

South Dakota 4-H Consumer Decision Making Coach's Guide

Why Consumer Decision Making?

The 4-H Youth Development Program strives to provide opportunities which develop an array of life skills within participants. Life skills are learned abilities which empower youth to live well and become independent, responsible and happy adults. Decision making is one key life skill many 4-H programs are designed to teach. The ability to make sound decisions often leads to the development of additional life skills such as social skills and critical thinking. These skills among others promoted through 4-H are identified in the Framework for 21st Century Learning as essential knowledge, skills and dispositions for thriving in our ever changing world. 4-H is dedicated to helping youth step up to the challenges a complex and changing world brings.

The 4-H Consumer Decision Making program equips youth to meet those challenges by providing an opportunity to develop decision making skills while also enhancing a cross sector of additional skills related to relevant life experiences. These additional life skills may include wise use of resources, healthy lifestyle choices, teamwork, and stress management to name a few. The following "Targeting Life Skills" figure uses a framework based on the 4-H Pledge to organize life skills within the four H's- Head, Heart, Hands and Health. Due to the scope of the 4-H Consumer Decision Making program, it is well positioned to encourage a substantial share of these life skills.



What is 4-H Consumer Decision Making?

Each day youth make consumer decisions ranging from deciding which snack to choose to which cell phone meets their needs. Making consumer decisions can become confusing. The sheer volume of choices including in-person and online options easily becomes overwhelming. Fortunately, through experiences where sound decision making skills are taught and practiced youth can increase their ability to apply those skills and prevent poor decision making habits. The goal of the 4-H Consumer Decision Making Program is to teach youth how to make wise consumer choices.

A judging experience is used to impart that teaching. Judging is essentially a matter of comparing items and deciding which is better and why. The key to successful judging is to assess a given situation and to select the best alternative based on the situation and criteria. A member may or may not have specific knowledge of factors that make up the ideal choice. They need to be able to recognize the best choice for the given situation.

Experiential Learning & Consumer Decision Making

4-H activities use a hands-on learning approach to teach both new topics and life skills. A five-step Experiential Learning Model guides the process. Experiential learning takes place when a youth is involved in an activity, looks back at it critically, determines what was useful or important to remember, and uses this information to perform another activity.

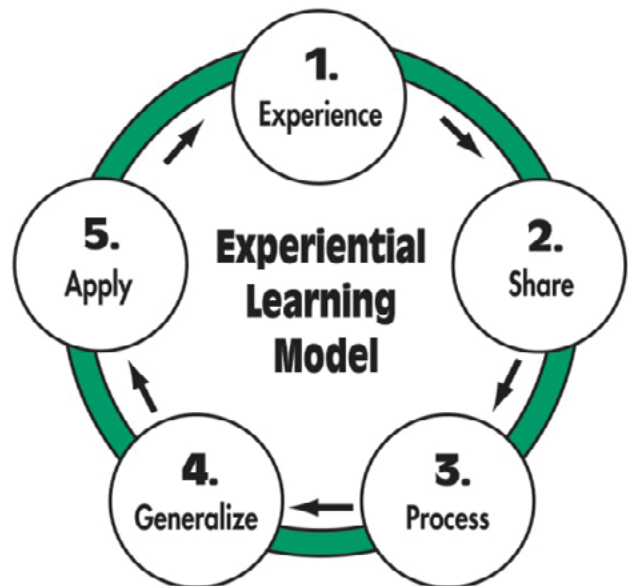
The Consumer Decision Making Program utilizes the Experiential Learning Model to teach 4-H members to make sound choices during their participation in the program and beyond into their everyday lives.

Experiential Learning Model in 4-H Consumer Decision Making

1. Experience: The participants judge classes based on real products that are relevant for today's youth.
2. Share – The Consumer Decision Making program allows multiple opportunities for youth to share their experience with others. During the oral reasons & group process components of the contest youth share their thoughts and ideas on the given classes. An informal discussion may happen with younger participants not required to give oral reasons or participate in the group

process.

3. Process – While responding to the areas identified under “share,” as well as during conversations between team members and among different teams, youth discuss why they made the choices and decisions they made. They also reflect on other alternatives to the choices they made, and pros and cons of the choices. The Senior Group Think Activity provides a great opportunity for youth to discuss issues and determine responses.
4. Generalize – Youth are encouraged to identify times in their lives when they need to make similar decisions and to determine how they might apply the decision making process and use the knowledge they have gained to a similar situation in their daily lives.
5. Apply – Program participants take what they have learned about decision making and what they have learned about themselves and apply it to other parts of their lives.



County, State and National Opportunities

The 4-H Consumer Decision Making Program continuum includes:

Local Practice Contests/Schools: Practice contests/schools take place on the county or multi-county level with a caring adult (Extension staff or volunteer).

State Event: Members have the opportunity to

advance on and participate at the state level contest held during the South Dakota State Fair.

National Contest: The first place senior team at the state contest earns the opportunity to compete at the National 4-H Roundup Consumer Decision Making Contest in Denver, typically held in January of the following year.

State 4-H Consumer Decision Making Contest

Overview

Classes:

- Beginner Division
 - Judge four classes
 - One check-type questions class -may use notes
- Junior Division
 - Judge four classes
 - Two check-type questions class -may use notes
- Senior Division
 - Judge four classes
 - Two sets of oral reasons
 - Group Think Activity (for teams of 3-4 only)

Categories:

- Classes will be based on and chosen from the following categories.
 - Child Development
 - Clothing & Textiles
 - Entertainment & Leisure
 - Nutrition
 - Personal Care
 - Personal Finance

Judging Teams and Individuals:

In a judging contest, members can compete as an individual or as part of a team.

Each county may send an unlimited number of teams and/or individuals in each age division to the state judging contest. Counties may combine to form teams even if they do not share the same 4-H Youth Program Advisor. It is the responsibility of the county to register the team(s) by the deadline. Individuals are responsible for registering on Fair Entry.

Four (4) individuals make up a team. The top three (3) overall individual scores are considered when establishing the team score; and the low individual's score on the team is dropped. A minimum of three (3) individuals are needed to form a team.

Recognition is given to the top two (2) teams in each age division and the top five (5) individuals in each age division based on scores. The top senior team will be awarded a trip to compete at the National 4-H Consumer Decision Making Contest held at the Western National Round-up in Denver, CO. For a team to be considered for the national trip it must be comprised of 3-4 individuals and be pre identified at registration. Teams will be identified by the local 4-H office and cannot be changed after the late entry date. Once a member has competed in the National 4-H Consumer Decision Making Contest they may not compete in that national contest again. However, they may still participate in the State 4-H Consumer Decision Making Contest.

Preparing for the Contest:

- Coaches should review this program guide, including the draft volunteer coach position description, and recruit youth, hold practices, provide support, etc. as outlined in job description.
- Participants should participate in practices and be familiar with the activities.
- Coaches and participants should come to the contest prepared with items of their choice, possibly including: (these items will not be provided at the contest)
 - Reasons Note Cards Blank or "Oral Reasons Judging Notes Worksheets" (provided in this guide)
 - Blank paper (notes taken during the contest are left at the contest)
 - Clip board for each participant (marked with county name if misplaced)
 - Several sharpened pencils for each participant

Oral Reasons

Giving oral reasons simply involves a participant telling a judge why they placed the class the way they did. The participant does this by comparing the two items in their top pair, the middle pair and the bottom pair. When doing these comparisons it is important to talk about the criteria presented in the class situation. The presentation typically takes one to two minutes. Ideally, the participant presents their oral reasons from memory. Notes may be used, but will result in a deduction of points.

The oral reasons activity:

- Helps participants organize a thinking process and observe the class more carefully
- Gives the opportunity to justify decisions
- Helps develop a system of analysis and comparison
- Helps teach how to express one's self in a logical, concise, and convincing manner
- Builds self confidence in ability to judge
- Teaches appreciation and understanding of the opinions of others

Basic Elements of Oral Reasoning

When placing the class that will be used for oral reasons, individuals are encouraged to take notes about the class to help them recall a mental picture of the class. (See example notes worksheets in this document.) Typically, after the individuals have placed the oral reasons class they will be given a designated amount of time to study, organize their thoughts and practice. Then, they will be judged one on one by an oral reasons judge. Oral reasons are worth 50 points. See the Consumer Decision Making Judging Reasons Score Sheet in this guide for details of point distribution.

Organizing Oral Reasons

There are four parts to oral reasons: opening statement, *general statement, explanation of reasons and closing statement. The steps with asterisks (*) are not always included.

1. Opening Statement – In the opening statement, you name the class and the order of the placing. Examples- "I placed this class of 1-2-3-4."
2. *General Statement – The general statement gives your impressions of the class. It can point out the most important points of your top placing. Example: "This was a relatively difficult class to place with a close top and bottom pair."
3. Explanation of Reasons – In the explanation of reasons, you are simply telling why you placed this class the way you did. You will explain the major differences between the top pair, middle pair, and the bottom pair. Give reasons in comparative terms for placing 1 over 2 in the top pair. Begin with important points and follow with details. *Grants, admissions and faults may be used if appropriate. A grant or admission is a positive statement that tell what traits you 'admit' or 'grant' that the lower placing item in a pair has over the higher placing item. Example: "I grant 2 is..." A fault is a negative statement that tells the final reasons for placing the lower item below the top item in a pair. Example: "However, I faulted 2 and placed it second because..."
4. Closing Statement – In the closing statement, you simply restate your placings for the class. Examples: "For these reasons, I placed this class of formal wear 4-1-3-2. Thank you." "These are my reasons for placing class 1-2-3-4."

Examples of terms to use:

- | | |
|--|------------------------|
| × Longer(est) | × Cleaner(est) |
| × More or most appealing (color, taste, smell, etc.) | × Lower(est) cost |
| × Most closely fits the criteria | × More or most tender |
| × Safer | × More or most durable |
| | × Sturdier |

Terms for Oral Reasons:

Terms such as “good”, “better”, “best”, “classier”, etc. should not be used because they are very vague. Also, avoid using “cheaper” in your reasons. Cheaper is a term of quality, not price. Instead, use inexpensive, cost effective, etc. Terms such as more evenly brown, more uniform in size and shape, stronger, and crisper, are comparative, descriptive and very definable for both the reasons given and the judging participant.

When giving oral reasons remember to...

- Stand up straight in front of the judge.
- Establish eye contact with the judge.
- Avoid chewing gum or wearing a cap or hat.
- Present the set of reasons in two minutes or less.
- Use comparative terms when justifying the placings.
- Use correct enunciation, pronunciation, and grammar.
- Vary the voice tone so that important points are emphasized.
- Speak loud enough to be understood without shouting or talking too rapidly.

Note: Before the formal presentation begins the 4-H member should give the judge their judging number and first name to be included on the score sheet. The 4-H'ers name, county and other identifying information should not be part of the presentation.

The following pages provide an overview of steps in organizing oral reasons, sample forms participants might use to take notes and organize their thoughts, and the score sheet used by the judges.

Steps in Organizing Oral Reasons

The steps with asterisks (*) are not always included.

Example: Cookies placed 3, 2, 4, 1.

Steps	Examples
1. Opening statement Name of class and order	<ul style="list-style-type: none"> I placed this class of purchased chocolate chip cookies: 3,2,4,1 3,2,4,1 is my placing in this class of purchased chocolate chip cookies
2. *General Statement <u>Sometimes</u> one general statement will fit the whole class. This is not always true and <u>does not</u> have to be included.	<ul style="list-style-type: none"> Upon analyzing this class I found all the cookies to be evenly brown. All cookies in this class were very evenly brown.
3. Give Reasons on Top Pair (3/2) Use comparative terms Use the number of the articles, like a name, 1,2,3,4. Not number 1, article 2, plate 3, or t-shirt 4, etc.	<ul style="list-style-type: none"> I placed 3 over 2 because it had the most uniform size and shape of any plate of cookies in the class. The chips are more evenly distributed than 2, and 3 had fewer calories.
4. *Give Grant on Top Pair (2/3)	<ul style="list-style-type: none"> I grant that 2 has less sodium Granted, I recognize (or realize) that 2 has less sodium
5. *Give criticism of second item (2). Sometimes the second item may have faults that need to be discussed in a criticism	<ul style="list-style-type: none"> (Continuation of top sentence) ... but criticize 2 for having unevenly shaped cookies.
6. Give reasons on Middle Pair (2/4) (same as number 3 above)	<ul style="list-style-type: none"> In my middle pair, 2 places over 4 in a tight placing. 2 has more fiber.
7. *Give Grant on Middle Pair (4/2) (same as number 4 above.) A criticism (for 4) would come next if applicable.	<ul style="list-style-type: none"> I did recognize that 4 had more uniform shaped cookies with chips distributed more evenly throughout.
8. Give reasons on Bottom Pair (4/1) (same as number 3 above) A grant for 1 would come here if applicable.	<ul style="list-style-type: none"> 4 over 1 is my placing in the bottom pair because 4 had more uniform shaped cookies, fewer calories, less carbohydrates from sugar and chips distributed evenly throughout.
9. Criticize last object (1)	<ul style="list-style-type: none"> I criticize 1 and leave it on the bottom of the class because the cookies lacked the evenness of appearance, texture, grain, shape, and even blending of flavors to place any higher in this class of chocolate chip cookies which I placed 3,2,4,1.
10. Closing/Summarizing Statement Repeat placing and bring closure to alert the judge you are finished	<ul style="list-style-type: none"> For the reasons given, I place this class of purchased chocolate chip cookies 3,2,4,1.

Guide for Giving Oral Reasons

I placed this class of _____
Insert official class name here *Insert placing here (ie: 3-1-2-4)*

At the top of this class, I place _____
Insert # of item and description (ie: Number 3, the book)

because:

- _____
These are the reasons that 3 is the very best in the class-everything that it excelled at, how it best met the criteria...why ever you placed it first!
- _____

In the top pair of this class,

I place _____ over _____
of item *# of item and description*

because: _____
These are the actual reasons you placed 3 above 1...these are based on the class criteria

I grant that* _____
This would be any reason why the second place item would be better than the first.
**THESE ARE NOT REQUIRED IF THERE WAS NOTHING BETTER!*

In the middle pair of this class,

I place _____ over _____

because: _____

I grant that* _____

In the bottom pair of this class,

I place _____ over _____

because: _____

I grant that* _____

At the bottom of this class, I place _____

because:

- _____
These are the reasons why the 4th place item was the worst. Often you will use terms like most, least, etc. to show that it deserved to be on the bottom.
- _____

For these reasons I place this class of _____
class name *repeat placing (signals to the judge you are done)*

4-H Consumer Decision Making Notes Grid

Class: _____

Situation: _____

Class Item Descriptions	1	2	3	4
Class				

Criteria	Class Items			
	1	2	3	4
Placing: _____, _____, _____, _____				

Oral Reasons Judging Notes Worksheet

Class _____ Placing _____

1.	2.	3.	4.
<p>Top Pair _____ / _____</p> <p>Grant _____ / _____</p> <p>Criticism</p>			
<p>Middle Pair _____ / _____</p> <p>Grant _____ / _____</p> <p>Criticism</p>			
<p>Bottom Pair _____ / _____</p> <p>Grant _____ / _____</p> <p>Criticism</p>			

Oral Reasons Note Card

Class _____

I placed this class of _____

Description _____

I placed _____ first because _____

TOP PAIR
I placed _____ over _____ because _____

I grant _____ was _____

MIDDLE PAIR
I placed over _____ because _____

I grant _____ was _____

BOTTOM PAIR
I placed over _____ because _____

I grant _____ was _____

BOTTOM ITEM
I placed _____ last because _____

For these reasons I placed this class of _____

Hints:

1. Print this form back-to-back and cut in half.
2. Use "er" words to compare differences between items (e.g. longer).
3. Look the judge in the eye. Convince the judge your placing is correct.
4. Giving grants are optional.

Example of Oral Reasons

I placed the measuring liquids class 2-1-4-3.

I placed the glass cup first because it is recommended for measuring liquids. It has a spout for easy pouring and clear markings for easy reading. Because it's clear, the amount of liquid in the cup is easily read at eye level.

In the top pair I placed 2 over 1 because it is easier to accurately measure liquids using a glass measuring cup than with an aluminum cup because of the clear markings on the glass cup. It also is easier to pour from the glass measuring cup because it has a spout and the aluminum cup doesn't. I placed the aluminum cup second because it must be filled to the brim to measure accurately. It would be difficult to pick up the aluminum cup and move it without spilling.

In the middle pair I placed 1 over 4. The aluminum cup is better than my third choice because its shape is not changed by temperature. I placed the plastic measuring cup behind the aluminum cup because it could melt or become misshapen if hot liquids were being measured. Also, plastic can sometimes give an odor to liquid.

In the bottom pair I placed 4 over 3 because measurement in a plastic cup is likely to be more accurate than using a regular tea or coffee cup which could vary in size. Tea and coffee cups vary according to their patterns so accurate measurement would be impossible. I grant that 4 is better than 3 because it would not give an odor to the liquid as the plastic cup might.

However, I placed the regular tea cup last because it does not always measure accurately.

For these reasons, I placed the measuring liquid class 2-1-4-3.

Consumer Decision Making Judging Oral Reasons Score Sheet

Score: _____

Participant Number _____

Senior Age Division

Criteria	Very Good	Some Improvement Needed	Much Improvement Needed
Knowledge 50% (25 points) <ul style="list-style-type: none"> Evidence of using suggested criteria to place the class Correct use of comparative terminology Content is factual and accurate Placing of class is logically explained Completeness – major points emphasized Use of grants 			
Presentation 50% (25 points) <ul style="list-style-type: none"> Correct structure used comparing top, middle and bottom pairs Opening and closing statements Poise (stance, eye contact, voice shows confidence) General appearance is neat and well-groomed Length – between 1-2 minutes Organization – easy to follow Points may be deducted for use of notes (1-5 pts.) <ul style="list-style-type: none"> – 1 pt. deduction - notes in hand, didn't use – 5 pt. deduction - read notes 			

Guidelines	<ul style="list-style-type: none"> If multiple judges are used, it is suggested that the first few sets of reasons be scored jointly or at least a discussion held about scoring Judges should avoid gestures and mannerisms that may disturb the contestant
Resources Available	4-H Consumer Decision Making Contest Program Guide

Group Think Activity

The purpose of the group think activity is to develop a decision-making model for consumer use. In its simplest form, the process of decision-making can be reduced to a problem solving model that consists of the following five steps:

1. Ascertain the issue or situation and state the facts
2. Determine the alternative solutions or actions for the situation
3. List the personal or social goals (or criteria) bearing on the situation
4. Evaluate the alternatives according to the goals or criteria
5. Make a decision based on the evaluation

Decisions rest partly on personal and social values. An individual's preference for one car or home or type of clothing rather than another is a function not only of income but also of personal values and tastes. Furthermore, these decisions have social consequences.

In making a decision, either personal or social, we look at the relative desirability of two or more courses of action. As we select among alternatives, we also frequently select among values: a specific satisfaction, a specific positive result for ourselves or others, a specific benefit we wish to foster. Consumers need to be aware of their value preferences if they are to make decisions that result in the most desirable consequences for themselves or for their community as a whole.

Group Think Activity Structure

Although there is no one way to do group process, the following tips may be helpful to your team. Teams will be informed that they will have 10 minutes processing time. The recommended use of the processing time is:

3 minutes to read/think through situation/problem

- Each team member can read silently or team members can take turns reading aloud. Hint: reading aloud has the advantage that everyone is done at the same time, but it could take longer.

5 minutes to discuss

- When members are done reading, the discussion begins. Decide who will take the lead in starting the discussion. Be sure to speak up and allow the judges to hear what is being said.
- Although it is not required, it may be helpful that your team use the Decision Making Grid, which is on the Group Think Activity Worksheet. The grid may help members keep notes as they evaluate the alternatives according to the criteria. It may be also be helpful during the team presentation.
- If the grid is used, determine a note taking method that works best for your team. For some teams, all members keep notes. For others, just one person takes the notes, which are then shared with the other team members during the presentation.
- In the discussion, the team should cover the five steps outlined on the Group Think Activity Worksheet (included in this guide). The team may want to decide prior to judging who will take the lead in discussing each step.
- Don't limit your team to just a few alternatives. There might be more. The Group Think Activity is not the same as the judging classes in the rest of the contest. Your team can be creative and come up with solutions that aren't necessarily stated in the situation.
- Teams will be notified when 2 minutes are remaining before presenting their final statement.

2 minutes to present final statement

- The presentation is an important closing to the group think activity. Determine ahead of time how to share this within the team. The presentation should include an overview of the five steps outlined on the Group Process Worksheet, including the best choice or final decision. Again, decide beforehand who will take the lead for each step. During the presentation, the team should address the judge in the room. Some teams chose to stand for the presentation.

All of this processing will be conducted before a judge(s).

Scoring Group Think Activity:

Group Think Activity is required for senior teams. The Group Think Activity class is worth 50 total points. These points count towards top team awards, but are not included in individual awards. See the following score sheet for the breakdown of points.

4-H Consumer Decision Making Group Think Activity Score Sheet

Team _____

Team Participation (20 points possible)

Participation:	All team members are actively engaged and participate in group process class (1-5 points)	_____
Reading:	All team members given time to become familiar with the situation (1-5 points)	_____
Discussing:	Speaking and listening skills demonstrated by each team member (1-5 points)	_____
Summarizing:	Reaching consensus based on discussion of options and criteria (1-5 points)	_____

Team Process (30 points possible)

Alternatives:	Variety of options generated (1-5 points)	_____
Criteria:	Expectations necessary for a positive decision are listed (1-5 points)	_____
Solution:	Conclusions reached are explained and reasonable for the situation (1-10 points)	_____
Presentation:	Total team effort is shown: 1. Every member contributes to reach group consensus (1-5 points) 2. A clear statement of the group decision is presented to the judge (1-5 points)	_____

Maximum of 50 points possible

Total: _____

4-H Consumer Decision Making Group Think Activity Worksheet

Step 1: State the situation/problem.

Step 2: List the alternatives found in the case study. The team may also add their own alternatives.

Step 3: List the criteria stated in the case study. Add other criteria you think are appropriate, but that were not raised in the story.

Step 4: Evaluate each alternative based on the criteria. Make plus, minus or zero signs to indicate good or not good choices. May give point values to each criteria to help with ranking.

Step 5: Select the best choice(s) for the situation. Explain your choices(s).

DECISION MAKING GRID

Alternatives	Criteria						

Example: Group Think Activity Case Study

Club Fundraising Project

The Kingman Ramblers 4-H Club decided they needed to have a fundraiser to earn money to support their club's community pride project. They need \$200 to purchase plants and flowers for a landscaping project at the town hall where they have their meetings.

A committee has been assigned the task of suggesting a plan to the club. The club would like the fund raising effort to be simple, short-term, require minimal money to operate, and involve club members of all ages.

What should the committee recommend to the club?

SAMPLE DECISION MAKING GRID

Club Fundraising Project

DECISION MAKING GRID

Alternatives	Criteria			
	Simple	Short term	Require minimal money to operate	Involve club members of all ages
Car Wash	+	+	+	+
Bake Sale	+	+	+	+
Fruit Sale	-	-	-	+
Magazine Sale	-	-	+	+
Rummage Sale	-	+	+	+
Key: "+" = positive effect on criterion "-" = negative effect on criterion *Outcome is determined by the positive and negative effect criteria.				

References

Assessing decision-making skills of youth. The Forum for Family and Consumer Issues 8(1). Mincemoyer, Claudia C., and Daniel F. Perkins. (2003).

Computing Slide for Scoring Judging Contests determine class scores based on ranking and cuts, available from NASCO (1-800-558-9595 or www.enasco.com)

Consumer Savvy – National 4-H Cooperative Curriculum System curriculum. Includes 3 booklets for grades 4-5; 6-8 & 9-12 & a helper's guide <http://4hccsprojects.com/consumer/>

Financial Champions - National 4-H Cooperative Curriculum System curriculum. Includes 2 booklets for grades 7-9 & a helper's guide

Framework for 21st Century Learning- <http://www.p21.org/overview/skills-framework>
www.n4hccs.org/shop/products.asp?action=list&cat=10&subcat=5&l=L1

Hormel Scoring System Calculator – online calculator calculates scores for a class when you provide the class placing and cuts
www.worldaccessnet.com/~normans/hormel.html

How to Present Oral Reasons for Georgia 4-H Judging Events –The University of Georgia
www.caes.uga.edu/extension/habersham/4H/.../oralreasons.ppt

Learning Through Judging - 4-H Learning Guide developed by Cooperative Extension Washington State University.
<http://cru.cahe.wsu.edu/CEPublications/em4647/em4647.pdf>

Minnesota 4-H Consumer Decision Making Program Guide - Updated copies of this guide, sample classes and additional resources are available on the Center for Youth Development website at
www.fourh.umn.edu/programs/ConsumerDecMaking/index.html

Minnesota 4-H Consumer Decision Making Website - Sample classes and resources
<https://extension.umn.edu/4-h/what-4-h>

National Contest Information - Western 4-H Regional Round-Up
www.westernnational4-Hroundup.org

Reading Makes Cents – National 4-H Cooperative Curriculum System curriculum. Includes 53 experiential activities for youth grades 3-5.
www.4-hmall.org/detail.aspx?ID=1808292

Teaching 4-H Oral Reasons – Washington State University
<http://cru.cahe.wsu.edu/CEPublications/em4789/em4789.html>

Acknowledgements

Original Publication: 2013 South Dakota 4-H Consumer Decision Making Committee

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Updated Publication: 2019 South Dakota 4-H Consumer Decision Making Committee

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