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June 5, 2023

Dr. Carmen Simone  
Campus Dean and CEO  
Dakota College at Bottineau  
105 Simrall Boulevard  
Bottineau, ND 58318-1198

Dear Campus Dean and CEO Simone:

Attached is a copy of the Multi-location Visit Report completed following the Higher Learning Commission (HLC) visit to Dakota College at Bottineau (the institution). As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary.

Within the Multi-location Visit Report, you will find brief comments on the instructional oversight, academic services, student services, facilities, marketing and recruitment information and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution's history record and the completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-location Visit or the attached report, please contact [accreditation@hlcommission.org](mailto:accreditation@hlcommission.org).

Sincerely,  
Higher Learning Commission

cc: Lexi Kvasnicka-Gates, Accreditation Liaison Officer  
Jamie Stanesa, HLC Staff Liaison



## Multi-Location Visit Peer Review Report

**Institution:** Dakota College at Bottineau

**Additional Locations Visited:**

Location Name	Location Address (street, city, state and ZIP code)	Date Reviewed
Minot State University	500 University Avenue West, Minot, ND 58707	4/24/23
Des Lacs High School	317 Roosevelt Street, Des Lacs ND 58733	4/25/23

**Peer Reviewer**

Name: Constance E. King Gottschall, EdD

Institution: Nueta Hidatsa Sahnish College Title: Vice President of Student Services

*Instructions*

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution’s strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report as a PDF file at [hlcommission.org/upload](http://hlcommission.org/upload). Select “Final Reports” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. The report is due within 30 days after the last additional location is visited.

**Overview Statement**

Provide information about current additional locations and the institution’s general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

## Comments:

Dakota College at Bottineau (DCB) with a vision that “adapts to the changing educational landscape to empower students and impact communities,” has seven active and approved additional locations, including Minot State University (MSU), Des Lacs-Burlington High School (DLB), North Dakota State Hospital, Community Ambulance Service, Trinity Health-St. Joseph Campus, and Valley City State University (VCSU).

The unique capacity that MSU serves in hosting, mentoring, and supporting DCB is further exemplified in the dual role that the University’s President has in also serving as the President of DCB. Both MSU and DCB are part of the North Dakota University System (NDUS), which oversees and gives Board approval for policy updates. Behind the scenes and in the public’s eye, the two campuses work together, and DCB has the advantage of using shared services offered by MSU such as instructional technology (IT) help and connectivity, financial oversight, printing and publications, human resources support, and in-kind utilization of university office and classroom space.

DCB is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and, as of July 2014, is approved to offer online programs to residents in Washington, D.C. and each of the 50 NC-SARA states. The Institution lists its many articulation agreements and memorandums of understanding (MOUs) on its website and includes an MOU with MSU and another with MSU and Turtle Mountain Community College (TMCC).

In addition, DCB implements its Passport Program as a default bridge for students who do not meet MSU admission requirements to help them seamlessly transfer to the University, upon completion of the necessary credits. The following programs are offered through the MSU location: B.S.Ed. Early Childhood Education, B.S.Ed. Physical Education, B.S.Ed. Social Science Education, B.S.Ed. Elementary Education Grades K-6, B.S.Ed. Elementary Education Grades 1-6, B.S. Corporate Fitness, B.S. Athletic Training, AAS in Nursing, BSN in Nursing. In collaboration with MSU and TMCC, DCB offers an AS in Fish and Wildlife Management, an AS with a focus on Wildlife Management (through TMCC), and a BS in Criminal Justice (through MSU).

DCB added Des Lacs-Burlington High School (DLB) as an additional location in Fall 2022, and the following dual credit courses are offered at DLB via iTV (Interactive Television): Composition 110, College Algebra (Math 103), and Fundamentals of Public Speaking. DCB also encourages dual credit students to take advantage of its Leading to Education and Advanced Preparation (LEAP) program, by taking two courses from DCB during each semester of their junior and senior years to earn 24 general education credits toward a college certificate or even an associate degree.

## Institutional Planning

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What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

## Comments:

In 1996, the Institution became affiliated with Minot State University, becoming Minot State University-Bottineau Campus. With a few changes in administrators and some rebranding, the Minot State University (MSU) location was renamed Dakota College at Bottineau in 2009. The DCB Campus Dean oversees the planning and oversight of the College and its multiple locations and then reports to the President.

The data collected for the multiple locations is merged with the College's general statistics. Data-based decision-making, enrollment management, and budgetary allocations are part of the College's overall strategic plan, which have oversight by the Director of Accreditation/ALO and are reported to the College's President and the North Dakota University System (NDUS) Board.

The MSU and DLB campuses function seamlessly with the main campus, regarding academic delivery and its related services that adequately accommodate students. Governance is provided by the DCB Campus with collaboration among its various entities. Future plans include examining disaggregated data for dual credit, part-time, and full-time students, specific to each of the College's locations.

With the approval of the North Dakota State Board of Education (SBHE) strategic plan, DCB moved forward with updating its strategic plan supported by a corresponding budget, which should be completed in 2023.

## Facilities

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What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

## Comments:

DCB Faculty, who teach in-person and virtually, are adequately prepared and deliver content across the MSU and DLB locations consistent with that of the main DCB Campus. Both facilities are adequately staffed and accommodate students well with small class sizes and a DCB employee on-site. At MSU, the Minot Programs Director oversees operations while at DLB, the Associate Dean for Academic Affairs, the Distance Education Specialist, and the IT Department support the students and manage the resources. The Great Western Network (GWN), which DCB participates in, ensures that all high school locations are properly equipped to adequately deliver virtual instruction. Resources are current and prevalent at both locations and include handicapped accessibility, computer availability, internet connectivity, library use, tutoring, science labs, meeting space, parking, and food services.

## Instructional Oversight

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What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of

courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

DCB is authorized to provide distance education to students within North Dakota and across the nation. Ongoing communication and implementation of sound policies and procedures among the Associate Deans for Academic Affairs and Student Services, the Minot Programs Director, the Distance Education Specialist and other key administrators, faculty and staff from the College and its locations assist in providing a seamless educational journey for students. DLB highlights the courses that they offer to dual credit students in its online catalog found on the school's website. DCB provides an online, easily accessible schedule that allows students at any of their locations to progress through programs that are delivered virtually and on the various campuses, so that students have options for course, certificate, and degree completion. Qualified instructors, as verified by an on-site review of faculty files, are readily available to students during class and office hours and participate in regular professional development to stay current, regarding the College's mission, standards, and initiatives. Key administrators and staff at both the MSU and the DLB locations are very pleased with the relationship, the responsiveness, and the resources offered through DCB.

## **Institutional Staffing and Faculty Support**

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What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

An onsite review of faculty files at the MSU and DLB locations indicate that both sites are adequately staffed and supported with DCB employees. Faculty and staff are onboarded with training that is cross-locational to ensure that personnel are prepared to accommodate students' needs and deliver instruction via in-person, hybrid, and virtual modes. Academic programs are publicized by the College through its website, its Facebook page, its Instagram account, and via email, and faculty have the qualifications to teach the courses and programs for which they are hired.

## **Student Support**

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What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library

materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

The Associate Dean for Academic Affairs is very proactive in all modalities of communication and has been instrumental in promoting her personal motto, “Every student matters. Every student counts,” which serves the Institution well in maintaining balance and consistency between the main campus and its alternate locations. The Superintendent of DLB, the High School Counselor, and math and English instructors are all very supportive of students taking the dual credit courses, interface well with DCB faculty and staff, and provide adequate classroom space, library access, tutoring, and resources needed for a successful instructional delivery that maximizes student achievement. The High School articulates the higher learning opportunities to its students, publicizes the available courses in its online catalog, and links to the course schedule on the College’s website. MSU serves as both an instructional delivery site for students and a mentor for DCB faculty and staff. Concerns reviewed in the files provided, which are minimal or non-existent at DCB’s locations, are addressed promptly and at a high level of student satisfaction.

## Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

The Co-Directors of Academic and Co-Curricular Assessment have had much success with the recent changes in the College’s Co-Curricular Assessment, and the institution is in the process of revamping the Academic Assessment. Course evaluations, on a cycle of each of two goals assessed every two years, and faculty observations from each of the locations are blended into the regular five-year program review cycle. Assessment of student learning, persistence, retention, and completion is in the College’s forefront and the documentation of changes in the processes is an ongoing development. The MSU and DCB Institutional Researcher has a new focus of drilling down into disaggregated data groups represented through the College’s main campus and its various locations. The revamped IEC approved updates to the Institutional Effectiveness Committee Handbook in June 2022 and has a process in place to assess institutional effectiveness in all functional areas. A standing monthly meeting provides the venue for written and verbal reporting and incorporates planning for subsequent assessment schedules. The IEC reports for the 2021-2022 and 2022-2023 and data regarding consumer information, retention,

completion, financial assistance, and other relevant student information are posted on the college's website.

## Continuous Improvement

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What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

The Minot State University and Des Lacs-Burlington High School locations of Dakota College at Bottineau are closely aligned with the main campus' mission, which is in the process of being revised. Strategic planning is completed via the main campus with individual goals set for each campus. The courses and programs delivered at each location are part of the main campus' assessment cycle and the two Co-Directors of Academic and Co-Curricular Assessment are revamping processes and procedures. Continuous improvement occurs regularly through consistent communication, strategic planning, and reporting to the President and the NDUS Board. The recently updated mission statement as posted on the institution's website, "Dakota College at Bottineau provides a quality education in a caring environment", is more concise than the previous one.

## Marketing and Recruiting Information

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What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

DCB adequately promotes its campus and its various locations through its website, its publications, and its consistent communications. Any off-site brochures are reviewed by DCB faculty at that specific location and then by the appropriate campus-based program or department for consistency. DCB engages in ongoing dialogue with DLB and MSU, as well as its other locations, to ensure that publications are accurate and reflect consistent and updated information. A frequent review of electronic communication via institutional websites occurs, and links are updated as new or revised material evolves.

## Summary Recommendation

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Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution’s operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution’s operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution’s operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

### Notification Program for Additional Locations Approval Form

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.	<input type="checkbox"/> Yes <input type="checkbox"/> No
HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has demonstrated success in overseeing at least three locations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.	<input type="checkbox"/> Yes <input type="checkbox"/> No