years working at the Black Hills Federal Credit Union in Rapid City, S. Dak. Currently, Julie is vice president of administration. She was a high school student in Medicine Lake, Mont., and during May of her junior year (1971), an admissions representative from NCB visited her and the family at their home. Julie committed to NCB for the fall of 1972, and started with the paperwork. The national news descriptions of the June 9, 1972 flood almost convinced Julie and her family that her plans needed to change. She explained that leaving her home and traveling a few hundred miles to South Dakota was going to be particularly emotional, and the Rapid City flood situation was “very scary!”

Eileen Fowler, NCB’s dean of women and the residence hall house mother, called her during the summer, and explained that the college had not been damaged by the flood and that the city was in recovery. She urged Julie to keep her plans, and to come to NCB. Julie and her family arrived in late August to begin the fall term. Two months’ time had not been enough for the community restoration, and areas of severe devastation were still apparent.

Julie was finishing her executive secretarial degree a few months later, and her first job was to be with “Respec,” a local engineering and research company. The position had been arranged on the basis of a referral and a recommendation from Mrs. Fowler. Julie married Ralph Annicchiarico, another NCB graduate, in March of 1975. They met at a social event (party) at the Delta Epsilon Kappa fraternity house.

To help communicate how devastating this flood had been, please consider the following segment of a report written by Harold Buckingham, describing that evening and morning of June 9 and 10, 1972. The Buckinghams’ home was only a few yards from Rapid Creek on Jackson Boulevard, and not very far from what had been Canyon Lake. Their initial reaction was like that of so many others who were not as fortunate.

“We’ve had high water here before, and in 1962, the creek had risen to five feet above normal. We were not concerned and were preparing to go to bed. We received several phone calls from friends and relatives suggesting we leave our home and go elsewhere. We laughed it off.”

“The flood was very scary…”

Julie (French) Annicchiarico-graduate NCB
the raging Rapid Creek. Furniture from all over the house was floating toward the kitchen door, and some of it went out. The telephone and the lights had gone out. Lightning flashes gave us a view from time to time. We saw a large house floating near an island north of our home. A moment later it was gone. Waves of water outside were at least 10 feet high. Water was coming from under the closed door to the master bedroom, indicating that windows there were probably broken. Fish were jumping in the flood water in the house. We heard people screaming and calling for help in the rushing water. One person with a broken leg was rescued nearby after being in a tree all night. He had been yelling for help the whole time. The next morning rubble outside our door was piled higher than the garage. The body of a fireman was found in that. We found a dead dog in our master bedroom. The National Guard came for us in a boat.”

The summer 1972 devastation was severe and recovery required many months. The loss of life was so heartbreaking for so many, but the impact of the flood brought in money, and opportunities for many changes and improvements in the community. The city established a flood way and a restriction against home sites in the flood plain. The funding brought about by the disaster resulted in city improvements, such as several miles of a paved path in the flood plain for walking, running, and bicycles.

CONTINUED FROM PAGE 29

During 1974 National became a nonprofit corporation, operated by a board of directors appointed from the community. There seemed to be several advantages in this conversion. Included were the following: increased probability of permanency, lower property taxes, some government support, qualification for regional accreditation, improved morale of students and faculty, and greater acceptance on the part of high school officials and teachers. In the disadvantage column, it was noted that credit and loans from banks would become more difficult to arrange.
Also during 1974, the administration of the college implemented a strategy that would impact the nature and operations of National College of Business, maybe more than anything that was ever done previously. The relative importance of the presence of branch campus locations probably cannot be overstated. In the aspect of milestone accomplishments, the branches are boulders. It began with the creation of an extension of the Rapid City campus on the Ellsworth Air Force Base, only a few miles from what some called the home campus. The programming was limited, and NCB was not the only educational operation on the base. The officers and enlisted members of the military at that location found opportunity and convenience that extended beyond what had existed previously. It was immediately successful, and it still is. Not long afterward, a branch campus of NCB was established in Sioux Falls, S. Dak, the largest city in the state and almost 400 miles away from the home campus. This was accomplished in the facilities of O’Gorman High School, a Catholic high school with space available. The reverse of this arrangement took place in 1991, when the Rapid City campus extended this kind of opportunity for St. Martin’s High School, which had lost its lease. The high school’s programming, students and staff relocated temporarily for a few months at National. They created their own building and facilities, but the arrangement was temporarily advantageous to both entities.

Bob Cook became the director of the Sioux Falls branch of NCB. He developed the means and methods of operations for this location, which ultimately came into play for other branch locations of the college. Cook was an important administrator and he remained as a major contributor for many years. Class structure was mostly during the evening hours and students (mostly in the nontraditional category) were able to attend part time or full time in a three night per week schedule of classes. The curriculum was actually narrow but primarily that which is required in business administration. In this way students could work progressively to finish a two year degree, and then all could apply to requirements for a bachelor’s degree. Business administration is actually the most generalized of National’s career programs. Those with previous education, and there were many of these, were able to transfer appropriate and comparable classes. This particular program related extremely well to a segment of the population who had veteran’s educational benefits. Veterans were being under-served in terms of the degree opportunities and class schedules provided by most of the public universities and colleges. The long-standing of NCB in the state of South Dakota made state approval for a location in Sioux Falls a relatively easy matter.

Gaining state approval by educational authority elsewhere in the country could be done, but not as easily. Federal acceptance was also required, and paperwork and a proper credentialing had to be in place. Accreditation by the Association of Independent Colleges and Schools (AICS), and by the regional authority at a later date, also had to be solicited and gained. Facilities needed to be leased, and consideration of private Catholic school’s facilities with somewhat standard classroom settings came into play. Space in office buildings and even shopping malls were also part of what was to come. Available parking for at least a few hundred was a consideration, as was being on or near a city bus route. Good overall lighting, cleanliness, and a relatively crime-free area needed to be part of the selection. Although the size of the city of Sioux Falls worked well, larger metropolitan sites were also an advantage in terms of greater populations.

In a very strange situation which occurred during the mid-1970s, the executive director of the Association of Independent Colleges
and Schools (AICS) had taken the position that NCB’s extension/branch programs in Denver, Colo., and Albuquerque, N. M., and elsewhere were not accredited under their grant of institutional accreditation. And then by informing educational and legal authority in the state of New Mexico of this determination, there was language being used that the branch (or branches) were operating illegally. Veterans would have to repay what they had received in educational benefits. There may have been as many as a thousand veteran students enrolled in branches or extensions at this time. The long-standing application of accreditation is that an accredited institution’s programs are accredited, just as the institution is accredited. Federal authority, state authority, and the authority of the courts exist, and of course the Veteran's Administration needed to get into this act. The action of the executive director and/or his advisor, the legal counsel, was not that of the commission, but his/their own determination that accreditation was either withdrawn or did not exist in the first place. The AICS staff would presumably not have authority to alter a status of accreditation, which is granted by a commission. Several days later the accrediting commission restored accreditation, and the problem went away. Actually it boiled up a couple of times later as well. South Dakota’s Governor Richard Kneip and his relationship with New Mexico’s governor helped to alleviate the difficulty. Senior colleges, and to a lesser extent the junior colleges of business, seem to always have to face failure-to-recognize situations. But when these things arise within the organization that might be expected to provide or offer support, it was an even greater source of institutional frustration. There was at least some frustration and anxiety as well for the 365 students enrolled in degree programs at the Albuquerque location.

During 1979, there were 11 branch campuses; Albuquerque, Indianapolis, Phoenix, Sioux Falls, Minneapolis, Kansas City, St. Paul, Denver, Shawnee Mission, Colorado Springs, and Pueblo. Also at this time National was additionally providing a program called “College Behind Bars” with class structure and college credit in the state prisons in South Dakota and Kansas. Classes were small, and so was the space provided in the prison. An inmate in the Sioux Falls State Prison said, “I won’t have to sit here and count the days, if I make every day count.”

Based on a template-type arrangement of what existed in evening programming at Ellsworth Air Force Base and at Sioux Falls, two locations were chosen in Denver, Colo., and a short time later a location in Minneapolis and one in St. Paul became the next four locations of National College of Business. The choice of buildings was preliminary, but not as important as the choices of personnel. Administrative and office staff, admissions people, and those who understood the complexities of financial aid, as well as those who could communicate the mission and distinctions of this college had to be found. None were more important in the selections of staff, than the members of the faculty. All were part time and were hired for the term, at least initially. Overall success or failure was essentially established in the classroom. The students, for the most part were mature adults, and it was felt that a mature experienced instructor with practical business experience outside the academic world could best relate. Not all of the “moon lighters” existing in the world of metropolitan higher education would fit. Some of the college’s most successful instructors were those who loved to teach or who loved their field, more than the need to add to income. Getting rich in education has never been likely, and it’s even less likely in faculty contracts. Everyone needed to understand the institution’s very strong mandate of a strong service orientation. “Beat it kid and don’t bother me, because I’m busy” was not tolerated.
Lisa Knigge is the southwest regional president which encompasses the NAU campuses in New Mexico, Colorado and Austin, Tex. Her association with NAU began in the area of admissions during 1991. She describes her professional career as one which has allowed her to grow even more than that of the students she serves, and she believes her role is one of changing lives.

From Lisa Knigge:
I grew up in Milbank, S. Dak. on a farm and hard work was what we did. Community involvement was also something that was called for, and community meant friends and neighbors taking care of each other. It was a habit, an attitude, and a way of life. My family is large and most live in South Dakota and Minnesota. My parents instilled the belief in me that an opportunity to go to college was a gift, to be taken seriously and accomplished. I graduated from Northern State College in Aberdeen, S. Dak. The degree was in business administration, and the emphasis included both management and marketing. In 1994, I enrolled at Webster University in Albuquerque, N. Mex. with a goal of a Master’s degree in Human Resources. As life happened, I started and stopped my education several times. I was a campus director for NAU, I dealt with the illness and death of my father, my son's birth and a divorce. Following a ten year plan, I completed the degree in 2004, and I am presently considering a doctoral program.

My regional presidency came about in 2008, and in this context my responsibilities required that I manage, monitor, and maintain control of five campus operations. Being a campus director means handling it all. All means answering the phone when the receptionist calls in sick, taking a lead call, collection of a payment, explaining financial aid, registering a student, substituting for a class, attending community events, writing marketing materials, and creating a TV commercial. Sometimes I am the human resources department, the accounting department, the counseling department, or a member of the faculty. This is a problem-solving job and no two days are ever alike. It is far from boring, extremely challenging, and above all else tremendously rewarding. With the possible exception of being an admissions representative, this is the most exhilarating position NAU has to offer.

The branch campus-based student is an adult who may have just discovered or rediscovered the need for education, and has determined that a degree will improve their life and the lives of their family members. Typically they are in their 30s and their salary may also be in the 30s. Many of them have been divorced and children are part of their responsibilities. Many of our branch students have had several jobs; and many have attended several colleges in the past. Most have had to endure some hardships.
They come to us to give it one last try. Although each of our campuses has similar students, each campus is also unique. The facilities are compact and concise. The student’s job relates to what happens in the academic setting, and our administrative role is to make various college tasks as seamless as possible. Our staff is here to help and assist in every way we can. The campus-based students have priorities related to time, money and educational quality and relevance. Convenience is part of all of these, and that includes the campus location, access, parking and service. Convenience also includes the hours of operation, availability on days, nights and weekends and online opportunities.

I have some pride in that the Albuquerque campus at one time had 60 enrolled students, and now with the presence of both the Albuquerque and the Rio Rancho locations, we have grown to over 600 students in the last 15 years. The Rio Rancho campus is certainly one of NAU’s success stories. In 1997, a group of about 50 Albuquerque students were working in Rio Rancho at the Intel factory, and they were commuting 22 miles each way to and from work, to home and to class two or three times each week. Burton Clyde, a member of the faculty, also happened to be Chairman of the Board for the Sandia Area Federal Credit Union, and he explained that they were building a new location directly across from Intel, and that NAU might wish to consider renting space in that facility. This arrangement provided four classrooms, two offices, and space for a receptionist. It actually was the first in the order of education centers, because all services and leadership existed between the two locations and there was one campus director, one dean, and one director of student services. Staff, faculty and students went back and forth between the locations, according to much improved convenience. The group of 50 Intel-employed students eventually grew to more than 250 taking NAU classes.

Creating the location in Austin, Tex. was a real project. Education in Texas is highly-valued and the competition there is intense. In Texas, it really is all about Texas. Students there, like all of our other students, are looking for quality and service, and this campus is providing both. In Colorado Springs it appears that the bar has been raised for the entire system by offering and supporting online classes for the campus-based students. Over 50% of the Colorado Springs campus credits are being taken online. The convenience of distance learning opportunities is immediately obvious and growing.

The strength of branch campus operations can be easily characterized by the people, and it is the people and the strong orientation to service which helps to make us different. We put students first and we treat them as customers. We select faculty and staff on the basis of attitude, knowledge, and the right work ethic. As long as we ask ourselves, “What’s best for the student?”, we will come up with the right answer. Milo Wepking, a former mentor of mine, taught me a couple of things:

- People over paper!
- When upset, give it 24 hours before firing off an answer, because things look different in the morning!

Flexibility is another huge strength, plus we don’t have a lot of bureaucratic red tape in our way. We can turn on a dime. If necessary we can contact the president, the CEO, or the academic VP and we are able to communicate and get answers. Over the years, many of our top leaders have grown from within the university. Some of these actually started in entry-level positions, and some of these same people are the solid rocks within the foundation of NAU. Employee retention is a
key in building a solid business and the university seems to understand that very well. Distance between campus locations was no doubt a problem at one time, but the technological evolution has strengthened our abilities to interact with each other and serve the students in many ways. The campuses are connected internally, and are also interacting throughout the region and the system. Technology is playing a key role.

I’d like for the general public to know that NAU students matter to us. We intend to provide a top quality education for all of those who come before us. The things that make this job special for me are the tears and the hugs. The hugs at graduation time are real, and when a graduate makes a special trip back to our campus to tell me about a job or a promotion, the emotion is real there as well. I will always remember the student who stood in the ashes and the devastation of the 911 terrorist attack, and wrote an email to me in detail about his experience. These are the lives which I have had an opportunity to touch and to make a difference. Changing lives is what we do!

Lisa Knigge
Branch campuses have grown progressively and regionally over time, and it may be true that the presence of clustered groups have tended to be very successful. They are able to more easily share almost everything, including ideas, programs, equipment, staff, students, graduation, and other events, etc. This is certainly true with those in Minnesota’s Twin Cities and those in the Kansas City metropolitan group. Not all branch campuses that have been started have continued operations. Discontinuation occurred for reasons that are probably more complicated than the qualities involved in their initial selection. These include sites in, Indianapolis, Ind., Phoenix, Tucson, Ariz., Pueblo, Colo. and the three locations in California. Some have relocated with their people and programs to other locations, and these moves were prompted by changing conditions or more favorable conditions existing elsewhere or nearby. This would include the relocation of the Blue Ridge site in Missouri to Independence, Mo. The relocation of the branch in the Mall of America in the Twin Cities, to Bloomington in Minnesota is another good example.

In a biological or an evolutionary correlation, when a complex organism or a segment of its population, develops away from its source or from those of its kind, it tends to alter itself overtime, in physical or behavioral terms more suited to the location. This is true even to the extent of cellular or genetic patterns. Perhaps there is a parallel and an analogy in the presence of National’s branch campuses, which have been expected or intended to remain true to manuals and syllabi describing the plan or the program established for consistency and continuity throughout the system. And yet in response to a specific location, the unique qualities of the staff, or the leader, the student population or other less well-defined factors, it is reasonable to expect development along lines which are somewhat unique. These factors may contribute to success or failure, just as they do so with living organisms. Not all branch campuses survived, and not all biological shifts promote survival, creating a process which is known as extinction. Specific programs can be unique and advantageous. Veterinary technology and animal health in Rapid City, nursing programs in the Kansas City region, and now elsewhere, and pre-engineering in New Mexico are all examples of campus programs that have had tremendous regional success.

Early on, during periods of growth within the National system of campuses, the central operations and departmental authority existed at the Rapid City campus location, which was generally referred to as the home campus or the main campus. This, among other things, may have helped to create some resentment on the part of those operating in branch sites, and may have established some preference for a certain level of autonomy, distinction or distance. Initially and gradually, the system’s central administration offices and staff were relocated away from the Rapid City campus. This was to office space in the Great Western Bank office building, and then more recently to a very large office complex south of the city, first occupied in part by the Distance Learning campus, which required progressively more and more physical space. To some extent, variability in the campuses needs to be recognized but regulated. To do otherwise might compromise those unique or important qualities which have helped to bring the university into prominence. There are also regulations and expectations of governmental or educational regulatory groups which apply to the entire system, and these are usually unforgiving of significant variations existing within a unit and apart from the system. The terms and requirements for institutional accreditation apply throughout, and these are also essentially unyielding.
The 2009-2010 National American University Catalog describes branch locations and some education centers pictorially, and with similar short text descriptions which follow, alphabetically:

Albuquerque

National American University’s Albuquerque campus is located centrally in Albuquerque’s metro area. The Albuquerque campus has been serving students in the central New Mexico area since 1975, and has long been considered one of NAU’s flagship campus locations. In addition to its strong business and information technology curriculum, the Albuquerque campus offers excellent degree programs in medical assisting, medical administrative assistant, and healthcare management. Located at the intersection of San Mateo and Indian School Road, the campus is convenient to I-40 East and the uptown area. Undergraduate enrollment for the winter quarter 2009-2010 was 460.

Bloomington

NAU’s Bloomington campus is located across from the Mall of America, where it was originally established. This campus has been serving students in the Twin Cities since 1997, and it is a perfect location for students who might want the convenience of shopping, transportation, jobs and entertainment. In addition to strong business and IT curriculum, the campus offers excellent degree programs in nursing, medical assisting, paralegal studies, therapeutic massage and pharmacy technician. Located in the Metro Office Park, directly across from the Minneapolis and St. Paul International Airport, the campus is easily accessible from Interstate 494 and Highway 77. It is one of four convenient NAU locations in the Twin Cities area. Undergraduate enrollment for the winter quarter 2009-2010 was 464.

Austin

NAU’s Austin campus is conveniently located in the heart of the Austin metro area with easy access from Burnett Road, I-35 and Metro Rail. Established in 2007, NAU’s Texas campus offers excellent programs in business, information technology, and allied health. The faculty and staff are committed to providing higher education in a caring and supportive environment. Undergraduate enrollment for the winter quarter 2009-2010 was 150.

Brooklyn Center

The Brooklyn Center location of NAU is in the center of Minneapolis. This campus has been serving Twin City students since 2000, and it is one the university's better locations. Programs include business and IT, as well as medical assisting, medical administrative assistant, and pharmacy technician. It was previously found on the main floor of the Earle Brown Tower. It is one of the four Minnesota locations. Undergraduate enrollment for the winter quarter 2009-2010 was 504. This campus recently relocated (Jan. 25, 2010) in order to better accommodate growth and student needs.

Colorado Springs

The Colorado campus of NAU has served area students since 1974. It was previously located at the Benet-Hill Academy, and the former and now deceased chief administrator, Milo Wepking served the university and its students successfully at that location for many years. Along with business and IT programs, other programs lead to healthcare degrees and healthcare management. The site is at the intersection of North Academy and North Union Boulevard, next to Interstate 25. This is convenient to downtown, suburban areas and military bases. Undergraduate enrollment for the winter quarter 2009-2010 was 354.
Denver Campus
1325 South Colorado Blvd. Suite 100
Denver, CO 80222-3308
(303) 876-7100

Distance Learning Campus
5301 S. Highway 16, Suite 200
Rapid City, South Dakota 57701
(605) 394-5000

Independence Campus
3620 Arrowhead Avenue
Independence, MO 64057
(816) 412-7700

Lee’s Summit Education Center
401 SW Murray Road
Lee’s Summit, MO 64081
(816) 412-7700

Ellsworth Air Force Base Extension
1000 Ellsworth St., Suite 2400-B
Ellsworth AFB, SD 57706
(605) 718-6550
Denver
The Denver campus has been previously located in Aurora and elsewhere, but it has been serving this metropolitan population since 1974, as the first campus outside the state of South Dakota. A new program is the Associate of Science in Nursing, which features state of the art equipment and hands-on learning. It also provides the university’s standard programs in business and information technology. The facility is near the intersection of Colorado Blvd. and Interstate 25, and convenient to downtown, Cherry Creek and the Denver Tech Center. Undergraduate enrollment for the winter quarter 2009-2010 was 373.

Distance Learning
NAU provides courses and degree programs to students across the United States and also internationally. Students are able to access classes and extensive campus resources anytime and anywhere. Online courses are asynchronous with courses designed with the latest navigation software. Some courses contain a synchronous interactive enhancement feature to allow students to interact with faculty and other students in a real-time environment. NAU offers a blended model delivery system with classes located online as well as on-site at a regional campus for graduate programming. Online students have access to electronic Learning Resource Center services such as ProQuest, InfoTrac, and FirstSearch. The university offers an array of student services to support academic endeavors. Graduate school enrollment for the winter quarter 2009-2010 was 277, and the undergraduate total was 1166. The affiliate’s and partner division enrollment of students was over 23,000.

Ellsworth Air Force Base Extension
This extension center is located on the base in Western South Dakota, only a few miles from the Rapid City campus of NAU. Since 1974, this extension center has been serving active duty, reserve, National Guard, and retired military personnel. Others being served are military family members, veterans receiving VA benefits, DOD employees and their dependents, base contractors, and the residents of nearby Box Elder, S. Dak. The campus offers both Bachelor of Science and Associate of Applied Science degree programs, and classes which meet the Community College of the Air Force (CCAF) requirements for oral communications, written communications, humanities, math, and social science. The extension is located in the Rushmore Center on the base. Undergraduate enrollment for the winter quarter 2009-2010 was 306.

Independence
The Independence campus of NAU is found on the busy east side of the Kansas City metro area. Independence has served western Missouri students since 1990. There are five NAU locations in the greater Kansas City area. Campus programs include business and information technology, including excellent degree programs in medical assisting, healthcare coding, paralegal studies, and healthcare management. Access is from Interstate 70 and highway 291, just north of the Independence Center. This area is a shopping and restaurant destination concentration with proximity to downtown and suburban sites. Undergraduate enrollment for the winter quarter 2009-2010 was 784.

Lee’s Summit Education Center
The Lee’s Summit education center is found on the southeast side of the Kansas City metro area. It is the newest of the Kansas City metropolitan locations for NAU. It opened in December of 2009. Course offerings include business and information
technology, as well as medical assisting, healthcare coding, paralegal studies, and healthcare management. The undergraduate enrollment for the winter quarter 2009-2010 was 66.

Minnetonka Education Center
The Minnetonka education center is NAU’s newest location in Minnesota and the Twin Cities area. It is located at Highway 62 and Shady Oak Road. It is close to retail outlets, restaurants and walking and bike paths. There is a strong business and information technology curriculum and degree programs in medical assisting, paralegal studies, therapeutic massage, and pharmacy technician. The undergraduate enrollment for the winter quarter 2009-2010 was 94.

Overland Park Campus
This campus is located just 15 minutes from downtown Kansas City. It has been serving students from Missouri and eastern Kansas since 2001. There are four NAU campus locations in the Kansas City metropolitan area, including an education center at Lee’s Summit. The Overland Park campus offers strong business and information technology programs. They also have a BSN with LPN Transition program. The site is at 103rd Street and Highway 69, just north of the Corporate Woods area. It is also accessible from Highway 69 and Interstate 435. The undergraduate enrollment for the winter quarter 2009-2010 was 473.

Rapid City
The home campus of NAU has been serving students from a very wide geographic area since 1941. Along with programs in business and information technology, this campus offers degrees in athletic training, veterinary technology, paralegal/pre-law studies. A BSN program in nursing was approved in 2010. The tourism and hospitality program is unique to the campus. The campus includes a large student residence hall, a library building and a gymnasium. Access is via Interstate 90 and Highway 79. The Rapid City campus is the location of the Harold D. Buckingham Graduate School. Rapid City’s graduate school enrollment for the winter quarter 2009-2010 was 53 and the undergraduate total was 357.

Rio Rancho
National American University’s Rio Rancho campus is found on the growing west side of the Albuquerque, N. Mex. metropolitan area. This location has been serving students in the regional area since 1997. The academic areas are business, information technology, and programs in the healthcare fields. The location is on the second floor of the Sandia Area Federal Credit Union and directly across the street from Intel. Access is via Interstate 25 and Paseo Del Norte Highway. The undergraduate enrollment for the winter quarter 2009-2010 was 219.

Roseville
This NAU branch location is near the Rosedale Shopping Center in Minneapolis, Minn. NAU has maintained a campus facility in Minneapolis since 1974. Roseville is one of three branch campuses in the Twin Cities, and one education center in nearby Minnetonka, Minn. Roseville offers degree programs in business, information technology, medical assisting, paralegal studies, therapeutic massage, and pharmacy technician. The campus is easily accessible from Highway 36 and Snelling Avenue. The undergraduate enrollment for the winter quarter 2009-2010 was 495.

Sioux Falls
The Sioux Falls campus has been serving students from eastern South Dakota, Minnesota and Iowa since 1974. The site is located in the southwestern part of Sioux Falls. It has been a successful campus for many years.
Watertown Education Center
925 29th Street SE, PO Box 995
Watertown, SD 57201
(605) 884-7200

Wichita Campus
7309 East 21st. Street N., Suite G40
Wichita, KS 67206
(316) 448-5400

Zona Rosa Campus
7490 NW 87th Street
Kansas City, MO 64153
(816) 412-5500
They offer the university’s strong programs in business and information technology. There are allied health programs, paralegal studies, therapeutic massage, medical assisting, and pharmacy technician. The location is at the intersection of Interstates 90 and 29. The undergraduate enrollment for the winter quarter 2009-2010 was 411.

Watertown Education Center
Watertown was NAU’s first education center, established in 2006. The approach is to provide blended programming with both online and classroom academic programs for the community and the surrounding area. Students with busy lifestyles are able to combine both online and on-site classes. There is course work in accounting, criminal justice, and healthcare management, Watertown Center is located on highway 212, near Interstate 29. The undergraduate enrollment for the winter quarter 2009-2010 was 188.

Wichita
This campus has been serving area students since 2007 and it is convenient in its location in northeast Wichita. Their classes are both on-site and online and available in blended combinations. Students are pursuing degrees in a wide variety of programs. The East 21st North Street location is between Rock Road and Woodlawn. This location was the first education center to be upgraded to a branch campus. The undergraduate enrollment for the winter quarter 2009-2010 was 318.

Zona Rosa
The Zona Rosa campus of NAU is found in the newly developed Zona Rosa shopping center in the northland region of Kansas City. It has been serving Missouri and Kansas students since 2005, and is one of Kansas City region’s locations for NAU. There are the business and IT degree programs, and allied health curriculum, including an Associate of Science degree in Nursing, which is being taught in a state-of-the-art facility where students practice hands-on learning. The campus is at Interstate 29 and Barry Road, and about four miles from the Kansas City International Airport. The undergraduate enrollment for the winter quarter 2009-2010 was 478.

The overall NAU total for all locations including undergraduate and graduate enrollments, for the winter quarter 2009-2010 was 7,989 students (head count).

The overall strength of National American University is not vested in the individual campus, but it exists in more of an emergent sense within the university’s system, supported by institutional accreditation. Within the system there is a presence of overall and vital resources that include human, financial, technical, and academic qualities that are beyond the means of the individual campus. Examples include the presence of financial resources which might be noted in terms of current assets, investments, and the NAU Foundation. As of November 30, 2009, cash and equivalents total $26,637,000, and there are two investment totals for the same day at $3,073,000 and $209,000. The NAU Foundation is the source of institutional scholarships, and these awards are typically annual and substantial. The library resources at each campus are modest compared to what exists system-wide.
in terms of electronic volumes. The NAU Online Library provides students, faculty and staff with a myriad of resources to support their educational and professional needs. With more than 13,000 full text journals and 16,000 e-books, the university’s users have incredible resources at their finger tips, 24 hours a day and 7 days a week. About two dozen databases allow students to select specific subject areas for exploration. A “mega” federated search engine also allows users to search more than one database at a time. These resources are supported by a staff of campus librarians at some branches, and the “Ask a Librarian” service exists for the distance learning students.
From Joan Meyer:
I grew up in South Sioux City, Neb. My parents and my brother still live there. My sister, a school teacher, lives in Concord, N.H. I am a 1995 bachelor of science graduate of National College. I have two master’s degrees, with one in educational administration and the other in marketing.

I worked as an admissions representative from 1992-1995 at the Sioux Falls, S. Dak. campus of National College, and in 1995, I was employed at that location as the admissions director. In 1997, I became the campus director of the branch location in Kansas City, Mo. When I arrived there, the enrollment was 97 students, and in less than two years the enrollment had increased to 300 students. By 2001, my position was that of a regional president, and I had responsibility for both branch locations in Kansas City and Overland Park, Kans., both located in the Kansas City region.

I was named the vice president of enrollment management for NAU’s system of campus locations in 2003. My primary responsibility was overseeing the directors of admission, and the admissions teams, and conducting training for admissions staff members. I have always told the new admissions folks that this may be a sales job, but it is also the most rewarding job you will ever have. The impact of recruits graduating from college, for them and for you, will be hard to beat. My involvement in admissions activities, also included developing admissions processes and procedures for the distance learning campus. I also helped to develop articulation agreements with some two-year schools in the United States, that had interests in online course work.

I left NAU in 2005 to become a campus president for a career college, but I returned to the university in 2008 as the campus vice president for the Independence campus. In November of 2009, I was promoted to regional vice president of the east and south east region, with duties to oversee NAU’s locations in Overland Park, Wichita, Lee’s Summit, Zona Rosa and Independence. Independence now has over 750 students, which is unprecedented in NAU’s branch campus history. I am very proud of our staff.

Whether I was part of an admissions team, the director of admissions, a campus director, or a regional vice president, I have always determined that my
role was to lead and direct members of the staff, and to make sure that we are delivering a quality education and a productive and safe environment for our students. Now, I have responsibilities for fiscal operations and for maintaining compliance with accreditation standards, and state and federal regulations that pertain to higher education. The concept of education centers is new for NAU and new for me as well, but the presence of a campus location seems to put the online learner at ease, just by knowing that there is a facility and staff people to assist. All of us maintain an interest in student success. Many of the members of our staff are our graduates, and just as we have cared about our own success, we care about the lifetime successes of our graduates. I still remember the first student that I enrolled, and then the joy of watching her graduate, changing her own life and the lives of her children. That was simply amazing. Becoming a student and then an employee has changed my life, and I know that what I am doing is what I was meant to do.

When hiring an employee, I look for individuals who have a passion for education and who can relate to our students…and those who can make a difference in their lives. I see an unusual number of our staff members, who stay for long periods of time. Promoting staff from within helps NAU to maintain the culture and the expectations. We actually live and operate in terms of our mission, and I would like for more people from the outside to understand our mission, and where we came from. It has been fun watching the changes and developments of National over the years. There have been a number of major improvements. The name change, becoming a university, the addition of medically-related programs, the success and guidance provided by Dr. Gallentine and the addition of distance learning programs are some of the most notable and major changes.

Although there are probably many benefits in smaller educational operations, we often experience problems in terms of classroom sizes, parking access and various other things. Much of this relates to our growth. Getting resolution from the central offices can present problems on occasion, because there is often a need or a sense of urgency on the part of the branch students or staff. I expect that we can react more quickly than many other types of institutions, but students seem to expect immediate answers. It is very important for all of the university’s departments to continue to support us and to understand what happens on the branch campuses. Most of our students did not go to college right after high school, or else they started and quit, and are now back. Many have been anxious about starting again. Most have jobs, children and financial problems and some even have learning disabilities. We have an open admission policy at NAU, and these students have come to expect the caring and support that we have always promised.

Joan Meyer
In the early years of branch campus operations, during the mid-1970s, the college enrolled large numbers of students who were veterans, who were able to use their educational benefits authorized by the relevant GI Bill. At the new branch campus sites, very high percentages of the total enrollment were actually military veterans, and members of the admissions team often worked from lists of veterans who were eligible for educational benefits. Copies of DD214 records are on file at an area courthouse, and veteran lists are available from the American Legion organization. Spouses and family members also enrolled, and some of these students were eligible for benefits as well. In what may have been a knee-jerk reaction, federal legislation was passed to curtail unethical practices being used by what were being called the “diploma mills” who were sharing veterans benefits with the veterans who never went to class and never received anything other than money for just filling out paperwork. Two rules known as 85-15 and the two-year rule, neither of which related even less than directly to the problem, they ran a very popular sale of used text books. The club provided a service for students, and it generated sizable profits. With this money they created social events for students and staff, and they awarded several scholarships for deserving students, including some of their own.

The night school program at the Rapid City campus began to flourish, at least in part, on the basis of the Vietnam era veterans and their use of educational benefits during the early 1980s. The night school operations, another important creation, was not exclusively for veterans and nontraditional students, but there was an abundance of both. Along with the nontraditional, a few of the day school students chose a night class or two, simply for the convenience of their schedule, or to experience a class with an instructor that they particularly liked. The night classes were built along the same lines as that of the branch campuses. Classes leading to two-year and four-year degrees in business administration were offered three nights each week. Two of these classes established a half-time enrollment, while three classes and a 12-hour schedules qualified as full time. Full time and half time related to financial aid and to veterans educational benefits.

This model of enrollment was not what might have been found at most of the public universities, and perhaps student convenience, opportunity and interest were being overlooked. Veterans and the nontraditionals with families and jobs were not typically able to attend full time or half time, or able to receive federal financial aid or veterans educational benefits.

The veteran’s benefits existed in at least three versions (Chapters), assisting those who served as active duty military, those who were eligible for veterans rehabilitation, and in some situations veterans’ dependents. The veterans found that they could not only meet the tuition and general NCB expenses, but for some, $90-$200 (depending upon individual benefits) per month
would be left, as take home and tax-free income. These earned benefits and a college degree were going to open doors for promotions or new positions. The night programs also presented maturity in the classroom, and in most instances, mature and work-experienced instructors added to the interest.

Rita Reed, who had worked for a time at the Ellsworth AFB extension, was chosen to oversee the growing evening program. She held this position for more than 10 years. Ms. Reed was most effective and highly respected in this capacity by the evening students. There were many husband and wife combinations. Enrollments varied between 100-200 students, and they attended on Monday, Wednesday and Thursday evenings. Ms. Reed was a veterans service officer, and she had one or more VA and federal work-study students helping her with the paperwork processes.

Anticipating a legislative impact on the branch campus programs, John Hauer, the college president arranged a meeting in Lincoln, Neb., during November 1976 for the purpose of directing and coordinating efforts to rescind 85-15 and the two-year rule. His intention was to create a new organization called SAVE, the Society for the Advancement of Veterans Education. Through this program, thousands of dollars were pledged to create legal opposition. Joining in the effort was an organization known as NACV, the National Association of Concerned Veterans. The only clear course of action to oppose the Veterans Administration was on the basis of declaring these as unconstitutional acts. John Hauer’s letter to the “Stars and Stripes” and to “The National Tribune” attacked the legislation, as a veteran and as a current college administrator. He pointed out the hardship for veterans and for college offices and officials as a result of this legislation. He further stated that educational associations, educational institutions, veterans organizations, and other interested parties were opposed to enactment of these rules. These acts were passed along with about one hundred others on the last day that Congress met, and essentially in the last hour by legislators, who may have understood very little about the provisions of the bill. Hauer also shared that students were typically and generally able to use federal aid for education essentially without restriction, while veterans who earned benefits in many cases by being in harm’s way, were to be penalized and restricted by 85-15 and the two-year rule.

The persistence of President Hauer was evident in his determination to get others to join in a lawsuit against the Veterans Administration. This was without much success, and so he set out a plan by which National College of Business would accomplish it alone. During January of 1977, Federal District Judge Andrew Bogue signed an order which temporarily restrained the Veterans Administration from enforcing two sections of new legislation. The suit was brought by four student-veterans at NCB: Johnnie L. Francis, Robert Martin, John Hughley and Cornell L. Conroy. Hauer described the action as in favor of higher education, state’s rights, veterans rights, academic rights, and resistance to restraint of trade. The telephone essentially rang off the wall with congratulatory input from educational institutions, administrators, veterans groups, and veterans from all over the country. The Rapid City newspaper described this as David bringing Goliath to his knees, at least temporarily.

Les Mord, South Dakota’s state approval administrator, who had the responsibility of approving programs for veterans, described the paradox of the VA encouraging schools to provide program opportunities for veterans, and then along came the restrictions making it prohibitive for small or specialized programs
for veterans to exist. Curbing those schools or those fraudulent programs that delivered inferior training, or those that were permitting enrollment or benefits for courses that were never even taught, could be restricted or eliminated without the “meat axe approach,” which impacted conscientious veterans and bona fide institutions with quality products.

In a second hearing in Judge Bogue’s federal court, Jack H. Jones of Jones College in Jacksonville, Fla. testified that he had served on an advisory committee on VA rehabilitation programs and education, and that this group had voted unanimously against both new and restrictive provisions. He also pointed out that “NCB was one of the outstanding institutions of its kind in the nation.” In this hearing, the four student-veterans and NCB sought to continue the temporary injunction, while seeking a permanent injunction against these provisions or amendments to the GI Bill, as being unconstitutional. Action was continued until February 1977 in federal court.

On January 31, 1997, the Detroit College of Business used the briefs of NCB, and they were also granted a temporary restraining order against the Veterans Administration.

On June 24, 1977 Judge Andrew Bogue in United States District Court ruled that both provisions and rules in the GI Bill were unconstitutional, and the VA was permanently restrained. In March of 1978, the United States Supreme Court ruled against the college and Judge Bogue on the matters of 85-15 and the two-year rule. Although this was unfortunate and there is still belief that the rules were wrong and misguided, National’s branch programming in terms of enrollment and longevity were no longer impacted by this ruling. By this time branch campus enrollments included large numbers of non-veterans.
National College of Business - National College
The level of student activities and non-academic events was probably never greater at the Rapid City location than what existed in this period. Even today when communications or phone calls from former students or graduates are received by the alumni office, they seem to be from those who were active in this time frame. There were clubs, sports, fraternities, sororities and special interest groups. The student government received funds to sponsor a variety of social and recreational events. Each student group was required to have a member of the faculty or staff to serve as an advisor. Mr. and Mrs. Buckingham were often asked to participate and to attend dinners and other events. They did so, and often expressed appreciation for the student effort and the appropriate behavior that went with it. They were present at the Miss NCB beauty pageants, honors events, the rodeos, graduation, the basketball games, and other college events. One fraternity was made up of about 50 active members and at least that many alumni. The organization was started by New York transfer students in 1971. Periodically they invited their family members to attend one of their banquets, which were held twice each year. During 1975, parents arrived from California, Hawaii, Mississippi and Canada, and more than 100 people were in attendance.

Paul Tierney, a NCB student and rodeo cowboy, who would make his presence known in the professional rodeo world, was leading the nation in 1974, as the number one intercollegiate cowboy. Paul was from Broken Bow, Neb. His tally of earned points during the season was 1,290, which topped the other 2,670 male rodeo competitors from 152 colleges and universities across the nation. The NCB men’s rodeo team was second in the United States, after collecting 3,226 points. NCB was typically the leader in the Great Plains Region, which included a total of 22 larger schools, colleges and universities.

The Thomas Jefferson Library building was constructed on the Rapid City campus during 1972. A seating capacity of about 100 exists in about 6,000 square feet of library floor space. There were also several convenient and comfortable classrooms included in the facility. President Jefferson collected a formidable number of books for his personal collection and in 1814 these volumes were purchased by the Library of Congress. National’s Library and Learning Center housed more than 32,000 books and about 400 periodical subscriptions. Audiovisual materials and equipment were housed there. A legal research section was
added, and more recently the electronic library resources have greatly expanded the educational resources to the point of being almost unlimited. The present facilities also provide classroom and study areas with extensive personal computer opportunities and Internet access.

The curriculum for National began to diversify in the 1970’s. Several programs included business classes but the major emphasis was tourism, computers, veterinary technology or other areas.

In 1975, NCB began a million dollar construction project in the creation of a multi-purpose facility, called the Theodore Roosevelt Center. President Roosevelt had a penchant for physical fitness. The facility would include classrooms, offices, a gymnasium, and physical education-type facilities. There would also be lounge space, a snack bar, and a small dining area. When NCB students wanted to get involved in recreational basketball or volleyball, or events like dances that required an appropriate facility, what was found and what they typically encountered was high prices and poor availability. For whatever reasons, the high cost and the limited access were certainly restrictive. For such an active student body, the construction of the Theodore Roosevelt Center was really good news.

Robert C. Barnes was appointed as a member of the faculty and he would also serve as a member of the administrative staff. He was a full-time instructor in accounting, and as such he was very effective and highly respected. Barnes was a CPA and also had a law degree. The college’s summer income was enhanced at this time and for many years in the future, by operating the west wing of the residence hall as a motel. Student occupancy was typically small during the tourist season, and summer students occupied the east and central wings. There were probably one hundred or more hotels and motels in proximity to Rapid City, and at times, there were no vacancies.

During May of 1976 (the bicentennial year) NCB’s commencement address was given by Thomas Jefferson, the third president of the United States. Actually, John Stinson, a professional actor from Minnesota, played the part of the president, who signed the Louisiana Purchase agreement and opened the West.

Appropriately attired as President Jefferson, he rode on a horse into the Knights of Columbus facility, which had been leased by the college, and he delivered an appropriate talk for his time, and for the current time. As the graduates received their diplomas, they also received a commemorative coin from the former president.
Army Reserve Officers Training Corps (ROTC) began in the fall of 1976, for both men and women, and NCB joined approximately 800 other colleges and universities in offering this program.

At this period in time (1977), Chuck Lein, Mr. Buckingham’s son-in-law, was named as president of the University of South Dakota, and Dr. John Yoder, who had served very effectively as the academic dean for NCB, resigned in order that he might attend law school at the University of South Dakota. Yoder had served in this position for 10 years. Dr. Bruce Crosswait, who had been responsible for extension supervision, was named academic dean. Emil Hallin, a graduate of NCB, who was also a particularly effective head of the computer department, retired as a full-time employee. About 25 of his former students came to the college from all over the nation, and arranged for a picnic to honor Mr. Hallin. The 1977 fall term enrollment at NCB for Rapid City was reported to be up by 14%. Branch campus enrollments were at 1,779 students. NCB was also teaching classes for 32 students at the South Dakota state penitentiary and at the federal penitentiary in Fort Leavenworth, Kans.

In October 1977, John Hauer was elected president of the Association of Independent Colleges and Schools (AICS), at their convention in San Francisco. He was also named National Business Educator of the Year. Robert Buckingham, Harold’s son, was appointed to the Rapid City Area School Board. Paul Ellsworth, the son of Air Force General Ellsworth, for whom Ellsworth Air Force Base was named, was employed as NCB’s director of the Ellsworth extension program. Mr. Ellsworth was frequently a guest of civic organizations like the Kiwanis, the Lions Club and others. Among other things, he urged that community
business leaders should consider NCB graduates for employment, and he described the evening and branch programs, which allow nontraditional students and veterans to utilize tuition assistance programs, while they maintained employment.

It was during this time frame that interests in regional accreditation were being expressed. It was at least an option now, but for about 30 years it had not been so. Not everyone was in agreement that this was in the best interest of the college. A letter of inquiry and interest had been previously sent by Dr. John Yoder, the college’s academic dean.

In a meeting, with representatives of the board of regents and the state colleges and universities, in Pierre, the South Dakota state capitol, representatives of NCB attempted to force the hands of authority that were denying transfer of credit or graduate school opportunity, based on NCB’s absence of regional accreditation. The meeting was called by the secretary of the board of regents. The dean of the University of South Dakota’s school of business and the university’s registrar persisted in denials and negative communication with other institutions in South Dakota and elsewhere. Les Mord came to this meeting at the request of National College, and he explained that if the state universities wished to continue to receive veteran students into their programs, he expected that comparable course work from NCB/NC would be objectively reviewed and accepted and/or recognized accordingly. Mr. Mord was the South Dakota state approving agent for veterans educational programs. Things did improve, but were not completely resolved.

William A. Mitchell was named as the director of business affairs at National College of Business during August of 1979. Mitchell had served as a coach, a high school principal, and an assistant superintendent for the Rapid City area school system, and he was a highly respected educator and a valued member of the community. He stated, “I am delighted to have the opportunity to contribute to the continued success of National College of Business. They are doing some great things and people need to realize that this is a school on the move. The growth of this college is part of a national trend toward practical career-oriented educations.” Mr. Mitchell died of inoperable cancer on October 19, 1981.

The 1979 fall term enrollment at the Rapid City campus was up by 8.4%. Daytime enrollment was 1,025 and the evening program total was 101 students. The overall enrollment total of Rapid City and the branch locations was 2,389. During 1980, National College of Business became National College, reflecting an expansion of curriculum into several career fields which were outside the traditional business programs, and most were technological in their nature. It had been agreed that the name of the institution should be more indicative of its overall programs.
In 1968, NCB had gained the distinction of being one of only 10 senior colleges of business in the country, and the only one west of the state of Ohio. The downside of that was that there was a total lack of familiarity with senior colleges of business, on the part of those within a national system of public and private colleges and universities, as well as those who dealt with them and depended upon the public state institutions in a variety of matters. National’s accreditation was national as first received in 1953, as a one-year business school, and then it advanced to junior, and then senior status. This was not the routine found in the more familiar regional accreditation, which applied to the greater majority in higher education, as well as in the regional secondary and elementary schools. There were important publications and listings that included NCB/NC in their materials, including the U.S. Department of Education and the Educational Directory Part III Higher Education, the Directory of U.S. Institutions of Higher Education, the College Blue Book, Lovejoy’s College Guide, Colleges and Universities of the United States, the Directory of Business Schools by the United Business School Association, and others. NC/NCB was approved and recognized by the South Dakota Department of Education, the State Department of Vocational Rehabilitation, the United States Federal Government, Veterans Affairs, the Department of the Interior, Bureau of Indian Affairs, and neighboring state agencies for vocational rehabilitation. This was a preliminary collection of approvals, and the list still continues to grow.

The admission process for National then and now is described as open, which is common with many business schools and colleges throughout the country. The only requirement is a high school diploma or a GED. Many of the universities both public and private are characterized with a selective process in their admissions activity. The basis for admission may be some combination of factors including; standing among the class of high school graduates, a grade point average, an entrance exam, a personal interview, or a minimal score on either the ACT or SAT exams. Perhaps other features may be considered, but entrance requirements rarely consider motivation. For National, an open enrollment was a distinction, and a heartfelt belief of Mr. Buckingham. In so many words, give them a chance, give them support, and the result is going to likely be greater understanding and a better life.

As some students left National, a variety of problems were being encountered. This included two- and four-year graduates, including many of transfer students. Their education and transcripts of coursework were being termed as “nonaccredited.” Whether education was being negotiated for a credit transfer, graduate school, federal employment, tuition assistance, military commissions, a professional certification, or many other purposes, recognition was too often being denied. Articulation of years or months of hard work was being discounted on the basis of a lack of regional accreditation.

Articulation

Accreditation is often misunderstood by the lay public and even by some operating in higher education under a grant of regional accreditation. A grant of accreditation is issued on the basis of a presence of some basic organizational conditions, and then it must be determined that the institution is doing what it claims it is doing according to a mission statement, the catalog, advertising, and a detailed and documented written submission called a self study. The mission of an institution describes basic purposes and goals, and these are often specific to the institution. Accreditation is granted or denied on the basis of the opinion of a visiting team of educational peers, and action
of a higher commission. Some believe that a comparable accreditation assures that the course work of one institution is identical to, or the equivalent of, any other institution holding identical accreditation. This then is presumed to be the basis for transfer of credit or recognition. Actually, accreditation pays very little direct attention to the specifics of coursework or to the details of an academic program.

It is actually not uncommon for coursework taken at one of the schools within a university, to be unacceptable at another school within the same university. So course content is the basis for transfer, not accreditation. The school of education coursework might not have the same "stature" as the school of engineering coursework, but stature is actually content. Stature has come to play a role in transfer or acceptance of credit, and for those practicing selective admission, it was not always very likely that they would consider credit achieved at an institution with open admission. Until 1974-1975, the regional accrediting bodies would not consider proprietary schools for accreditation. That was challenged in the courts and proprietary schools became eligible to be considered. However, the basis for exclusion, whatever that was, probably lingered. Being organized for profit evidently related inappropriately to stature in higher education, although in a purely business sense, to have done otherwise and relinquishing profitability would not have only diminished stature, but longevity as well.
In some denial situations that were apart from academic settings, all that was required was an explanation, some documentation or a citing of references. The fact that business school accreditation was not understood was understandable. National was more than willing to describe its accreditation and its various approvals. There were offers of catalogs, course descriptions and anything else that might lead to an understanding. Regional accreditation wasn’t an option for more than 30 years of NCB/NC’s existence. Perhaps there was some resentment that prevented earlier efforts or interest in considering or gaining regional accreditation. There was a period during 1974 and for a short time afterwards when there was at least opportunity. When the various requests, applications, information and explanations were termed unacceptable, NCB/NC took a particularly aggressive stand against those denying recognition or access to its students or graduates. The means of resolution and the approach was typically through phone calls or correspondence. It was found that correspondence with documentation, as a matter of written record, was the better way to proceed. On rare occasions, members of the staff plus a lawyer met face-to-face with a board or a person or group with some authority. Denials typically would not stop with “no”, and usually there was some expression of rationale, or a degree of condescension, which was offered, as part of the rationale. In almost every case, the explanations and the various forms of condescension were unfounded and easily refuted. NCB/NC’s return correspondence typically contained a notation that the college was sharing the exchange of information with its own legal counsel and with the Association of Independent Colleges and School’s legal counsel in Washington DC.

National was in possession of written statements and excerpts from authoritative persons and from publications on the subject of institutional accreditation. These were supportive of the college’s position. Perhaps the most powerful material was a letter from Kenneth Young, who was a spokesman for the Council on Post Secondary Accreditation (COPA). This was a level of authority over all means of accreditation. These were supportive of the college’s position. Perhaps the most powerful material was a letter from Kenneth Young, who was a spokesman for the Council on Post Secondary Accreditation (COPA). Young’s letter stated that, “no meaningful distinction could be made between the regional and the national types of accreditation,” and that he would be able and willing to testify to that in litigation. NCB/NC was also included in a COPA and/or the American Council on Education (ACE) publication called Accredited Institutions of Postsecondary Education.

Similarly a document relating to transfer of credit prepared by John R. Proffitt of the U.S. Office of Education pointed out the inappropriate and widespread reliance on regional accreditation, and in the authority of the state university in matters of articulation. National was able to ultimately prevail in almost every instance. Unfortunately for the students or graduates in question there were typically delays, sometimes of months, and on rare
occasions years were required. These were benefits which existed automatically for those having affiliations with the regionally accredited institutions. A parallel that existed in the vernacular at this time frame for National College of Business or National College was that this institution was unwilling to ride in the back of anyone’s bus. For the state and public institutions to discount private and proprietary institutions with national accreditation, which was the only means of accreditation available, seemed totally inappropriate.

The name was changed to National College in 1980 in order to reflect the presence of academic programs with emphasis in areas other than business. Even so, business curriculum was integrated into every program, in the belief that these classes would create some employment or advancement advantages down the line. It would have been very hard for any student at National to avoid at least a little bit of accounting course work. General education classes existed and were appropriately required, but they were not structured as prerequisites to the major class offerings of the junior or senior years of a program. That National’s coursework, business or otherwise, being determined by anyone as comparable or not comparable to that offered at the state universities or colleges cannot be discerned by the mode of accreditation.

To illustrate from the above, South Dakota’s neighboring state of Wyoming, and its board of certified public accountancy testing and certifications was acting in authority, and perhaps in association with the state university to prevent National’s four-year graduates in accounting from taking the standardized test for CPA certification. This was the case even if they resided in the state of Wyoming, and some graduates may have done so for most of their lives. What the board was willing to do was to permit taking of the test if applicants would take the Graduate Management Aptitude Test (GMAT). The expectation was for applicants to achieve a score above their established minimum. In other words they needed to take a test to take the applicable test. The applicable CPA certification test presumably would have determined whether or not the applicant was capable and certifiable as a CPA in the state.

National’s protest was that the GMAT exam (usually in business), and to determine acceptance or placement. Further, only graduates in accounting from NCB/NC were being required to take this GMAT exam. Correspondence challenged that discriminatory process, which was followed by another denial. National contacted the GMAT people who responded that any other use of their exam, other than for graduate programming was inappropriate and unacceptable. Armed with that letter, a delegation of the college’s staff accompanied by one of the neighboring state’s most respected litigators from the Wyoming state capitol, met with their board. The board did include one or more members from the state university’s school of business. No threats were made, but none were needed. National’s four-year accounting graduates were then, and now able to take the certifying exam. National’s graduates have often been able to pass the exam on the first try, and with a high rate of success. The same result and opportunity with access was achieved in Kansas, North Dakota, Washington, Virginia and Montana, but the positive results were achieved by detailed correspondence alone. The bureaucratic authority was frustrating for graduates and for the college.
North Dakota took a matter of about four years, and the head of the board in North Dakota was also the department head of accounting at the University of North Dakota. One of the major errors employed in reinforcing denials was the concept that it was an authority’s prerogative to distinguish “very sharply” between “levels of accreditation.” An institution is accredited or not accredited. There were and are no levels of accreditation, and any authority would have great difficulty in explaining or supporting the levels and/or distinctions. Another error in accreditation language was that some say that they were or are “fully accredited,” and yet there are no partial accreditations. The local law firm of Bangs, McCullen, Butler, Foye and Simmons did a masterful job of examining the North Dakota board’s various pieces of correspondence, and they pointed out that the most recent denials would have been very hard to justify, since several years earlier an NCB graduate in 1969 had been permitted to take the exam. NCB graduate, Glen Kudrna passed the exam on the first try. The communication suggested that continued denial of permission could be characterized as arbitrary, capricious, or a bad-faith action, and that the North Dakota courts could be encouraged to direct the board and the university to treat students/graduates fairly. There was also the suggestion that NCB applicants might be able to state claims for monetary damages. North Dakota’s board members were vulnerable. National’s graduates became eligible, and many have joined the ranks of North Dakota CPAs.

The more common, but no less frustrating, occasions of unwillingness to accord NC/NCB with recognition for students, graduates and the college, related to academic matters. The primary basis was the lack of regional accreditation, as well as the common use of a publication provided by the American Association of Collegiate Registrars and Admission Officers (AACRAO). The standard practice was for a college or university, which had an interest in accreditation, status or recognition of an educational institution that might be remote or unfamiliar, to consult the AACRAO publication previously known as Report on Credit Given and later to be called Transfer Credit Practices of Designated Educational Institutions. The selection of those called upon to report went directly to the state university and to their registrar in almost every case. The dean of the business school at the University of South Dakota (USD) persisted in describing National as “nonaccredited.” He also asserted that when and if candidacy for regional accreditation is granted he would continue to hold to the idea that NC/NCB course work would be nontransferable. Those responsible for transfer of credit at nearby Black Hills State College (BHSC and later BHSU) advised that they were (perhaps conveniently) following the leadership of the USD dean of the business school. The unstated basis for a failure to acknowledge accreditation was (presumably) prompted by local competition.

What was shown in the booklet was how the state university might consider the educational
programs of an educational entity within the state, and how they would treat entrance or transfer of credit from that institution. So in order that students or graduates might more successfully negotiate transfer of credit or continued education, a National official contacted the University of South Dakota and requested a team visit, an evaluation of educational programs, and an ultimate listing in AACRAO’s booklet. This was accomplished not to a complete satisfaction, but the 1972 edition of the “guide” at least included NCB with a somewhat favorable recommendation, “with credit accepted provisionally.” There was a slight upgrade in 1978 and also in 1984-1986, and by 1986-1988 there was a gain of “general acceptance” and a notation of regional accreditation. A 1980 concession by the USD dean of the business school, which created the minimum of provisional acceptance, required two years of correspondence, and an accumulated stack of related and printed material 10 inches deep.

To further illustrate, an action to oppose the extent of regular discriminatory actions on the part of those who have little or no understanding of the meaning or use of accreditation, a situation arose with the city of Rapid City. Two graduates of NCB/NC, who were city of Rapid City employees, were denied a 10% pay increase, because they had not furnished evidence that the credits, which they had earned, would transfer to a state college or university. There was no interest or intent on the part of these two graduates/employees in transferring credits. An explanation and evidence of recognition was offered by NC to the city attorney. The pay increases were granted. What might have happened if NCB/NC had asked the city for proof from the other city employees that their state college course work was acceptable at NCB/NC? The state universities did not hold national accreditation of the type provided by the accrediting commission of the Association of Independent Colleges and Schools (AICS).

To gain an even more favorable position, the college sent a cover letter, a current college catalog, and a request for information regarding how the institution receiving this material might treat a transfer student or an applicant for their graduate school. There were also inclusions showing the national institutional accreditation as a senior college of business, state approval, various forms of federal acceptance, etc. There were approximately 100 sets of this material which went out to educational institutions all over the country and Canada. This was sent to large and familiar state universities and private universities, colleges and schools, the community colleges, large and small schools, and intended to include as much educational diversity as possible. The returns were almost half of what was distributed, and as hoped, some of the more prestigious institutions responded favorably. These included largely unqualified statements from Notre Dame, Harvard University, the Massachusetts Institute of Technology (MIT), and Pepperdine. Also some declined by essentially saying, “no, we can’t do that, this is the way we do that, and this is the way we have always done it, and we are sorry that we can’t help you!”

Some of these institutions called attention to the AACRAO book, which identified NCB/NC under South Dakota. Under the column for regional accreditation there was a dash (signifying no), but it was also being described as a “minus” or a “negative sign.” Others claimed that they would lose their regional accreditation, or that their programmatic accreditation by the American Assembly of Collegiate Schools of Business (AACSB) would be voided if they elected to recognize the National School of Business-National College in the way that was requested. Dean Guy Tillett was chosen as a delegate to attend an annual AACSB
convention, representing NC/NCB and the Association of Independent Colleges and Schools, and it was clearly determined that there could be no loss of AACSB accreditation, related exclusively to transfer of credit. There were also negative references to “proprietary status” and to “open admission” and there were other strange observations which would have seemed to have little if anything to do with recognition of comparable course work and simple articulation. The positive letters had value in that when there was an academic denial or a hesitation to recognize, National responded with various listings of approvals or copies of letters including those with essentially unqualified statements, from some of the colleges and universities listed above. For a remote or a nearby community college to take a contrary position and say no, when Harvard said yes, actually existed.

This project produced return letters and some of the letters received in response documented levels of confusion or misunderstanding with regard to AACRAO’s publication, or in the basics of accreditation and transfer of credit. If the impact of these misconceptions had not been so damaging to the opportunities of NCB/NC students, they could have been described as humorous or sad. To illustrate the problem, copies of the correspondence were sent to Doug Conner, the executive secretary of AACRAO and to Kenneth Young of COPA. Both of these gentlemen were genuinely understanding and sympathetic to the college’s cause, and both of them began to write letters in direct support. In order to more fully demonstrate the nature of a lack of understanding on the part of many registrars and admissions staff at many of the larger institutions, the college’s dean of student services, Guy Tillett was invited by Doug Conner to travel to Washington DC to meet with a delegation of their members and representatives. Tillett was the chair of an AICS committee on educational articulation and transfer or recognition of credit. A number of binders describing National’s interest in achieving reasonable improvements in academic articulation were prepared and were ultimately distributed to help illustrate the difficulty. Some of the more extreme examples of misunderstanding or even an abuse of authority were copied and enclosed in the booklets. The point was made, and in the meeting, the dean requested that a revision of the AACRAO publication be made to include institutional accreditation other than that provided by the regional bodies. This was to replace the dash or negative sign with a more meaningful notation, specifying national accreditation and the type. The change was made in future publications, although some essence of this basic problem continued for many years.

Some members of National’s administrative staff suggested a preference for remaining as a senior college with national institutional accreditation, and that being denied even an opportunity to apply for regional accreditation was an adequate basis to overlook those advantages that could result from acceptance into the regional framework. For others it was obvious that achieving regional accreditation would help students and graduates, and would reduce problems in articulation. There would obviously be other benefits for the college and the staff. A formal request for candidacy was submitted during the academic year 1977-1978. A response was received in 1979, a self study was submitted, a visitation occurred, and candidacy was granted. This was a largely positive experience, as was the visiting team’s report, and the commission’s affirmative recommendation for regional candidacy. The candidacy and the initial grant of regional accreditation, and other outcomes will follow chronologically under the headings of Midwest Educational Systems Inc. and Regional Accreditation.
Although Clarence Jacobsen coached a men’s basketball team for NSB during the 1940s and 1950s, a college rodeo program jump-started a larger sports interest during the mid-1960s, the 70s, 80s and 90s. In every area of varsity sports, National’s teams represented a very small campus, and probably the smallest of student enrollments sending varsity teams into competition. Football would have been impossible, and there was administrative concern that athletics could not become “a tail that wags the dog.” Budgets and scholarships were always relatively small. However there was that long-standing internal doctrine that if the college was going to do it, it intended to be good, and as good as, or hopefully better than anyone else, at least in its own division or category.

Rodeo

There are no divisions or levels in college rodeo and the only separations are based on geographic regions. National’s mens and womens college rodeo teams dominated the Great Plains Region, as well as a huge state universities throughout the country. During the final 15-20 years of the Maverick rodeo team’s existence, National College or National American University finished almost every season in the top 10 in the country. The men’s and women’s teams both achieved 4th place nationally, and the 2006 women’s team was #2 overall in the country. A team national championship never came, but two women and four men won individual national championships in the summer events of the College National Finals Rodeo (CNFR). This was a rodeo equivalent of the National Collegiate Athletic Association’s (NCAAs) “final four” in basketball.

One of National’s male rodeo team members went on to become a professional rodeo standout. Paul Tierney was named the 1980 Pro Rodeo Cowboy Association (PRCA) World Champion All-Around Cowboy. In 1996 he entered the university’s athletic hall of fame and in 2008, he was inducted into the Pro Rodeo Hall of Fame. Mr. Tierney has been recognized and highly respected for many years. On one occasion he stated, “I was able to benefit from my rodeo ability by gaining an athletic scholarship and an education at National College. This education has been very valuable to me, after both college and rodeo competition, in dealing with people, bankers, and others in the business world.” At this time, he is raising and training quarter horses, conducting rodeo schools, is in the cattle business. He still is doing some team roping, competitively. Paul and his wife Robin have two daughters; Amy and Jordan, and both are active in rodeo.

Paul Tierney’s Professional Rodeo Record

National Rodeo Finals - Qualifier in
Steer Wrestling -1977, 1979-81, 1984

National Rodeo Finals - Qualifier in
Tie Down Roping - 1977-82, 1984-1986

Top 10-All-Around Cowboy - 1977-1986

Reserve All-Around Champion - 1977, 1979
Since not everyone has the talent for, or the interest in varsity sports, the college’s programming has included intramural sports and some semi-friendly but strong competition. Lifetime sports such as bowling, snow skiing, tennis and golf were also included in programming, and these contributed to student activities and social interaction. The outdoor recreational opportunities in the Black Hills also contributed in major ways. Camping, hiking, hunting and fishing, or just being outdoors, draws hundreds of thousands of tourists to the Black Hills each year, and these activities and locations are readily available for Rapid City students. Intramurals in basketball, football, volleyball and softball were popular campus programs and occasional versions and events were coeducational.

Basketball
Basketball for the college’s men and women started out more slowly than rodeo. In 1970, the NCB “Executives” men played a full season against a few nearby college teams and finished the year in 3rd place in the city league. Women’s basketball and golf entered athletic programming in the early 1970s. Men’s basketball in 1972-1973 mirrored the previous seasons with more losses than wins. A 1971-1972 basketball team of eight players finished the season at seven wins and 18 losses.
The academic years of 1971-1974 were also the years of a short-lived but one of great success in men's soccer in amateur competition. The team included six international students and outstanding competitors from Thailand, and five others with international backgrounds and considerable talent. The captain of the team was from Italy (John Virga), and another player was from Chile (Christian Brauchle). The Robert Kennedy Cup was a valued tournament award for the team and their coach, Frank Bettman. They won the cup three years in a row. Coach Bettman had played professional soccer in Europe. Varsity teams from this point on were known as the “Royals” taken from a specific blue school color. If this seems strange, the Stanford Cardinals are just that for the red color, not the bird. Women’s volleyball and golf had entered athletic programming in the early 1970’s.

The men’s basketball 1972-73 season mirrored the previous ones, with more losses than wins. By 1976-1979 National College of Business had women's basketball and volleyball, and although all of the varsity teams presented very little in the way of a major threat to the other area athletic teams, but there was now a NCB/NC gymnasium, there were cheerleaders, and the teams were known as “Mavericks.” The word “maverick” describes an unbranded or orphaned range calf or colt. But in a more applicable and fitting sense, the term also conveys a nature of independence or an unwillingness to run with the herd. Professional and part time coaches were now in place for other Maverick teams. Extracurricular groups, clubs and activity interests were growing steadily, along with the enrollment. The competitive level of varsity sports was also increasing.

NCB basketball was played under the rules of the National Little College Athletic Association (NLCAA). There were about 156 smaller colleges in this group, and the Lady Mavericks

Maverick
National’s Mascot for all athletic teams - purchased in part by donations from faculty, staff, and students.
team won a national championship in 1981-1982. Bud Haight's Lady Mavericks won over a team from Shreveport, La., 92 to 72 in the championship game. This was the first national team award in the college's athletic competition. In 1985, the NC women shocked a talent-laden very strong NAIA team from Northern College in Aberdeen, S. Dak. A hustling full court defense, kept the “Wolves” off balance, and the Lady Mavericks offense clicked to win 76-71. The 1984-85 women's team finished the season with 23 wins and eight losses. Lori Kilber was named as an All-American. Coach Haight's overall career record in South Dakota basketball stood at 335 wins and 88 losses.

In 1984, the men's team record in basketball was 2 wins and 26 losses, and at the close of that season, Duane Ticknor was hired as the coach, and things began to turn around quickly. Ticknor had been a very successful basketball coach for the University of South Dakota's satellite campus at Springfield, S. Dak. The governor had chosen to close this campus, and at one point National College seriously considered buying the Springfield campus. A good basketball coach is also a good recruiter, and Ticknor brought in
talent from across the country. The Maverick men won the NLCAA national championship in 1987 in Bristol, Tenn. They won over Bluefield, Va. with a final score of 102 to 94. Dennis Feterl, an outstanding player from Deadwood, South Dakota had 22 points and 7 rebounds, and he was named tournament MVP, and first team NLCAA All American. Duane Ticknor was selected as the NLCAA Coach of the Year. The men repeated in Madison, Wis. in 1988.

The opponent was again Bluefield College and the final score was 115 to 105. The Mavs shot 72% from the field, with thanks to Terry Jones, a guard from North Carolina who seemed to be able to shoot three point shots from the parking lot, right after getting off the bus. Jones had 49 points in the championship game, a near record for him. In an overtime game against South Dakota School of Mines and Technology, a city rival, he finished with 50 points. National won, and it was beautiful! It was pointed out by the college’s staff members who traveled to the area high school career days/college days in several states, that many of the young men indicating some interest in the college, usually asked two questions, “Do you have athletic programs?” and then followed quickly by “Do you have scholarships?” The presence of some collegiate...
athletics was important to some potential student-athletes, and also to those who followed the athletes, hoping to be present for a winning season.

Coach Ticknor decided that it would be in the best interests of the team and the college to join the National Association of Intercollegiate Athletics (NAIA), a step up in competitive levels. They did well, but when the National College’s new owner, Dave Ellis announced the end of competitive varsity sports in the summer of 1990, the level of play during the last few months was pretty flat. There was widespread disappointment, and although the athletic scholarships were going to be honored, many of the men and women transferred out. Mr. Ellis was anti-rodeo and saw it as cruelty to animals. He also returned several thousands of dollars in rodeo scholarship money to the National Intercollegiate Rodeo Association (NIRA) in Walla Walla, Wash. The money went back with a letter containing some harsh comments.

Varsity women’s volleyball, basketball for men and women, and college rodeo came to a halt at the end of their seasons in 1990-1991. Although the Ellis administration only lasted for six months, the damage had been done, and sports at the college was not part of the programming from 1991-1995. Trying to bring back any sport would not have been practical. Money that might have been used in this way needed to go into academic areas, recruitment and attempts to restore the institution to what it had been prior to this sale. There was another major problem, and that was that the colleges’ regional accreditation had been declared probationary, relating to the two sales of the college, and a perception of instability in the important accreditation area that governance existed. Much more exists on this later under headings of Reorganization and Regional Accreditation.

Discussion regarding a restoration of varsity sports concluded that in 1995, National College would bring rodeo and volleyball back, and soccer for men and women would replace basketball. At this time entrance into soccer made sense for several reasons. The U.S. national teams had made headway in the World Cup field. The U.S. women won the cup in 1991, and they would do it again in 1999. The U.S. men beat Mexico and entered the quarter finals in 2002. There were at least 2,000 children playing soccer in Rapid City. Large numbers of international students were gaining educational credentials, and the enthusiasm for soccer became very strong, especially for the new Brazilian students on campus. Many enrolled in English as a Second Language (ESL) classes, and both the soccer and volleyball teams featured large numbers of internationals, especially those from Brazil.

The restoration for rodeo came quickly and the lease on the local Hart Ranch indoor area and Equine Center served multiple interests. A new degree program called Equine Management drew horse-lover students from several states. The heated 60,000 square foot arena at the Hart Ranch was ideal all year for rodeo practice and the springtime Maverick Stampede rodeo. There were indoor stalls for the team members’ horses.

The rodeo teams returned almost immediately to both regional and national prominence. Following the 1991-1995 suspension of varsity sports, the return to college rodeo was a natural because of NAU’s long and successful traditions in the Great Plain Region, GPR and the College National Finals Rodeo, CNFR. Glen Lammers, who excelled as a student athlete in the sport, returned as the NAU coach of the rodeo team. By 2001, the women were #1 in the GPR and the men were #2. National standings had the women at #7 and the men at #15. In 1997, Erich Blanton won the national championship in bareback riding in the CNFR, which was
held in Rapid City’s Civic Center Arena. With this honor, he joined Bob Christopherson, Scott Gress, and Cory Ferguson who also won individual event national championships over the years. About 350 rodeo athletes compete for titles and scholarship awards. The National Intercollegiate Rodeo Association’s (NIRA) scholarship offerings are approximately $200,000 each year. Nationally there are 160 college and university rodeo teams involved in rodeo. By 2002, and through the fall season, the Maverick men and women both led the regional standings. At the end of the spring season, NAU’s women led the nation and the men were number three. Both were regional champions.

Jessica Mueller and her horse “Smoothie” won the National Collegiate Barrel Racing Championship during the 2003 CNFR, with a ride of 14.87 seconds in the final “go round.” In 2005 the Maverick women entered the CNFR in Casper, Wy. as the number one team in the nation. Jessica Mueller, Ashley Williams, Jessica Painter, and Megan Huxtable finished in third
place, equaling their effort in 2004. Jessica Painter led the GPR in the women's all around category in 2005 and also in 2006. Her time of 3.9 seconds won the CNFR Championship in Break Away Roping. Painter, Krista Minnow, Jena Lien, and Lacy Curr established a second place in the CNFR final standings, for the highest finish for any of National's rodeo teams.

In 2008 the men's team was on top of the GPR, and Tyler Manke was the leader in men's all around and in saddle bronc riding. NAU's athletic programs were canceled during 2008, ending more than 40 years of dominance in the Great Plains Region, and very high standing in the National Intercollegiate Rodeo Association, (NIRA). Many of these rodeo athletes earned at least portions of their college expenses on the basis of rodeo scholarship awards, earned during the College National Finals Rodeo.

For the rodeo student-athletes, the coaches, some alumni, and friends and family members the termination of college rodeo was very disheartening. For at least a few members of the faculty and staff and some others in the community the discontinuation was sad. This topic will be considered further in the chronological sequence and discussion for 2008.

Volleyball

The 1995 re-entry into collegiate volleyball for women was not the easy road which some expected. The game, at least in this region, had progressed to a higher level. The Maverick women were not initially competitive, and the team included some intramural players who were more versed in recreational, not competitive volleyball. This all changed when international players added major strength to the presence of regional student athletes. In the 1999 and 2000 seasons, the National American University volleyball teams won regional titles and gained a competitive position in the NAIA national tournaments. A very strong team with several international players from Dickinson State College (North Dakota) became a major rival for the Mavericks. Dickinson had won a national championship, and both teams grew stronger because of the fierce competition that existed between them. By 2001, NAU was ranked 7th nationally in NAIA programming. During the season Coach Amy Erlandson's team moved up to #2, and they prevailed over the Dickinson team to attend the championship tournament in West Palm Beach, Fla. They finished the season according to their ranking as the national tournament runner up. Columbia College (Missouri) won and finished their season with an undefeated record. There were 271 teams involved in NAIA women's volleyball. Fernanda Vivancos, an NAU sophomore from Sao Paulo, Brazil was chosen as the “NAIA Volleyball Player of the Year-2001.” In the 2002 season, the Lady Maverick team won it all, and went 41 wins and 0 losses, through the season and the national tournament. They prevailed over both Dickinson and Columbia, previous championship teams. The national tournament was held in San Diego, Calif. and they had to win over Fresno Pacific (California) and Houston Baptist University (Texas). Todd Lowery had taken over the coaching duties.
In 2003, the volleyball team was runner up in the national tournament, although they had been ranked as number one. Fernanda Vivancos Nelson, a senior setter was again chosen as the “NAIA Volleyball Player of the Year-2003.” Five of the NAU players were selected as All-American players. In 2004, the women lost in the semi-finals. Leslie DaSilva was named as the region’s MVP, and Todd Lowery, was the region’s coach of the year. The number two ranking in the U.S. held for the 2005 team, and then in 2006, the Lady Maverick volleyball team again had an undefeated season, with 41 wins and 0 losses, plus an NAIA national championship. Todd Lowery won his 5th award as regional coach of the year, as well as national tournament coach of the year, and Leslie DaSilva was chosen as national tournament MVP and first-team All-American. Lowery and Fernanda Vivancos Nelson, and the 2002 Volleyball team were selected for inclusion in NAU’s Athletic Hall of Fame. The 2007 women’s volleyball team lost in the quarter finals in the national tournament, after entering as the 5th ranked program.

During the summer of 2008, the decision was made to discontinue all sports programs, and athletes were given the opportunity to retain their scholarship awards through graduation. A long history of athletic success was brought to a close in relationship to difficult economic times, and a need to realign resources. NAU at the Rapid City campus was one of the smallest schools in every athletic category, in which they participated. To have participated so well in each of its varsity programs fulfilled a commitment and an intention. Maintaining a modest and viable program of college athletics had always been a struggle, and on other occasions, consideration had been given to elimination of one or more programs. Fernanda Vivancos Nelson was inducted into the NAIA Athletic Hall of Fame in December of 2008. Among several other athletic honors, she was a 1st team NAIA All-American player for all of the four years that she played for NAU.

Baseball
During 2000-2001, NAU introduced a varsity program in men’s baseball. To maintain compliance with Title 9, it was necessary to
couple this with a comparable program in women’s softball. The women’s program never quite got off the ground, and although the men had 29 wins and 10 losses, and were ranked #4 in the region, some believed that this additional athletic program was not well-conceived, or was at least questionable. Baseball in the college world was played during the spring term and season. Rapid City’s weather in March and April is usually wet and cold, and April blizzards are common. That left 2-3 weeks in May to play. Travel to points south would permit competition, but athletic travel with rooms and meals is costly and a baseball team is relatively large. They require uniforms, equipment and indoor practice facilities. The program was short-lived. Baseball was evidently the straw on the camel’s back, and the next program to be eliminated was soccer for both men and women.

Soccer
Soccer for men and women began in 1995, and by 2001 both teams had multiple regional championships and had earned berths in the national tournaments. The sports programs drew large numbers of international students, and this helped to create a need for the college’s English as a Second Language (ESL) program. The women’s soccer team consisted of a few local players, with a majority of Brazilian team members. The men also had essentially the same make up, but there were some European team members as well. Coach Tom Maxon had been a collegiate player on the east coast, and he had also played in Europe. With those connections there were members of the Maverick team from Scotland, Germany, France, and Turkey. The Rapid City community had a strong interest in soccer and Maxon was employed part time in assisting in youth soccer programs. Luis Usera was the athletic director and coach for the women, and he and other members of the staff traveled to Brazil to encourage enrollments.

In addition to athletic strengths, both men’s and women’s teams had earned a repeated receipt of the prestigious NSCAA-Team Scholarship.
Awards, with overall team grade point averages (GPAs) in excess of 3.0 (a B average). This honor is only rarely found in college and university athletic teams. Users was chosen as the Region 3 Coach of the Year in 1998, 1999 and 2000. The 2000 women’s season produced 13 wins and eight losses, and six players were selected for regional honors. Michelle Costa was chosen for All-American honors. Wulf Dieter-Koch replaced Maxon as the men’s coach and he was honored as the National Youth Coach of the Year (2000). His team won 20 games with three losses, and they established a #7 national ranking. Three of the Maverick men were named All-Region, and three more were honorable mention All-American.

The sports programs were contributors to the institution’s programming. Sports are a metaphor for life and one has to learn to handle winning and losing. Team work, hard work, commitment, sportsmanship, accountability, and integrity were among the lessons.

NAU Women’s Soccer Team
With another win and a close game!

Sergio Lima (number 8)
An outstanding soccer player in action. Sergio was from Brazil, and one of our early strong and competitive players.
“Spoonbridge and Cherry” Sculpture at the Minneapolis Sculpture Garden
In November of 1980, National College was the only higher education facility in Western South Dakota that met the federal guidelines for making campus structures free of barriers to the handicapped.

National College was one of nine private and non-profit colleges in South Dakota. It was also the only one not exempt from payment of sales and use taxes on property and services purchased for use by the college. Augustana, Dakota Wesleyan, Huron College, Yankton College, Sioux Falls College, and others were able to claim exemptions on the basis of being “religious institutions,” and because they were historically organized as church affiliated colleges. However, their students and their educational purposes were no different than those at National College. In 1974, NCB was reorganized as not-for-profit and as NCB, Careers Inc. The college was in the hands of nine trustees. The governor of South Dakota claimed that NC was not a not-for-profit institution. Governor Janklow neglected to identify his basis for this assertion.

In 1981, the college’s 40th year birthday was celebrated with a 40’ x 20’ cake and a cake eating contest at the Rushmore Mall. At the close of the contest, President John Hauer was to pick up his children after school, and while he was waiting, he had a conversation with the school’s janitor. When the janitor asked Hauer where he worked, he responded National College. The janitor then asked, “And how is Mr. Jacobsen?” “Although Mr. Jacobsen founded the school, he hasn’t been associated for about 20 years, and the public’s image is badly out dated!” was only part of Hauer’s response and his thinking. During Hauer’s 18-year tenure at National, enrollment went from 186 to 2,300, with 1,000 in Rapid City and 1,300 in extension and branch cities throughout the Midwest and Rocky Mountain Regions. The annual payroll increased from $50,000 to $3,350,000. The college’s educational programs had once been only book keeping and secretarial. Under Hauer’s administration the curriculum now included computer data processing, travel and airline careers, animal health care, fashion merchandising, accounting, business administration, and others. The
national reputation put National College at the top of the world of private business colleges, sharing the honor with only two or three others.

The May 23rd 1981 graduation exercises for Rapid City and Ellsworth Air Force Base campuses were to be held at the Rushmore Plaza Civic Center, with a 9:30 a.m. baccalaureate scheduled to be held at Mount Rushmore. The address at both locations was to be delivered by Bob Boyd, a Hollywood actor who had played Theodore Roosevelt. The large granite version would be able to gaze down upon his likeness, as well as graduates, friends and family. BULLY! Although the baccalaureate was rained out, the crowd at the Civic Center thoroughly enjoyed the event. The main floor and the balcony were both full. The Mount Rushmore early morning program persisted for many years after this, but following two more rainy day mornings on graduation day in a row, this popular and annual outdoor event was permanently canceled.

In 1982, John Hauer announced that he intended to step down as president of National College, and that he would assume duties as board chairman and CEO. Almost 100 applicants expressed interest in the position, and selection of finalists was to be completed by March 1, 1982. Dr. John Reynolds was selected to fill this very important office. Reynolds was an administrator for the University of Southern Illinois in their western region. He took office in June, 1982. Dr. Reynolds did a very good job in his capacity as president, and he was admired by many of the faculty, staff and students. His tenure in this position was short-lived however, because only a short time later, he transferred to Huron College in South Dakota, to serve as their president. Among the very good things accomplished by Dr. Reynolds, was the
implementation of the Applied Management degree. Students who had completed either a one-year or a two-year program at a vocational or technical school were able to apply this course work in fulfilling requirements for an AAS or a BS in applied management. This program provided an educational boost for several individuals who were hoping for career advancement resulting from continued education. This program was immediately effective, and it remains very popular in NAU program offerings.

Mary Wilkes, the college’s placement director, encouraged the two-year graduates in various programs to consider extending their education into the bachelor’s degree. The earning potential was far superior, and she offered the following table to demonstrate levels of annual compensation for entry-level positions for this time period (early 1980s).

<table>
<thead>
<tr>
<th>Program</th>
<th>2 year degree</th>
<th>4 year degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>$10,000</td>
<td>$19,000</td>
</tr>
<tr>
<td>Business Administration</td>
<td>$9,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Data Processing</td>
<td>$15,000</td>
<td>$20,000</td>
</tr>
</tbody>
</table>

During October 1982, the State of South Dakota approved a tuition assistance and a state incentive grant of about $250 per year for South Dakota students attending private colleges in the state. National College filed a suit in circuit court to have the benefit received by approximately 1,500 students enrolled at Rapid City and the Sioux Falls locations. The students received the grant, but they had been temporarily ignored.

In April of 1983, John Hauer, the CEO and board chairman of National College, advised that he had become aware of interests on the part of others to purchase the college. A purchase would involve options and complications related to the property of the college, held by Property Rentals Inc. (PRI), which holds other physical property interests, as well. Property could be purchased or rented, along with the college operations, other than the physical equipment and these related to intangibles such as the name, the reputation, the accreditation, and other values. The property value (real estate) alone was about $10 million. A meeting with Al Terranova, president of Adelphi College in Phoenix, Ariz. and prospective buyer, took place during mid-day on April 4th. There was also a firm in Minneapolis, with about $60 million in a savings account that they needed to invest, to avoid a designated by the IRS, as a “holding company.” The Minnesota company had no business experience in education.

Hauer also indicated that a conversion from not-for-profit to a for-profit organizational structure would have a major bearing. The specific interests of Mr. Buckingham and Mr. Hauer were probably the same in some respects, and different in others. National Publishers, a subsidiary business, was a significant part of the interest. Mr. Hauer was also unhappy with aspects of the branch locations operations in terms of enrollment and management. Other members of the Buckingham family were not in favor of a sale to an outside party. A sale under contract had risks to be considered. The board of PRI was considering the for-profit conversion, as well as a letter of intent from Mr. Terranova. Mr. Terranova wanted an agreement with the board of trustees for National College. There was also an NCB foundation with a board, and the Terranova intention was to replace members of the boards. He also expected an exclusive right to use the name National College. On April 11, an offer was made to purchase the real estate by Mr. Terranova. Mr. Buckingham thought the offer was inadequate by $1.5 million, and that the interest, and the terms of payment were also weak.
At approximately this same time frame, Bob Boyd, who had joined the staff at the college, was killed in an auto accident on the interstate highway in North Dakota. His wife and child survived. Mr. Boyd was the man who had played Theodore Roosevelt in the Hollywood movie “Ragtime,” and he had also played the former president at NC graduations. Boyd performed at Mount Rushmore during the summer months, and he visited area high schools in costume, to familiarize youth with the interests and administration of Roosevelt, the conservationist. Bob Boyd had been a real asset for the college.

Mr. Buckingham believed there were weaknesses in the Terranova offer. One of these was an exclusion of more than $2 million in prepaid promotional and program development expenses, which were not yet on the books, and which would go to the buyer scot-free. Because of the not-for-profit status, the selling price would necessarily go to the trustees and then to the NCB Foundation, and the board would be replaced by members of Mr. Terranova’s choosing. Mr. Buckingham’s response to Mr. Terranova was to set the sale price much higher with significant interest, and there would be a large down payment required. These terms, if accepted, would improve the college’s cash position, and would also benefit members of the family. Other offers and counter offers crossed in the mail. The board members of Property Rentals Inc. were sharply divided in terms of real estate interests, the offers and the interest rates. Some members rejected the idea of a sale, regardless of the price. None-the-less, Mr. Buckingham had established terms of a sale, and he felt a moral obligation to sell if terms were accepted. A number of considerations were modified and re-modified. Through spring and part of the summer there were still disagreements, and on more than one occasion they came close to a permanent closing without an agreement.
Between July and September 1983, various negotiations were completed, and National College was sold to Al Terranova, and to a new corporation structure known as Midwest Educational Systems Inc., MESI. The announcement of the impending sale was made to all employees of the college and to the local media on June 1, 1983. The college was converted back to a proprietary status and away from non-profit. Terranova also owned one- and two-year business schools in New York, Colorado, California and Arizona. The east coast operational names were Adelphi Business Colleges. The reasoning for Mr. Buckingham to make such a major move is not completely recorded in his journals, and any explanation is purely speculative, but advanced age and some health problems existed, which would become more severe with a passage of time. There was a strong sense of pride on the part of Mr. Buckingham with regard to the ownership and the steady progression of the college to this point. His written materials included his unhappiness with various squabbles which existed from time to time within the family relating to stock ownership, and views relating to college operations. Mr. Buckingham did speak on occasion of his desire for the perpetuation of the college, and perhaps he had anticipated that internal affairs on the part of the family might adversely affect the future of the college. It was apparent that his motivation related to success, survival and perpetuation of the college, and other than financial gains.

On September 13, 1986, Harold Buckingham was the recipient of another of many awards relating to community service, and his extensive level of involvement. On this occasion, his award, called the “George Award,” was presented by the Rapid City Chamber of Commerce. The award described the fact that he “had not waited for George to do it, he had done it himself.” In this instance, Mr. Buckingham was credited for personally raising $90,000 from the Rapid City business community to assure that the new City Hall-School Administration Building would have flag poles, water fountains, landscaping, and other features. These amenities had been part of the original plan, but considerations arose to eliminate some of them. On other occasions, there are records showing that Mr. Buckingham donated anonymously to the city for civic projects. However, the problem went away, and neither he nor the student had any comment.

In May of 1984, each of National College’s 31 graduates completed the new geophysical surveying program. Graduates were hired and most of them had several offers. The program had been developed with the assistance of the president of the International Association of Geophysical Contractors. The graduates worked with seismic exploration crews looking for deposits of oil and gas. It was also during this time that extended negotiations were taking place between the college and the faculty, largely in terms of salary for 32 full-time members. The faculty utilized the services of a professional negotiator, and the college used a city attorney.

MESI expanded ownership of private commercial colleges to more than 50, and then in 1986 three schools in California (Los Angeles, Fresno and Sacramento) were purchased and were to be operated as branches of National College. These purchases were for a reported 2.5 million dollars. What was being overlooked in this arrangement, among other things, was the operational and financial differences in
baccalaureate institutions and those teaching one- and two-year programs. Faculty and staff, equipment, facilities, resources and every thing else came at much greater cost. MESI was probably overextended at the time of these purchases. During the first year of MESI’s operation of National College, they also elected to buy Huron College in Huron, S.Dak. This was another four-year school, with a very small enrollment. They even had a football team. Football for any small school, with all of the team members, scholarships, equipment, insurance, travel, etc., does not seem very logical.

The Rapid City newspaper printed an article describing the indictment of Al Terranova for mishandling federal job training funds. At this time, Dr. John Reynolds who was serving as president of National College, transferred his presidency to Huron College. Dr. Reynolds was effective, well-liked, and well-respected in both locations. He brought the applied management degree program to National College from the University of Southern Illinois. Huron was transferred out of MESI into another Terranova corporation. What was almost immediately obvious was that bills were not being paid promptly, or at all, in some instances. The financial burden of the combination of National College with all of the branch campuses, along with the other schools was “bringing down the house.” National’s many creditors in South Dakota, and the other regional states with branch operations, were becoming very ill at ease.

National College’s regional accreditation was granted on February 25, 1985 by the Accrediting Commission of the North Central Association of Colleges and Schools (NCA). The accreditation applied to all of the college’s locations and programs, and it was tentatively set for a period of five years. It was estimated that as much as $500,000 had been spent in a 20-year effort to gain recognition as a top-rated college. John Hauer and Dr. Thomas Barket, the academic dean at the Rapid City location, were responsible for the release of this important news, and they thanked everyone involved in this milestone event. Institutional accreditation was supplemented by programmatic accreditation, and the National College, veterinary assisting and medical assisting programs were accredited by the American Veterinary Medical Association, the American Association of Medical Assistants and the American Bureau of Health Education Schools. Other academic area programs would also gain this type of accreditation in the future. Mr. Hauer also pointed out that the 1985 fall registration was up by 24% over the same period a year earlier.
During a physical examination in July of 1985, the doctor pointed out some major damage to the bones of Mr. Buckingham’s left hip. The socket had been broken and had healed incorrectly. Mr. Buckingham experienced a serious fall about seven years earlier. A hip replacement surgery was likely in the near future. Despite Mr. Buckingham’s strong will and interest in long walks and regular outings for 18 holes of golf, increased difficulty made hip replacement and surgery an immediate necessity. Part of the preliminaries to the surgery included a bone marrow test. The blood test was done four times, and the test involving the marrow revealed a concern with the blood’s white cells and platelets. The doctor indicated that the deficiency was likely to be progressive, and that an acute leukemia might result. The ailment and the prognosis was enough for Mr. Buckingham to bring order to his assets, as they would relate to members of the family. This was done in terms of dollars and stock holdings. The circumstances also prompted both interest and concern on the part of family members. Mr. Buckingham resisted family urgings to go to Rochester for a second opinion; although he did agree to see a hematologist in Houston, Tex. at the M.D. Anderson Clinic.

By 1986-1987, what had always been a positive relationship, along with available lines of credit for National College in the banking industry in South Dakota and Minnesota, began to falter and fail in some instances. Several documented instances of unethical and illegal transactions, including an embezzlement admission on the part of Mr. Terranova and MESI, became known. It was reported that Terranova and MESI owed millions of dollars to certain states and to the national government for accepting grant and loan money, not making refunds, and not performing the educational services which were claimed. Legitimate students were harmed by this activity. All of these reports stood in very sharp contrast to the very positive references provided on Mr. Terranova offered by educators, bankers and others in positions of interaction with him on several matters.
In 1987, MESI failed to make payments on the rental of the Rapid City campus and the college's intangibles, prompting a filing of a notice of default. A negotiated foreclosure seemed imminent. Terranova threatened that the Buckinghams would have to make immediate and major concessions regarding the terms of the contract, or he advised that he would declare bankruptcy in New Jersey. Further, he would retain National College and would close the Rapid City campus. Knowing the pride and value Harold Buckingham and members of the family placed on National College, it is hard to imagine the extent of the sorrow and disappointment resulting from what had been arranged with MESI; which was done expressly to assure success and continuation of the college.

To counter this threat, Mr. Buckingham contacted two other major creditors, establishing the minimum of three to file an involuntary Chapter 11 bankruptcy against Mr. Terranova and MESI in Sioux Falls Federal Court. The Rapid City newspaper reported that Midwest Educational Systems Inc. was behind two quarterly payments. Although the newspaper reporters probably attempted to accurately report the details and complexity of the ownership, and what existed between National College, MESI, Property Rentals Inc. and a bid for ownership by United Education and Software (UES) of Encino, Calif., unfortunately what stuck out in the minds of the readers was BANKRUPTCY. How do you expect to run a college that is in bankruptcy, recruit new students from the surrounding area, and maintain the ones who are presently there? It was fortunate that none of this information or confusion trickled down to the branch locations or the regional media. There was no effort to deprive the branches of the information, but apparently there was no understanding of the situation or its relevancy. The “power struggle” in Rapid City seemed inconsequential elsewhere. In essence that is what actually existed, a power struggle, and this is how it was described by President John Hauer, who was appointed as a trustee in the litigation. Interested parties in addition to the Buckinghams, Terranova, and UES, included Career/Com in Ohio, and Phillips Colleges in Gulfport, Miss., and elsewhere, that were offering to buy NC. For the general public, it probably would have been difficult to understand who would want to buy a college in bankruptcy. The attraction was a regionally accredited four-year degree-granting, private and proprietary college; one of very few in the country. The differences in bankruptcy and Chapter 11 reorganization may have been too subtle.

During July of 1987, Mr. Buckingham prepared and released long-terms plans for the National College campus in Rapid City. This plan described efforts to acquire more land for campus development, increased parking, and building development, and replacement of equipment and facilities.

The circumstances were not to be taken lightly, but at a November 1987 meeting with the student body, the explanation was given that this was “business as usual.” The reorganization was ordered by a Federal Judge in Sioux Falls. It was also determined that President Hauer would remain in control of the MESI board of directors and that Al Terranova was assigned responsibility for the financial matters, and cautioned that he was to act in “good faith.” Creditors were informed that a plan would be filed by MESI to provide for the payment of debts, and for the reorganization of the college. The city newspaper described President Hauer as taking on a role of cheerleader. Hauer had praised the positive spirit and attitudes that existed with faculty, staff and students. Students were assured that there would not be a tuition increase because of the Chapter 11, no loss of financial aid, and no alteration.
of athletic programs or scholarships. He pointed out that the reorganization could be settled in two years, or two weeks.

Also in November of 1987, one of the recorded thoughts regarding the future of the college was that at the time that the health of the college and the business was restored, consideration should be given to selling stock in the college on the public market. This would not only generate income for continued development, but it would create means for family members to market their own stock. Additionally, it was suggested that in the future, and as business health returned, consideration should also be given to selling or leasing the college to a successful business that was looking to diversify its interests. These prophetic expressions were in a letter from Robert Buckingham to Harold Buckingham.

Another newspaper article in January of 1988 included excerpts of an interview with John Hauer, and there was a quote with his description of the reorganization. “If the current debtor in possession of National College can’t afford to continue to operate it, or they (MESI) fail to come up with a satisfactory plan to retain the college, it would then revert to the sellers (the Buckingham family) or to a new owner; and NC, in any event, will continue to operate in the future.” The headline for the article was “No Danger of the School Closing,” and in the same article it was reported that retention of students from fall to winter at the Rapid City campus was the highest in the institution’s history.

Throughout the months of Chapter 11, there had been a student advisory committee which had been formed, and they met weekly with the president, and sometimes with other members of the staff. The intention was to keep students informed of changes and events, and to do so prior to media reports. Every organization on campus sent a representative to these meetings. Most students demonstrated loyalty, and most had made an obvious commitment to help the college in any way possible. Students, staff and community leaders had traveled to the Sioux Falls Federal Court hearings with ideas of expressing support for National College, either by their presence or by offering testimony.

Also in January 1988, MESI had proposed to make major changes in the faculty contracts, including layoffs on only three weeks notice. Classes to be taught each term were to be doubled, and salaries for those being paid the highest amounts were to be renegotiated. Fifteen NC full-time and part-time positions were being described as non-essential, and 11 workers at the Rapid City campus lost their jobs. Other cuts occurred at branch locations. In this period National College reported 519 employees throughout the system, with an annual payroll of $6 million. Although essentially all NC administrators took a 7.5% - 15% pay cut, the faculty agreed to a wage freeze, but they rejected further concessions. Full time faculty contracts only existed at the Rapid City campus, and
this applied to 27 instructors, one counselor and one librarian. A counter-proposal was accepted, and class loads could be increased temporarily. In most cases this would be no more than one class. Faculty pay cuts were stalled. About 30 part-time Rapid City faculty members were not affected, because they were retained and assigned classes on a quarterly basis.

During February of 1988, National College operations were returned to the Buckingham family, the previous owners of both property and operations. Both parties in the reorganization were directed to formulate and to submit plans that would permanently transfer ownership and operations. By May of 1988, the reorganization plans were accepted in their final form. It is fair to say that the seven months of Chapter 11 reorganization were not without impact and trauma to National College. It is also appropriate to point out that an institution with lesser leadership and ethics, and without a firm understanding of what the institution was and where it was going, might not have continued. Credit goes to faculty, students and staff, who in many ways and on many occasions demonstrated strong allegiance to each other, and a strong sense of community in the college.

During May of 1990, the theater-lecture hall (Room A 212) on the Rapid City campus was dedicated to the founder of the National School of Business, Mr. Clarence Jacobsen. The hall holds 200 people and was part of a major addition to the administration building. Dr. Victor Morris, a curriculum design specialist was named NC’s academic dean. His educational background included degrees in science, chemistry education, and science education.
In 1979, the positive team report from the North Central Association team, and the acceptance by the commission for candidacy created much optimism at National College. Self-studies had been submitted routinely for AICS accreditation, and on previous occasions advancements came, not routinely but at least according to expectations. Within AICS, National College was recognized as the “flag ship” of the membership, and of the senior colleges of business. National submitted an almost immediate request for another visit and for the initial grant of regional accreditation. Perhaps the college administration had forgotten those years when a grant of this nature was totally out of the question. Also the college had experience with variability in the views of membership of visitation teams, and certainly some were friendlier and more accommodating than others.

This time the response and the results of this team’s visit were not so positive, and although the candidacy was continued, the team’s findings cited several concerns and areas which would need to show improvement. Budgeting would seem to have been a natural in a business college setting, and long-range planning was an area of interest and emphasis. Both of these areas were other than what the team had expected to find.

A more recent area of interest on the part of the regional accrediting groups was assessment and evaluative efforts to document results in a number of academic and operational areas. It was also apparent, based on the demeanor of the team members, that there was some belief that the regional accreditation boundaries had been over-stepped, even if the college was the “flag ship in some other ocean.” These two visitations by North Central teams had required comprehensive self-studies, and volumes of supporting materials.

The result was that National College entered into the maximum period of six years, established for candidacy, and this would require self-studies and visitations every two years. This was just to maintain candidacy. The entire process of introspection and creation of self-studies along with preparation of supporting documents were positive things. However completing one, and then beginning immediately on a preparation of the next self-study, and the materials to be examined two years later, and so on down the line, was not constructive from the college’s point of view. Documenting what was being done, actually reduced the time needed to do it. There were also the semi-annual routine requests for an initial grant of regional accreditation, and these probably did very little to accelerate the process. The grant of regional accreditation came in February of 1985, and essentially all of the extensive efforts to eliminate what were being called “failures of recognition” or “shortcomings” would prove to be advantages in the long run.

Institutional accreditation is described as voluntary, although it is not reasonable that public and professional interests and expectations would be ambivalent about such a matter. The convention is that the cost of membership and the direct costs of obtaining and maintaining institutional accreditation are borne by the institution. A visitation creates expenses in terms of charges by the association, including the additional and various expenses of the members of the visitation team, which are also charged to the institution. The most recent visitation (2007) overall cost for NAU for continuation of regional accreditation was almost $71,000. Between 1979 and 1985, National College participated in four of these visitations, and the cost would have varied according to the financial routines of 30 years ago. Some if not all National’s branch locations were included in the visitations/inspections by one or more of the team members.
State institutions encounter the same type of expense, and these costs are managed by state budgets, ultimately provided by tax payers. National and other proprietary institutions are frequently reminded that their only income source is that of student tuition. So for National and other proprietary schools, accreditation is supported by the student’s tuition dollars, and for the religiously-related schools, perhaps there is church support. During the candidacy from 1979-1985, and into the 1990s, National College maintained its national institutional accreditation with the Accrediting Commission of the Association of Independent Colleges and Schools. This had been in place since 1953, so the price tag for dual institutional accreditation was substantial. There were also visitation expenses related to the focused visits required by the regional authority during candidacy, and also after the initial grant of regional accreditation. The rewards which were generally associated with regional accreditation came about ultimately, but they were certainly not immediate.

For those who were enrolled during or graduating prior to 1985, and for those students affiliated with National, between 1979-1985 and during candidacy, there continued to be denials and obstacles to employment, benefits, and continued education. There seemed to be no guidelines or interest in recognition of regional candidacy for accreditation. So the “wars” that were waged with those who preferred not to accept national accreditation continued for many years. To provide an example and in a personal aside, two family members graduated before 1985, and a third attended during candidacy and graduated in 1985 with an AAS in business administration. Continued education for this individual was regularly denied through 2005, and the individual stopped applying. This person presently has an annual salary in six figures; he manages a $60,000,000/year business, with 350 employees. Two points are: that he has done very well with his NC two-year degree; and additionally, there may be fault on the part of some in the system of higher education who deny or permit denial of continued education on a basis of modes (national or candidacy) of institutional accreditation.

The volume of rejections diminished over time, and the intensity of National’s response to these denials continued, with usually some degree of accommodation. There was a little known practice, which was employed, called “validation.” The suggestion was that the student be permitted, with some kind of an attached stipulation, to transfer credit or enter graduate school, and then if there was a failure of progress, the continuation could be halted. There was never any failure of progress that came to the college’s attention. National also encouraged graduates to take standardized exams and particularly the Graduate Management Aptitude Test (GMAT). Presenting test result scores, whether the test was required or not, helped to prevent denial and alleviate pessimism. If the school or the authority chose to be helpful, there were several means available to assist, and if that was not the case, encouragement rarely played a role.

During May of 1988, The North Central Association of Colleges and School (NCA) conducted a focused visit at National College. This followed the MESI and the Chapter 11 events. Their team report specified that National College was the only degree-granting proprietary college in the nation accredited by the Higher Learning Commission of NCA. The reason for this introductory statement might have been questioned as to purpose. Perhaps it was to distance the other members of the association, or to remind readers that proprietary institutions were previously ineligible for regional accreditation. At any rate, the action of the commission was predictable in terms of the
changes in ownership and the Chapter 11 proceedings. There was also an expression of dissatisfaction with the National College self-study that had been submitted relative to the previous few months, and the institutional reorganization. In these team reports, there are routinely lists of concerns, notations of strengths, and a category of advice and suggestions. Further, this team’s report detailed significant developments and institutional changes prior to the 1985 grant of regional accreditation. It additionally included the “many things” that occurred after 1985. It was pointed out that these “many things” were in many respects beyond their own experience in public education. The control and change of ownership and the Chapter 11 proceedings were detailed. The proprietary flexibility was documented, but not as an asset. Under a section of this report entitled Financial Planning and Operations, the team indicated that financial affairs had not been appropriately managed, and that this had been pointed out in the team report submitted on this matter during 1987. In the college’s defense and to be fair, the management of financial matters had been at least to a large degree, under the authority of the Federal Judge in Sioux Falls, S. Dak. Federal Judge Peder Ecker’s often expressed intention was “to attempt to assure the survival of the college.” The visitation team also pointed out continuity and the longevity of many of the members of the administrative staff and faculty. One staff position, which was not in this group, was the one held by the person who had been transferred to Huron College to become president. The Chapter 11 proceedings would not permit an installation of a replacement during the reorganization. The chairman of the Arts and Sciences area adequately filled this leadership role, but it was also obvious that the team had trouble with this arrangement, and with the authority of the court in such matters. No punitive action was requested by the team, or enacted by the commission. Regional accreditation was continued.
Mr. Harold Buckingham, the 75-year-old patriarch of the college, was found to have an untreatable leukemia in January of 1986. He was advised that he probably “had about six months to live, and that he should get his house in order.” He had been scheduled to have a hip surgery to repair damage done by a fall several years earlier, and preliminaries included bone-marrow and blood tests. This disease was progressive and may have been present as early as 1983. Dramatic drops in white blood cells are an almost certain sign. The senior Mr. Buckingham had a strong affiliation with the college, and for some time he contemplated how best the college might grow and continue to create opportunities for so many, when he was no longer present. He was well aware of his advancing age, and there was presumably some apprehension of how his heirs might react relative to the college at the time of his death. A number of family members had interest in the college, and some even held important positions in college operations. The extent of these concerns is only a matter of some reasonable speculation, and documentation describing family matters and internal disagreements exists. Mr. Buckingham advised that he would probably have died in April, if it had not been for the drug interferon.
Following the diagnosis and the prognosis, family members learned of experimental treatment being done at the M.D. Anderson Hospital in Houston. Some of the experimental drug patients died during treatment, apparently of overdoses. Mr. Buckingham gave himself the daily shots of the interferon drug in a dosage of 3 million units. This was about half of what had been given to as many as 100 others for hairy cell leukemia, at the M. D. Anderson Hospital. Interferon is a natural anti-viral substance produced naturally in the body, but the drug was being experimentally cloned through genetic engineering techniques. The primary physician at the M.D. Anderson hospital who was involved in the analysis of Mr. Buckingham’s condition explained that the disease was hairy cell leukemia, which he described as the most treatable of all the blood cancers.

The hip was replaced. By March of 1987, and following several tests it was found that interferon was not having any effect on the leukemia at all. It would seem logical that there was at least some effect, in that Mr. Buckingham was still alive, and beyond the predictions. Of the patients receiving the drug, only Mr. Buckingham and one other receiving this treatment failed to make important progress.

Another new drug called deoxyconformycin was recommended by another physician, and Mr. Buckingham was the 7th volunteer for the use of this drug. The first four died. By October 1987, he was advised that he was in complete remission of the cancerous leukemia.

This recovery was certainly a cause for celebration, and yet the anxiety and apprehensions regarding health in the long range, and its relationship to the future of the college was still a cause for concern. Mr. Buckingham was a strong advocate for education, and the pinnacle of his life’s work probably centered on the success and the future of National College.

During an annual checkup in July of 1989, a small tumor was found in the roof of Mr. Buckingham’s mouth. It was later described as a palatal mass. There were various physicians involved in the diagnosis, and not all were in agreement as to the seriousness or the nature of the tumor. The immediate response was to schedule an examination in two months time to determine if it was growing. At the completion of that period, the mass had doubled in size. Followup included Rapid City doctors, the Mayo Clinic in Scottsdale, Ariz., and the M.D. Anderson Cancer Center in Houston. Treatment considerations included chemotherpay, radiation, and a possibility of surgery. The surgery posed problems because of the location of the mass and Mr. Buckingham’s age (79 years). At the Mayo Clinic, there were treatment indications of radiation, and at M. D. Anderson Hospital, a doctor was encouraging surgery. It was suggested that surgery would require from four to six hours. The extent of an operation also posed many risks, possible disfigurement, and a rebuilding of the mouth, jaw, teeth and palate. There would be multiple temporary problems, and possibly permanent ones as well. Mr. Buckingham acknowledged that he understood the risks, and that he had confidence in the surgeon who was willing to do the operation.

It was agreed that the operation would take place, and it was scheduled for late October in 1989. A CAT scan and a biopsy revealed an aggressive cancerous mass spreading into the nose and jaw. During October, consultants for the surgeon caused some second thoughts, but at the close of pre-operation conferences, plans for this operation continued. When the six hours of surgery were complete and Mr. Buckingham was coming out of the anesthetic, his wife, a daughter, and a granddaughter were in the recovery room with him. He gave the
OK sign, and squeezed the hand of each member of the family. Four days later he was dismissed from the hospital. Follow up required several examinations, and radiation was also warranted. A mass had been found on the prostate, prior to the surgery. The mass of the facial tumor was equal to the volume of a baseball, although it was shaped with finger-like portions extending away from the center and invading tissue throughout the neck and face.

In December of 1989, it was announced that Japanese students from the Human Academy group were scheduled to begin attending classes at National College though an academic affiliation arranged during the spring term. The Human Academy included 27 schools and colleges throughout Japan, and they specialized in technology and business. Students from Osaka, Japan were to arrive in April, and it was expected that other Japanese students would arrive during the summer for a two-week program on local culture and history. These students were able to speak and write in English.

During January of 1990, Mr. Buckingham submitted a memorandum to a firm in Sioux Falls, related to financing. He pointed out that the enrollment of non-traditional students at the campus in Rapid City was about 50%, and that at the branch locations, nontraditionals made up almost the entire enrollment. The message also included that accounting graduates from the state universities had a CPA test pass rate of about 10%, while the four-year accounting graduates from National College achieved a rate of 25% on the first try. He referred to a publication that stated that National College was described as one of the top five colleges with an enrollment over 1,200 in the group membership of the Association of Independent Colleges and Schools. U.S. News and World Reports listed National College as one of the top 25 business schools in the nation.
On June 6, 1990, the Rapid City newspaper announced that the college had been sold to a local man, named David Ellis. It was pointed out that on three previous occasions he had tried to buy National College. “The third time is the charm,” said Ellis as he announced his purchase of the Rapid City-based private college and the seven branch campuses (Sioux Falls, Saint Paul, Denver, Colorado Springs, Pueblo, Kansas City and Albuquerque), and an extension at Ellsworth Air Force Base. He explained further that, at this time, he was in possession of the financial resources and the expertise to operate a first class institution of higher education. Previously he had worked at National as a member of the faculty in the computer field, and he was also very effective in aspects of the student services effort. Much of the expertise was gained as president and co-founder of College Survival Inc., a Rapid City-based educational consulting and publishing company. College Survival Inc. grew out of an extended orientation program and class required of all freshmen students and all students new to National College.

At approximately this same time, Ellis became the director of the student residence hall of three wings, 10 floors, and more than a couple hundred students. Ellis was the creator of this
orientation class that emerged first at the Rapid City campus, and he also created the text book to accompany the class. The book was marketed, and it became almost an instant best seller, and the number one seller in college and university bookstores. Not every college instructor, even the experienced ones, could have begun to teach this in the same way and style, as that of David Ellis. He had the whole freshman class (hundreds) in one class period. For National, this took place in the gymnasium. Through a series of regional seminars, student services staff members and college counselors from various universities and colleges enrolled for College Survival training programs. They essentially learned to “follow the leader-David Ellis.”

The program grew, and so did the staff and support at College Survival Inc. They produced books, visual aids, telephone contacts, and training programs. Mr. Ellis was an extremely charismatic, ambitious, and perhaps a very idealistic leader of his group. The financial assets grew rapidly.

David Ellis called himself “a dreamer with lofty goals.” He pointed out that he wished to highlight the importance of higher education in America, and he saw that as a reasonable objective. He said, “National College will be an institution committed to student success, and to the growth and development of its faculty and staff.” He hoped that everyone would want to stay at National College.

College operations were to run by a board of a corporation called Learning Technologies Corporation (LTC), with Ellis as chairman and the sole stockholder. There would be five members on the board of directors, and Dr. Vince Zocco was to continue as president of the college, plus he would serve as a board member. Beth Wilson was to be the vice president, board member and would be responsible for branch campus operations.

This new ownership would also bring about the retirement of three long-time National College personnel: John Hauer, the board chairman and president of the college; Harold Buckingham, majority stock holder; and Nancy Hauer, Mr. Buckingham’s daughter and an instructor and administrator. In accordance with the technical terms of the faculty contracts, NC would be jointly managed in that area and for a time by Dlorah Inc. the current management of National College and LTC.

The parties involved in the negotiation and the sale terms have not been part of the material available for use in the writing of this book.

Two major considerations are known, and foremost would be the serious and progressive health concerns of Harold Buckingham. It had been his wish for the college to be operated by someone with the passion and enthusiasm expressed by David Ellis. That Mr. Ellis had been such a strong contributor to the college, he was local, and he was the head of a local and successful educational firm. These were certainly influential qualities. The college was essentially 49 years old, and John Hauer had been involved for 27 years, functioning as a chief administrator for most of that time. Nancy Hauer had taught effectively, and had served in the administration of student services for 24 years. Both looked forward to retirement.

At this point there were 550 employees throughout the system of campuses, and 240 were at the Rapid City location. Enrollment overall was 2,300 students. A major change would be to seek approval to offer a Master of Business Administration (MBA). Current programs would continue. David Ellis’ intention was to offer more than education in a particular field, and emphasis would also include management and communication skills, both very important in employment and career advancement.
Mr. Buckingham celebrated his 80th birthday on September 7, 1990 at the “party house” at Fairway Hills Apartments. The guest list was extensive.

On September 25, 1990, the Rapid City newspaper announced that 72 National College employees had lost their jobs, as part of an effort to “streamline” operations. The cuts included 52 Rapid City campus employees. Additionally, the college’s intercollegiate athletic programs, which had gained national attention, would end with the close of the 1990-1991 seasons. The sport of rodeo was offensive to Mr. Ellis, and he sent thousands of dollars in scholarship money, which had been earned by current and former rodeo students and athletes, back to the National Intercollegiate Rodeo Association (NIRA), an overseeing organization. It was learned later that along with the money, there were unflattering comments and/or suggestions, in an accompanying letter. Perhaps as many as one hundred athletic trophies, which were primarily rodeo awards, were taken to the dump. Student-athletes were able to stay and retain their scholarships as long as they remained in continuous enrollment. There were meetings and tearful pleas on the part of members of the women’s basketball and volleyball teams.

Mr. Ellis pointed out that athletics were being discontinued at other colleges across the country, and that he realized that the Rapid City campus would lose some students over this action. The branch campus in Pueblo, Colo. was to be closed at the end of the academic year. There were about 140 students enrolled there.

Included in the release of Rapid City’s staff members were President Vince Zocco, a member of the LTC board; Mazie Brandt, who had several duties including human resources and international student admissions; and Gus King, the academic dean. Additionally Betty Collins, the telephone recruiter who was directly involved in bringing the transfers from the eastern business colleges, and Rita Reed, who administered the night school program with empathy and success, were also dismissed. Essentially all admissions personnel were dismissed, as well as some long-time people in the business office. The means of release was probably as painful as the fact of losing employment. An all-campus meeting was held in room A 212, the lecture hall, which holds about 200 people. Following some introductory remarks and announcements, it was pointed out that at the close of the meeting, everyone would find an envelope with their name on it on a table outside the door. In the envelope was a relatively simple form indicating that their job had been lost, or that they had been retained. There probably is no pleasant or kind way to find out that you have been fired, but this may have been the worst way, at least in the minds of many of the people who were now required to leave.

It was explained that the Learning Technology group had an intention to create a mission-driven institution, and not to produce a return on investment. The LTC mission was to create student success. It was pointed out that the Rapid City campus had far too many employees for an institution of its size. Ellis planned to act as president, replacing Dr. Vince Zocco, stating that he would not collect a National College salary during the first three years of his ownership. Some administrative positions were eliminated, and it was pointed out that College Survival Inc. personnel would assume a number of the key positions. Most of the replacements were very well-intentioned, but they were largely inexperienced in college operations. Mr. Ellis indicated that he planned to double enrollment at all of the National College campuses. In his immediate plans
for National College, he listed the following:

**Changes to be made in the next two years—**
- adding a master’s degree program in business administration (MBA)
- open two new branch locations—sites to be determined
- refurbishing and modernizing all facilities
- creating on-campus day care for students and staff in Rapid City
- purchase new computer equipment for classrooms and for internal operations
- award salary increases for all staff beginning November 1
- add a bachelor’s degree in international business
- start a student advisory council

**Changes that have already been made—**
- established a two-year hold on tuition increases at the Rapid City campus
- established a two-quarter hold on tuition increases at the branches and EAFB extension
- addition of $500,000 to the school’s academic and need-based scholarship fund
- addition of $100,000 to an institutional work program
- improved pay for student employees
- increased pay for full-time and part-time faculty members
- decreased the prices of text books
- eliminated recruitment bonuses for admissions representatives

Essentially three months later, David Ellis exercised a clause in the purchase agreement, and he returned National College to the Buckingham family. Expressions of concern from his administrative group, and specifically those with personal and financial interests in College Survival Inc., believed that the expenses and investments in National College would bring down, or at least hurt College Survival Inc. Admissions activity had come to a standstill with an almost complete dismissal of admissions personnel. The admissions effort and recruitment overall had been sacrificed. Although there was strong loyalty from the College Survival Inc. staff for Mr. Ellis, to his integrity, and his goals for the college, what had worked for College Survival Inc. was not working at National College. What had worked for National College was also no longer in place. Substantial and short-term investments of at least $2 million and good intentions were unfulfilled. Adding this to what happened only a short time ago with the Midwest Educational Systems and Chapter 11, was going to inevita-
In 1990, the institution was into very difficult times. The morale of students and staff was probably at its lowest point in the history of the college. The presence of Japanese students on the campus at this time was a bright spot. An outstanding faculty, and the presence of a small support staff helped to maintain operations.

During May of 1991, the board of directors of National College and Dlorah Inc. agreed in principle that specific space on the campus of National College could be leased to St. Martins Catholic High School, which had just lost its lease on its former facilities and a rural campus. This would permit continuation of the private high school, and would create a temporary asset for the college. Although there were apprehensions within the student body, the faculty, and the staff at National College about a high school presence on campus, it worked. What might have been seen as an unruly group of youth, was exactly the opposite. The high school faculty and administrators ran a “tight ship,” and any time a problem emerged, they were there to straighten it out. It was apparent that the high school students and their teachers and personnel were appreciative of the opportunity that had been extended to them. It also might have been imagined that some strife might exist between the high school and the college students. It didn’t. Their staff and the college staff, got along very well.

Jerry Amerson, an effective member of the admissions staff prior to the LTC firing, returned to assist in recruitment. The former mayor of Rapid City, Keith Carlyle was hired as a director of admissions, and much emphasis in adding to the fall enrollment was present. John Hauer returned to assist in “recovery” and he served as CEO, and Vince Zocco who had been on and off the lead for LTC, was “back on point” as president. There was the sense that the board of directors needed public interest representation, and a particularly close interaction with the president, as well as

1991 NC administrative group
Back Row: Guy Tillett, Keith Carlyle, Gus King, Greg Hollibaugh
Front Row: Ed Shearer, Mazie Brandt, Vincent Zocco, Steve Comer
involvement in major decisions regarding overall direction. Gus King, Rita Reed, and Mazie Brandt also returned to their former positions.

In an all-college meeting, on September 3, 1991, just before the beginning of the fall term, Mr. Robert Buckingham (Harold’s son), addressed the faculty and staff in terms of the current conditions. He pointed out that in the 50-year history of the institution there had been a number of difficult periods, and in every case the credit for survival and continuation came largely from efforts of “the grass roots employees.” In this most recent situation with National College being returned from an owner of only about six months, great harm had been thrust upon the college. Valuable personnel had been terminated, pay increases were not justified in terms of institutional income, and tuition increases were canceled. The release of principal admissions staff, and a failure to perform on the part of those remaining, resulted in an enrollment drop of at least 30%. Most damaging was the premise that active recruiting of students was not needed. Now the institution had inherited this legacy, and everyone assembled in this setting needed to face the challenge. The image was most seriously impaired at the Rapid City campus. Mr. Robert Buckingham pointed out that resulting from a planned trip to Japan and East Asia, there was a potential and an arrival expectation of from 150-300 Asian students. He described the capacity of National College in Rapid City as at least 2,000 students, and each branch could accommodate as many as 400.

At a September meeting of the board, it was pointed out that the cash position was critically low and it was expected to remain that way for some time. A freeze in financial aid was experienced, relating to the change of ownership from Mr. Ellis to Dlorah Inc. Mr. Harold Buckingham was faced with cash flow concerns and his personal accounts were used to cover critical shortages. His proposals and suggestions included immediate layoffs of some salaried personnel, pay cuts of 20% for hourly staff, reductions of salaried staff to the same rate they received in 1989, and with pay rates no greater than 80% of what was received in 1981. Similar activity at branch locations may have been needed to be employed in the immediate future. When the Rapid City newspaper reported a 27% drop in the Rapid City campus enrollment, Mr. Buckingham explained to the governing board that the primary basis was the previous owner’s 1990 decision to discharge all admissions personnel. Mr. Ellis failed to send college representation to the high school “College Days” or “Career Days” as they typically were called in the surrounding states. There were no mailings to high school seniors. Then the former owner put out a wide-spread press release stating that he had lost $2.5 million on the college.

Personnel cuts were made, salaries were adjusted, and in addition to a hiring freeze, the very popular placement director, Dallas Dietrich was part of the lay off. Dietrich started as a student of National College of Business in 1966. He had been placement director at the college for many years. During his tenure he had brought in large-scale employment recruiters, and one of the most popular was Disney World. Disney hired large numbers of NC students to work in summer positions, and also hired graduates to become full-time employees. National was on their list, and NC was probably the smallest collegiate site for visits. Dietrich was known as one who would go the extra mile for students. He was active in Junior Achievement programming, and he was the major organizer of a local program called “Ski for Light.” This program brought in the physically challenged for a program at Terry Peak and Deer Mountain in the Black Hills, and for an experience in downhill and cross country
Dietrich received a “100 points of light” award from George H.W. Bush on Air Force One at Ellsworth Air Force Base, in 1990.

In a sad irony, Dallas and Mary Dietrich lost both of their children in a 1997 automobile accident on a South Dakota Interstate highway during a snow storm. They were rear-ended by an 18 wheeler, reportedly traveling at 75 mph. Their daughter was returning to Florida and her Disney World job. Mr. Dietrich lost control of both legs, and even after several surgeries, he is in a wheelchair. His commitment to others with physical impairments continues today in a business venture at his tourist site, and his town Otho, near Mount Rushmore. South Dakota Governor Mike Rounds recognized Dietrich in 2006 with an award as “Outstanding Citizen with a Disability.” Dietrich was also the first to receive NAU’s Distinguished Service Alumni Award in 2001.

During April of 1992, a visiting team representing the North Central Association recommended an attachment status of probation to the grant of regional accreditation. The commission affirmed that recommendation four months later. There were no citations or concerns on criteria other than governance. There were also no expressions of concern regarding the academic programs or anything other than what existed, crumbled, existed again, and crumbled in terms of ownership, leadership, the governing board, and the relationship of these vital factors in regional accreditation. In practical terms, the assignment was to fix it, or bear the consequences. At a time that National College was in need of a boost, the timing of this announcement could not have been worse, and this is not to say that this dictum was not anticipated or not deserved. If the public had trouble with the term “bankruptcy” it was also logical that they would not understand the impact of institutional “probation.” For regional families who were looking for educational opportunities for a child or a family member, this certainly created a large red flag.

During June of 1992, 123 Japanese students from Osaka arrived to take a variety of freshman classes at the Rapid City campus. This was the third summer that an international delegation had come to Rapid City. Most returned to continue classes at the affiliate in Japan. On this occasion, administrative staff and bilingual teachers from Osaka accompanied the students. The creation of “English as a Second Language” classes would prove to create advantages at this time, and at a later date. By August of 1992, Mr. Buckingham reported improvements and optimism related to finances. He credited the actions of Dr. Zocco in terms of cost control and making necessary reductions of salaries and of staff. He also pointed out that
these actions had caused Zocco to lose the confidence and respect of some important members of the staff. It was possibly this, which contributed to or resulted in Zocco’s acceptance of employment elsewhere.

During July of 1992, it was announced that Dr. Vince Zocco had accepted the presidency of Southern Ohio Colleges in Cincinnati, Ohio. Zocco had announced a 58% increase in summer enrollment over the previous summer. He was credited with, and was at least partially responsible for leading National College back from major changes and some uncertainty. Dr. Harold Stone, the former president of Phillips Junior College in Gulfport, Miss. had been named as the new president, and he was to assume these duties during August. John Hauer served as the acting president during the interim. Dr. Stone came with 20 years of executive-level experience, and he was the recipient of national awards in areas of finance, enrollment, and management of student retention. He had been a director of educational programs in European countries, and he assisted in creation of satellite programs in public education.

President Stone brought one or more members of his previous junior college administration into the National College operations. It was evidently not anticipated, but junior college operations are far less complex than those of senior colleges, and in this instance, there was the additional rigor required in maintaining regional accreditation. The presence of branch campuses in widely divergent locations also added to the management intricacies-personnel-programs-approvals-training-etc. This regional recognition had been hard won a few years before, and it was certainly fragile presently. In
1993-1994, the Board of Governors included Harold Buckingham as chairman, John Larson from Burnsville, Minn., Robert Buckingham, Charles Lein, Mary Loucks, Milo Rypkema, and Fred Whiting, all from Rapid City.

These were particularly unsettled times at National College. Also at this time, within the extended Buckingham family, which included the Leins, the Hauers, the Coppers and maybe some others, there were occasions of increased family dissention and disagreements. This could not have occurred at a less opportune time. The broader family included the immediate family, children, grandchildren, and in-laws, and there were alternate views and concerns regarding responsibility, ownership, directorship, failures, and other factors related to the future direction of National College. At this time there was probably enough room in the area of responsibility for the current state of affairs, for many to accept some responsibility. Continued unrest or even the perception of instability needed to be curtailed. Accordingly, Harold Buckingham took some significant actions, which would for the time being, and for a future time, which legally “set the table” relating to the family, and would also pertain to the best interests of the college. Included here was a plan for the structure and leadership of the governing board. Modification would also speak to the interests of regional accreditation and would deflect family rancor away from college operations. Also at this approximate time (1993-1994), and during a meeting of the board of directors, Dlorah Inc. established a firm policy that National College was not going to be for sale again. There had been a number of parties still expressing interest in acquiring the college.

John Hauer continued to operate as needed in either an official or in a consulting capacity to assist National through difficult times. His interaction with the leaders in the proprietary business school areas and with the leadership of the Association of Independent Colleges and Schools took him quite naturally to these people “in mending the fences” at National College. The greater good was probably to look elsewhere, and perhaps in finding help residing in the regionally accredited colleges and universities throughout the country. One would not expect to find a leader of the presidential-type in these settings, who might have strong entrepreneurial interests, an acute awareness of proprietary collegial finance, and a complete understanding of the ins and outs of regional accreditation, all of which were consistent with and absolute in the needs of National College. This leader was found, and not only with the previously listed qualities but with several others to go with them.

Dr. Jerry Gallentine, previously a chief administrator in higher education in Silver City, N. Mex., became the president of National College in January of 1994. Perhaps it is too early in the historic sequence to make this claim, but by this time in its history, National College had been tested and tempered, and now as strong steel, it was ready to advance. People and programs were in place. Dr. Gallentine also brought in some major administrative help, people he believed he could depend on to bring strength and stability to the college.

When Dr. Jerry Gallentine assumed the presidency of National College, immediate attention was directed to the college’s relationship with the Higher Learning Commission and regional accreditation. Prior to his arrival in Rapid City, Dr. Gallentine had served as a team member and as an occasional chairman for site visitation teams. Those assignments continue even today. He was particularly well-suited to direct the college’s ef-
forts in removal of probation, and in meeting or exceeding the association’s criteria and principles of operation. Prior to this time, the college’s efforts in long-range planning and in budgeting were not given high priorities. Both of these would become priorities for Dr. Gallentine, and he involved most of the staff in creating relevant and functional materials and efforts.

Another topic receiving much attention in the North Central Association publications and expectations was that of assessment. Institutions describe purposes and goals, and they may often use phrases describing their levels of success. Assessment calls for documentation and proof in statistical terms that an institution is actually doing what it claims. This is actually a basic fundamental in accreditation, and this is other than what many believe accreditation to be. Accreditation is not a means of achieving continuity or comparability in coursework or academic programming. National College’s efforts in assessment actually began in earnest in 1983. In some respects, the college was ahead of the curve in this area.

Shortly after Dr. Gallentine’s arrival, he became aware of a very strong staff development program created by Lou Tice and The Pacific Institute, in Seattle, Wash. Two of their executives, who had previous and strong ties to the community of business schools, did a presentation for the college’s senior administrators. Later, this program described as Investment in Excellence, was presented to the entire staff on multiple occasions, at the Rapid City campus. The success there resulted in creating this personal progress program at all college locations. The College Survival class created by David Ellis for all incoming students, was modified to some extent and was renamed Strategies for Success. All new NAU students are participating in the Strategies for Success/Investment in Excellence training. There are books, videos, and several supporting materials associated with the program.

To emphasize Dr. Gallentine’s entrepreneurial nature, he began to talk enthusiastically about online programming and a virtual campus. There were undoubtedly certain members of the administrative group who had at least some understanding and appreciation of this concept. There were others who hadn’t the slightest idea of what he was talking about. But he certainly knew, and he had probably “seen the writing on the wall.” National College began to move in that direction, and by doing so, another gap was created. NC was to be among the leaders in a new approach to higher education. An extremely detailed marketing plan was prepared in August of 1998. It summarized the national trends, identifying advantages and limitations, and various other considerations such as marketing, assessment, faculty, and student services. The plan specified the approach to be taken by National in delivery of high-quality business and business-related programming in...
It would be impossible to over-emphasize the impact and importance of Dr. Jerry Gallentine’s arrival at National College, and the role he has had in restoring the institution’s balance and integrity and re-establishing the appropriate relationship with the Higher Learning Commission and the North Central Association.

From Dr. Jerry Gallentine:

My arrival at National College was mutually positive, I believe. What I found when I arrived here for an interview was a number of people of like mind, and it was really exciting for me. I found several people with enthusiasm and important educational values. I grew up on a farm in western Kansas, and I had a great childhood with my immediate family and lots of aunts and uncles. I went to a very small school and I think there were only four in my senior class. Most of my family had very little in the way of formal education, but when my older brother went to college, and a married sister had a chance for college because of her husband’s GI bill, it kind of opened the door for me and my brother. My mother was a teacher and education was recognized and revered.

Fort Hayes Kansas State University was only about 100 miles away, and my BS degree was awarded in teacher education and biology, which of course included a teaching block in an area high school. I had been encouraged to continue in graduate school by the Fort Hayes faculty. This historical period was in the time of the “Space Race,” and Russia’s Sputnik satellite was creating anxiety and opportunities in science education. I applied for several two- or three-year graduate school scholarships. Then through day and night school, and a sequence of three years and sequential terms, by August of 1965, and at the age of 24, I completed a master’s in science education, a master’s in biology and a PhD in science education and biology from the University of Toledo in Ohio. My wife, Shirley and I were married while I was in graduate school and she worked part time to keep us afloat. We had been sweethearts through childhood. We have two children—Kim was born in 1962 and Jerry was born in 1964.

My first real position was as an associate professor in a two-person department at Midland Lutheran College in Fremont, Neb. This existed as the best of all worlds for me, over a period of three years. I stepped up a little as the chairman of the science division, and I held that position for about 18 months. During the summers I applied for and received fellowships, and one of these was through Cornell University in the area of atomic energy for some research in means to detect radiation in human populations, relating to concerns...
with China’s testing of atomic weapons and exposure of our citizens. I also did some writing for NASA at the Space Center in Houston, Tex. relating science education and biology for junior high school students. I also worked in the dean’s office and taught a couple of classes.

My next position was with Colby Community College in Kansas, as the dean of continuing education. My boss became my hero. This was Dr. Richard Mosier, who is now a member of our board. Together, we started programs in nursing and veterinary technology. The year at Colby was followed by a teaching and academic administration job at Northwest Missouri State University in Maryville, Mo. We had 24 sections of biology, and I became the chairman of the division of math and science. This was between 1969 and 1972, and during this time I got involved with some experimental work with television instructional programming. This was probably my seed of interest which ultimately turned out to be distance delivery.

By the fall of 1972, I moved away from teaching and more into the area of academic administration at Lorain Community College, near Cleveland. My role there was full time as an administrator and chairman of the division of math and science. The primary objective was people-oriented, and working to improve the instructional effort and program quality. Then in 1974, I was chosen to serve as the academic dean for Pratt Community College in Pratt, Kans. This was probably my first experience in conducting a self-study, and most of the duties were essentially routine, with scheduling and working with members of the faculty. In 1976, Jimmy Downing, who was the president and the founder of Barton County Community College in Great Bend, Kans. hired me as a VP of academic affairs. Along with Dr. Mosier, Dr. Downing became a real inspiration for me, a great friend, and of considerable value in my efforts to lead National American University. Dr. Mosier was also a college president and an institution’s founder.

At the age of 39 years, I gained my first position and first experience in college presidency in 1979 at Labette Community College in Parsons, Kans. During the three years there, I experienced a new aspect of work in higher education and this related heavily to working with members of a board of governors and with the community members where we were located. We were able to increase enrollment by about 50%, and I got another important experience in generating a self-study for North Central accreditation. We also began an RN program in nursing. While at Labette, I had my first experience in serving as a consultant evaluator and a team member in accreditation visitation. There have been scores of these since that time.

In 1982, I became the president at Peru State College, the oldest teacher education institution in Nebraska. I was at Peru State for about eight years and Jerry Joy, who was the football coach, came to NAU and later became the chief administrator for student services. State-level governance was cost conscious and tended to move slowly and methodically through legislative action. I had additional opportunity and experience in state-wide educational television, and this expanded our offerings and created advantages for those in rural settings. I also traveled and met with alumni groups in the state and elsewhere.

In 1990, I relocated to Western New Mexico University at Silver City, another regional institution with a background as a teacher education facility. This was a particularly sparse population area in the state. Much of my time was involved in a lobbying effort in Santa Fe in securing
funding and justifying necessary resources for our education programming. My mother was ill at this time, and I also became aware of a presidential opening at National College, which might bring me closer to home in Kansas. The prospect of leading a proprietary institution would certainly be different and interesting, so I submitted application materials.

Shirley and I were met at the Rapid City airport by Robert Buckingham, and I spent some time with the members of the board. After I was hired, I spent considerable time with John Hauer, who helped me gain a detailed historical awareness and understanding of the variations in public and proprietary higher education. I would give Mr. Hauer a lot of credit for helping me make this transition. The flexibility and entrepreneurial aspects were intriguing, and certainly other than what I experienced previously. I found lots of good people and I brought in a few of my own, from former professional relationships. Immediate goals were to remove the probation status, and it became apparent that a major reorganization of the board was inevitable. A number of other factors down the line would help to elevate and secure a much stronger position in higher education. The master's degrees, the progress in distance learning, the nursing programs, and other opportunities in health care have been major changes.

I was asked to identify some of the people who in my experience have been particularly influential in guiding me to this point in my life. Certainly my parents established a set of ethics and values, and my mother, because of her role in education was very much of a role model. At Fort Hayes there were three professors who were strongly influential, and not so much in terms of their subject matter (ornithology, grasses, and Western Civilization), but more in terms of character and hard work. Dr. Robert Buell in the graduate school, and Dr. Mosier and Dr. Downing would always be high on my list. I probably read about six books each week, and in terms of importance to and influence in higher education, I would want to mention Dr. Ernest Boyer, who at one time was the U.S. Secretary of Education.

Dr. Jerry Gallentine
order to meet the demands that can be achieved through asynchronous Internet programming.

In September of 1995, National College’s advertising and marketing efforts became more centralized and dedicated with the addition of Aurora Creative Solutions, a division of Dlorah Inc., created primarily to contribute to the mission of the college. Aurora Creative was founded by John Hempe, a St. Louis creative director hired to provide specialized advertising and marketing support. For the first time, the system of campuses began to work together and aggressively to create original and consistent marketing materials, printed publications, direct mail projects, television and radio spots, billboards, and many other things requiring conceptual and creative qualities.

From its inception to the fall of 2001, Aurora Creative also operated as a public advertising agency. It represented dozens of clients and it employed as many as seven staff members, including art directors, coordinators, and personnel for administrative support. It was actually one of the largest advertising agencies in western South Dakota, and it represented a somewhat unusual situation for a private educational institution to have primary access to its own advertising agency. That relationship became more dynamic, when Aurora Creative resigned its affiliation with all outside clients and became the exclusive marketing and advertising agency for National American University. The advertising and marketing capabilities were state-of-the-art, and included concept generation, graphic design, illustration, digital photography, copywriting, and art direction. Today Aurora Creative operates as an in-house agency located within the central administration and Distance Learning complex. Tiffany Smith joined this group in 2006 as the system marketing director.

Some of the early successes in marketing and advertising were facilitated and enhanced through a close relationship with National’s system vice president of enrollment management, Michaele Holland. Her career at National began in the 1991 as an admissions representative, and later she was named the director of admissions at the Sioux Falls campus. She was a tireless advocate of centralizing the marketing budgets and efforts of the institutions growing system of campuses. She was very successful and pivotal in moving things in that direction.

Ms. Holland’s admissions background and successes in marketing combined to help elevate her to a current position with National American University, as the regional president of the East/South East region, which includes locations in South Dakota, Minnesota, Kansas and Missouri. These campus and education center locations have experienced phenomenal growth in terms of enrollments and the number of credit hours, during the last few years.

In 1996, as a complement to the reinstatement of varsity athletic programs, National College created the Athletic Hall of Fame, intended to recognize graduate student athletes, coaches, and others who had made substantial contributions to this aspect of programming. Criteria were formulated and a selection committee was established. Induction became an annual event and a portion of the day of the Maverick Stampede, the college’s Great Plains Regional rodeo event. A breakfast gathering invited the current coaches, some athletes, administrative staff, and the inductees along with their friends and families. A display case of the awards and recipient photographs was created on the second floor of the administration building on the Rapid City campus. The program was discontinued with the cessation of varsity athletics in June of 2008.
The Athletic Hall of Fame was initiated in 1996, in order to recognize outstanding athlete-graduates, coaches and others who made substantial contributions to National’s programs of intercollegiate athletics.

<table>
<thead>
<tr>
<th>Year</th>
<th>Inductees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>Deb (Bruner) Mower, Dave Cates, Bob Christopherson, Mavis Fraser, Chad Jones, Paul Tierney</td>
</tr>
<tr>
<td>1997</td>
<td>Vickie (Selman) Christopherson, LuAnn (Curn) Crist, Cory Ferguson, Lila (Reakhauf) Glade, Cathy (Davis) Lobdell</td>
</tr>
<tr>
<td>1998</td>
<td>Scott Gress, Dennis Feterl, Duane Ticknor</td>
</tr>
<tr>
<td>1999</td>
<td>Guy Tillett</td>
</tr>
<tr>
<td>2000</td>
<td>Frank Bettman, Tim Schaack, Brett Todd</td>
</tr>
<tr>
<td>2001</td>
<td>Bud Haight, Tina Marmon, Cindy (Paleczewski) Dobbs</td>
</tr>
<tr>
<td>2002</td>
<td>Calvin Monds, Lori Kilber, 1990 Men’s Rodeo Team (Martin, Olson, Moncur, Paul, White, Swanke)</td>
</tr>
<tr>
<td>2003</td>
<td>Valerie Bausch, Glen Lammers, Greg McCormick</td>
</tr>
<tr>
<td>2004</td>
<td>Diane (Eickelman) Kuper, Faron Ferguson, Terry Jones</td>
</tr>
<tr>
<td>2005</td>
<td>Carla Allard-Watson, Justin Scofield</td>
</tr>
<tr>
<td>2006</td>
<td>Jody Nordgulen, Dave Kuper</td>
</tr>
<tr>
<td>2007</td>
<td>2002 Women’s Volleyball Team, Todd Lowery, Fernanda Vivancos Nelson</td>
</tr>
<tr>
<td>2008</td>
<td>Eudell Larsen, Jessica Mueller-Routier, Jessica Painter</td>
</tr>
<tr>
<td>2009</td>
<td>Calvin Monds, 1988 Team Member of Men’s NLCAA Championship Basketball</td>
</tr>
</tbody>
</table>
Distance learning classes were being developed in 1996 with some online class opportunities in 1998. Sometime later (during 1999), the university’s accreditation was extended to include distance learning (DL programs). These classes were being offered on the World Wide Web. Over the last 10 years, NAU has developed a robust DL campus, combined with multiple means of student support. This campus provides fully online degrees, a blended approach with DL classes and classes on-site, or utilization by campus-based students with occasional enrollment in online classes.

A number of degree programs are available for students anywhere in the world where there is access to the Internet, 24 hours per day. Students from everywhere could now benefit from the “Best of Both World’s-IDP™” opportunities. This innovative and possibly unique program was created for exclusive use with international affiliates. It combines the convenience and flexibility of NAU’s online programs and online instruction, with the face to face contact advantages provided by the affiliate institutions. Regional perspectives and affiliations with strong international institutions came out of the Best of Both Worlds-IDP™ program.

By 2003, the university’s percentage of active alumni who had finished their educational programming through distance learning was less than 1%. At the same time, the distance delivery percentage of the NAU total enrollment was approximately 35%, and growing rapidly. International and domestic affiliations with educational institutions and programs were growing, and the advantages offered were in part in the form of convenience through online course work. Several factors noted by the National Center for Education Statistics (NCES) and a 1997 report influenced National’s enthusiasm for emphasizing distance learning opportunity. Included were:

- Education is a major factor in the global market at $2 trillion.
- 10% of the gross domestic product relates to education.
- Higher education projections in the U.S. show two million students in 1990, with 97 million in 2010, and 150 million anticipated by 2025.
- America educates one-third of the foreign students.
- Less than one-third of the adults outside the U.S. have a high school education.
- The direction and trends for higher education will favor programs that are convenient, condensed, cost-effective, career-oriented, and based on customer service.

By 2003, the university’s percentage of active alumni who had finished their educational programming through distance learning was less than 1%. At the same time, the distance delivery percentage of the NAU total enrollment was approximately 35%, and growing rapidly. International and domestic affiliations with educational institutions and programs were growing, and the advantages offered were in part in the form of convenience through online course work. Several factors noted by the National Center for Education Statistics (NCES) and a 1997 report influenced National’s enthusiasm for emphasizing distance learning opportunity. Included were:

- Education is a major factor in the global market at $2 trillion.
- 10% of the gross domestic product relates to education.
- Higher education projections in the U.S. show two million students in 1990, with 97 million in 2010, and 150 million anticipated by 2025.
- America educates one-third of the foreign students.
- Less than one-third of the adults outside the U.S. have a high school education.
- The direction and trends for higher education will favor programs that are convenient, condensed, cost-effective, career-oriented, and based on customer service.
Blake Faulkner, whose primary role at National had been enrollment management, was chosen for directing 100% of his effort in leadership, coordination and management of distance learning, the fastest growing segment of National’s educational programming. Robert Griggs was an early ally. Faulkner’s effort was also to be assisted by Jon Outland, who was to contribute in course design, assessment, and faculty recruitment. Dr. Jeff Bailie and Dr. Susan (Watton) Wurtele were concentrating on domestic development and affiliations with corporate entities and educational institutions. Later, she became involved in expanding the international associations. Skyline College in Dubai in the United Arab Emirates was among the first in the Best of Both Worlds-IDP™ programs, which resulted in students from more than 30 nations, working on degrees which would be awarded from both Skyline College and National American University. In 2002, 278 students received degrees from both NAU and Skyline College. Relationships like this emerged with institutions in Brazil, Chile, Japan, Kenya, and Malaysia. Currently, there are partnerships and affiliations with institutions and their students in Chile, Bolivia, Greece and Cyprus. Through this model more than 1,400 international students have earned Best of Both Worlds-IDP™ degrees.

Certainly domestic-based programs serve large numbers of international students who come to the United States for educational reasons. But the Best of Both Worlds-IDP™ model of education increases an exposure to the richness of more than one culture, which partnering in the global sense, provides for not only the students but the instructors as well, through regionally relevant content and contact. There are opportunities for increased language acquisition, variables in delivery methodologies, alternate learning resources, and alternates in the content of the curriculum.

The Best of Both Worlds-IDP™ program truly offers global students the best of both worlds. The combination of online learning and face-to-face interaction and support that students receive from a physical campus environment provides an advantage of two very different methods of educational delivery. The global students take online classes from NAU, taught by NAU instructors, and they receive personal contact and support from local “coaches” at the affiliate institution. The local coach and the NAU faculty member work together to communicate academic and learner services issues, creating what is possibly the best possible educational environment. The program establishes student satisfaction and academic success. NAU continues to explore and create potential opportunities for these students in terms of a travel abroad possibility. Student travel to the U.S. and participation with domestic students and instructors in academic seminars are current areas of interest and potential.
in academic programs over the last 10 years. Student demands and workforce needs have brought about undergraduate healthcare-related programming, as well as graduate programs in business and management. NAU’s historic roots in business and management programming have helped to maintain strong student enrollments.

From 2001-2005, the enrollment in distance learning grew by 312%. The collective total of distance learning students in domestic, campus-based, and international programs combined for a one-term total of 1,825 students and 14,920 credit hours. By December of 2005, 1,594 students had graduated from the NAU Distance Learning campus. In 2006, the online enrollment, in terms of quarter hours, increased to 15,072 credit hours, and in 2009 the online enrollment reached 30,810 credit hours. At this same time the value and importance of NAU’s international programming could not be overstated. International enrollments and graduates currently exist in the following countries: Bangladesh, Belgium, Brazil, Canada, Chile, Germany, Guam, Honduras, India, Italy, Japan, Kenya, South Korea, Mongolia, Nigeria, Saudi Arabia, Somalia, Sudan, Ukraine, United Arab Emirates, United Kingdom and Venezuela. Recently there were almost 150

### Distance Learning Campus Enrollment

**Fall Term 2009**

For the fall term of 2009, NAU had at least one distance learning (DL) student in each of the 50 United States. South Dakota had 180 students and Minnesota had 176. There were also online NAU students in Guam, the Virgin Islands, Puerto Rico and American Samoa. Additionally there were U.S. military enrollments in AP (Pacific) and AE (Europe, Africa, Canada, and the Middle East). This group totaled 1,585 NAU students enrolled online.

There were 205 NAU international students taking DL classes. Turkey with 76 students and Chile with 46 were the countries with the greatest numbers. The entire list of foreign countries with at least one NAU student follows:

<table>
<thead>
<tr>
<th>Albania</th>
<th>Azerbaijan</th>
<th>Belarus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolivia</td>
<td>Chile</td>
<td>Cyprus</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Ecuador</td>
<td>Georgia</td>
</tr>
<tr>
<td>Greece</td>
<td>Iran</td>
<td>Kazakhstan</td>
</tr>
<tr>
<td>Kuwait</td>
<td>Kyrgyzstan</td>
<td>Libya</td>
</tr>
<tr>
<td>Moldova</td>
<td>Morocco</td>
<td>Nigeria</td>
</tr>
<tr>
<td>Russia</td>
<td>Saudi Arabia</td>
<td>Slovakia</td>
</tr>
<tr>
<td>Turkey</td>
<td>Turkmenistan</td>
<td>Uzbekistan</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Yemen</td>
<td></td>
</tr>
</tbody>
</table>
DL instructors, from at least 25 states in the U.S., and a handful of foreign countries.

Dr. Blake Faulkner, former president of distance learning, was quoted in 2007 saying “The globalization of economies, technologies and communications have distorted international boundaries, creating fundamental changes in the ways organizations conduct business, and in the ways people around the world live and work on a daily basis.” Dr. Susan Wurtele helped to establish a Best of Both World’s-IDP™ program in Europe with President Elias Foutsis of New York College and New York-Prague. Their program’s participants in Athens, Greece and in Prague, Czech Republic participated in a two day executive MBA seminar led by Dr. Wurtele.

By 2009 the online revenue, from Summer 2008 to Summer 2009, was up by 35%. For the same periods, graduate school enrollments were up by 14%, and undergraduate students had increased by 61%. Figures such as these stand in sharp contrast to those which would describe the world economy in almost every other aspect. In difficult economic times and times of drastic unemployment, people turn to education. Also in the fall term of 2009, there were almost 6,400 credit hour (seats) enrollments in the 310 online classes, with average class sizes of 20 students. Expectations for the winter term are for over 7,000. The combined head count for the Distance Learning campus, totaled approximately 1,800 with 1,585 in the U.S. and possessions, and 205 in foreign countries. This included at least one DL student from every state in the U.S., and one or more from 26 foreign countries. Retention of distance learning students from 2007 to 2008 was approximately 75%, and from 2008-2009 retention increased to over 78%.

During January of 2009, Dr. Robert Paxton, who was most recently president of Iowa Central Community College in Fort Dodge, Iowa, was named as president of distance learning, replacing Dr. Faulkner. Paxton’s doctorate is from the University of Texas. NAU established another Best of Both World’s-IDP™ affiliation with American University-Girne (GAU) in North Cyprus, Turkey. GAU’s student body is over 5,000 multinational students from

Dr. Susan Wurtele

Dr. Robert Paxton
President of the Distance Learning Campus
GAU has programs from diplomas to doctorates, and it becomes NAU’s largest Best of Both World’s-IDP™ affiliate.

Certainly, the international presence of NAU has been enhanced by online education and the partnerships with educational institutions around the world. Additionally, NAU has created an affiliate partner division that works with other educational entities and corporations to assist in curriculum development, strategic planning, process improvement and implementation, learner services, faculty and staff selection and training, assessment processes, IT support, integration of internal systems to online Learning Management Systems (LMS) data, and LMS hosting, to name a few of the service areas. Through online hosting, NAU provides online courses, products and services that are identified with the individual school or company logo or banner. The online hosting has been extremely successful. Many of the affiliate partners are domestic, and two learning management systems exist for use in NAU’s internal course ware and for affiliate partner course ware. A third system is being considered. The distinction in the two courseware systems relates to specific timelines and standards, one for NAU and the other established for the specific affiliate partner.

Partners are not viewed as competitors, and confidentiality is maintained. The relationship is one of mutual benefit. Colleges, universities and corporations are able to quickly enter the online market through the affiliation arrangement.

The number of affiliate students served by NAU’s Distance Learning campus in 2009 was 23,400 and the projection for 2010 is expected to be approximately 42,000. NAU continually works with approximately a dozen affiliate partners at any given time, and the scope of the partner services grows and expands over time. NAU partners with the affiliates and works consistently with that organization’s mission, goals, culture and interests. NAU’s advantages offer best practices and lessons learned from experience in the field of online learning.

In order to provide opportunity and convenience, educational programs can be blended and composed of both online and on-site classes. Online classes can also exist as hybrids, meaning primarily online with supplements of face-to-face labs or course work, or primarily face-to-face with online supporting materials. There is a range of hybrid classes that can enhance the learning experience, and can create active learning.

NAU has encouraged faculty and staff working in distance learning to create and advance initiatives that will maintain a culture that is conducive to effective learning. Dr. Ann Larson is the distance learning VP of academics and learner services. Certainly, there are major differences in education outside a face-to-face classroom.
The innovative practices have developed along four predominant tracks.

1. The creation of learning environments that extend beyond conventional settings of time and place.

2. An adoption and implementation of contemporary learning theories, such as performance-based learning in the design of curriculum.

3. Experiences of nontraditional pedagogies (teaching practices) by learners in individual courses created by instructors.


National American University’s history and tradition includes an unyielding commitment to the support and success of individual students. It is also important to emphasize and encourage the individual student’s commitment to his or her own growth, both personally and academically. Within the online campus, a learner services department was established to provide the DL students with services and support, that was comparable to that available to on-site campus students. Each learner services advisor works with approximately 200 DL students, and this individual remains in this personal capacity from orientation to graduation. The advisor’s primary role is to assist students with personal guidance and convenient access to various services. Included in this educational journey are academic advising, mentoring, technical support, coaching for success, course navigation assistance, guidance in terms of library services, tutoring, and counseling services. The advisor needs understanding and skills in terms of academics, finances and financial aid, student accounts, technical support, and other aspects of programming.

The university’s corps of online faculty represents a large variety of professional disciplines. Beyond the imperative of academic competence, real-world experience contributes in a major way to helping students gain the understanding and skill required for success as part of the workforce. Prior online teaching experience and a minimum of five years in the field, a master’s degree in the assigned field, and possession of professional certification are factors in online faculty selection. Retention of associate faculty members is a university priority. Approximately 30% of associate faculty members have been with NAU for more than six years. From 1999 to 2009, the online associate faculty grew from 16 members to 142 members.
In August of 1994, a lump of tissue behind Harold Buckingham’s knee was discovered by a doctor in Rapid City. Mr. Buckingham was referred to the M.D. Anderson Cancer Hospital in Houston, where the mass was defined as a malignancy. Doctors recommended that the leg be amputated. Mr. Buckingham declined the prospect of a wheelchair, and he agreed to an aggressive treatment by radiation. During a later radiation treatment it was determined that the cancer had spread and there were spots on the lungs. There was a recommended treatment called super chemotherapy, considered to be a less-than optimistic and high-risk proposal.

During the spring and summer of 1994, and in concert with Mr. Buckingham’s fears of what would transpire at the time of his death within specific members of the family, action was taken to minimize any impact on the college. Some degree of upset was inevitable, but there was no presence of “one big happy family” anyway. Mr. and Mrs. Buckingham determined that a trust would be created, and that settlement terms in the estate would be legally established. The board of directors of the Buckingham holdings (Property Rentals Inc.) would be reconfigured under the name Dlorah Inc. The Higher Learning Commission had not been satisfied with the board membership, and there had been urgings to add members from educational and public interests.

The language in the trust was explicit, and following stock settlements, certain members of the family, and of the previous board, would be excluded from the board, and from further interests or responsibilities related to the college. Robert Buckingham was to be manager of family assets at the time of Harold Buckingham’s death, and he would also be president of the board of Dlorah Inc. All of Harold’s and Ella’s stock was sold and transferred into a limited partnership to be

NAU Board of Governors - 2004
Back row (left to right) Ed Yelick, Robert Buckingham, Linda Copper, Dr. Richard Mosier
Front row (left to right) Dr. Jerry Gallentine, Susan Livingston, Richard Halbert
Ex-Officios (not pictured) Kamal Puri, Koichi Sato, Dr. Hector Zuniga
held for 50 years. The partners were to be three of their children, Don, Bob and Linda.

Mr. Buckingham died at the M.D. Anderson Cancer Hospital in Houston, Tex., on September 23, 1995. The cancerous tumor in his leg had spread very extensively into his lungs.

One month later the terms of the trust, and the intentions of Mr. Buckingham relating to the interests of the college, came into play at a meeting of the board in Colorado Springs, Colo. Membership on the board and exclusion of some family members were made evident. Some of the new members of the National College administration, including Dr. Gallentine were present for the events of this meeting. There were expressions of concern with regard to the tension and outcomes of the meeting, and a possible relationship to continued regional accreditation.

A major reconfiguration of NAU’s board of governor’s emerged according to Mr. Buckingham’s wishes. This change was also partially in response to substantial increases in the university’s complexity. There was also an effort and an immediate need to meet expectations of the regional accrediting interests. Two ex-officio members were chosen to contribute to the international aspects of the board’s interests.
During May of 1997, the name of the institution was changed from National College to National American University. The change was appropriate and reflective of the major changes and forthcoming changes in programming and in the organizational structure. The plans for development of a graduate school were being implemented; multiple regional branch campuses, online classes, and the many domestic and international affiliations created bases for the change. The creation of a graduate school, and offering Master of Business Administration degrees (MBAs) had been an ambition and a goal for more than 20 years. The campus-based MBA was first offered at the Rapid City campus in 2000. The distance delivery of the graduate degree was approved during 2001. Both of these additions to the university curriculum had prior approval of the Higher Learning Commission (HLC). In 2004 the HLC extended the accreditation of the MBA program to include several international affiliates. This extension followed a focused visit. The visiting team’s language in the report included that the “university’s online delivery of the MBA program has evolved successfully from its genesis as an on-ground only program” and “has established and continues to advance and deliver a coherent and rigorous MBA curriculum.” The extended accreditation included a Master of Management (MM) degree in 2006, and at the same time the stipulation of geographic limitations on domestic graduate programs was removed.

NAU continues to enhance its educational programs and it provides rich graduate-level experiences for students to help to encourage formation of collegial relationships with peers and create opportunities for students to collaborate with faculty to achieve personal and professional goals. The university’s graduate programs develop knowledge and skills that incorporate competencies that incorporate:

- theories into practice,
- applied research,
- application of leadership skills,
- decision-making and evaluation using an ethical framework,
- presenting complex ideas and concepts in practical ways, and
• relating ideas and concepts from graduate work to relevant work situations.

The graduate student’s relationship with faculty is much more collaborative than what exists at the undergraduate level. Graduate faculty act as facilitators of learning, guides, mentors and partners in the student’s achievement of learning objectives. On October 15, 2008, the university’s graduate school became known as the Harold D. Buckingham Graduate School. There was a Rapid City campus dedication event, which followed approval by the board of governors. Members of Mr. Buckingham’s family were present. The graduate school enrollment had increased by 50% over the totals for 2007. During the fall quarter of 2009, a Masters of Science degree in Nursing (MSN) was approved to begin in December, and the winter quarter.

A combination of a chart and a graphic representation shown to the right will help to describe the growth and the importance of the Harold D. Buckingham Graduate School in the overall progression of the university.
Mission Statement
National American University welcomes students of diverse interests, cultures and abilities and prepares them for careers in health care, business and business-related fields by providing quality higher education in a caring and supportive environment.

The university builds learning partnerships with students and other institutions and organizations locally, nationally and internationally through its private, regionally-accredited system of campuses and education centers offering courses in traditional, accelerated and distance learning formats.

As a comprehensive technical and professional institution of higher learning, the university responds to the changing needs of students, employers, and their communities by providing undergraduate and graduate programs and continuing education opportunities to serve our evolving global society.

Purposes
1. Offer quality technical and professional degree programs, as documented by institutional and academic assessment processes at the associate, bachelor's and graduate level, diplomas, certificates and adult degree completion programs to traditional, adult and international learners.
2. Provide a general education program to build awareness, abilities and interests to empower lifelong learners as knowledgeable citizens of the global community.
3. Provide a collegiate experience through instructional and support services that creates a stimulating, caring and supportive learner-centered environment in which students are encouraged to achieve the educational goals established by the university.
4. Provide a learning and working environment by providing new technologies, methodologies and practices that enhance and extend quality programs and services.
5. Prepare students to provide leadership and services for the employment needs of business, industry and government worldwide.
6. Pursue communication, cooperation and alliances with educational institutions, organizations and associations on a local, regional, national and international basis.
7. Respond to the ever-changing societal demands for personal and professional development and continuing education through flexible scheduling and convenient access via traditional, accelerated and distance delivery methodologies.
8. Assist students in the development of ethical values and behaviors.
9. Foster an environment that encourages involvement by employees in the innovation and solution-seeking processes and provide an opportunity for personal and leadership development.
10. Provide a stable institutional environment where human, financial and physical resources are sufficient to accomplish its educational and institutional goals as a sound basis for continued growth and development.

Core Values
* Offer high quality instructional programs and services
* Provide a caring and supportive learning environment
* Offer technical and professional career programs
Several significant events in the history of National American University, which took place during the first few years of this millennium, were covered elsewhere in this book, in a relevant time sequence, and also in concert with descriptions of important aspects of the university’s operations. So, chronologically following in this segment, there are notations of additions, modifications and events creating an update in the more immediate history of National American University. Things are going so well with National American University at this time that the future looks very bright. Enrollment continues to grow, there have been additions of locations, and there are plans to add more.

Margaret Mead, the well-known sociologist was quoted saying:

“Never doubt that a small group of thoughtful and committed citizens can change the world. Indeed it is the only thing that has!”
Garden of the Gods, Colorado Springs, Colorado (photo by Robert Corby)
2000
Graduate school opportunity for a Master of Business Administration (MBA) was approved and added to the program opportunities for career development. The campus-based program was initiated at the Rapid City location. This level of programming had been an institutional goal for more than twenty years. It has been well received. • A branch campus was opened in Rio Rancho, N. Mex., as an ally of the Albuquerque branch that had been in place and very successful for many years.

2001
A branch campus was opened in Brooklyn Center, Minn. • Distance delivery of the MBA was approved by the HLC of the North Central Association. Also, between 2001-2004, NAU’s MBA was approved for United Arab Emirates, India and Chile. • A distinguished service award for alumni representing the locations of Rapid City, Ellsworth Air Force Base and the Distance Learning campus was established, and the first recipient was Dallas Dietrich-2001. Linda Pottorff was the 6th individual to receive this award. Linda was a National graduate more than once. Her responsibilities, in the area of student accounts, bring her into relationships with the staff members in financial aid and in collections. It is probably fair to say that almost every student at every location for almost 40 years has been assisted by Linda P., and the members of her staff in assisting students in meeting their financial obligations related to NAU and to higher education. Her experience and current responsibilities are broad and detailed.

2002
Healthcare management was added as a bachelor’s degree program. It was first approved for offering in South Dakota, to be followed in Kansas City, Denver and Colorado Springs. Distance learning was also an option. • Nancy Ann Hauer, Harold Buckingham’s daughter, Mrs. Nancy Ann Hauer

Alumni-Distinguished Service Award
This award has been presented to an outstanding graduate of Rapid City, Ellsworth Air Force Base, or the Distance Learning campus. The award is part of the May graduation exercises, and it is intended to recognize combinations of professional accomplishment and service to others.

2001-Dallas Dietrich
2002-Linda Rabe
2003-Rick Kahler
2004-Robert McGough
2005-Lori L. Haskell
2006-Linda Pottorff
2007-Lt. Col. Carol Ann Veldhuisen
2008-Lloyd Sohl
2009-Russell Jobman
2010-Alonzo Hall

CONTINUED ON PAGE 130
Linda Pottorff has more direct experience with National than almost anyone. She was a superior student and staff member, who has been recognized in these roles several times in several ways. In her professional role with NAU, she has directly or indirectly assisted a majority of National’s students with educational finances, and the means to continue to graduation. Although her primary responsibility has been for student accounts and that staff, she also works in concert with the departments of collections and financial aid. For as many years as the program has existed, she has had direct responsibility for the institution’s scholarship awards. It was important to request that Mrs. Pottorff contribute to the Milestones book in the category of Reflections, in her own words.

From Linda Pottorff:
I came to National College of Business in 1968 from my home in Ekalaka, Mont. My family name was Schallenberger, and I was recruited to come to National through a home and family interview, the standard admissions process at that time. I was influenced by the opportunity to enroll for a two-year degree, and following that I could enter the work force. At most of the Montana colleges and universities, I would have to commit to a four-year program. When I arrived in Rapid City and moved into the dormitory, I found exactly what the admissions person had talked about, and that was a friendly and family-type atmosphere. I was able to use the long distance telephone line to stay in touch with my family at home. I was so homesick for that first three months, and the phone contacts were a great help.

You couldn’t do anything in the dorm that Mrs. Fowler didn’t seem to already know about. She was our house mother, and was very much like a mother to all of us. I remember that I missed the curfew on one occasion, and I was grounded for two weekends, and that was just like home. While I was a student, I had qualified for the work study program, and my job was on campus in the college’s financial area. This actually led to a full-time job in this department, when I graduated. I have essentially remained in this area from then until now, but my specific duties and my titles have changed over the last 40 years. I helped to set policies and procedures, and I was in a position to most often work with the students. The job grew dramatically as we added branch locations, and I was responsible for hiring others to work in student accounts. During the mid-1970s, we opened campuses in six states, and enrollment grew from a few hundred to over four thousand enrolled students. My department grew from a couple of people to about a dozen. This was a time of tremendous growth for the college, for me, and for my staff. It was during this time that I needed to become a manager and not just an office worker. I’ve worked with many loyal, dedicated and regular members of the staff. A good example is Cheryl Bullinger, who worked for me for some time, and she is now in charge of our financial aid department. Another, was a student, Don Damuth, who worked for me, and then completed his graduate program and came back later to be my boss. Monica Zabcyzk worked for us for a while, and
after a short absence, she returned and became the leader in our collections department. She also teaches online classes. Deb English is an example of those who returned to National, after working elsewhere for a while. I think Deb and some others came back for the same reasons that I came here and stayed here.

There was another advantage that I think existed in our area of finance and collections, which related to our being in the Midwest. It was an overall presence of a strong work ethic and honesty. Some of the students who came to the Rapid City campus from the Adelphi schools on both coasts brought a culture and behaviors, that were other than our experiences. There were occasional gang situations and violence. There were even Adelphi administrative processes in that era that were ethically inappropriate or at least questionable, and National's honesty, integrity and ethics prevailed. This not only protected the college, but it extended to those of us who were responsible for financial conduct.

I want to point out that when athletic programming was restored in the 1990s, there was a strong English as a Second Language program, and large numbers of Japanese students and student-athletes from Brazil and Europe came to National College/National American University. They brought language and cultural differences as well. This was also different from what we had experienced in our department, and although the language, and in some cases even the alphabet were unfamiliar, these students were a joy in our work. The diversity of cultures was a strength overall, and the different groups sharing and learning from each other was a definite asset, and not a liability. The international involvement has also come about through the Distance Learning campus, and although the face-to-face contact is typically missing, the international presence is good for the institution, and good for each of our departments. I have had the benefit of working with students and student-staff, and this has included college freshmen, nontraditional students, international students, and some student-athletes. I’d like to believe that even though they were helping us, we helped them as well.

Development of our current scholarship program was one of my duties, and I also got involved in the area of student services. We established a student loan fund, which helped many students to be able to stay in school. The specifics of this means of student service and support have changed over the years, but there is still an operative student emergency loan process. This program has been extensively utilized during the current period of widespread economic difficulty. Education is an effective means of overcoming economic problems. The majority of our students now utilize financial aid, so my area of student finance works closely with and in cooperation with the departments of financial aid and collections. We also have had a great deal of interaction with students who have been eligible for benefits from the Veterans Administration (VA) and with the Bureau of Indian Affairs (BIA). Our relationship with government agencies has grown steadily and positively over the years.

Several years ago, when I finished my two-year degree, there were a few of us who applied for an internship program. Ernie Angel and I were selected for that trip to Washington DC, and I remember anxiety coming from Ekalaka to this great big city of Rapid City. Now I was going to be flying several hundred miles to the nation's capitol. I had only been on my job for two months, but I was permitted time off for this educational trip. Lenny Heier, a friend from National, was actually stationed in Virgina, and he met me at the airport and took me to George Washington University, which is where
we stayed during our internship program. This was an awesome and a tremendous learning experience for me and for Ernie. He worked for the Department of the Interior and my duties were in the Department of Agriculture. Our assigned duties lasted for 2 ½ months. We had time to tour the important government offices and the museums, and to experience so many other cultural things. We participated in several governmental seminars related to our work.

I completed my bachelor's degree at National during the 1990s. I found that the quality of education and the caring that I had experienced during 1968, was still there for me in the 1990s classrooms. We were constantly challenged to do more and to do better. My brother also came to National, my husband completed his four-year degree from National, and more recently my daughter received two four-year degrees from NAU. In the 1970s and shortly after my marriage, Harold Buckingham advised me and my husband about buying a house, and where, when, and how that should occur. I offer this just to support my views of National, and that the people here are members of a family in many respects.

Linda Pottorf
a long-time teacher, administrator, a former board member, and a stock holder, lost a battle with cancer, and died during June. A branch campus was opened in Overland Park, Kans.

2003
Assessment continued to exist as an important factor in accreditation, and NAU embarked on a new system, Worldwide Instructional Design System (WIDS) that establishes a competency based set of objectives for all academic programs. At this time there were 2800 entries in the active alumni database. Several Japanese students attended NAU in Rapid City in order to meet general education requirements, including those in the English language.

2004
Marilyn Holmgren was named as vice president for academic affairs. She had 14 years of experience with National in a progression of more important academic assignments. Her doctorate was awarded by the University of Nebraska, in 2008. She was also named as associate provost. Misti Merriam was assigned human resources responsibility as director for the NAU system. Later she completed NAU’s Master of Management graduate degree program. Dr. Sam Kerr was named as the system’s general counsel. There were 42 states represented in the fall term enrollment. The final head count for the term was 4,015. There were National alumni in every state but Delaware. The chart (left) was prepared in 2004, with the intention of describing growth from 1993-1994 through 2004, and projecting increases through 2008.

2005
During the summer of 2005, some of the central administrative offices were moved to 5301 South Highway 16, south of Rapid City. Distance Learning had located there several months before in order to provide increased and adequate space. At least part of the intention of the move was to improve efficiency, communication and interdepartmental cooperation. The Blue Ridge Mall branch location was relocated in Independence, Mo., and another was established in a Kansas City area shopping center, called Zona Rosa. The nursing
programs there were bolstered by the presence of simulation, and state-of-the-art equipment.

2006
Committees were formed to begin the process of self-study creation for a continuation of regional accreditation. This was to be a system-wide effort involving staff, faculty, students and alumni. The self-study was a very detailed, introspective document examining institutional operations in relationship to the Higher Learning Commission's criteria. • A new master’s program called a Master of Management degree was initiated with a concentration of “softer skills” and less of the quantitative side of business than that of the MBA. • A campaign of NAU outreach efforts established education centers in Watertown, S. Dak. and Wichita, Kans. These were expected to have a regional impact with both classroom and online program choices. • An alumni survey was distributed with a 12% return and 578 respondents. All campuses and all time frames were involved, and the returns were extremely positive and revealing in many areas. • Jerry Joy was named the system vice president for student services.

2007
During this academic year, Emil Hallin, the founder of the NAU computer programs died in December, and Jerry Schwebach, who taught classes for more than 17 years in Colorado Springs, passed away in January 2008. • A branch
campus location was established in Austin, Tex.

- Dr. Julia Bronner was named dean of the nursing school. The nursing program is a very strong addition to the NAU programs, and the master’s in nursing, which comes about in 2009 creates diploma, ASN, BSN, RN to BSN, and MSN levels in the overall nursing program. • The visiting team from the North Central Association came in September of 2007. Saying that NAU was ready in every area would have been an understatement. Although alumni gatherings are infrequent, this group of graduates handled their aspect of the evaluation in an extremely positive way, enthusiastically, and in a very professional manner. In situations like this, National’s students and graduates can be counted upon to support each other and the institution, in ways beyond what might be expected. • Faculty member Dr. John Quinn’s third book was published. The basis for gaining or continuing regional accreditation with the North Central Association of Colleges and Schools and the Higher Learning Commission has been based upon a presence of necessary attributes and evaluation in terms of five criteria. The criteria are further defined by core components and specific examples of evidence.

Criterion One – Mission and Integrity

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

Criterion Two – Preparing for the Future

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

Criterion Three – Student Learning and Effective Teaching

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

Criterion Four – Acquisition, Discovery, and Application of Knowledge

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

Criterion Five – Engagement and Service

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

2008

There was a 2008 announcement of a 10-year grant and continuation of regional accreditation, following the team inspection and a positive recommendation. A 10-year continuation is maximum and optimum. There was an identical outcome in 1997. No follow up reports or focused visits were requested as part of the outcome. Personnel from every campus and every department of the institution joined in the self-study process. • NAU announced that the graduate school program was to be named in the honor of Mr. Buckingham, as the Harold D. Buckingham Graduate School, during a dedication ceremony in October on the Rapid City campus. Graduate school enrollment was up more than 50% over 2007. Dr. Phyllis Okrepkie was named vice president and dean of the graduate school. • A record system enrollment of 5,593 students taking 52,949 credit hours was announced by Dr. Ronald Shape, the chief officer for finances and operations. • Dr. Sam Kerr was named to a new position of provost, and Dr. Holmgren became the associate provost and curriculum VP. • The Minnesota region was also up by 50%
enrollment was up by 26% over the previous fall. • Linda Rabe, a graduate and recipient of the university’s distinguished service-alumni award was named president and CEO of the Rapid City Chamber of Commerce. • Lloyd Sohl, another graduate and the president of the Great Western Bank in Rapid City, received the distinguished service-alumni award. • Dr. John Quinn was named as the executive officer for the Rapid City campus.

Enrollment at the Rapid City campus had declined and with fewer international students and the discontinuation of the remaining college sports of college rodeo and women’s volleyball, another enrollment set back was becoming evident. These changes in programming also related to an elimination of the equine management program, and a discontinuation of the lease on the facility at the Hart Ranch. There were also economic considerations and determinations to realign and reallocate resources. Even with the greater numbers of students in previous times, varsity sports, were particularly expensive. The sports at NAU existed in probably one of the smallest enrollments of any institution maintaining this kind of programming. A number of smaller schools were discontinuing sports, but it was difficult to relinquish these programs, even so it was the right thing to do. In the reallocation of resources a greater investment in academic programming was the path chosen for the future in Rapid City. Graduate school, health care programs, nursing and tourism and hospitality are expected to increase and stabilize student numbers.

Every two years since 1983, the university has conducted a comprehensive survey of faculty, staff, students and alumni. Because alumni records were poor and inadequate to derive conclusions, an alternate form and means of delivery was used in 2006. There was a 12% return and 578 responses, which provided valuable information. Another alumni survey was distributed in 2008, and it provided additional data to demonstrate graduate satisfaction and success. Results were distributed to the campuses and to about 7,000 alumni via the quarterly newsletter. During March of 2010 another alumni survey, which will utilize email addresses, will be distributed and compiled. This particular survey will concentrate on graduates from the last two years. Comparative 2006 survey and 2008 survey data and alumni input follows on the next page in summary form.
## Alumni Survey Data

### Question #1. Did you graduate from National?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>571</td>
<td>7</td>
</tr>
<tr>
<td>2008</td>
<td>273</td>
<td>6</td>
</tr>
</tbody>
</table>

### Question #2. Campus sites attended?

<table>
<thead>
<tr>
<th>Year</th>
<th>SD</th>
<th>NM</th>
<th>CO</th>
<th>MN</th>
<th>KCY</th>
<th>DL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>49%</td>
<td>10%</td>
<td>15%</td>
<td>9%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>2008</td>
<td>42%</td>
<td>13%</td>
<td>12%</td>
<td>9%</td>
<td>8%</td>
<td>13%</td>
</tr>
</tbody>
</table>

### Question #3. Attended during?

<table>
<thead>
<tr>
<th>Year</th>
<th>Since 2000</th>
<th>Prior to 1950</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>49%</td>
<td>2%</td>
</tr>
<tr>
<td>2008</td>
<td>69%</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Question #4. Major area of study?

<table>
<thead>
<tr>
<th>Year</th>
<th>Bus. Admin</th>
<th>Ap. Mgmt</th>
<th>Accting</th>
<th>IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>32%</td>
<td>18%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>2008</td>
<td>36%</td>
<td>16%</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Question #5. Completed a ____?

<table>
<thead>
<tr>
<th>Year</th>
<th>Master's</th>
<th>Bachelor's</th>
<th>Associate</th>
<th>Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>4%</td>
<td>75%</td>
<td>19%</td>
<td>2%</td>
</tr>
<tr>
<td>2008</td>
<td>10%</td>
<td>52%</td>
<td>23%</td>
<td>11%</td>
</tr>
</tbody>
</table>

### Question #6. Professional license/certification?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>16%</td>
<td>84%</td>
</tr>
<tr>
<td>2008</td>
<td>27%</td>
<td>73%</td>
</tr>
</tbody>
</table>

### Question #7. Additional education completed/enrolled?

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduate School</th>
<th>Special Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>47%</td>
<td>29%</td>
</tr>
<tr>
<td>2008</td>
<td>40%</td>
<td>36%</td>
</tr>
</tbody>
</table>

### Question #8. Satisfaction with general education?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>2008</td>
<td>95%</td>
<td>5%</td>
</tr>
</tbody>
</table>

### Question #9. Satisfaction with major classes?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>2008</td>
<td>97%</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Question #10. Prepared for additional education?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>2008</td>
<td>93%</td>
<td>7%</td>
</tr>
</tbody>
</table>

### Question #11. Prepared for suitable employment?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>2008</td>
<td>92%</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Question #12. Employed in major or a related area?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>2008</td>
<td>70%</td>
<td>30%</td>
</tr>
</tbody>
</table>

### Question #13. Annual income?

<table>
<thead>
<tr>
<th>Year</th>
<th>Over $70,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>24%</td>
</tr>
<tr>
<td>2008</td>
<td>19%</td>
</tr>
</tbody>
</table>

### Question #14. Involved in community service?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>2008</td>
<td>65%</td>
<td>35%</td>
</tr>
</tbody>
</table>

### Question #15. Involved in professional organization?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>2008</td>
<td>49%</td>
<td>51%</td>
</tr>
</tbody>
</table>

### Question #16. Would you recommend NAU to others?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>2008</td>
<td>90%</td>
<td>10%</td>
</tr>
</tbody>
</table>
This Reflection segment is personally described by Dr. Ronald Shape and it is a somewhat remarkable professional and ambitious progression of an individual, which in many ways parallels the succession of events characterized in the development of the National School of Business to National American University. About 15 years ago when he was asked about his professional goals on two separate occasions, Dr. Shape’s response was that he hoped and intended to become NAU’s president and chief executive officer, CEO.

From Dr. Ronald Shape:

I believe I am best defined by a very close relationship with my large family, first growing up as a member of a farming/ranching family in eastern South Dakota and Montana, and as one of eight children. I was the first to go to college and to graduate. And later my marriage and the presence of four children (daughters), and the death of two of my brothers have helped to define me and my interests and my goals. My 12 years of elementary and secondary schools were spent in a dozen (small school) locations. Without the opportunity of a college scholarship in basketball, I probably would not have entered higher education. The initial result was a 2-year degree in IT and accounting. I was satisfied with my AS degree.

Two friends convinced me to re-enter school with them, and although they both dropped out, I always liked to finish what I started. So thanks to Black Hills State University and Dakota Wesleyan University (DWU), I gained a four-year degree in accounting and business administration. An instructor at DWU was a major source of encouragement for continuing education and working on a master’s degree. I had a dual enrollment with both graduate-level classes and undergraduate classes to complete the bachelor’s degree. The graduate degree included classes in accounting, but was awarded in business administration.

My family was living in Rapid City, and they were involved in a graphics design business, and I joined them in a part-time position, and then later I interviewed for and gained a position at National College at the Ellsworth Air Force Base extension. At this location I was a student account specialist and I taught some classes as well. The base had graduate classes from the University of South Dakota, so I actually finished my graduate program on base. Opportunities for other positions became available, and I remember telling two of my colleagues that I would like to be the assistant director of financial aid, but I also shared that at some time in the future I’d like to be NC’s president and CEO. I worked in this capacity in financial aid for a few years. I also served as controller for some time and not long after, I expressed my same ambition to Dr. Jerry Gallentine, the university president and CEO. Dr. Gallentine responded in the affirmative, but he advised that a doctorate degree would be a necessity. This may have contributed to my assignment as the campus
director of the NC branch at Sioux Falls. One of my first decisions in Sioux Falls was to fire the housekeeping staff, leading to a situation where I left home very early in the morning and then cleaned floors in the building, each day, for some time. From 7:30 a.m-5:00 p.m., and after changing clothes, I was the Sioux Falls campus director. Twice each week, I left work for a one hour drive to Vermillion, S.Dak. and a doctorate program. Classes ran until 10:00 p.m., so I got home by 11:00, just in time to go through it again. Weekends demanded homework, and papers. I was assigned to the position of director of the NC campus at Brooklyn Center and regional VP for the Minnesota Region. It was during this time that I was able to finish my doctorate course work and the dissertation in 2006.

From 2006 to 2008, I served NAU as the chief financial officer and chief operations officer. During 2009, Dr. Gallentine recommended to the university’s board that I be appointed as NAU’s chief executive officer with operational responsibility for the system, and this was approved.

Although I was not directly involved, the changes of ownership and governance, taking place prior to the emergence of National American University, were significant events, which might have seriously impacted the university. My interaction with members of the staff has helped me to be aware of the significance of these changes. The entrance of NAU into the world of online education, the leadership of Dr. Gallentine, and the influence of former CFO Steve Comer and Don Buckingham, previously with IBM and who was serving as a member of the board, was a major event in NAU’s development and its future.

One of the high points, in my role with NAU, was the responsibility I had in representing the university and the Buckingham family on the east coast and in the preliminaries leading to the merger and the approval of public trading of stock in the university. I am privileged and routinely energized by my frequent meetings with staff on the branch campus locations. When members of the central administration staff accompany me, they are often able to observe and appreciate the events and activities on the “front lines.”

Although National College’s entrance into regional accreditation was not without its ups and downs, our current standing with the North Central Association might be considered in terms of the number of consultant evaluators on our staff who assist the Higher Learning Commission in fulfilling their responsibilities in accreditation. Most of the higher education institutions with regional accreditation have only one or maybe two employees serving in this capacity. NAU has had as many as six individuals, and there are five presently. This may indirectly suggest the regard held for NAU in terms of conscientious awareness and/or appreciation for the terms of regional accreditation.

NAU’s atmosphere and often-stated commitment to a caring and family atmosphere is hard to characterize, but I see people all the time bending over backwards to help others, students and staff alike. When I was the director at the Sioux Falls campus, we had a “typical and nontraditional” female student who was almost finished with her educational program, and was about to graduate. She was hospitalized with cancer, and was not expected to live. Two very busy members of the Sioux Falls staff alternated with each other and went to the hospital during the evenings after work hours or on weekends, and helped the student/patient with her assignments. She did not live, but she did graduate in a situation that was much appreciated by her family. On many
occasions I have seen situations where our students come onto campus with their newborn babies, and with their family members in order to show members of the faculty and staff their recently delivered child. NAU is best defined by relationships, and not institutional processes.

My former work schedule and educational responsibilities, and my real and perceived responsibilities to my wife and children created a very hectic situation. An advantage, which came out of this, is that I have direct and personal understanding and empathy for the greater percentages of our students, who are juggling their lives and the lives of their families, their jobs, and their educational ambitions. This also translates on how I look on my current responsibilities as NAU’s CEO. I have accepted administrative responsibility for about 1,200 members of the university’s faculty and staff, and for those thousands of students enrolled in our educational programs.

All of us are working toward the same end, but authority for our programs and actions resides with me. We are uncomplicated, and we are going to hold up our end. I do not take this lightly. I have a driven personality, and my family ethic was, “Wherever you go and whatever you do, do the best job that you can!” I have an experiential advantage. I have worked at several campus locations, and have taught classes. I’ve been in situations where I needed to understand our policies and procedures, and I have been expected to communicate these to individuals and to groups. My effort was always to learn and understand, in order that I might be able to assist others and do a good job.

Dr. Ronald Shape
Several new programs were created to maintain currency in educational opportunity, and to meet career interests with academic offerings. Healthcare management, a four-year degree, was a natural progression in business and allied health. Other allied health programs include coding, health IT, medical staff services, and pharmacy technician. In the area of information technology, an applied IT program and Microsoft E-Learning were added. And an entirely new area in criminal justice is now an NAU program. • Dr. Ronald Shape was named CEO for the entire system operations. Dr. Shape has held a number of progressively more complex and responsible positions during his last 15 years with the university. • During November, the university received authorization to become a publicly traded company. An infusion of capital will assist NAU in accomplishing its mission and operations in providing for a caring and supporting academic environment. Being publicly traded, establishes NAU as only the fourth company in the state of South Dakota, having home offices in the state, to achieve this condition. • The International Assembly for Collegiate Business Education (IACBE) announced the granting of specialized accreditation of the business programs of National American University.

Although the world economic situation was in distress, the university’s financial situation in 2009 was the strongest in NAU’s history. • The summer term enrollment was up by 41% over the previous year. The summer enrollment for 2009 was even higher than the fall of 2008, which was unprecedented growth. • Education centers were opened in Minnetonka, Minn. and Lee’s Summit in Mo. Four more locations were being seriously considered. • An alumni reunion for graduates of the Rapid City, Ellsworth and Distance Learning campuses was held in June.

The September 2009 issue of the National News, the quarterly newsletter which is currently delivered to almost 8,000 alumni, and to students and staff at all campuses, contained information provided by Linda Pottorff, who is in charge of much of the university system’s business operations, and also manages the NAU scholarship program. Most students and staff are not aware of the university’s financial support through scholarships. Scholarships in various forms and various amounts have helped students to deal with financing in higher education for more than 40 years. For the fiscal year ending in 2009, $100,000 was awarded to student applicants representing all locations as awards for academic excellence. The most senior student recipient at each location receives the academic excellence-alumni award which is typically $900 awarded over three quarters. For the same period in 2009, $381,859.79 was funded for active duty military scholarships throughout the NAU system of campuses. Approximately $78,000 miscellaneous awards were shared by those receiving residence hall scholarships, leadership scholarships, spouse scholarships, research writing scholarships, corporate training scholarships, and others. Russell Jobman, a graduate and general manager of the commercial aspect of Mount Rushmore, was the May 2009 distinguished service-alumni recipient.

Kyle Williams
EAFB Foundation Scholarship, Balad Air Base, Iraq, 2008

continued on page 140
During August of 2009, Alan Hanks, the Mayor of Rapid City spoke to a gathering of university staff, media representatives, and community leaders. The occasion was to announce agreements and efforts for NAU to become a publicly traded company. Several speakers preceded Mayor Hanks, but his message which was delivered extemporaneously, not only expressed congratulations, but he conveyed more understanding and appreciation for the university than anyone might have expected. The Mayor’s parents were both prominent and well-known educators in the community, and he had grown up in this location.

The Mayor’s observations were as follows: “Most of the people in Rapid City see the university in small and local terms, but they seem not to be aware of the regional, national and international presence and affiliations. In fact, what exists is a new model in education, which is essentially exploding, in terms of opportunity and service. Many of NAU’s students are typically the older, or less traditional students in higher education. Many of these students have some education or some experience, and NAU has created a niche by offering enhanced career opportunity and perhaps a management potential. NAU’s use of online programming over the last few years has created much of the university’s growth. They have been able to employ the technology and to attract and retain the talent required to expand their programs. Part of my interest and enthusiasm is that NAU has remained here in Rapid City, and I know that there have been offers to relocate. There is a quality of life here in Rapid City, which exists not only for the owners but for the staff and students as well. The IT people, at least, can live anywhere, but their association with NAU has also helped to create strength and diversity. The Buckingham family members have been great corporate citizens. They have been able to provide high-paying professional career-level positions for many people to be able to live and work in Rapid City. People who come here tend to stay here. NAU is creating professional-level positions which impact the economic viability of our community. This is no doubt taking place in NAU’s other locations as well.”
Another survey of alumni has been conducted during March and April of this year. These surveys provide valuable information in terms of assessment and data to assist in planning, budgeting, program development, and various other operational matters. The South Dakota campuses in Rapid City and Sioux Falls will offer a Bachelor of Science in Nursing (BSN) program beginning with the spring term. Dr. Marilyn Carlson-Aronson was appointed to the position of the system’s general education program director. Two new education centers in Colorado Springs and Wichita are under development and several others are in the planning stages. The overall enrollment for the spring term was nearly 9,000. Alonzo Hall was the 2010 recipient of the distinguished service alumni award.
A number of factors and conditions have helped to bring the university to this current stage of development and perpetuation. The most significant of these would be the people; owners, administrators, faculty, staff and the students and graduates. The six contributors to the Reflection segments of *Milestones* have each noted the relative importance of those associated with the progress and development of National American University. Misti Merriam, the current system director of human resources identifies a diversity of employees, but notes that there are common traits and qualities throughout the system's people which have helped to establish NAU in regional, national and international markets.

Ms. Merriam describes the people that we have tried to hire and retain as passionate about the importance and value of education. The idea of serving students creates its own rewards, knowing the significance of the impact. Qualifications are combinations of education and experience. Even if it is not there at the beginning, at some point an understanding emerges that at NAU we are all about student progress, and everyone contributes in their own way.
NAU’s Strategic Position

We are in the people improvement business.

We educate them, care about them, and treat them fairly. They gain career and personal skills, learn to succeed, and become leaders.
Former and Current Staff and Others who have contributed to *Milestones*

Ralph and Julie Annicchiarico, Lisa Bagley, Greg Baker, Dara Bettman, Rudy Bettman, Mazie Brandt, Ann Brentlinger, Stacy Brozik, Donald Lee Buckingham, Robert Buckingham, Arletta Dailey, Lois Facer, Dr. Jerry Gallentine, Pat Hamilton, Mayor Allen Hanks, John Hempe, Holly Herauf, Katherine Jacobsen, Dr. Sam Kerr, Lisa Knigge, Dr. Ann Larson, Jim Leonard, Toni Martin, Rachel Menkens, Misti Merriam, Joan Meyer, Dr. Phyllis Okrepkie, Linda Pottorff, Ernst Christian Brauchle Quiely, Rita Reed, Don Roshe’, Paul Sedlacek, Dr. Ronald Shape, Kay and Ed Shearer, Tiffany Smith, Earle and Mary Sutton, Carrie Town, Dr. Susan Wurtele.

Thank You
The JC Nichols Fountain in Kansas City, MO
Four students met with Clarence and Katherine Jacobsen at their home. The group gathered around a kitchen table for academic instruction, and this was the beginning of the National School of Business (NSB) in Rapid City, S.Dak.

1941-Fall Term
The inaugural class of NSB of 13 students met in more conventional facilities on the second floor of the Hoseth Building located in downtown Rapid City, S. Dak. Secretarial and accounting classes leading to a one-year diploma constituted the curriculum. NSB would be one of several hundred small schools across the country offering business training primarily in bookkeeping and secretarial fields.

1948
The graduating class of the National School of Business totaled 28, with 25 women having intentions to work in the secretarial fields.

1953
The National School of Business received accreditation as a one-year school of business from the accrediting authority of the United Business School Association (UBSA) which would later become the Association of Independent Colleges and Schools (AICS) and now (ACICS) the Accrediting Council for Independent Colleges and Schools.

October 1962
There was a short meeting of Clarence Jacobsen and Harold Buckingham at the home of Mr. Buckingham. The purpose of the meeting was to discuss a potential sale of the National School of Business. Discussions which followed included an asking price, a request for balance sheets, income statements, and listings of furniture, fixtures, etc.

December 1962
The National School of Business was purchased from Clarence C. Jacobsen and Katherine B. Jacobsen by Harold D. Buckingham.

1963
Clarence Jacobsen retired from the National School of Business and Harold Buckingham became the president. A residence hall-Diana Hall with two wings and three stories was under construction, and to be added to the campus in the one hundred block of Kansas City Street. It was opened in 1964, and land was purchased to add a third wing.
1964-1965
Although there was recreational bowling, swimming, snow skiing, roller skating and basketball, National’s first entry into the realm of intercollegiate sports was a rodeo club with team members including both men and women.

June 4, 1965
The corporate name was changed from National School of Business to National College of Business. An apartment complex was purchased creating additional housing for students.

1966-1967
The National College of Business (NCB) was accredited as a Junior College of Business and authorized to offer associate degrees. The curriculum was expanded to include course work for the third and fourth year, with intentions to gain accreditation as a Senior College of Business, providing bachelor’s degrees.

1967
Courses in data processing, computer programming, and airlines career programs were added. Facilities to accommodate publications, mailings, and creation of student newspapers and yearbooks were added.

1967-1968
NCB was accredited as a Senior College of Business, and as such it was only one of 10 similarly accredited institutions, and also the only one in the country west of the state of Ohio. The Tip Top Motel was purchased in order to provide temporary accommodations for students during peak periods of enrollment. This facility, along with housing at the Star Village complex, the Imperial 400 Motel, and several other nearby motels provided academic-year accommodations for students. This was a win-win situation for everyone, and enrollment in this time frame was more than 700 students.

1968-1969
NCB had its first and only bachelor’s degree graduate, Marty Nowak.

1970
John Hauer replaced Mr. Buckingham as president of the college. An aggressive effort to attract transfer students from the one- and two-year business colleges created almost immediate results, producing a major impact on the success and future of NCB. Transfer students arrived from Pennsylvania, New York, New Jersey, Rhode Island, Maine, Ohio, Indiana, Illinois, Tennessee and elsewhere. These transfers were enthusiastic, eager, and among the top students graduating from the other smaller business schools. At NCB they were receiving appropriate transfer of credit for their previous successful educational efforts.
June 9, 1972
A major flood hit Rapid City. The impact on the college was very minor, but the loss of life and devastation was a major event in the community. The Thomas Jefferson Library and classroom building was constructed on the Rapid City campus.

1974-1980
National became a nonprofit corporation operated by trustees. This non-profit status only continued for a few years. During the last few years NCB had begun to take on a different look with education beyond the traditional business classes, and with an additional emphasis on technological careers, computers, electronics, tourism, and allied health. Also at this time (1980), and in order to align with the new programs which did not have an emphasis on business, the name of the college was changed to National College (NC). The Theodore Roosevelt Center was constructed (1975-1977) on the Rapid City campus. It exists as a substantial addition to the Administration Building on Kansas City Street. The facility provided for major additions and improvements to academic and non-academic programming. Several other changes were also on the drawing board.

1974-1975
National College of Business became a leader in the creation of branch and/or extension campuses. The extension at Ellsworth Air Force Base and the Sioux Falls, S.Dak. branch campus were immediately successful. Convenient scheduling, offering classes at night or weekends, along with instructors with professional backgrounds began to attract new students, transfers, veterans and active duty military personnel. Another category of students, the nontraditionals, were anxious to take advantage of these opportunities. Two locations in Denver, Col. and two in the “Twin Cities” of Minnesota extended the range and services of National.

1970s and the 1980s
While branch campus expansion was taking hold in National College operations, the Rapid City campus continued to serve the highest proportion of traditional students. The local night school operations attracted nontraditional students and a few of the traditional day class crowd. Day and night programming were both doing well. Traditionally-aged students needed to be engaged. Staff members assisted in housing, counseling, food service, part-time and full-time career employment, health service, student organizations, intramurals and athletics. Social groups added to the quality of student life, and varsity athletics helped to enhance student recruitment, pride and involvement, as well as regional and national attention. At one point, the campus enrollment in Rapid City increased to 1,158 during the fall term.

1979
Candidacy for regional accreditation was established.

1980
A special building was constructed on the Rapid City campus to accommodate the operations of a new and important educational program in animal (veterinary) technology. A number of local and regional students from the farm and
ranch communities found career interests and opportunity.

**July - September 1, 1983**

Mr. Buckingham sold the college to Al Terranova, and the Midwest Education Systems Inc. (MESI). The college was converted to a proprietary institution. The physical facilities were leased to MESI by Property Rentals Inc. (the Buckingham family). Furniture and equipment was to be purchased on a contract for deed. During the first year of MESI’s operation of National College, the new owner acquired Huron College in Huron, S. Dak. The ownership of Huron College was transferred out of MESI to a separate corporation in 1987. The determination to sell National College was entirely based upon Harold Buckingham’s judgment, and only speculation on the part of others at this time might conclude the basis for such an action. Consideration of his mortality, advanced age, some health problems, and some experience with occasional upset and disagreements within members of the family; and how these things might impact the well-being of the college, probably played a role.

**February 1985**

National College received the initial grant of (regional) accreditation from the Higher Learning Accrediting Commission of the North Central Association (NCA). This was preceded by six years of candidacy.

**1986**

In connection with hip replacement surgery at Sun City, Ariz., Harold Buckingham was found to have leukemia. Doctors gave him six months to live and he was advised “to get his house in order.”

**Summer 1987**

Mr. Terranova started three branches of National College in Sacramento, Fresno and Los Angeles, Calif. Operation of these branch locations during the first year was approximately $2 million dollars. Although Sacramento was closed and expenses were dramatically reduced at the other two sites, Mr. Terranova’s extensive personal holdings were creating serious financial problems.

**July 1987**

Harold Buckingham prepared a statement describing the long-term plans for the Rapid City campus of National College. The statement described efforts to acquire adjacent land, to increase available campus parking, to develop additional buildings, and to replace some of the existing structures.

**October 1987**

Property Rentals Inc. determined that MESI was going to be unable to meet its financial obligations, and this placed National College in jeopardy. Action was taken in federal court in Sioux Falls, S. Dak. to place Midwest Educational Systems Inc. into involuntary Chapter 11 Bankruptcy.

**November 22, 1987**

Thoughts which were recorded regarding the future of the college and shared with Mr. Buckingham included; “At the time that the health of the college was restored, consideration should be given to create means to sell stock on the public market, and that this would help generate income for growth and continued development of the college.” Additionally it was suggested
“... and that at some point in the future and after the business health of the college has been restored, that additional consideration should be given to selling or leasing the college to a successful business which might wish to diversify their interests or investments.” These were expressions by Robert Buckingham in a letter to Harold Buckingham. Robert Buckingham was the manager of the Property Rental Inc. resources which included the facilities of National College and other family properties.

January 1988
In the Rapid City newspaper, there was an article based on an interview with John Hauer, NC’s president. There was a quote, “If the current debtor in possession of National College can’t afford to continue to operate it, or if they (MESI) fail to come up with a satisfactory plan to retain the college, it then would revert to the sellers (the Buckingham family), or to a new owner, and in any event the college will continue to operate.” In this same article it was reported that retention of students at the Rapid City campus from the fall into the winter quarter was the highest in the institution’s history.

February 20, 1988
National College operations were returned to the Buckingham family by order of the court and both parties in the reorganization were directed by Judge Peder K. Ecker to formulate and submit plans that would permanently transfer operations and ownership. On May 11, 1988, reorganization plans were accepted in their final form.

October 27, 1988
Federal Judge Peder K. Ecker accepted an invitation to deliver the commencement address for National College in Rapid City, scheduled for May 20, 1989.

July 1989
A small but rapidly growing tumor in the area of Mr. Harold Buckingham’s salivary gland was found during an annual check up.

May 16-17, 1988
The North Central Association for regional accreditation conducted a focused visit. This was a product of the Chapter 11 reorganization, and responsive to a self study which had been submitted to explain and detail the proceedings. It was noted that at this time National College was the only degree granting and proprietary college in the nation accredited by the North Central Association. The ultimate team report detailed significant changes and institutional changes which had occurred after 1985, and that these were in many respects beyond their own experiences in public education.

June-December 1990
National College (NC) was purchased by David Ellis, a former faculty member and administrator for NC. His corporation, named College Survival Inc., was very successful in the creation and promotion of a college textbook. A newly formed corporation, Learning Technologies Corporation (LTC) acquired NC. Sports programs were eliminated, 72 positions were cut, and by December 1990, National College was returned to Property Rentals Inc. (the Buckingham family).
During this period Mr. Ellis served as the president, and for a brief period the presidency was a responsibility assigned to Dr. Vincent Zocco, who had also served as the chief academic officer. Zocco was released along with several others in September 1990.

### 1991

Following the return of the college to the Buckingham family, things were at best in disarray in Rapid City. The branch campus operations were largely unaffected and business as usual prevailed. John Hauer, who had retired following the sale of the college to LTC, returned as an acting president and CEO in order to oversee the restoration. Local publicity had been negative. The admissions staff had been released, and the entire effort in recruitment had been set aside for about six months. Hauer had no intention of remaining beyond whatever time was required to bring things back to the former status. Dr. Zocco, who had been involved in a number of administrative functions since 1988, returned to again be president of the college.

### Summer 1991

National College established what would become a long-standing relationship with the Human Academy Group in Japan. An educational affiliation actually began in 1989. The Human Group operates 30 postsecondary and vocational schools in Japan. National College was to teach course work in Japan and the classes would be taught in English. Approximately 21 Japanese students from Osaka arrived on the Rapid City campus for a seven-week summer program on American life, culture, politics and education. There would be a student exchange, and by 1992 up to 300 freshmen class students would arrive from Japan to be present at the Rapid City campus for the entire 10-week term.

### Summer 1992

Dr. Zocco accepted the job as president of Southern Ohio Colleges in Cincinnati, Ohio. Dr. Harold Stone, who had been the president of Phillips Junior College in Gulfport, Miss., was named as the new president of National College. This administration involved previous staff members from the Phillips Junior College system. The divergence of junior colleges and senior colleges is substantial and the branch campus operations of National College (NC) added much to the complexity of the college’s operations. It did not take very long to determine on the part of Dr. Stone and his administration, and also in the minds of the ownership, that this was not a good fit. Intentions were sincere on both parts, but the greater good of National College was more directly tied to the principles aspired to by the North Central Association and the Higher Learning Commission. Another administrative change was going to be required. Another apparent instability was entirely unwelcome.

### April - August 1992

An evaluation team from the North Central Association (NCA) recommended that National College be placed on probation, and this was confirmed by the Commission of Institutions on Higher Education. The primary basis for this action related
to governance, and interpretation related to the governing board, the recent and repeated changes of ownership, leadership, and the events associated with Chapter 11. NCA’s long-standing accreditation values in long-range planning and budgeting were additional citations. There were no expressions of concern relating to the academic programs, and the many strengths therein not only sustained the institution during the reorganization and subsequent changes, but also allowed continuation of the close interaction with students in terms of enrollment, education, graduation and career development. The lay public was able to interpret the probationary status in any way that might suit them, all to the disfavor of the college.

**January 1994**

Dr. Jerry Gallentine was named president of National College. He delivered on several things which required immediate attention and particularly the college’s relationship with the Higher Learning Commission and regional accreditation. Administrative reorganization and stability therein was an imperative. Gallentine was also aware and strongly supportive of NCA’s emphasis on long-range planning and budgeting. These became high-priority topics. He was also aware and ahead of the curve in the concept of online learning.

**1994**

A subsequent visit by an evaluative team from the North Central Association recommended that the probationary status be removed and that accreditation be continued, with a mandated focused visit during the academic year 1996-1997.

**September 23, 1995**

Harold Buckingham, 85, died on Saturday at the M.D. Anderson Cancer Hospital in Houston, Tex. A cancerous tumor in the leg had spread and attacked the lungs.

**October 1995 - December 1995**

Following the death of Harold Buckingham, what transpired was consistent with the probable apprehensions of the senior Mr. Buckingham, and what resulted included a major reorganization of the board of directors, along with recriminations and some dispute among members of the family. Important members of the National College staff were present at a meeting of the board for what some of them described as tragic, and not in the best interest of continued regional accreditation. The concern probably related to the tone of the meeting and an adversarial situation. Property Rentals Inc. had been reorganized under a new corporate name of Dlorah Inc., and the affairs of Dlorah related to interests and assets other than National College. According to a trust established by Harold Buckingham, his son Robert Buckingham would be the manager of the family assets and certain other family members would be excluded. The college’s board would be the same as the board of Dlorah and Robert Buckingham would be president. There was the position that the college’s board or particular members were encroaching on the domain of Dlorah. Action and settlements of stock ownership would exclude specific members of the family from further interests in National College.

The enrollment on the Rapid City campus and the Ellsworth extension during the fall quarter in 1995 was the highest recorded at 1,265 students from 42 states and 16 foreign
countries. The total of the entire enrollment for all locations was approximately 4,500, for the same period.

1996
The NCA team reporting on the focused visit described significant progress in the areas of long-range planning and budgeting.

May 1997
The name change to National American University was appropriate and reflective of a dramatic evolution in the academic structure and offerings. Graduate classes and degrees, online programs, regional branch campus development, and affiliations with domestic and international educational entities called for this change.

April 1998
The regularly scheduled comprehensive evaluation by the North Central Association resulted in a grant of continued regional accreditation for a period of 10 years. To come from a probationary status to a 10-year grant of continued regional accreditation (the maximum) is no doubt unusual and a credit to Dr. Gallentine, ownership, and members of the administrative group who had overcome problems and perceptions which had brought about the probationary status. This is another major milestone in the history of the institution.

June 14, 1999
The Higher Learning Commission (HLC) extended accreditation to NAU’s distance delivery programs.

2000
NAU began offering its first undergraduate programs through the “Best of Both World’s-IDP™” affiliation program with Skyline College, United Arab Emirates.

February 25, 2000
HLC extended accreditation to a branch campus location in Rio Rancho, N. Mex., and also extended accreditation to a master’s (MBA) degree program.

June 25, 2001
HLC extended accreditation to the branch campus degree site in Brooklyn Center, Minn.

November 27, 2001
Extended accreditation by the HLC included distance delivery of the MBA.

2001
A director of alumni services was appointed to a part-time position in order to help build a stronger university and alumni relationship.

2002
A new program-BS in Healthcare Management became part of the curriculum.

December 16, 2002
HLC extended accreditation to the branch campus location at Overland Park, Kans. NAU’s women’s volleyball team (Lady Mavericks) won their first NAIA national championship. Their season concluded with 41 wins and 0 losses.

2004
The NAU default rate remained consistently below the national average for proprietary schools, according to data published by the Department of Education. The rate ranged between 5.5% and 6.5% from 2002-2004.
June 21, 2004
The HLC extended accreditation to include distance delivery of the MBA program in Malaysia, the United Arab Emirates, India, and Chile. It was specified that notification would be required for new international partnerships.

June 2005
NAU’s central administrative offices started to move from the upper floors of the Great Western Bank to a much larger building and facilities south of Rapid City on Highway 16. Distance Learning had relocated here earlier, and proximity for departments and staff was expected to increase efficiency and communications.

2005
New programs - AAS in Pharmacy Technology, Registered Nurse to BS in Nursing, AS in Nursing at Zona Rosa campus in Kansas City For the 2005 fall term, the Distance Learning campus had grown by 312%. Domestic online students totaled 758, and there were 704 campus-based students taking online classes. There were also 363 international students through the Best of Both Worlds-IDP™ programs.

December 16, 2005
Accreditation was extended to a relocated site in Independence, Mo., and this included a new degree site in Kansas City, Mo. (Zona Rosa Mall).

2006
The NAU credit hour total of enrollment grew by 60% from 1999, showing 164,570 in FY 2006. The graduate school hours of enrollment total grew from 279 hours in 2000 to 3,636 hours in 2007. The online head count enrollment grew from 479 in 2000 to 1,902 in 2006.

May 11, 2006
Extended accreditation now included the Master of Management graduate degree (MM), and NCA also removed a stipulation of geographic limitations on domestic graduate programs.

2006
Total NAU assets grew to $15,233,226 in 2006 from $8,714,751 in 1998. The university’s foundation has grown to $824,479 from $17,551 in 2006. In accordance with a policy established by the board of governor’s, a reserve fund of approximately 10% of annual revenues grew from $2.5 million in 2003 to $3.8 million in 2006.

2006
The expansion of utilization of electronic library resources increased ten-fold from 1999 to 488,592 searches in 2006. NAU’s women’s rodeo team won second place in the finals of collegiate rodeo, and they had been ranked as #1 in national standings. Jessica Painter won the collegiate national championship in breakaway roping at the College National Finals Rodeo (CNFR). Painter joins Jessica Mueller who won the CNFR title in barrel racing in 2003. Four members of the university’s men’s team won CNFR championship titles previously. They are Scott Gress, Cory Ferguson, Bob Christopherson and Erich Blanton.
December 2006
The Lady Maverick volleyball team won their second NAIA national championship in Columbia, Mo. Based on the fall season, they entered the tournament as the #1 seed. The season concluded with 41 wins and 0 losses. The university opened its first education centers in Watertown, S. Dak. and Wichita, Kans.

April 16, 2007
NAU was approved to establish a campus in Austin, Tex.

May 15, 2007
A relocation of a campus at the Mall of America site to another location in Bloomington, Minn. was approved.

Fall 2007
NAU began its nursing program at the Overland Park, Kans. campus, following approval by the state board of nursing.

2007
NAU received continued regional accreditation for a period of 10 years. The 10-year award is an optimum and is identical to the results of the visitation in 1997. In September of 2007, NAU completed agreement and an academic affiliation with New York College, and offerings began in Prague of the Czech Republic and in Athens, Greece.

October 15, 2008
The NAU graduate school became the Harold D. Buckingham Graduate School at a ceremony and dedication at the Rapid City campus. Also at this time it was announced that enrollment for the system was up by 16%, and more than 5,500 students were taking more than 52,000 quarter credit hours. Graduate school enrollment increased by 50% over 2007. Distance learning students were up by 26% over the previous fall term, and enrollment in the Minnesota region was up by almost 50%.

April 2009
Dr. Ronald Shape was recommended by Dr. Gallentine and then was approved by board to serve as NAU’s chief executive officer (CEO), with all campus operations falling to him. Dr. Gallentine continued as the system president of the university.

May, 2009
An alumni reunion event was held over a two-day period on the Rapid City campus. Alumni from the Rapid City, Ellsworth Air Force Base, and the Distance Learning campuses, and residing in the Black Hills area were invited.

June 2009
New programs included; criminal justice, applied information technology, Microsoft Learning, healthcare coding, health information technology, and medical staff services technology. NAU received specialized accreditation of the business degree programs by the International Assembly for Collegiate Business Education (IACBE).

Summer Term 2009
The overall enrollment for the summer term was up 41% over the previous summer, and this total was higher than that of the fall term for 2008. This is
unprecedented growth. NAU’s professional staff has reached about one thousand, essentially doubling the number of employees serving the university only about 15 years earlier.

**Fall 2009**
NAU was authorized to begin offering a master’s degree in nursing (MSN), beginning with the winter quarter. The total student enrollment in both undergraduate and graduate areas for this term was 7,773, and by campus, enrollments were:

- Albuquerque: 432
- Austin: 128
- Bloomington: 437
- Brooklyn Center: 478
- Colorado Springs: 343
- Denver: 362
- Distance: 1584
- Ellsworth: 338
- Independence: 748
- Minnetonka: 55
- Overland Park: 479
- Rapid City: 410
- Rio Rancho: 226
- Roseville: 462
- Sioux Falls: 392
- Watertown: 162
- Wichita: 278
- Zona Rosa: 459

Consider these numbers in contrast with the four students gathered around a kitchen table, with Clarence and Katherine Jacobsen, and the 13 who followed these in 1941 at the National School of Business, in Rapid City, S. Dak.

**November 2009**
Authorization for public trading of NAU Holdings Inc. stock was received separately from the three sources of authority. The U.S. Department of Education, the Federal Securities and Exchange Commission, and the Accrediting Commission of the North Central Association of Colleges and Schools affirmed the university’s request during October and early November. This constitutes another important milestone.

**Winter 2009**
The Minnetonka and Lee’s Summit Education Centers were added.

**2010**
Dr. Marilyn Carlson-Aronson was appointed as the program chair for the system’s general education program.

During March the university conducted the biennial survey of alumni, primarily those graduates since 2008. Alonzo Hall was selected to receive the distinguished service-alumni award. Two new education centers were being developed in Colorado Springs and Wichita. The total student enrollment in both undergraduate and graduate areas for the spring term was almost 9,000.
# Subject Index

## A

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 212 Lecture Hall</td>
<td>88,89</td>
</tr>
<tr>
<td>AACRAO, American Association of Collegiate Registrars and Admissions Officers</td>
<td>64,65,66</td>
</tr>
<tr>
<td>AACSB, American Assembly of Collegiate Schools of Business</td>
<td>65,66</td>
</tr>
<tr>
<td>AAMA, American Association of Medical Assistants</td>
<td>85</td>
</tr>
<tr>
<td>AAS, Associate of Applied Science</td>
<td>20,22,27,28,43,82,91,153</td>
</tr>
<tr>
<td>ABHEC, Accrediting Bureau for Health Education Schools</td>
<td>85</td>
</tr>
<tr>
<td>Academic Conference</td>
<td>130</td>
</tr>
<tr>
<td>Academic Excellence Scholarships</td>
<td>138</td>
</tr>
<tr>
<td>Accounting</td>
<td>10,14,23,27,28,47,57,63,64,80,82,95,135,145</td>
</tr>
<tr>
<td>Accrediting Commission</td>
<td>24,34,65,85,91,148,155</td>
</tr>
<tr>
<td>AICS</td>
<td>24,33,34,58,65,66,90,145</td>
</tr>
<tr>
<td>NCA-HLC</td>
<td>85,91,119,126,148,150-153</td>
</tr>
<tr>
<td>ACE, American Council on Education</td>
<td>62</td>
</tr>
<tr>
<td>Adelphi (Business) College(s) and Schools</td>
<td>82,84,128</td>
</tr>
<tr>
<td>Administration Building</td>
<td>10,26,29,84,89,109,147</td>
</tr>
<tr>
<td>Affiliate Partner Division</td>
<td>115</td>
</tr>
<tr>
<td>Affiliate Relations</td>
<td>115</td>
</tr>
<tr>
<td>Agri-Business</td>
<td>27</td>
</tr>
<tr>
<td>AICS, Association of Independent Colleges and Schools</td>
<td>24,33,34,58,65,66,90,145</td>
</tr>
<tr>
<td>Albuquerque Campus</td>
<td>34,35,36,40,41,96,126,155</td>
</tr>
<tr>
<td>All-American (athletes)</td>
<td>70,75,77</td>
</tr>
<tr>
<td>Alumni</td>
<td>20,23,56,74,102,107,111,126,130-134,138,140,152,152,154</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>131,133,134</td>
</tr>
<tr>
<td>American University-Girne</td>
<td>114</td>
</tr>
<tr>
<td>Amerson, Jerry</td>
<td>100</td>
</tr>
<tr>
<td>Angel, Ernie</td>
<td>128</td>
</tr>
<tr>
<td>Anderson (Cancer) Clinic (M.D. Anderson)</td>
<td>86,94,117,118,151</td>
</tr>
<tr>
<td>Andover Institute of Business</td>
<td>27</td>
</tr>
<tr>
<td>Annicchiarico, Julie and Ralph</td>
<td>28,31,143</td>
</tr>
<tr>
<td>Articulation</td>
<td>24,40,60,62,66</td>
</tr>
<tr>
<td>Articulation Agreements</td>
<td>24,49</td>
</tr>
<tr>
<td>AS, Associate of Science</td>
<td>43,45,47</td>
</tr>
<tr>
<td>ASN, Associate of Science Nursing</td>
<td>43,45,47</td>
</tr>
<tr>
<td>Assessment</td>
<td>90,105,112,115,121,130,140</td>
</tr>
<tr>
<td>Associate Faculty Members</td>
<td>116</td>
</tr>
<tr>
<td>Athens</td>
<td>114,154</td>
</tr>
<tr>
<td>Athletics</td>
<td>22,67,72,75,98,109,110,147</td>
</tr>
<tr>
<td>Athletic Hall of Fame</td>
<td>22,67,71,73,75,109,110</td>
</tr>
<tr>
<td>AVMA, American Veterinary Medical Association</td>
<td>85</td>
</tr>
<tr>
<td>Aurora Creative (Solutions)</td>
<td>109</td>
</tr>
<tr>
<td>Austin Campus</td>
<td>35,36,40,41,132,154,155</td>
</tr>
</tbody>
</table>

## B

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baillie, Jeff</td>
<td>112</td>
</tr>
<tr>
<td>Bangs, McCullen, Butler, Foye and Simmons</td>
<td>64</td>
</tr>
<tr>
<td>Bankruptcy</td>
<td>87,102,148</td>
</tr>
<tr>
<td>Barker, Thomas</td>
<td>85</td>
</tr>
<tr>
<td>Barnes, Robert C.</td>
<td>57</td>
</tr>
<tr>
<td>Barton County Community College (Kansas)</td>
<td>107</td>
</tr>
<tr>
<td>Baseball</td>
<td>75,76,95</td>
</tr>
<tr>
<td>Best of Both Worlds IDPTM</td>
<td>111,112,114,115,152</td>
</tr>
<tr>
<td>Bettman, Frank</td>
<td>69,110,167</td>
</tr>
<tr>
<td>BHSU, BHSC, Black Hills State University</td>
<td>64,135</td>
</tr>
<tr>
<td>Entry</td>
<td>Page(s)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Central Administration</td>
<td>38,40,109,136</td>
</tr>
<tr>
<td>CEO</td>
<td>36,81,82,100,133,135,137,138,150,154</td>
</tr>
<tr>
<td>Chadron (State) College</td>
<td>14,15</td>
</tr>
<tr>
<td>Chapter 11</td>
<td>87-89,91,92,99,148,149</td>
</tr>
<tr>
<td>Chile</td>
<td>69,112,113,126,153</td>
</tr>
<tr>
<td>Christopherson, Bob</td>
<td>73,110,153</td>
</tr>
<tr>
<td>Christopherson, Vickie</td>
<td>22,110</td>
</tr>
<tr>
<td>Churchman’s Business College</td>
<td>27</td>
</tr>
<tr>
<td>City Hall, School Administration Building</td>
<td>84</td>
</tr>
<tr>
<td>Cleghorn Canyon</td>
<td>30</td>
</tr>
<tr>
<td>Clements, Eugene</td>
<td>15,29</td>
</tr>
<tr>
<td>Clyde, Burton</td>
<td>36</td>
</tr>
<tr>
<td>Coding</td>
<td>43,45,138,154</td>
</tr>
<tr>
<td>Colby Community College (Kansas)</td>
<td>106</td>
</tr>
<tr>
<td>Columbia College</td>
<td>74</td>
</tr>
<tr>
<td>College Behind Bars</td>
<td>34</td>
</tr>
<tr>
<td>College (Career) Day</td>
<td>71,101</td>
</tr>
<tr>
<td>College Survival</td>
<td>97,105</td>
</tr>
<tr>
<td>College Survival Inc.</td>
<td>96-99,149</td>
</tr>
<tr>
<td>Collins, Betty</td>
<td>98</td>
</tr>
<tr>
<td>Colorado (State) Teachers College</td>
<td>16</td>
</tr>
<tr>
<td>Colorado Springs Campus</td>
<td>34,36,40,41,96,126,131,155</td>
</tr>
<tr>
<td>Comer, Steve</td>
<td>100,136</td>
</tr>
<tr>
<td>Comprehensive Survey</td>
<td>133</td>
</tr>
<tr>
<td>Conner, Doug</td>
<td>66</td>
</tr>
<tr>
<td>Cook, Bob</td>
<td>33</td>
</tr>
<tr>
<td>COPA, Council on Post Secondary Accreditation</td>
<td>62</td>
</tr>
<tr>
<td>Copper (Buckingham), Linda</td>
<td>17</td>
</tr>
<tr>
<td>Core Values</td>
<td>121</td>
</tr>
<tr>
<td>Core Values</td>
<td>121</td>
</tr>
<tr>
<td>Costa, Michelle</td>
<td>77</td>
</tr>
<tr>
<td>CPA, Certified Public Accountant</td>
<td>25,27,63</td>
</tr>
<tr>
<td>CPA Test (rates)</td>
<td>95</td>
</tr>
<tr>
<td>CPS, Certified Public Secretary</td>
<td>20</td>
</tr>
<tr>
<td>Crazy Horse</td>
<td>4</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>47,112,138,154</td>
</tr>
<tr>
<td>Criteria (NCA)</td>
<td>102,105,109,131,132</td>
</tr>
<tr>
<td>Crosswait, Bruce</td>
<td>58</td>
</tr>
<tr>
<td>CNFR, College National Finals Rodeo</td>
<td>67,72-74,153</td>
</tr>
<tr>
<td>Curr, Lacy</td>
<td>74</td>
</tr>
<tr>
<td>Cyprus</td>
<td>112-114</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>113,114,154</td>
</tr>
<tr>
<td>Dexter, Maine</td>
<td>27</td>
</tr>
<tr>
<td>DD214</td>
<td>51</td>
</tr>
</tbody>
</table>
GI Bill .................................................................................................................. 51,53,106
GMAT, Graduate Management Aptitude Test .............................................. 63,91
Graduate School ..................................................................................11,14,43,45,59,60,63,65,91,106,107,114,119,120,126,132,133,134,153,154
Griggs, Bob .................................................................................................. 112
Grinnell College (Iowa) ................................................................................... 6
Great Plains Region .................................................................................. 22,56,67,73,74,109
Great Western Bank .................................................................................. 38,133,153
Greeley College (Colorado) .......................................................................... 16
Gress, Scott ................................................................................................. 73,110,153
Gulfport, Mississippi .................................................................................. 87,103,150

H

Haight, Bud .................................................................................................... 70,110
Hairy Cell Leukemia ................................................................................... 94
Halbert, Richard .......................................................................................... 117
Hallin, Emil .................................................................................................. 58,131
Hanks, Alan .................................................................................................. 139,143
Harold D. Buckingham Graduate School .................................................. 120,132,154
Hart Ranch .................................................................................................... 72,133
Harvard University ....................................................................................... 65,66
Hau, John ...................................................................................................... 80-82,85,87,88,97,100,103,104,108,126,146,149,150
Hauer, Nancy Ann .......................................................................................... 126
Health Care Management .............................................................................. 41,43,45,47,126,138
Health Information Technology ..................................................................... 112
Health and Beauty ....................................................................................... 112
Hempe, John .................................................................................................. 109,143
Hoffa, Jimmy .................................................................................................. 17,19
Holland, Michaelle .......................................................................................... 109,131
Holmgren, Marilyn ..................................................................................... 130,132,133
Hoseth Building ............................................................................................. 10,145
Houston Baptist University (Texas) .............................................................. 74
Huxtable, Megan ............................................................................................ 73
Human Academy (Japan) ............................................................................. 95,150
Human Resources ....................................................................................... 20,21,35,130,141
Huron College (South Dakota) .................................................................. 80,81,85,92,148
Hybrid Classes ............................................................................................. 115

I

Immigration and Naturalization .................................................................. 20
Independence Campus .................................................................................. 38,42,43,49,69,130,153,155
International Assembly for Collegiate Business Education, IACBE .................. 138,154
Indianapolis .................................................................................................. 34,38
Institutional Accreditation ................................................................ .......... 7,29,34,38,47,62,65,66,85,90,91
Interferon ....................................................................................................... 93,94
International Association of Geophysical Contractors .............................. 84
Investment in Excellence ........................................................................... 105
Iowa Central Community College ................................................................. 114
IT Program, Information Technology ......................................................... 41,43,45,47,112,138,154

160
<table>
<thead>
<tr>
<th>Name</th>
<th>Location/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowery, Todd</td>
<td>74,75,110</td>
</tr>
<tr>
<td>LTC, Learning Technology Corporation</td>
<td>96-98,100,149,150</td>
</tr>
<tr>
<td>MBA, Master's Business Administration</td>
<td>97,99,114,119,126,131,152,153</td>
</tr>
<tr>
<td>Mall of America</td>
<td>38,41,154</td>
</tr>
<tr>
<td>Master's Degree Nursing, MSN</td>
<td>120,132,155</td>
</tr>
<tr>
<td>MM, Master's Management</td>
<td>119,131,153</td>
</tr>
<tr>
<td>McKnight, Richard</td>
<td>23</td>
</tr>
<tr>
<td>Manke, Tyler</td>
<td>74</td>
</tr>
<tr>
<td>Manlowe, John</td>
<td>18,19</td>
</tr>
<tr>
<td>Maverick(s)</td>
<td>67,69,71,73,74,76,77</td>
</tr>
<tr>
<td>Maverick Stampede Rodeo</td>
<td>72,109</td>
</tr>
<tr>
<td>Mayo Clinic (Rochester/Scottsdale)</td>
<td>12,94</td>
</tr>
<tr>
<td>Maxon, Tom</td>
<td>76</td>
</tr>
<tr>
<td>Mead, Margaret</td>
<td>122</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>41,43,45,47,85</td>
</tr>
<tr>
<td>Merrim, Misti</td>
<td>130,141,143</td>
</tr>
<tr>
<td>MESI, Midwest Educational System Incorporated</td>
<td>84-88,91,148,149</td>
</tr>
<tr>
<td>Meyer, Joan</td>
<td>49,50,143</td>
</tr>
<tr>
<td>Midland Lutheran College (Nebraska)</td>
<td>106</td>
</tr>
<tr>
<td>Minneapolis, Minnesota</td>
<td>17,26,34,41,45,78,82</td>
</tr>
<tr>
<td>Minnetonka Education Center</td>
<td>44,45,138,155</td>
</tr>
<tr>
<td>Minnow, Krista</td>
<td>74</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>60,121</td>
</tr>
<tr>
<td>Miss NCB/NC</td>
<td>13,56</td>
</tr>
<tr>
<td>MIT, Massachusetts Institute of Technology</td>
<td>65</td>
</tr>
<tr>
<td>Mitchell, Nebraska</td>
<td>14</td>
</tr>
<tr>
<td>Mitchell, William A</td>
<td>59</td>
</tr>
<tr>
<td>Monds, Calvin</td>
<td>110</td>
</tr>
<tr>
<td>Mor, Les</td>
<td>52,59</td>
</tr>
<tr>
<td>Morrill, Nebraska</td>
<td>14</td>
</tr>
<tr>
<td>Morris, Vic</td>
<td>89</td>
</tr>
<tr>
<td>Mosier, Richard</td>
<td>107,108,117</td>
</tr>
<tr>
<td>Mount Rushmore</td>
<td>2,4,8,13,102,138</td>
</tr>
<tr>
<td>Mueller(Routier), Jessica</td>
<td>73,110,153</td>
</tr>
<tr>
<td>NACV, National Association of Concerned Veterans</td>
<td>52</td>
</tr>
<tr>
<td>NAIA, National Association of Independent Athletics</td>
<td>22,70,72,74,75,152,154</td>
</tr>
<tr>
<td>NAIA Hall of Fame</td>
<td>75</td>
</tr>
<tr>
<td>NASA, National Aeronautics and Space Administration</td>
<td>107</td>
</tr>
<tr>
<td>National Accreditation</td>
<td>63,65,66,91</td>
</tr>
<tr>
<td>National Guard</td>
<td>30,32,43</td>
</tr>
<tr>
<td>NAU</td>
<td>22,36,41,45,47,49,72-75,102,105,107,111-115,118,126,130,135-139,142,</td>
</tr>
<tr>
<td></td>
<td>152-155,169</td>
</tr>
<tr>
<td>NAU Online Library</td>
<td>48</td>
</tr>
</tbody>
</table>
NCB, National College of Business ........i,6,11,14,15,17,22,33,34,51,52,55,57-59,69,101,127,146,147
NCB Careers ........................................................................................................................................80
NCB Foundation ...................................................................................................................................82,83
NCB Veterans Club .................................................................... 24,26,51
NCES, National Center for Educational Statistics ......................... 111
NCR, National Cash Register ........................................................................... 27
New York College .................................................................................................................................114,154
New York (College) Prague ..................................................................................................................114,154
Night School .................................................................................................................................... 51,98,106,147
NIRA, National Intercollegiate Rodeo Association ......................... 22,72,74,98
NLCAA, National Little College Athletic Association .................. 69,70,71,110
Non-Profit ................................................................................................................................. 80,84,147
Non-Traditional(s) ......................................................................................................................... 24,95
North Central Association ....................................................... 85,90,102,105,106,126,132,136,148-151,155
Northern College (South Dakota) ......................................................... 70
North Dakota ............................................................................................................................. 22,63,64,74,83
North Platte, Nebraska ......................................................................................... 14
Northwest Missouri State University ....................................................... 107
Northwestern Railroad Company .......................................................... 17
Notre Dame University (Indiana) ................................................................. 65
Nowak, Marty ............................................................................................................................... 23,146
NSB, National School of Business ..........ii,6,9-11,13,15,17,20,22,65,89,135,145,146,155
Nursing Programs .................................................................................................................. 38,45,108

O

Oglesby, Utah .................................................................................................................................17
Oglala Lakota ............................................................................................................................. 4
O’Gorman High School (Sioux Falls, S. Dak.) ................................................................. 33
O’Reilly, Phyllis .............................................................................................................................. 132,133,143
Omaha, Nebraska ....................................................................................................................... 17
Open Admission ....................................................................................................................... 50,61,66
Osaka, Japan ......................................................................................................................... 95,102,150
Otha, South Dakota ................................................................................................................ 102
Overland Park Campus (Kansas) ..................................................................................... 44,45,49,130,131,152,154,155
Outland, Jon ............................................................................................................................ 112
Ozier (Schwenk), Helen .......................................................................................................... 17

P

Pacific Institute ............................................................................................................................ 105
Painter, Jessica ....................................................................................................................... 73,74,110,153
Paralegal Studies .................................................................................................................. 41,43,45,47
Paulson, Orland ..................................................................................................................... 23
Paxton, Robert ......................................................................................................................... 114
Pearl Harbor .......................................................................................................................... 2,17
Pepperdine University (California) .............................................................................. 65
Peru State University (Nebraska) .................................................................................. 107
Pharmacy Technology ........................................................................................................... 41,45,47,138
Phi Beta Lambda .......................................................................................................................29
Phi Beta Omega .......................................................................................................................29
Phillips Junior College(s) ................................................................. 103,150
Phoenix, Arizona ........................................................................... 34,38,82
Pierre, S. Dak .................................................................................. 59
PN, Practical Nursing ...................................................................... 131
Potterff, Linda .................................................................................. 126-128,138,143
PRI, Property Rentals Incorporated ................................................. 67
PRCA, Professional Rodeo Cowboy Association .............................. 67
PRCA Hall of Fame .......................................................................... 68
PRCA World Champion ................................................................. 67,68
Pre-Engineering ............................................................................ 38
Pre-Law ............................................................................................. 45
Probation ........................................................................................ 72,102,105,108,150-152
Proffitt, John R. ............................................................................... 62
Programmatic Accreditation .............................................................. 72,21,65,68
PN, Practical Nursing ...................................................................... 82,83,87,117,148,149
Proprietary Status .......................................................................... 84
Psi Beta Chi ...................................................................................... 29
Pueblo Campus (Colorado) .............................................................. 34,38,96,98
Purposes .......................................................................................... 21,60,405,121

Q
Quinn, John ..................................................................................... 132,133

R
Rabe, Linda ...................................................................................... 126
Rapid City Campus (South Dakota) ................................................. 10,26,27,33,38,43,44,45,51,56,59,75,87-89,97-99, 101,102,105,109,119,120,128,132,133,147,150,151,154
Rapid City Junior Chamber of Commerce ...................................... 19
Rapid City National Bank ................................................................. 18
Rapid City newspaper ................................................................... 52,85,87,96,101,149
Rapid City (City of) ........................................................................ 76,80-82,84,85,87,89,94-102,104,105,108,117,120,126-128,130, 133,135,138-140,145,147,149,150,153-155
Rapid Creek ..................................................................................... 30,31
Red Cross ......................................................................................... 30
Reed, Rita ......................................................................................... 52,98,101,143
Reflection(s) .................................................................................. 20,23,35,49,106,127,135,141
Regional Accreditation .................................................................. 24,29,32,59,60,62,64-66,72,85,90,91,102-104,118,131,132, 136,147,151,152
Retention ......................................................................................... 24,25,36,88,103,114,116,149
Reynolds, John .............................................................................. 81,85
Rio Rancho Campus (New Mexico) ................................................. 36,44,45,126,152,155
Robert Kennedy Cup ..................................................................... 69,167
Robinson, Doane .......................................................................... 2
Rochester, Minnesota .................................................................... 12,86
Rodeo ......................................................................................... 22,26,29,56,67,68,72-74,98,109,110,113,153
Rodeo Club ............................................................................... 22,24,146
Roosevelt, Franklin Delano ............................................................. 2
Roosevelt, Theodore ...................................................................... 2,57,81,83
Roseville Campus (Minnesota) ....................................................... 44,45,155
ROTC, Reserve Officers Training Program .................................. 58
Rounds, Mike ................................................................................. 102
“Royals” ......................................................................................... 69
RN Program ............................................................................... 153
Rushmore Mall ............................................................................ 80
Rushmore Plaza Civic Center ......................................................... 81
Rypklema, Milo. ............................................................................. 104
Saint Martin’s Catholic High School (Rapid City, South Dakota) ........................................... 33,100
Saint Paul, Minnesota ............................................................................................................ 96
Salt Lake City, Utah ............................................................................................................... 17
Salvation Army ....................................................................................................................... 30
Sandia Area Federal Credit Union (New Mexico) ................................................................. 36,45
Sao Paulo, Brazil .................................................................................................................... 74
SAVE, Society for the Advancement of Veteran’s Education ............................................... 52
Schwebach, Jerry .................................................................................................................. 131
Schwenk, Helen/Ward ......................................................................................................... 17
Scottsbluff, Nebraska .......................................................................................................... 14
SDSM&T, South Dakota School of Mines and Technology (Rapid City).................................. 71
Self Study ............................................................................................................................... 60,66
Senior College of Business ............................................................................................... 23,60,65,66,90,103,146,150
Shape, Ron ........................................................................................................................... 132,135-138,143,154
Shawnee Mission, Kansas .................................................................................................... 34
Sioux Falls Campus ................................................................................................................ 33,34,44,45,49,82,96,109,136,140,155
Sioux Falls College (South Dakota) .................................................................................... 80
Sioux Falls Federal Court .................................................................................................... 87,88,148
Ski for Light .......................................................................................................................... 101
Skyline (College) University .............................................................................................. 112,152
Smith, Tiffany ...................................................................................................................... 109,143
Soccer .................................................................................................................................... 69,72,76,77,167
Sohl, Lloyd ........................................................................................................................... 69,72,76,77
Southern Ohio Colleges ..................................................................................................... 103,150
South East Region ............................................................................................................... 49,109
Southwest and West Region ............................................................................................... 35
Stone, Harold ......................................................................................................................... 103,150
Storybook Island .................................................................................................................. 12
Strategies for Success ......................................................................................................... 105
Strategic Position ............................................................................................................... 142
Student Government ......................................................................................................... 22,26,56
Sutton, Earle G. .................................................................................................................... 7,13,143

T

Tau Sigma Pi .......................................................................................................................... 29
Terranova, Al ......................................................................................................................... 82,87,148
Terry Peak ............................................................................................................................ 101
Theodore Roosevelt Center ............................................................................................... 57
Therapeutic Massage ........................................................................................................... 41,45,47
Thomas Jefferson Library Building .................................................................................... 56
Tice, Lou ................................................................................................................................ 105
Ticknor, Duane .................................................................................................................. 56,72,110
Tierney, Paul ......................................................................................................................... 56,67,68,110
Tillett, Guy .......................................................................................................................... iii,65,66,100,110,169,170
Title 9 .................................................................................................................................... 75
Town, Christi ......................................................................................................................... 131
Transfer of Credit .................................................................................................................. 24,59,61,64-66
Travel Careers (Travel and Tourism) .................................................................................. 23
True, David .......................................................................................................................... 23
Twin Cities ............................................................................................................................ 38-41,45,147
UBSA, United Business School Association .......................................................... 7, 60, 145
UES, United Education and Software ....................................................................... 87
United Arab Emirates .......................................................................................... 112, 113, 126, 152, 153
United Buckingham Freight Lines........................................................................... 19
United Trucking (Truck) Line(s)............................................................................ 15-19
University of Iowa .................................................................................................. 6
University of Nebraska .......................................................................................... 22, 130
University of New York .......................................................................................... 27
University of North Dakota ..................................................................................... 22, 64
University of South Dakota ..................................................................................... 58, 59, 64, 65, 70, 135
University of Southern Illinois ................................................................................ 81, 85
University of Texas................................................................................................. 114
University of Toledo .............................................................................................. 106
University of Wisconsin, River Falls ...................................................................... 22
US News and World Reports .................................................................................. 95
Usera, Luis ............................................................................................................... 76, 77
U.S. Office of Education ......................................................................................... 62

Virga, John ............................................................................................................ 69, 167
Virtual Campus ....................................................................................................... 105
Vivancos (Nelson), Fernanda ................................................................................ 74, 75, 110

Walla Walla, Washington ....................................................................................... 72
Washington DC ....................................................................................................... 62, 66, 128
Western New Mexico University ............................................................................ 107
Watertown Education Center Campus ................................................................... 46, 47
Wayne Business Institute (New York) .................................................................. 27
Wepking, Milo ......................................................................................................... 36, 41
Whiting, Fred .......................................................................................................... 104
Wichita Campus (Kansas) ....................................................................................... 46, 47, 49, 131, 140, 155
WIDS, Worldwide Instructional Design System .................................................... 130
Williams, Ashley .................................................................................................... 73
Wilkes, Mary .......................................................................................................... 82
Williams, Kyle ........................................................................................................ 138
Wilson, Beth .......................................................................................................... 97
Work for Room and Board .................................................................................... 29
World Cup ............................................................................................................... 72
World Wide Web, www ......................................................................................... 111
Wurtele (Watton), Susan .................................................................................... 112, 114, 115, 143

Validation .............................................................................................................. 91
Vermillion, S. Dak. ................................................................................................. 136
Veteran's Administration, VA ............................................................................... 34
Veterans Club ......................................................................................................... 24, 26, 51
Veterinary Technology ......................................................................................... 38, 45, 57, 107
Frank Bettman, coach of NAU’s Royals corresponded with Ethel Kennedy, the wife of Robert F. Kennedy, the assassinated candidate for the Democratic Presidential Nomination (1968). Mrs. Kennedy was pleased for his name to be used to name the athletic trophy, which was won three times and retired by the Royals.
The sequence of National’s name changes

National School of Business - 1941

National College of Business - 1965

National College - 1980

National American University - 1997
About the Author

The rambling story of National American University’s (NAU) sometimes-turbulent journey from a second floor secretarial college in 1941 to the enormously successful 19-campus institution it represents today could only have been written comprehensively by someone such as Guy W. Tillett.

Tillett has been employed with National American University longer than any other person in its 70-year history, beginning as a part-time science instructor for National College of Business, as it was known in the summer of 1967, teaching anatomy, psychology, ecology, and medical terminology. In 1969 he became a full-time member of the school’s faculty, and in 1970 he was named the school’s dean of students. He served as the school’s dean of students and then dean of student services until his retirement in the summer of 2000, after which he accepted a part-time position as National American University’s director of alumni services, which he continues to hold today.

As the dean of students and student services, Tillett fulfilled a variety of critical functions for National for 34 years, which included, in his words, “anything not academic or admissions-related.” Specifically, these functions included on-campus and off-campus housing, on-campus food service, financial aid services, career placement services, counseling, student health services, student organizations, student government, student athletics, student activities, intramural activities, activity programming, student conduct, student publications and summer orientation programs.

Understanding the institution and its operational parameters and limitations were necessities and an obligation. Tillett’s perspectives were enhanced by working as a member of the faculty, serving as part of the administrative group, communicating with members of the student’s family, and working with student groups and students almost every day and almost all day. A number of National’s students are or were supported, at least in part by the Bureau of Indian Affairs, the Veterans Administration, or various state rehabilitation agencies. Coordination with agency authority was mandated. The federal government also required statistical data regarding student make up, rates of progress and other things.

As NAU’s director of alumni services, Tillett continues to serve the university by facilitating an ongoing program aimed at building relationships with all the institution’s alumni from every campus, from 1941 to the present day. The first quarterly alumni newsletter, titled National News, came off the press in the summer of 2001. To date there have been 37 issues packed with news, information and stories that effectively chronicle the university’s history, extol the many successes of its students, alumni, and staff, and speaks candidly about what’s on the horizon for the constantly evolving institution. More than 8,000 past students and graduates from 49 states and 27 countries are currently on the
mailing list to receive the quarterly publication, and the list grows almost every day.

Born in Peru, Ind. in 1935, Tillett earned his bachelor’s degree in biological sciences from Butler University in Indianapolis. His education was interrupted when he served for two years as a pilot in the naval aviation cadet program in Pensacola, Fla and Kingsville, Tex. He returned to Butler University upon the completion of his military service and graduated in December of 1959.

For 10 years Tillett worked as a junior high school teacher and science program advisor in Martinsville, Ind. During that period he attended Indiana University part time, and in 1967 he completed his master’s degree, also in the field of biological sciences.

Guy Tillett has lived in Black Hawk, So. Dak., near Rapid City, since 1969. His home sits on 10 acres of heavily forested land in the foothills of the beautiful Black Hills of western South Dakota, land that is densely populated with many species of wildlife indigenous to the region. He lives with his wife Kathryn whom he married in 1973 in the nearby historical mining town of Deadwood.

He has two children and four grandchildren.

As a prolific wildlife photographer, artist, writer, speaker, hunter, fisherman, and guide, Tillett has been a tireless advocate for wildlife conservation for decades. He was originally drawn to western South Dakota in part because of his passion for wildlife. Today he continues his advocacy efforts by providing digital presentations on native birds and wildlife for civic and student groups, as well as well known local and national wildlife organizations each year.

Among his many notable accomplishments, in 1997 he wrote and illustrated *Ovis, North American Wild Sheep*. Over the years his wildlife photographs have appeared in numerous books, magazines and calendars, and he has won a number of national photographic honors and awards.

For Guy Tillett, 44 years in the service of National represents far more than just a career in higher education. He has literally seen tens of thousands of students, faculty and staff members pass through the institution’s doors throughout those years, and he has seen and done more things than he ever imagined he would do in his lifetime. His passion for higher education has not dimmed during his years in South Dakota, and he continues to believe in the excellence and the contributions of private proprietary colleges versus public universities in the United States.
From the National School of Business (NSB) in 1941, to the National College of Business (NCB) in 1965, to National College (NC) in 1980, to National American University (NAU) in 1997 ... this private proprietary university weathered every storm it encountered to become one of the premier private universities still in existence today.

National American University has evolved by light years from its humble beginnings in a second floor business in downtown Rapid City, South Dakota, then offering only certificate programs in secretarial training and book keeping. Today NAU has 19 campuses and education centers located in seven states in the heartland of the United States, offering more than 30 associate and bachelor’s degree programs, as well a Master’s in Business Administration (MBA) program and a Master’s in Management (MM) program. A pioneer in distance learning, NAU actively provides online degree programming for dozens of affiliate colleges and universities throughout the U.S. and around the globe.

Tens of thousands of college graduates from 49 states and 27 countries proudly claim National American University as their alma mater. For a great majority of them, their academic journeys through NAU represented their first critical steps into what would ultimately become their lifelong career fields, and the road to substantially better lives.

Milestones is a carefully detailed chronicle of the sometimes dizzying evolution of National American University, including its trials and tribulations, written honestly by Mr. Guy Tillett, a dedicated member of the institution’s staff since 1967, and the undisputed ‘face’ of the institution.

- John Hempe