Dakota College at Bottineau - ND

HLC ID 1522

OPEN PATHWAY: Reaffirmation Review   Review Date: 4/6/2020

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Context and Nature of Review

Review Date

4/6/2020
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Dakota College is a public, two year comprehensive college in Bottineau, North Dakota. It serves as part of the eleven-institution North Dakota Universities System (NDUS). Originally launched in 1907 as the North Dakota School of Forestry, the College most recently affiliated itself with Minot State University in 1996 and expanded its mission in 2008. The College has maintained its emphasis on natural resources and prides itself on a culture of caring.

The 4-member HLC team visited virtually, due to the Coronavirus pandemic, on April 6 - 7, 2020, having been asked to conduct a comprehensive review. A follow-up "verification visit" will be conducted some time between September 15, 2020 and November 15, 2020 by the team chair and one team member.

It should be noted that the College has experienced a 31% increase in enrollment headcount over the past ten years, with record headcount noted for the Fall 2019 semester.

Interactions with Constituencies

The following individuals and groups were represented in interviews conducted on April 6-7, 2020:

- Campus President
- Campus Dean

- Business Manager
- Associate Dean for Academic and Student Affairs
- Athletic Director
- Athletic Trainer
- Director of Distance Education/Director of Academic Support Services
- IT Director
- Information Systems Specialist
- Instructional Tech Coordinator
- Faculty Senate Leadership (5)
- Assessment Committee (6)
- Department Chairs (5)
- Financial Aid Director
- Registrar
- Director of Recruiting & Admission
- Human Resources Director
- TRiO Director
- TRiO Careers Specialist/Academic Advisor
- Library Director
- Custodian Supervisor
- Security
- Foundation Director
- Administrative Assistants
- Education Program Coordinator & Instructor/Disability Services Coordinator
- Coordinator of Grants/Grants Management
- Students (4)

Additional Documents

Websites visited not cited in the argument:

https://www.dakotacollege.edu/academics
https://www.dakotacollege.edu/student-life
https://www.dakotacollege.edu/about

Additional requested documents were loaded into the Addendum:

- CTE_Program_Evaluation_Report_2012_with_Summary_Table_CL.pdf
- CTE_Program_Evaluation_Report_2016_with_Summary_Table_CL.pdf
- DCB_NDUS_Transfer_Tracking_Reports_Fall_2016-2019_CL.pdf
- Director_of_Academic_Assessment_PD.pdf
- Faculty_Qualification_Plans_with_Summary_Table_CL.pdf
- Online_Beta_Testing_Reports_CL.pdf
- Online_Course_Peer_Review_Rubric_CL.pdf
- Service_Area_Missions_and_Objectives_CL.pdf
- Spring_2020_Budget_Meetings.pdf
- SRMP_DCB.pdf
- Transfer_Program_Review_Fall_2019_CL.pdf

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Rationale

DCB's current mission statement was developed through a process inclusive of internal constituent groups, university partner leadership review, and Board approval, as evidenced by a series of topical emails dating from May 2007 to February 2008. Review of meeting minutes (Faculty Senate on September 21, 2017; Staff Senate on October 27, 2017; and Student Senate on October 30, 2017) shows the mission documents were most recently reviewed and approved in 2017 and 2018 for continuation as written. Both faculty and staff spoke of the mission documents with a strong awareness of the language contained therein, referencing a need to shorten the mission statement and a desire to strengthen its conveyance of DCB's culture of caring.

The College's support services, liberal arts and sciences curriculum, as well as its niche career and technical programs in natural resources and technology, are well-represented in the mission documents. "Employment and university transfer" are specifically cited as being the outcome of promotion of "engaged learning" in the mission statement. The mission statement and ensuing bullet points emphasize how nature and technology provide success through use of "natural, human, and technological resources" and prepare students to be "good stewards of the environment."

Review of an enrollment report generated on February 11, 2020 displays the near-even distribution of degree-seeking students as enrolled in either transfer or occupational program pathways. That significant numbers of DCB students come from seven states outside of North Dakota, and that 28 percent of enrolled students identify as possessing ethnicity other than White, demonstrates how the mission statement's valuation of diversity is reflected in the enrollment profile.

The *DCB 2015-2020 Strategic Plan* and the *2016 DCB Master Plan* both provide assurance that the College's budgeting and planning processes are reflective of mission priorities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Rationale

DCB's mission statement is readily available via its "About" landing page on its public-facing website, and is accessible from the institutional home page. Additionally, the mission statement is displayed on page 1 of the 2015-2020 Strategic plan, page 11 of the 2018-2020 Academic Catalog, page 3 of an undated Student Handbook, and page 9 of the 2016 Master Plan.

The College's mission statement presents and defines the core values of student-centeredness, excellence, learning, diversity, respect and responsibility. The extent of the College's focus on "nature, technology and beyond" is further explored on page 12 of the Academic Catalog as learning within the region's natural laboratories and the biological diversity present in the region. Additionally articulated is that the use of technology assists the learning process through creativity and care for all life within the natural environment.

Evident throughout a number of institutional documents - most notably, the Strategic Plan, Academic Catalog, Student Handbook and Master Plan - is the manifestation of scope and intended constituents of the mission documents as attention to maintaining a caring and natural learning environment for students, faculty and staff. Of the nine goals and priorities identified in the Strategic Plan, five directly concern students and four address the variety of environments in which teaching and learning occurs. The Master Plan looks ahead six years in identifying a variety of enrollment-driven needs and life/safety/security needs to ensure that the learning environment will be enhanced in the years ahead.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Rationale

The College is guided by the NDUS statewide plan to increase diversity of its student body and acknowledges the efforts and accomplishments of Dakota College in 2012. The NDUS plan entails focusing diversity efforts on recruitment and retention of these student populations to meet diversity goals: 1) racial and ethnic diversity; 2) socio-economic diversity; 3) age and focus; 4) geographic diversity; 5) military status; 6) ability and 7) gender. Dakota College acknowledges the current diversity of its student body as predominantly depicted in the categories of age and race.

While the College articulates the connection between a 2017 state-level report (*Envision 2030 Diversity)* and the need to develop initiatives to attend to human diversity at DCB, it has yet to move beyond the use of predictive analytics to develop them. Like most northern states, North Dakota can expect double- and triple-digit percentage growth in Black and Latinx populations by 2030. Working now to address the supports needed will help students be their authentic selves, gain confidence in their academic skills, and prepare for success in a multicultural society. Again, the College identifies some of its opportunities for improvement without providing significant evidence that it is actively working to do so. Constituencies might expect more activity and or transparency in how the College is proactively addressing the aspect of diversity in its mission.

The College has secured a TRiO grant to address the needs of approximately half of its on-campus student body who qualify for services based on socio-economic status. Of the 144 TRiO participants in 2018-2019, 65.3% reported ethnicity other than White and 84% identified as low income. The institution has also issued over two hundred Cultural Diversity tuition waivers over a ten-year period ranging in amounts from just under $200 to just over $1350.

The institution's role in a multi-cultural society has entailed recruitment of student athletes to represent racial diversity and engaging those programs and students in community activities. However, the recent cancellation of the football team and the proposal for a women's hockey team may dilute progress in the area of increasing racial diversity of the student body.

The College's increasing enrollments in dual enrollment courses and its work thus far in securing external accreditation of its dual enrollment program address the State's goal of increasing both "age" and "geographic" diversity. The College's distance learning program provides extensive learning opportunities for adult students, active military and veterans, and helps to erase geographical barriers. Review of the enrollment reports on the College's Institutional Research page did not demonstrate any

trend data on these breakout groups.

The College reports that it is "putting forth effort" to increase the racial diversity of faculty and staff, 88% of whom identify as White. Human Resources staff report efforts to post jobs on public sites such as LinkedIn and Indeed to more widely promote its vacancies to a larger geographic region.

The Diversity committee has ample representation from all facets of the institution, and members serve a one-year term, holding at least one meeting a semester. Its duties are two-fold: to promote the value of diversity on our campus through events, speakers, and curricular infusion, and; to assess curriculum and campus climate for diversity. Although several committees are noted as administering the individual aspects of the college's mission, all evidence links are only to the Staff/Employee handbook where those committees and their memberships/assignments are listed.

The College 's Earth Day Committee has no pre-defined membership roster to ensure representation; instead, the Campus Dean makes two-year term appointments from faculty, staff, or students. The duties listed of that committee were to "help translate into action the principles of the college's Nature, Technology, and Beyond focus so that students become accustomed to an ethic of care and concern for the environment."

In conversations with faculty, staff and students, consistent mention was made of monthly themed activities designed to promote other cultures. Examples cited by students were limited to Serbia and Canada. Additionally, students provided specific examples of how Economics and History faculty focus on international issues and how Nursing spends a week exploring the cultural preferences of various populations. Staff and faculty shared that they are currently engaged in a system-led common book read with *The Immortal Life of Henrietta Lacks*.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

DCB has provided a number of examples on how it collaborates with external partners to address the obligations it has in serving the larger public. Such outreach and support of the larger public has included regional high school students in the LEAP program, vendors at farmers markets, and K-12 teachers, and students. Additionally, expectations of the faculty contract address a responsibility for community service. DCB collects evidence of community activities annually from full-time faculty for civic/professional organization membership, presentations, consulting and outreach.

Review of the Operating Expenses by Function for Fiscal Year 2018 shows that 53.2% of the annual budget is spent on instruction, academic support and student services, with 68.6% of those funds spent on instruction. DCB states that it does not generate revenue for any external entities.

In addition to soliciting input on curricular needs and marketing from program advisory groups consisting of business and industry, the DCB Deans Council offered its work with Trinity Health in Minot as an example of how it seeks to connect with external constituents to conduct needs assessment and explore opportunities for collaboration where community interest and institutional mission intersect. The recent development of a diagnostic medical sonography program resulted from a collaboration with Trinity Health. Another example of external outreach processes provided by the Deans Council was the partnership with the Minot Country Club to develop a golf and turf management program, using the country club's director as an instructor.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Dakota Collage at Bottineau displays its mission in a variety of public documents and on its public-facing website. The College's mission documents clearly state institutional values and a focus on nature and technology through its curriculum and support programs. The mission documents are the result of recent, inclusive review and SBHE Board approval. Faculty, staff and administration all cite the importance of its mission in daily operations and strategic planning documents demonstrate the consideration of mission.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Rationale

SBHE Board Policy 308.1 establishes a minimum set of behavioral expectations for board members and system employees alike with regard to fiscal, technological, academic and human resource procedures. The defined expectations cover: compliance with all laws, rules, policies and procedures; discrimination and harassment; substance abuse; honesty; public relations; conflict of interest; appropriate use of state resources; record-keeping; timely communications; and how infractions will be investigated. Institutional expectations of DCB faculty, staff and administration are detailed in the DCB Employee Handbook, which aligns with Board Policy 308.1 and identifies that all employees are oriented to these expectations during onboarding. DCB employees are required to annually certify by signature that they have read and are in compliance with the policy. Employees attested to being oriented to these expectations and signing off on their compliance.

A State audit from 2017-18 reported that the institution received findings of non-compliance in the following areas: faculty contract objectives (not performing required annual faculty evaluations and student evaluations of faculty); travel expenses; issuance of student waivers; efficient use of purchase card for transactions. Dakota College agreed with all audit findings and has since taken steps to remedy all concerns. In particular, the responsibility of faculty evaluations has been assigned to department chairs and each faculty will have one personnel record centrally located. This practice will help to ensure that the college meets the expectations of the State system and its own Employee Handbook. The institution also participates in the State's "Fraud Hotline" program

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Rationale

DCB's Marketing and Institutional Research staff report meeting regularly to ensure that the College's marketing collateral and public information are accurate and current. The public-facing website presents information clearly and meets transparency expectations regarding its programs, requirements, costs to students, control (governance), relatedness to the NDUS system, accreditation relationships, and identity and credentials of faculty and staff. While all faculty are also listed individually by photo and academic department, no such listing is provided for staff.

The "About" landing page includes the institution's current HLC affiliation, as well as its program affiliations with the Commission on Accreditation of Allied Health Educational Programs and the Committee on Accreditation for the EMS professions, though the Paramedic Program's current standing with the latter accreditor is not stated.

The "About" page also links to "Consumer Information" that includes a Financial Aid Policy Manual; a Net Price calculator; Price of Attendance; Refund Policy; and Smart Student Guide to Financial Aid. There are a dozen separate links for Student Financial Assistance and another three for Student Loan Information. On the same Consumer Information page, students can find institutional records for graduation rates; retention rates; transfer rates; and pages related to Equity in Athletics reporting.

The "Diversity of Student Body" link on the Consumer Information page leads offsite to the College Navigator page of the National Center for Education Statistics. Visitors to that site then must navigate into "Enrollment" to learn that Dakota College is 58% female and 69% White; 9% Black or African-American; 5% Hispanic; 5% two or more races, etc. Because a goal of diversity is fairly prominent in the college's mission statement, Dakota College may wish to make this link more personal to the institution. All other links lead to institution-specific presentation of data, and if diversity is to be a hallmark, it might benefit from the same attention.

Sixteen reports on enrollment and student achievement, as well as student profile reports for 2016 - 2019 are available on the Institutional Research web page. There appears to be a link to Course Evaluation reports, but the page itself is unpopulated with any such reports.

All relevant information regarding costs can be found under "Price of Attendance." The website currently displays Fall 2019 - Spring 2020 rates for residential and non-residential students for all campuses, as well as for "contiguous" and on-line students. A Cash Course tool is also offered for financial literacy education.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Rationale

The eight-member State Board of Higher Education for the North Dakota State University system is comprised of seven citizens and one student representative appointed by the governor. A non-voting faculty member and staff member are respectively selected by the Council of College Faculties and NDUS Staff Senate. As noted in the rationale for 5B, review of North Dakota SBHE Policy 310.1 confirms that board members are responsible for understanding the institutional mission and structure, assist in development of effective policy, and remaining aware of state laws relevant to higher education. Randomly-selected SBHE minutes for March 8, 2019 and June 27, 2019 both demonstrate Board Member participation and the Board's attention to matters related to institutional mission, policy, and budget and finance.

Review of the 2015 - 2020 Strategic Plan confirms the Board's five priorities to: 1) deliver degrees that are the best value in the nation, 2) provide programs people want, where and when they need them, 3) equip students for success, 4) maximize the strengths of the unified system, and 5) research excellence and innovation reflect an intention to preserve and enhance system institutions. SBHE Board agendas and minutes, ranging from January 24, 2019 to December 3, 2019, demonstrate a breadth of proceedings that attest to the consideration of reasonable and relevant interests of Dakota College's constituencies in its decision-making.

The SBHE appears to operate in ways that are free from undue influence. In addition to the policy requirements for ethical behavior by Board members, agendas and meeting minutes are posted publicly on the NDUS website, and the meetings themselves are subject to North Dakota's open meeting laws. The June 28, 2018 SBHE meeting minutes show that despite the governor's stated expectation that upcoming budgets reflect a 10% reduction from current levels, the SBHE instead approved a zero-based budgeting approach that kept institutional budgets at their current level for the then-upcoming biennium.

SBHE Policy 305.1 states that it "delegates to the president of each institution full authority and responsibility to administer the affairs of the institution in accordance with SBHE policies, plans,

budgets, and standards" and "presidents have the authority to...manage their institution on a day-to-day operational basis." Similarly, SBHE Policy 401.1 defines academic freedom and stipulates that it shall be ensured for faculty and students. Ensuring faculty oversight of academic matters as related to Board-level activity occurs through the SBHE Academic Affairs Council, charged with providing "guidance and leadership for academic programs and policies throughout the North Dakota University System." The SBHE Academic Affairs Council membership includes a number of faculty representatives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Dakota College at Bottineau supports freedom of expression and the pursuit of truth in teaching and learning with statements in several governing documents. This includes the State Board of Higher Education Policy 401.1 which supports Academic Freedom and defines it as encompassing concepts such as exploring any avenues of scholarship, research and creative expression; the freedom for faculty to be in charge of the design and teaching of courses; and the toleration of the conflict of ideas and the opportunity for the expression of diverse points of view. Within the classroom, "faculty shall not face discipline or adverse employment action based on classroom speech unless such speech violates other institutional policies or procedures." Additionally, SBHE 503.1 addresses Student Free Speech and Expression, and states that SBHE recognizes that students have a fundamental right to free speech "which is defined as "all forms of peaceful assembly, protests, demonstrations, rallies, vigils, marches, public speaking, distribution of printed materials, the display of sings or banners, or the circulation of petitions.""

DCB's Core Value of Respect and Responsibility supports these concepts by stating that "Dakota College at Bottineau acknowledges, understands, and supports the rights of others to express their ideas. Individual responsibility is integral to civil discourse, which enables meaningful learning experiences and informed decisions."

During the virtual visit by the review team, the faculty and students affirmed that the college upholds these principles. These governing documents along with affirmation from constituents indicate that Dakota College at Bottineau is committed to freedom of expression and the pursuit of truth in teaching a learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Rationale

During meetings with institutional research staff, it was confirmed that Minot State University's Director of Institutional Research functions as the Keyholder in uploading required data to IPEDS. While the MSU Director of Institutional Research will create queries and reports upon request, the position does not generate any standing, annual reports for DCB. An administrative assistant at DCB assists with most reports designed for internal use. SBHE Policy 410.0 defines responsible conduct for research at DCB, noting a requirement to avoid "research misconduct such as fabrication of data, falsification of data and plagiarism."

Students report being initially oriented to ethical use of information resources during the First Year Experience course. Both students and faculty reference use of template language in course syllabi on ethical use of information resources, academic honesty, and integrity. In the example syllabus provided by one English instructor, additional language included referred to the definition of plagiarism provided by the Council of Writing Program Administrators, and notes ethical behavior in fully acknowledging sources, even in the case of citing one's own previous work.

Academic honesty is addressed on pages 11 and 12 of the Student Handbook, detailing the process for investigation of allegations and possible sanctions. Academic honesty and its associated processes are also detailed on pages 66 - 68 of the Employee Handbook. Faculty make use of SafeAssign, a plagiarism-detection tool that compares submitted work against a library of existing works. In conversations with faculty, SafeAssign was referred to as "originality reports."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Dakota College at Bottineau presents itself clearly through its public-facing website, marketing collateral and handbooks to its internal and external constituents. Faculty, staff, administration and the SBHE Board are provided with clear policy guidelines and expectations for fair and ethical behavior in their transactions, provision of services and representation of the College. Review of the College's "About" page verifies its ability to maintain compliance with the federal and state expectations associated with consumer information, accreditation relationships, safety/security and outcomes reporting. Faculty and students are oriented to expectations on academic integrity, ethical research and the pursuit of truth. Template language included on course syllabi ensure consistency in reminding students of expectations for academic behavior, including the potential sanctions for violations.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

Dakota College at Bottineau has and continues to develop degree programs that provide seemingly quality education in all formats offered. The College offers 20 one-year and technical education program certificates, 27 Associate of Applied Science degrees, an Associate of Arts degree, and an Associate of Science degree. Nineteen programs are delivered fully online.

Offered as evidence of course and program currency, DCB provided North Dakota State Board of Higher Education Policy which states each institution is responsible for providing up-to-date, high-quality courses and programs and the DCB Employee Handbook. SBHE policy provides additional guidance for activating new programs, as well as making a program inactive and reactivating programs placed on hiatus. DCB's argument addresses how curriculum proposal and change processes assure the consideration of faculty credentials, advisory committee input, industry standards and best practices. While the assurance argument addresses a process for ensuring continuing courses and programs are current and documented via an Assessment Reporting Form, this process will not be enacted until Spring 2021.

The virtual visit interviews provided clarity of how program review contributes to providing appropriate programs, and is further discussed in 4A. In support of these interviews, the College submitted documents to the addendum such as the State's CTE Program Evaluation Reports for 2012 and 2016. While these reviews do document an involved advisory committee, they lack specific references on how the College links to other evidence such as accreditation standards, labor market statistics, or practice standards associated with professional organizations. While the Transfer Program Review of Fall 2019 was submitted as evidence, interviews revealed that this was something that had not been ongoing and that the College had only recently reengaged this portion of program review.

The DCB assurance argument addressed the assessment of rigor through the use of the Online Seat Time Policy and the Definition of a Semester Credit Hour Policy where these policies ensure courses require the appropriate level of student performance for the credit awarded. Both of these policies were recently implemented and will be assessed in spring 2020. The institution articulates and differentiates learning goals from its general education competencies as posted in the academic catalog and within the College's website. The College reports all degree programs have competencies as well where each academic department has identified a mission statement, learning outcomes, and goals.

The assurance argument also discusses the availability of a standardized course syllabus form and the role of the Director of Distance Education helps to ensure online faculty understand the need for consistency, but further reports consistency has been lacking. Evidence provided includes a letter addressing the Fall 2019 exercise of a Syllabus Checklist Form for all Fall 2019 and Spring 2020 courses which appear to have identified a lack of adherence to the template. Also offered as evidence, the Syllabus Checklist Form summation for Spring 2020 where only 20.9 percent of the syllabi followed all required elements of the syllabus template. The evidence presented supports the assurance argument that DCB has demonstrated the appropriateness of the degree programs to higher education. The general awareness of the opportunity to improve outcomes through policy updates and the identification of gaps within the uniformity of syllabi should continue for the College to document progress and achieve its desired results.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Rationale

DCB appears to have a comprehensive approach to demonstrating the role its General Education Philosophy has in connecting integrally to the Campus Vision, as listed on page 11 in the Academic Catalog, "The campus will emphasize a knowledge and appreciation of Nature, implement a rapidly changing Technology, and prepare students to go beyond and improve the quality of life." Additionally, the College states that "through the curricula, programs, and services take students beyond nature and technology and leave them with an ethic of concern and care for the natural world."

The assurance argument states the seven general education competencies developed in 2010 and most recently revised in 2019 articulate the intended learning outcomes and lead students to become lifelong learners. In the spring of 2019, the College further revised the learning outcomes and performance indicators through participation in an HLC Assessing General Education Workshop. These are listed within the college catalog, online, and are said to be in all syllabi. Compliance to syllabi template was identified as not being complete within in the argument and within the supporting evidence. The DCB general education competencies align with the North Dakota University System's General Education Requirement Transfer Agreement and competencies/learning outcomes and performance indicators were presented within the assurance argument sources. Interviews describe how the State's system is implemented and how learning outcomes and quality are assessed. The College's catalog describes how the general education curriculum requirements for the AA and AS degrees and the modified requirements for the AAS degrees.

The assurance argument suggests the campus mission addresses diversity and that the diversity is listed

as a core value. DCB offers assessment results from the Nursing, Medical Assistant, English, and Business Departments as evidence. Interviews report how teaching diversity has been engaged with specific elements focused on Native Americans and how English courses have incorporated diversity themes within key reading assignments. Evidence of faculty scholarship includes contributions to publications, art exhibits, and professional presentations. Student scholarship is evidenced by a document describing enrollment and course offerings for Co-op education, independent studies, internships, honors symposia, exhibits, and study abroad activities. Student interviews corroborate these reports.

The review of the evidence provided and further supported by the interviews, suggests the College demonstrates the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met With Concerns

Rationale

The assurance argument reports a shift from a student-to-faculty ratio of 8-1 in 2015 to one of 17-1 in 2018. The report cites increasing enrollment for this shift and states ratios are appropriate with the North Dakota Department of Career and Technical Education Program Evaluation Reports all stating the student faculty ratios as meeting the standards. Interviews reported that the ratios were all below 25 and that the higher numbers were better than the previously low enrollment numbers for multiple reasons related to institutional sustainability. While the College includes the Annual Summary of Activities form, it is not clear how the institution determined if there are sufficient numbers of faculty members. The virtual site visit interviews report that the College utilizes the five state community colleges as a comparative tool when determining the appropriateness of staffing levels.

Faculty are well-engaged in oversight of the curriculum. Expectations of student performance as evidenced by Employee Handbook that describes the Curriculum Committee, Academic Assessment Committee, Academic Standards Committee and this was corroborated through interviews. The argument addresses how faculty members are involved in the establishment of academic credentials for instructional staff through its Policy for Determining Qualified Faculty as established by an ad hoc committee of the Faculty Senate. Interviews further support the engagement of faculty within this process.

DCB ensures all instructors are appropriately qualified utilizing the Faculty Qualifications Committee which reviews faculty transcripts, experience, and credentials. The assurance argument states 88 percent of all DCB faculty are qualified to teach within their disciplines, with 14 faculty currently on Faculty Qualification Plans. Review of these 14 plans revealed that all of the plans had been created

within the last year and there was no evidence of progress monitoring. Within the provided summative table of the 14 plans, 9 of the 14 had "Not identified on plan" as the estimated date of completion. The Faculty Qualifications Plan Form appears to be overly simple, lacking in instruction for its use, and was not consistently completed. The box labeled "Course" under the faculty name box sometimes contained the course(s) the faculty taught at DCB and in other cases contained the courses the faculty needed to complete within the plan. Two of the plans were future-oriented with no specific start date or expected completion date listed. The combined results of these challenges presented difficulties for the review team in understanding the intended outcomes and the progress being made. The review team understood DCB has previously been granted an extension until September 1, 2022 to become compliant with the faculty qualification requirement for dual enrollment faculty.

DCB has a policy that allows for qualification of faculty who teach Liberal Arts/General Education/and Transfer courses other than career technical education if they have a master's degree outside the discipline and tested experience in the discipline equivalent to 18 graduate credits. This policy has been updated to say such faculty must have a minimum of nine graduate credits in the discipline they teach and tested experience equivalent to the remaining needed credits. This policy update is to take effect in August 2020.

The College has policies and procedures for faculty to undergo regular evaluation as listed in the Employee Handbook. Both students and the Associate Dean provide feedback along with self-evaluations and a peer mentor for new faculty with guides and completed forms offered as evidence. A new Evaluation Policy was also offered as evidence of criteria compliance that began in Fall 2019 with completed forms as evidence along with an Observation/Evaluation Schedule.

A May 2019 report of the Office of the State Auditor found not all faculty at Dakota College at Bottineau were receiving adequate evaluations as required by State Board of Higher Education (SBHE) policy and Dakota College at Bottineau's employee handbook. We further conclude that for faculty who did receive an evaluation, the evaluation was not properly placed in the faculty's personnel file as required by NDCC.

As evidence of processes and resources for assuring instructors are current in their disciplines and adept in their teaching roles, the College provided North Dakota Department of Career and Technical Education Postsecondary Instructor Certification Standards as well as processes for tenure and promotion that required demonstrated excellence in teaching. Resources reportedly had reduced state-appropriated funding, and campus professional developments were continued with institutional funds. The College provided summative assessment data on process for determining resource allocation for professional development with both campus-based programming and some travel being utilized to address needs.

Policy was submitted within the Employee Handbook describing the faculty responsibility for being accessible for student inquiry. Oversight of the policy is done through faculty daily schedules submitted to the Dean's Office each semester as well as posted hours outside faculty offices for students' information and faculty contact information is available via the course syllabi and the College's website. Online faculty are guided through a policy provided as evidence that sets a standard student engagement process as well. Assessment by students in 2018 was presented as evidence of effectiveness of these strategies.

The College provided records of professional development for financial aid staff, TRiO staff, Academic Skills Coordinator, Athletic coaches, administrators, Library Director and Disability Support Services Coordinator. Evidence, in the form of curriculum vitas, were presented to demonstrate the Disability Support Services Coordinator, Mental Health Counsellor, Academic Advisors, and financial aid staff,

are appropriately qualified. Interviews reported that the institution looks to the five state community colleges for assistance and equitable alignment in determining position qualifications.

Dakota College at Bottineau appears to have the faculty and staff needed for effective, high-quality programs and student services, however there are concerns. The College has recognized that their interpretation of the utilization of tested experience as a replacement for all 18 graduate hours in discipline may have been overly generous and will be changing that to a minimum of 9 hours of graduate credit hours to take effect in August of 2020. The documentation process for faculty who are not currently credentialed and who are on a plan does not seem to be well implemented as it has multiple faculty without expected completion dates associated with their plans leaving the review team unsure of the expected outcomes of these plans. The review team understands the Higher Learning Commission will review that the institution is in compliance with the dual credit faculty qualification requirement at the the comprehensive evaluation following the extension date of September 1, 2022.

Interim Monitoring (if applicable)

Dakota College at Bottineau has indicated it can be difficult to attract qualified faculty to their rural community. Given the inconsistencies in faculty credentialing policy, planning form completion, and articulation of timelines, the visiting team recommends an Interim Report by September 1, 2022 on compliance with the faculty qualification requirement as well as completion of personnel files with regard to documentation of faculty evaluations for improved compliance documentation in this regard.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Rationale

The Fall 2018 Student Profile - Quick Facts published in January 2019 provides a snapshot of the student population at DCB. With around 1,000 students enrolled, the largest age range is 18 to 24 year olds with the majority being white females. A deeper review of the student population in 2014 indicated to DCB that their students could benefit from the TRiO Program which targets low income, first generation college, and students with disabilities. The grant application was successful and their TRiO Program started in 2015, serving 140 eligible students in the first year, and 144 each year since. In addition to the TRiO Program, a broad range of services are available to all students. This includes Disability Support Services, financial aid assistance such as FAFSA outreach at many high schools (78% rated satisfaction as excellent or good in a 2018 survey), library offerings and services (90% of students indicated using the library in the survey), a Behavioral Intervention Team, and licensed professional clinical counseling. This indicates that DCB is aware of what their students need and attempt to provide those services.

As part of the North Dakota University System (NDUS), DCB follows NDUS Procedure 402.1 delineating which instruments are allowed for placement in beginning English and mathematics courses, which include ACT, SAT, and Accuplacer. There are two options for beginning courses in English, and currently three options for math. However, the math sequence is under review for change based on success rates of students; Fall 2021 is targeted for implementation if results indicate a new approach is needed. In addition, students placed on Academic probation are required to enroll in the College Study Skills course. These practices indicate that the College has appropriate placement policies in place, monitors their effectiveness, and revises as needed to assure student success.

DCB identified advising as an area for improvement while participating in an HLC Persistence and Completion Academy. The resulting new advising model began in Fall 2018 and provides for five academic advisors that are not full-time faculty. It is hoped these new advisors will allow for more field-

of-study exploration, study skills development, campus engagement, goal setting and managing student expectations. During the Review Team's virtual visit, interviews with both students and staff supported the effectiveness of the new advising system. Some career and technical programs, such as Nursing, still promote faculty advising. These initiatives provide academic advising suited to its programs and the needs of its students.

At the main campus location in Bottineau, DCB has 21 buildings with three main academic buildings: Thatcher Hall, Nelson Science Center and Arntzen. Also, the campus includes residence halls for students. The 2016 Master Plan (reviewed) provides an in-depth evaluation of the infrastructure and guides on-going maintenance and improvements. Buildings addressed include residence halls (plumbing, carpeting) and Nelson Science Center (plumbing, mechanical room, student lounge). The Nursing Department programs are offered as part of the Dakota Nursing Programs (a consortium of four community colleges in North Dakota). Content is offered through face-to-face lab and clinical courses, and theory courses offered over the Interactive Video Network (IVN). A 2017 HLC Multi-Location Visit Report deemed resources adequate to support teaching and learning.

Two of the newer facilities on the Bottineau campus are the Photography Lab (providing 11 iMacs, backdrops, cameras, lenses, etc) and the Entrepreneurial Center for Horticulture (offering space for growing and processing vegetables for sale through an on-campus Community Supported Agriculture Program). Feedback received during the virtual team visit indicated satisfaction with facilities. All of these examples show that DCB provides students and instructors with the infrastructure and resources necessary to support effective teaching and learning.

DCB uses two main sources to teach students about the effective use of research and information resources. One is through courses such as Composition and Psychology (syllabi reviewed), and the other is through Library staff presentations during the First Year Experience course. In Assurance Argument 2.E.2, it is noted that the FYE presentation provides an online tour of library resources but offers "no guidance in the ethical use of these information resources." The narrative suggested the FYE presentation could be expanded to cover the ethical use of information services; also, a unit could be developed by the Library staff for use by faculty in courses which would cover the ethical use of information resources.

The College has an IRB with members who are certified in research with human participants, which has received three proposals since formed in 2016. While this evidence indicates that DCB does provide guidance on the effective use of research and information resources, it would be beneficial if the suggestions above to expand the coverage of the ethical use of information resources were implemented.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met With Concerns

Rationale

There is evidence from the interviews of faculty, staff, and students that the institution fulfills the claims it makes for an enriched educational environment. Multiple enrichment activities and programs exist at the college and were submitted as evidence such as Earth Day, Honors, Clubs and associated activities and trips, and study abroad opportunities. Interviews with Athletics suggest a very academically-supportive staff who are centered on the student athlete's collegiate progress and success. General interviews also suggest a well-engaged campus community that supports student learning. These findings were further corroborated through student interviews. There is a strong sense of pride surrounding the notion that the campus is small and caring, a cultural aspect of the College which many interviewees feel drives enrollments.

Evidence of co-curricular programming as being aligned with the institutional mission's focus on Nature, Technology, and Beyond was provided in multiple examples from each area of programming to support this claim. Assessment evidence to the degree the institution demonstrates the claim these programs enrich and contribute to its students' education experience was not seen within the supporting evidence. Interviews with faculty and staff suggest the institution has just begun to understand the need for a more comprehensive approach to co-curricular assessments and is also noted as a concern in 4B. Additional work is needed to incorporate co-curricular assessment and to address such outcomes in ongoing strategic planning.

Interim Monitoring (if applicable)

In conjunction with the concerns noted for 4B, the visiting team recommends that DCB submit an Interim Report due on September 1, 2022, outlining a plan for co-curricular assessment, detailing the outcomes, metrics and timelines associated with assessment of a minimum of six co-curricular programs to demonstrate the claim that these programs enrich and contribute to its students' education experience.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Rationale

DCB degree programs are appropriate to higher education. Quality is assessed and documented through multiple methods including programmatic accreditation, North Dakota State Board of Higher Education surveillance, and regular review by local advisory committees associated with all programs. Opportunities for improving quality oversight will be through a renewed focus on Transfer Program Review and improved compliance with improved adherence to the published syllabi template expectations.

The College's general education competencies align with the North Dakota University System's General Education Requirement Transfer Agreement. The institution's General Education Philosophy is connected to the Campus Vision and has seven general education competencies designed with learning outcomes tied to that vision. The institution demonstrates that broad learning and skill development are integral to its educational programs.

The visiting team found DCB provides support for student learning and effective teaching with a broad range of services and ongoing work to improve its overall persistence and completion rates and have a well engaged faculty who are actively providing appropriate academic oversight.

The visiting team notes concerns with the absence of co-curricular assessment. Discussions with staff and administration confirm the College is aware of its opportunities to improve in this regard and a co-curricular assessment plan will need to be developed.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Rationale

The institution demonstrates responsibility for the quality of its educational programs. While DCB is guided by the seven-year program review requirements of the North Dakota State Board of Higher Education, the North Dakota Department of Career Technical Education and DCB institutional policy call for a five-year cycle of program review. These program review policies are outlined in the Employee Handbook.

The program reviews of the Career Technical Education programs indicated that the twelve State standards were "met" or "exceeded" by the CTE programs. The standards most frequently cited as "improvement opportunities" were those relating to "Career and Technical Student Organization," "Qualified Instructional Personnel," and "Budget/Supplies." The institution may use this State feedback in discussions regarding program improvements, especially as they relate to future program

accreditations and institutional budgeting.

For its transfer programs, the institution submitted sample reports from each of the six academic areas. At the time of the site visit, there had not been enough time to complete a "cycle" and implement any plans for improvement referenced. The samples offered as Argument evidence provided minimal data to review, and in some cases, sections of the reports for including plans for improved student learning were left blank. Addendum materials provided within the site visit conveyed that official program reviews for the AA, AS, and Certificate programs were submitted as a compilation of individual department reports from 2013-18. This Transfer Program review include information related to both the assessment of student learning and overall program goals and objectives.

It was unclear from the available reports, though, how the college is interpreting "rigor." In some instances, the program reviews cited the courses's Pass/Fail rates as the "appropriate amount of rigor." An examination of the evidence provided indicated that same response was used when fail rates were over 33% or were at 0. Regardless, the institution is cautioned against letting a high fail rate become synonymous with "rigor." Further, there was no evidence submitted of the actual rubrics used to assess student work. Many programs cited the use of rubrics, but no samples were provided nor was any information presented regarding whether or not those assessment tools were used consistently and or how faculty were trained in their use. However, evidence was submitted of the use of those rubrics in the summary reports.

The institution rotates the assessment of its seven General Education goals (and its 50+ performance indicators) through the departments over a five-year cycle. It is assumed that all Dakota graduates will have been assessed at some point on all seven outcomes. While the Academic Assessment Committee oversees all academic assessment which ensures the assessment of student learning process in each academic area, the college has created the position of "department chair" to further facilitate such assessment.

Conversations with the newly-appointed department chairs and assessment committee members indicated that the General Education outcomes were soon to be reviewed - and likely reduced in quantity - with the purpose of making the assessment of those outcomes more meaningful and manageable. Both the CTE and Transfer programs are on schedule to submit comprehensive reviews in 2021-22 and 2023-24 respectively. The institution is encouraged to review the outcomes language and align each outcome and or indicator to a clear method of assessment.

The institution follows State policies and institutional guidelines in assigning credits, including a clear process for awarding credit and articulating prior learning. The Prior Learning application and approval process are transparent on the College's website. Dakota College requires placement scores for entry into college-credit courses in math and English, and is working towards providing a standardized sequence of developmental math courses on all its campuses. Institutional policy requires that any changes to course admissions go through a three-part vetting process: Associate Dean; Curriculum Committee; and Campus Dean. Separate policies to ensure consistency in on-line instruction are evident in the Online Seat Time Policy.

As part of the NDUS system, Dakota's Registrar participates in state-wide trainings to stay current in all practices and policies related to the statewide transfer policies of general education in the General Education Required Transfer Agreement (GERTA). The College Registrar also makes decisions about general elective credits and those credits from institutions outside the North Dakota system. A curriculum committee and Faculty Senate are responsible for vetting and ensuring the integrity of any new coursework and works with the Registrar in the approval process for getting new courses in GERTA.

The college catalog indicates placement requirements and course-level pre-requisites; course syllabi display student learning outcomes. A review of the class schedule indicates that many courses only require one or two sections per semester. Institutional reviews of syllabi indicated several "syllabus statement inconsistencies" through Spring 2020, but no evidence was available as to the nature of those inconsistencies or the courses affected or whether they represented variations in learning outcomes, "rigor," or other expectations.

Plans are in place to ensure that instructors who are part of a Consortial arrangement with the college abide by the same protocols as traditional faculty as they concern the assessment of student learning. Also, more adjunct faculty will be encouraged to participate in assessment-related workshops to ensure they understand the importance of adhering to the institutional syllabus statements.

Dakota has entered into an agreement with the Higher Learning Commission to have all dual credit faculty at minimum credential/qualifications by a prescribed timeline, and evidence was provided to ensure those arrangements are in place for the approximate 12% of faculty who do not currently meet hiring criteria. The Argument and follow-up visit included evidence of the College's pursuit of NACEP accreditation for its dual-enrollment program, which will provide an additional level of quality control for that programming that encompasses almost half the Dakota student body. All dual-enrollment courses and student learning data are housed in the individual content areas and many Dakota full-time faculty serve as the dual enrollment faculty, thus ensuring consistent "rigor" and "expectations of learning" as the traditionally-enrolled student.

The College is encouraged to seek out additional program-level accreditations beyond the Paramedic Tech accreditation it currently has and the NACEP accreditation it is pursuing. Such accreditations can help to ensure quality control of academic offerings, as well as the timely gathering of program-review information. Program-level accreditations could also address the "opportunities for improvement" as identified for certain CTE programs in the areas of "career-technical/student organizations," "qualified instructional personnel," and "budget/supplies." In short, seeking out accreditations and completing those self-studies and applications will also help the institution address any gaps in program review and assessment of student learning that currently exist.

While Dakota College has no formal protocol in place to track their certificate and degree graduates, the site visit conversations with the Institutional Research Director at Minot State University indicated that part of that Minot role was to account for Dakota graduates who had matriculated to Minot State. The NDUS system collects in-state transfer information, as well. It is presumed that CTE students who graduated with AAS degrees were seeking employment in their field. Anecdotal evidence supplied by just over half the graduates from the classes of 2017 through 2019 were employed in positions related to their degree field; eight percent had transferred to a Bachelor's program. In sum, the Argument noted that Dakota College could account for approximately three-quarters of its graduates from 2017-2019, but no other evidence was provided to illustrate how necessary the Dakota degree was to their current status.

The institution is encouraged to develop a process by which Advisory Council feedback on hiring Dakota grads be combined with data gathered from Minot State and the NDUS system - in addition to faculty anecdotal data - to provide a more comprehensive snapshot of the Dakota College graduate.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Rationale

In 2019, Dakota College's Faculty Senate approved a revised set of seven General Education Competencies for all its certificate and Associate degree-seeking students. In addition, the AAS degree requires two employment-related outcomes.

Site visit discussions indicated that the learning outcomes would be reviewed and likely reduced from the current level of 22 learning outcomes and 59 performance indicators that rotate through the five-year review process. The Argument noted that approximately two-thirds to three-quarters of all academic programs participate in assessment process at the program-level, with increased participation at the course-level. As discussed in 4A, the site visit participants indicated that all General Education outcomes were going to be reviewed for relevancy and would likely be trimmed significantly for manageability.

The institution provides in-service days at the beginning of each fall semester in which faculty review assessment results from previous year and incorporate into upcoming academic term. The Fall 2019 agenda for professional development day indicates that assessment was getting a "re-boot" of sorts, and "generating great data" was a stated goal.

The Academic Catalog lists all courses' learning outcomes, but the language for some outcomes ("understand" and "demonstrate") does not lend itself to clear assessments. Assessment reports provided as evidence included feedback such as, *"Based on the results, we feel the course does not require any actions are necessary to increase student learning (sic)," "needs to continue to address…," and "classes with more intensive reading and writing seem to have a higher fail/withdraw rate.'* This last comment is an example of an ambitious assessment project by which the institution can "move the needle" and improve student learning.

Dakota uses the official HLC-definition of "co-curricular" as its guide and has updated missions and objectives of co-curricular areas. As referenced in 4A, a Director of Assessment position was created with responsibility for leading all curricular and co-curricular efforts, carrying out an institutional

mapping project, and developing an Assessment Handbook. The missions and objectives of the college's service areas, many of which may be counted as "co-curricular areas," focus on internal efficiencies of operation. There are no specific measures provided that are tied to student learning; employing more specific outcomes-based language will help. The faculty and staff interviewed during the virtual site visit were aware of the strides the institution needed to make in consistent assessment of student learning, especially as it relates to co-curricular areas. This awareness and the institution's Spring 2019 participation in HLC Academies can inform and encourage progress.

The streamlined Assessment Committee that incorporates the work of the former Outcomes Assessment Task Force and General Education assessment now includes assessment of co-curricular education. The institution is encouraged to have sufficient representation from the co-curricular areas on the committee to maximize institutional commitment to the project; currently, no such representation of co-curricular areas exists.

To date, the work in Distance Education has been on increasing enrollments, especially those in the dual enrollment programs. No separate assessment information was available for distance learning as it compared to the institution's overall assessment of student learning. As referenced in 4A, the Distance Education's department to pursue external accreditation through NACEP should provide the self-study mechanisms and follow-up reporting requirements for their dual enrollment population.

In addition, no separate assessment information was available for the students participating in the TRiO program in comparison to the general student enrollment. While evidence was provided from TRiO grant reports that the grant was fulfilling its reporting expectations, no evidence was submitted nor presented in question/answer sessions as to how well TRiO participants were faring against overall enrollments. Interviews with staff and students did indicate, however, that the TriO center itself helped to highlight existing services from which all Dakota students can partake. The institution is encouraged to closely examine the use of its student support services and how it relates to student success and if participation in such activities has increased overall since the presence of the TRiO services and its defined participants. The anecdotal evidence could then be complemented with institutional research and plans to maintain that momentum in case the TriO grant is not renewed.

An institutional strategic enrollment approach could assist the institution in both assessment and institutional planning efforts. Such a plan could help to clarify any information gathered from the various pockets of enrollment at Dakota from dual enrollment students, career-tech, certificate, transfer, Minot and Valley City State University Passport students, and those students taking individual courses from Dakota who never plan to enroll full-time at that specific institution in the NDUS system. Implementing an exit survey for students who do not persist at the institution could be just one part of such a strategic approach.

The College did note areas in which they responded to data in institutional decision-making; the creation of the Certificate in General Studies is one such example. This certificate helps spur persistence of currently enrolled degree students and provided a credential for those students who transferred out prior to earning a degree; it also encompasses any dual enrollment students who qualify. In another program review, the response to disappointing results in a hybrid course was to discontinue offering the course as a hybrid. Conversations with the Director for Distance Education and her colleagues indicated that response was temporary and once a new instructor was found for the course, it would be offered as a hybrid in the future.

The other major decision cited in more than one of the virtual meetings was the discontinuation of the football team. Evidence used in making that decision stemmed from data collected from the TriO grant that indicated while athletes and two-sport athletes overall were benefiting from grant activities, those

student-athletes who played football were not showing any progress in the goals set by the grant and were, in fact, pulling down overall retention and success numbers. Although additional outreach was provided to retain those student-athletes prior to eliminating the program, it is unclear if financial considerations were also part of the decision. Interviews at the virtual visit indicated that this decision was met favorably by campus and external community constituents. Surveys have been administered to explore the creation of several sports, including e-Sports, which are growing in popularity. However, this data-driven decision to eliminate the football team will not necessarily lead to "improved student learning," but instead will simply remove the data from this most at-risk population from the equation.

The academic administration has built in several mechanisms for accountability in assessment efforts, including mandating assessment activities in faculty contracts; creating the position of department chairs to coordinate assessment activities; and supporting Director of Assessment's charge for all faculty to create departmental assessment plans with clear timelines and expectations. Dakota College hosts annual in-service days for faculty to engage in review of previous year's assessment data. At the faculty/course level, faculty indicate that they use assessment results to make practical changes in course design and delivery, including altering an assignment, a teaching technique, or exam. Approximately two-thirds to three-quarters of programs participate in the process. Although adjunct faculty are invited to participate in these assessment activities, few choose to do so.

Once the general education and co-curricular outcomes are revisited, a closer review of that information can be embedded in those assessment in-service days. The institution has several programs that operate independently, from the free-standing developmental skills sequences in math and English to the TRiO program, dual enrollment, LEAP, etc. Each of those programs should be part of an institutional assessment review in order to "move the needle" for the entire institution in improved student learning. Examples of such discussion items could include, *"How do the developmental skills students fare in retention and persistence compared to students not required to take developmental skills courses?" "How do those students perform in subsequent college-credit courses in English and math?" "What are the retention and success rates of students who participate in peer tutoring and Early Alert programs?"*

The institution is urged to re-examine the learning outcomes for both curricular and co-curricular areas and to translate its "objectives" into student learning outcomes. The more student-centered the outcomes language, the easier it will be to design tools for assessment that generate both direct and indirect evidence of student learning.

Interim Monitoring (if applicable)

To assess effectiveness of the academic and co-curricular programs, the institution is encouraged to re-visit its General Education outcomes for manageability; to ensure transfer programs are evaluated as prescribed by the State system and Employee handbook; and ensure that service areas or other entities of the organization that provide co-curricular learning opportunities have clear student learning outcomes and assessments that are clearly linked to markers of student learning, albeit in knowledge attainment or actual performance measures.

While assessment of academic programming is largely in place, the system for co-curricular assessment is in its infancy. It was evident from the Argument and interviews that the overall assessment processes for both curricular and co-curricular areas were being revamped beginning Fall 2019. This level of recency makes it impossible to gauge effectiveness of any of the plans.

In conjunction with the concerns noted for 3E, the visiting team recommends that DCB submit an Interim Report with a plan for co-curricular assessment, detailing the alignment with General Education

outcomes, metrics and timelines associated with assessment of a minimum of six co-curricular programs by September 1, 2022.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Prior to 2015, the College employed the following to address retention and completion goals: a Retention Coordinator Office, a Director of Retention, a Retention committee, an Early Alert system, a First Year Sequence Policy, an Advising Day, an Advising Handbook, a student tracking system, FYE course, first year student advising, and a master list of general education courses identified as "self-coded" for student academic success. These "self-coded" courses were provided as "advising hints" and courses were color-coded as red, yellow, and dark green, with "green" courses deemed to be the "easiest." Students enrolled in developmental courses were directed to such classes. These color-coded suggestions informed advisors as to the reading, writing, attendance demands, etc. of the course, and included unofficial pre-requisites that were not displayed in actual course descriptions. For example, the ECON 201 course was color-coded as "easy," but it was noted that in order to be successful students needed to have "basic math proficiency." It is not clear whether such color-coding cues were made available to students. Regardless, this practice could provide examples of "setting the bar" too low.

Concerns over student retention, especially those of student-athletes, prompted the institution to devote considerable attention to retention efforts in its 2015-2020 Strategic Plan, which included the application for a TRiO-Student Support Services grant. This grant was secured in 2015 and is applicable to over half of the institution's full-time, on-campus enrollment. The goals of this grant were to increase year-to-year retention; increase attainment of certificate and degrees; increase transfer eligibility; and increase number of students considered in "good" academic standing. Grant reporting to the US Dept. of Education indicates the college was exceeding in three of its four goals (persistence; certificate/degree attainment; transfer eligibility), but was lagging significantly in its intended goal of keeping 90% of all TRIO students in good academic standing. No evidence was provided as to how the TRiO goals and targets compare to the institutional targets.

In 2016, Dakota College was also selected to participate in the Higher Learning Commission Persistence and Completion Academy in 2016. The application for the Academy included clear evidence of their concerns at that time, which cited a 28% graduation rate and a 35% fall-to-fall retention rate. The grant application also detailed the strategic enrollment planning initiatives of the North Dakota State Board of Higher Education; the institution's own strategic plan, and the strategic plan identified for the Dakota campus dean. Those complementary goals included raising retention and graduation rates overall; revising the academic advising system; creating handbooks; and acquiring advising and retention staff.

The institutional research required of the TRiO grant and Persistence & Completion Academy submissions is evidence of the institution's self-examination and intentions toward increasing retention, persistence, and completion. While the HLC application and agreement were shared as evidence, there was no follow-up report included that illustrated work accomplished in the Academy. There was evidence of research conducted through the relationship with the IR office at Minot State focusing on student-athlete retention and persistence. Dakota College relied on this research when deciding to eliminate the football team, whose student-athletes did not appear to benefit from the efforts and outreach of the grant. While the institution did experience a 9% increase in year-to-year retention of first-time, full-time students, it is unclear as to why. The Argument acknowledged that the Retention committee efforts need to be re-examined and articulated alongside the goals of other specific services, especially academic advising.

Dakota College TRiO participants persisted, attained degrees, and maintained eligibility for transfer at or above the institution's goals. The institution acknowledges, however, that the percentage of students "in good academic standing" remains lower than expected after implementation of grant activities. It wasn't clear what the plans were to bring more students to "academic good standing," but the threshold was revised to 80%, ten percentage points below initial target but still fifteen percentage points above reported results.

While retention rates and GPAs for other "two sport" athletes were increasing, football players' retention, persistence, completion and grades continued to slip regardless of interventions. As a result, Dakota College eliminated its football team after the Fall 2019 season. It was not revealed in the Argument how many, if any, of those students will remain on campus or what plans are in place to re-integrate those former student-athletes into campus life.

The staff at DCB generate their institution's own reports from IPEDS. Those reports indicate that Dakota College's retention rates were the lowest of the five two-year colleges in the North Dakota University System, 15% lower than the State average. The elimination of the football team may raise persistence and retention rates overall, but removing the problem population should not become the institutional response to improving retention and persistence. As discussed in 4B, once more defined program review and assessment of student learning in curricular and co-curricular programming is undertaken that includes all State-defined profiles, the institution's plans for retention and persistence projects can be targeted not only for TRiO participants but for all enrollment profiles as defined by the NDUS system.

In addition, DCB is also encouraged to perform a "self study" to serve as the basis for an institutional retention plan. DCB should consider all major student profiles, including but not necessarily limited to: dual-enrollment; CTE; transfer; certificate studies, as well as TRiO and Distance Ed. Such a self-study is required to make informed decisions about institutional effectiveness, as referenced in Criterion 5, as well as to learn more about when students exit the institution and why.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

The institution does demonstrate responsibility for its educational offerings; for the educational achievements of its students; and for continual efforts in examining measures of student success, including retention, persistence, and graduation.

Those efforts would benefit from streamlining its assessment processes. In particular, the General Education program appears to be unwieldy, and rotating individual outcomes through a cycle across so many programs possessing so few students each iteration will make any sort of institutional "snapshot" difficult. In addition, the relatively recent process of program review for transfer programs indicates that program assessment for this area of student enrollment had not been a priority.

DCB's application for a TRiO grant and the subsequent federal reporting indicate their keen interest in serving traditionally under-served students, and that same enthusiasm for setting and meeting targets can cross-over into all areas of the college. In particular, the institution's pursuit of external accreditation for its dual enrollment programs could serve as a model for other accreditation-eligible curricular and co-curricular areas.

DCB's dedicated faculty and staff displayed both a keen interest in the assessment process and were quick to point out the gaps in their processes. The faculty and staff appear to have been extensively cross-trained; that level of institutional knowledge and the affiliations DCB has established with the Institutional Research and other offices through Minot State University will provide a strong foundation for such an assessment streamlining project.

An overall plan for institutional effectiveness, as discussed in summary and response of Criterion 5, will provide the impetus for the work done to streamline academic and co-curricular assessment processes.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Rationale

The largest block of funding for DCB is from State appropriations (38%), with the rest from tuition and fees (20%), grants and contracts (20%), auxiliary enterprises (15%), and other (6%). The College experienced financial challenges from 2014 until 2019 due to two factors: 1) inadequate budget management leading to excessive drawdown of the College's reserves; and 2) reduction in State appropriations due to a decline in oil and commodity prices in 2015. While the financial challenges caused a reduction in staff, no programs were eliminated (some delivery modes were changed). A new CFO in 2014 oversaw the replenishment of the College reserves which, by the end of FY19, again exceeded the State required target of 5-7%. This, along with the NDSU system being spared more cuts in the 2019-21 biennium and an increase in enrollment for five years allowed DCB to recover from these financial challenges. As noted in the FY18 NDSU financial report, DCB recorded the highest CFI of all System institutions (5.92). These data show that DCB's fiscal resources are now sufficient.

The reduction in staff mentioned earlier resulted in a reduction of 3.5 FTE in full-time positions and saw an increase in part-time employees. Based on the Fall 2019 DCB Employment Numbers compiled by Dr Jerry Migler, Campus Dean, the College has 31 full-time faculty, 19 part-time faculty, 46 full-time staff, and 50 part-time staff. It appears that the College is cognizant of program needs as the Nursing Program has actually increased faculty during this time due to demand. During the Review Team's virtual visit, staff and faculty interviewed did not indicate any areas of great need for more employees.

These examples indicate that human resources are sufficient.

The main campus has 29 acres in Bottineau with 16 major buildings, most constructed in the 1960's and 1970's. The 2016 Master plan designated a facility condition rating of good to excellent. However, one of the primary instructional buildings received an average rating and a special state appropriation ($1.1 Million) was used to update it. A plan to address other needed facility updates is underway. The State Utilization study found DCB below the System's targets for efficient space utilization. According to the Assurance Argument, DCB knows the importance now of focusing on ways to reconfigure existing facilities, not acquire more space. A review of physical resources was presented in 4.A.4, which indicated adequate learning resources such as the library, Nursing Program laboratories, a Student Success Center, etc.

The IT infrastructure appears to meet the needs of faculty, staff, and students with adequate software, hardware, classrooms, and services. This includes 14 Interactive Video Network (IVN) classrooms; the Team members experienced using the IVN technology to perform the online site visit and found it to work well. Staff and faculty interviewed during the Team's virtual visit concurred that facilities are acceptable; students did have some concerns with the need to update one of the residence halls and some equipment in one of the labs, but the College appears to be aware of these needs and has a plan to address them. This evidence indicates that DCB has the physical resources to address current needs and provides plans to address future needs.

According again to the NDSU 2018 Audited Financial Statements, allocations are tracked in seven specific functions. Based on past practices, percentages have remained consistent over time and are comparable to the other four community colleges in the state system. By tracking expenses to these specific functions, it appears that DCB's educational purposes are not adversely affected by any elective resource allocation.

As covered in 1.A.1, DCB's Mission and Goals went through a comprehensive revision in 2008 with an update in 2018. The Goals are to provide quality experiences, ensure student success, and use resources efficiently. The last update to the goals was in conjunction with the Strategic Plan and received approval in 2018 - 2019 from the Faculty, Student, and Staff Senates with final approval from the College President. During the Team online visit, faculty and administrators acknowledged that external input is often done informally, except for the Advisory groups that provide a formal means of input. This process of approval by the internal constituents and feedback from external constituencies indicates the goals stated are realistic at this point in time.

DCB follows North Dakota State Board of Higher Education (SBHE) policies regarding human resources, along with guidance from NDUS HR Policy Manual. Criterion 3.C.2 addresses the fact that a recent review of faculty qualifications indicates that 88% of faculty meet minimum requirements, but that the rest are on individualized qualification plans to reach compliance. As mentioned in other sections, there has been an increase in funding for professional development for both faculty and staff. In addition, all staff are required to attend training during the fall in-service sessions preceding the beginning of the fall semester. Also, all employees are required to complete annual Title IX training. This evidence indicates that the institution's human resources are appropriately qualified and trained.

As stated in the Assurance Argument, DCB's process for building the budget each year uses an incremental approach where each year uses the previous year's budget as the starting point. In the past the Business Manager (CFO) monitored budgets, but has recently provided training to Departmental Budget Mangers on how to monitor budgets. Documentation provided shows that the process this year included sharing copies of the developmental budget summary information with the budget supervisors which is followed by meetings with each budget supervisor where comments and approvals are

handwritten on the documents. This new process for budget development indicates a well-developed process in place for budgeting and for monitoring expenses.

The above evidence indicates that DCB's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of offerings, and respond to the future.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Rationale

Review of North Dakota SBHE Policy 310.1 confirms that board members are responsible for understanding the institutional mission and structure, assist in development of effective policy, and remaining aware of state laws relevant to higher education. Randomly-selected SBHE minutes for March 8, 2019 and June 27, 2019 both demonstrate Board Member participation and the Board's attention to matters related to institutional mission, policy, and budget and finance.

The September 17, 2019 SBHE Academic and Student Affairs Committee meeting minutes document the appropriate degree to which faculty, staff and student representation occurs within in setting requirements, policies and procedures.

The College's administration reports to the Minot State presidency and organizational structure, which adhere to the expectations outlined by the North Dakota University State system (NDUS).

The Argument notes committee structures and prescribed tasks of those committees for delegation of various institutional responsibilities. Faculty and staff participate via campus committees, and students participate via the Student Senate. In addition, there are other student organizations in which students participate, and virtual site interviews with members of the student body representing different academic programs indicated that students believe that their faculty and campus administrators are approachable and responsive to their needs. Employee and Student handbooks detail the roles and responsibilities of each.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Rationale

DCB incorporates their Mission documents in their Strategic Plan and bases decisions for resource allocation on these. While no language in the Strategic Plan delineates these connections directly, the Assurance Argument contends that the examples they provide are clearly Mission oriented. Examples include expansion of faculty full-time positions in the Nursing Department, addition of the TRiO Program, implementation of a new academic advising model, and improvements to campus facilities. Logically, these expenditures can be seen as contributing to providing "students with quality education." However, specifying direct connections would assure that allocations are aligned with DCB's mission and priorities.

While DCB has specified processes to directly link the outcomes of assessment of student learning to planning/budgeting, direct linkages between the results of all institutional assessments with planning and budgeting are mostly informal. The new academic assessment plan includes an Assessment Review Budget Request Form, but with forms provided for non-academic areas (e.g., Service Area Assessment Planning Form), there is no reference to budgeting. DCB provides examples of expenditures directly related to other assessments, such as the new advising model (linked to participation in an HLC Academy) and facility upgrades (based on the Master Plan). However, direct links are not made clear for all expenditures. These practices show that the College could benefit from a formal linkage between the outcomes of evaluation of operations with planning and budgeting.

The budget planning process identified for FY21 provides for a schedule of meetings to gain input from internal constituents, and the College provided documentation of the meetings held so far this year that showed hand written comments and approval signatures for several budget areas. The Strategic Plan did receive approval from all internal constituents in 2018. During interviews it was stated that input from external stakeholders comes from the various Advisory Committee members through their annual meetings, as well as through informal contacts with the local community. In order to encompass the institution as a whole in planning and budgeting, it is essential to have equal input from all departments,

including non-academic areas. The review team could not locate a policy requiring such a review. In the Enterprise Risk Management Plan (2019-20) provided, one of the objectives is "Improve and refine budgeting process." It would benefit the College to include the outcomes of an institution-wide assessment program to inform this process (see 5D).

As reviewed in 5.A, DCB experienced a significant decrease in state appropriations in the 2015-2017 biennium as a result of the collapse of oil and commodity prices in the State. Currently, commodity prices have fallen again due to the current trade war. These experiences have made clear to the College that fluctuations in state funding are quite possible. A review of area public schools indicates enrollments have been steady for the last 10 years. However, to address anticipated increases in competition from other colleges, DCB has substantially increased its direct marketing expenditures in the last four years. The College anticipates an increase in their funding formula due to recent enrollment increases.   All of these actions indicate that DCB is aware of its current capacity and anticipates fluctuations in funding.

DCB provides evidence of several initiatives driven by emerging factors in the State. One of the Governor of North Dakota's strategic initiatives revolves around developing and maintaining a skilled workforce in the State. To address that, DCB is working with the city of Minot to implement a CTE Center to serve that area. The Leading to Education and Advance Preparation (LEAP) Program allows high school students to earn a credential signifying successful completion of 24 credit hours of college level work. DCB's LEAP Program has been so successful (with currently 39 students enrolled) that it is being used as a model for other institutions in the State. Other initiatives include cooperative programs with other NDSU institutions such as the Dakota Nursing Program, the Northern Information Technology Consortium and the Bridges Program. All of these actions show that DCB's planning anticipates emerging factors.

The evidence indicates that DCB provides a formal method for the academic departments to guide planning. However, they lack a codified system to gain this input from all of the functional areas of the College. In order to assure that the College engages in systematic and integrated planning, formal policies and procedures need to be developed for all non-academic departments which delineates a process and timelines (see 5D).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met With Concerns

Rationale

DCB annually provides data regarding enrollment, e.g., enrollment totals, demographic data, and headcount by academic area. It also provides data about the institution's financial performance such as CFI, fund reserve data, and NDUS' financial report (which includes DCB). These data provide information that is helpful in understanding institutional performance. The Outcomes Assessment Task force (renamed the Academic Assessment Committee) annually documents assessments with two reports: the Discipline Summary Report (Fall 2018 reviewed) and the Service Area Assessment Reporting Summary (Spring 2019 reviewed). While the academic assessment process is discussed in Criterion 4, no policies were presented in the Assurance Argument that provide a structure for guiding and assuring institutional effectiveness in all service areas (with goals and measurable outcomes). Follow-up questions during the Review Team's virtual visit did not find any evidence of this process either, although service area missions and objectives were provided upon request. While the evidence would indicate that a process took place to develop those objectives, no such process was documented. To best document the performance of its operations, such a plan is needed.

DCB provides several examples of actions taken upon noting needs for improvement. Internally, a need for a dedicated institutional researcher was identified, but the institution lacked the resources to address this. However, a shared services agreement with Minot State University provides IR support for DCB that has resulted in several useful outcomes. Enrollment reports are watched, and additional money is allocated for marketing where needed. The need for an improved advising process has been addressed. An audit revealed issues with compliance with State policies regarding faculty evaluations and an action plan was developed to address these. Likewise, audits found improvements were needed in inventory management procedures and in procedures regarding Title IX compliance, and both areas are completing actions to address the issues. This evidence shows that when DCB notes that changes are needed, it takes action on these needs. However, as mentioned in the previous paragraph, DCB did not present an overall institutional effectiveness process to systematically improve its performance in all functional areas; this structured, on-going process could identify needed change before State audits identify these needs. This is another reason policies and procedures assessing effectiveness in all areas of the college are necessary.

Interim Monitoring (if applicable)

To assess effectiveness across the entire institution, DCB should develop policies and procedures that

codify a system to evaluate all functional areas of the institution by September 1, 2022. So closely connected to the co-curricular assessment concerns noted in 3E and 4B, and 4C, this should include a timeline specifying when each department will be reviewed along with a structure that includes goals, a reporting method, and a process that assures/documents that results are acted upon, evaluated and revised as needed. Along with the assessment plan in place for the academic areas, these policies and procedures will produce a continuous cycle to systematically improve the College's performance in all areas.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Rationale

As documented in the Assurance Argument, Dakota College at Bottineau experienced financial difficulties during 2014 through 2019. However, the College successfully addressed these issues and appears to have learned from this experience. Presently, DCB shows the highest CFI of all NDSU institutions. This indicates that the College can provide the human resources and physical and technological infrastructure to support the programs and serves offered.

DCB is part of the North Dakota University System (NDUS). A review of the organizational chart shows that DCB's Campus Dean reports to the President of Minot State University, who reports to the NDUS Chancellor, who reports to the State Board of Higher Education (SBHE). Documents provided and online interviews show that this structure provides appropriate oversight and that there are policies and procedures in place to guide effective institutional governance.

While the Strategic Plan clearly states the College's mission and goals, there does not appear to be a specified way to link resource allocations with these documents. Some academic assessment forms clearly link budgetary requests to measured outcomes, but the review team could not locate any specific policies or procedures to link its evaluation of operations with planning and budgeting.

In order to work systematically to improve performance, DCB needs to codify an overall institutional effectiveness process. These policies and procedures would provide a structure for guiding and assuring institutional effectiveness in all service areas, which would work in tandem with the newly restructure academic assessment program.

FC - Federal Compliance

INSTITUTIONS
Download the Federal Compliance Filing Form and Federal Compliance Overview at
hlcommission.org/federal-compliance. After completing the form, combine it with all required
appendices into a single PDF file. Bookmark the appendices in the combined PDF. Upload the PDF here
by clicking the Choose File button below. The Federal Compliance Filing must be uploaded prior to
locking the Assurance Argument.

PEER REVIEWERS
Download the Federal Compliance Overview and Instructions for Peer Reviewers at
hlcommission.org/federal-compliance. The institution's Federal Compliance Filing and supporting
documentation are provided below.

Federal Compliance reviewer: Use the template provided in the Rationale section to enter the
preliminary findings for each component of Federal Compliance. The findings should include one of the
following conclusions for each component as well as a rationale that fully supports the conclusion:

> The institution meets HLC's requirements.
> The institution meets HLC's requirements, but additional monitoring is recommended.
> The institution does not meet HLC's requirements and additional monitoring is recommended.

If the reviewer recommends monitoring for any Federal Compliance component, provide that
information in the Interim Monitoring section. Describe what improvement is needed as well as how
HLC would determine the institution has resolved the issue. In the Rating field, select the drop-down
option that reflects the reviewer's preliminary findings.

Notify the team chair when the draft evaluation is complete, no later than one week before the team's
on-site visit.

Evaluation team: While conducting the visit, the peer review team determines whether the preliminary
findings made by the Federal Compliance reviewer accurately represent the institution's compliance
with all applicable requirements. If necessary, adjust the rating, preliminary findings and rationale
provided by the Federal Compliance reviewer. All information in the rationale should explain the
findings ultimately selected. Specific instructions addressed directly to the evaluation team by the
Federal Compliance Reviewer should be removed. Ensure that one of the conclusions listed above is
provided for each Federal Compliance component in the Rationale section.

If the team finds that there are substantive issues related to the institution's compliance with the Criteria
for Accreditation, address those issues within the appropriate Core Component sections of the Review
tab.

Rating

Does not require monitoring

Federal Compliance Filing Form

DCB_Federal_Compliance_Report_March_2020_Final

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion:

The institution meets HLC's requirements.

Rationale:

Dakota College at Bottineau (DCB) follows the traditional semester calendar of a minimum of a 15-week period. The College offers courses that run on a 15-week calendar and an 8-week calendar. Dakota College at Bottineau offers an associate's degree. A minimum of 60 semester hours is required for all associate-level degrees (AA, AS and AAS).

Dakota College at Bottineau (DCB) is a part of a college and university system in the State of North Dakota. The Federal Compliance report states that, "According to North Dakota State Board of Higher Education Policy 406.1 – Academic Calendars, Dakota College at Bottineau (DCB) and all North Dakota University Systems campuses operate under a common academic calendar approved by the Chancellor. The calendar includes at least 160 class days, including test days, but excluding class holidays and days reserved for orientation, registration and commencement."

The College's definition of Semester Credit Hour states as follows:

"Dakota College at Bottineau (DCB) defines a credit hour as an amount of work represented in intended learning outcomes, and verified by evidence of student achievement that reasonably approximates not less than:

"Forty-five to fifty (45-50) minutes of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks during one semester.

"Over a sixteen-week semester this is equivalent to one 45-50-minute period of classroom or direct faculty instruction and two hours of out-of-class work each week for approximately 15 weeks plus a final exam period for all classes requiring a final exam.

"Classes scheduled as shorter sessions will meet the equivalent amount of classroom or direct faculty instruction time per credit as full semester length classes."

The Federal Compliance Filling states that, "To assure Dakota College at Bottineau is in compliance with its Credit Hour Policy, approximately 50-60 F2F/IVN/hybrid courses will be selected during both fall semester and spring semesters. These courses will be a combination of on-campus and off-campus courses. Faculty who are teaching these courses will be required to complete the attached Credit Hour Report Form following the conclusion of the selected terms. These forms will be submitted to the appropriate Department Chair for review and subsequently to the Associate Dean for Academic and Student Affairs. The Associate Dean will compile the forms, analyze the data, and summarize the results into a formal report. Faculty whose course does not meet the required Credit Hours Policy, will be required to complete the Credit Hour Report Form the next term they teach the course. A Credit Hour Report Form will be completed for each course once every four years. A copy of the Credit Hour Report Form will be available on the DCB website and in the Department Chairs shared folder."

Web links:

Consumer Information: https://www.dakotacollege.edu/about/consumer-information >

"Definition of Semester Credit Hour": https://www.dakotacollege.edu/download_file/view/5265/601

"Online Seat Time Policy":

https://www.dakotacollege.edu/application/files/1115/7592/3481/F.402.1.pdf

Web address to relevant procedure(s):

https://www.dakotacollege.edu/faculty-and-staff/forms >

"Credit Hour Assurance Procedure/Credit Hour Report Form":
https://www.dakotacollege.edu/download_file/5669/955

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion:

The institution meets HLC's requirements.

Rationale:

The College has a complaint policy and an established process for addressing student complaints. The procedures include guidelines and a complaint form for addressing and resolving complaints. The Student Complaint Policy is also published on page 20 of the Student Handbook. The information outlines the appeal process.

It is stated in the policy that, "A student who wishes to make a formal complaint must submit it in writing, on the prescribed form (found at the end of this policy), to the Associate Dean for Student Affairs." It is also stated that, "The Associate Dean for Student Affairs must acknowledge the student complaint in writing within three working days. He or she must also maintain a file of all documentation in relation to the consideration of the complaint. The Associate Dean for Student Affairs must ensure that any employee member named in complaint receives a copy as practicable."

Resolution of Complaints

It is stated in the policy that, "The Associate Dean of Student Affairs must make a decision in relation to the complaint and must communicate his or her decision to the parties, in writing, within 28 calendar days of receiving the complaint."

Since the College is a part of the North Dakota University System, it states that, "Student complaints not resolved through the College's procedures above may be presented to the North Dakota University System by calling 701-328-2960 or going to the North Dakota SARA Portal."

Web links for the institution's complaint policy:

Student Complaint Policy: https://www.dakotacollege.edu/student-life/complaint-resolution
>https://www.dakotacollege.edu/download_file/view/367/689

Complaint Form: https://www.dakotacollege.edu/student-life/complaint-resolution

3. PUBLICATION OF TRANSFER POLICIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

Dakota College at Bottineau (DCB) clearly stated policies on transfer of credits on page 46 in its 2018-2020 Catalog. As stated earlier, the College is a part of the North Dakota University System and the North Dakota University System has a General Education Requirement Transfer Agreement (GERTA). The College has articulation agreements with other institutions.

While the College's transfer policy is available through its website's electronic catalog, the College is encouraged to strengthen its compliance by making a more direct link to the transfer policy available to its web visitors.

Links:

DCB Catalog 2018-2020, Page 46: https://www.dakotacollege.edu/catalogs/18-20/46/;

North Dakota University System General Education Requirement Transfer Agreement (GERTA):

https://ndus.edu/lets-get-started/transfer-to-a-different-campus/gerta/

Articulation Agreements: https://www.dakotacollege.edu/academics/articulation-agreements

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion:

The institution meets HLC's requirements.

Rationale:

The Federal Compliance Filing states that, "The North Dakota University System (NDUS) utilizes multiple methods to verify the identity of all students, including distance students. Every student is assigned a unique EMPLID (student ID number) when they are accepted as a student. Before students can access their e-mail, Blackboard or Campus Connection, they need to complete the Claim Account process. This process requires students to complete a 12-question data privacy quiz. Each student is then assigned a unique username and they create their own password. The NDUS has shared integration on technologies, so students utilize a single login across multiple technologies and across campuses."

"DUO authentication is another process implemented by the NDUS and requires students to verify identification when logging in by authenticating through a mobile app push, phone call or passcode."

The additional information requested states that, "DUO authentication is a two factor authentication which means whatever application or service is being used/logged a person has to double-check that the

request is really coming from that person by confirming a login through a separate venue. DUO basically provides a level of increased security to neutralize the risks associated with compromised passwords."

It is stated in the Federal Compliance Filling report that, "Student privacy is a top priority at DCB. With DUO authentication, it protects their privacy by requiring multiple methods to access technologies that hold private account information. DCB is also in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). Students who would like to release their information to another party can do so by completing the online FERPA Release Form. Some instructors also utilize proctoring for their online courses. The proctoring process requires students to provide documentation of identity prior to taking the exam."

The College has additional costs associated with test proctoring that are charged directly to the students. As stated in the Compliance Filling, "Instructors may choose to utilize proctoring for their online courses. Students have the option to find a local proctor or to utilize the online proctoring service, Proctor U. There are charges associated with utilizing Proctor U. Additional costs are outlined on the online semester schedule as well as when students register for the course in Campus Connection."

Link: https://www.dakotacollege.edu/online

5. TITLE IV PROGRAM RESPONSIBILITIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

General Program Responsibilities

In response to the HLC's question concerning the current status of the institution's Title IV programs, the Federal Compliance Filing states that, "Provisionally certified on 11/13/2019 – The reason for provisional certification is our Perkins Default Rate. The default rate on our Perkins Loans was above 30% when the most recent Program Participation Agreement was approved."

Similarly, in response to the HLC's question regarding the most recent Title IV program review, the date provided in the Federal Compliance report is "09/16/2013-09/20/2013."

As indicated in the report, the College has not been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC.

The Federal Compliance Filling report states that, "We do not have any fines, letters of credit or heightened cash monitoring imposed by the Department of Education. We are not eligible for benefits associated with cohort default rates that are under 15% as described in Section 428G(e) of the Higher Education Act and the Higher Education Reconciliation Act of 2005 (HERA), Pub.L.109-171. This benefit allows schools to disburse loans to freshman students without a 30-day delay in their first semester."

It is also stated in the Compliance report that, "Though we are not required to, we are working with a third party servicer to reduce our default."

The results/findings of the institution's three most recent audited financial statements provided in the

Federal Compliance Filling report are as below:

1. 2018- N/A

2. 2016- N/A

3. 2014- "Omitted Perkins loan expenditures on the Schedule of Expenditures of Federal Awards (SEFA) & failed to complete timely reconciliations between the schools automated processing system, Grant Management System (G5) and the Common Origination and Disbursement (COD) system. These issues have been resolved as noted in the 2016 audit response."

The College participates in the following Title IV federal financial aid programs:

Pell Grant

Federal Direct Stafford Loan

Direct PLUS Loan

Federal Supplemental Educational Opportunity Grant

Federal Work Study

The outcomes of the three most recent Department reviews of the College's Composite ratios and financial audits provided in the Federal Compliance Filling report are as below:

1. Fiscal Year 2018 CFI – 5.92 with CU

2. Fiscal Year 2017 CFI – 7.53 with CU

3. Fiscal Year 2016 CFI – 4.05 with CU

The additional information requested stated that, "CU is an acronym for Component Unit. In DCB's cases, it would be the DCB Foundation."

It is stated in the Federal Compliance report that the College has not had any fines, penalties, letters of credit or other requirements imposed by the Department.

Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures

It is stated in the Federal Compliance report that the Associate Dean for Academic and Student Affairs & Security Office is responsible for ensuring that Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures are regularly compiled and published and that the data are accurate. It is also stated in the report that the College has not been the subject of any federal investigation related to any of the required disclosures for Title IV responsibilities.

The link for the web address where the information is made available to the public is as below:

https://www.dakotacollege.edu/application/files/7715/6950/0170/Campus_Safety_and_Security_Handbook_2019-2020.pdf

Student Right to Know/Equity in Athletics

As stated in the Federal Compliance report, the Business Manager & Athletic Department is responsible

for ensuring that the information relating to the Student Right to Know/Equity in Athletics are regularly compiled and published and that the data are accurate. It is also stated in the report that the College has not been subject to any federal investigation related to any of the required disclosures for Student Right to Know/Equity in Athletics.

The link for the web address where this information is made available to the public is as below:

https://www.dakotacollege.edu/about/consumer-information or

https://www.dakotacollege.edu/admissions-financial-aid/apply-financial-aid/financial-aid-links

Satisfactory Academic Progress Policy

The College has a Satisfactory Academic Progress policy in compliance with federal requirements. The policy is made available on the College's website. It is stated in the Federal Compliance report that the College does not have any findings from the Department of Education regarding the policy.

The link for the web address where the information is made available to the public is as below:

https://www.dakotacollege.edu/admissions-financial-aid/policies/satisfactory-progress-policy

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion:

The institution meets HLC's requirements.

Rationale:

The College has webpages titled "Consumer information" and "Student Profiles" with sub-headings.

The Consumer information has the following sub-headings:

General Institutional Information

Student Financial Assistance

Student Loan Information

Health and Safety

Student Outcomes

The Student Profiles has the following sub-headings:

The 2016-2018 Student Profile – Quick Facts

The 2019 Student Profile - Quick Facts"

The links to the webpages are as below:

Link(s): https://www.dakotacollege.edu/about/consumer-information or

https://www.dakotacollege.edu/about/institutional-research/student-profiles

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

It is stated in the Federal Compliance report that, "All of our programs are in good standing with specialized, professional, institutional accreditor or with any governing or coordinating bodies in the state."

Below is the list provided in the Federal Compliance report:

Accrediting/Coordinating Body	Program
Commission on Accreditation of Allied Health Education Programs (CAAHEP)/Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (COAMESP)	Paramedic Technology
North Dakota Board of Nursing	Practical Nursing and Associate Degree Nursing
State Authorization Reciprocity Agreement (SARA)/Midwestern Higher Education Compact (MHEC)	Distance Learning

The link to the web address where students and the public can find information about the College's standing with state agencies and accrediting bodies is as below:

https://www.dakotacollege.edu/about/accreditation

Interim Monitoring (if applicable)

None.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met With Concerns
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met With Concerns
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met With Concerns
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Interim Report(s) Required

Due Date
9/1/2022

Report Focus
Dakota College at Bottineau has indicated it can be difficult to attract qualified faculty to their rural community. Given the inconsistencies in faculty credentialing policy, planning form completion, and articulation of timelines, the visiting team recommends an Interim Report by September 1, 2022 on compliance with the faculty qualification requirement as well as completion of personnel files with regard to documentation of faculty evaluations for improved compliance documentation in this regard.

Due Date
9/1/2022

Report Focus
While assessment of academic programming is largely in place, the system for co-curricular assessment is in its infancy. It was evident from the Argument and interviews that the overall assessment processes for both curricular and co-curricular areas were being revamped beginning Fall 2019. This level of recency makes it impossible to gauge effectiveness of any of the plans.

With the concerns noted for 3E and 4B, the visiting team recommends that DCB submit an Interim Report with a plan for co-curricular assessment, detailing the alignment with General Education outcomes, metrics and timelines associated with assessment of a minimum of six co-curricular programs by September 1, 2022.

Due Date
9/1/2022

Report Focus
To assess effectiveness across the entire institution, DCB should develop policies and procedures that codify a system to evaluate all functional areas of the institution by September 1, 2022. So closely connected are the concerns noted in 5D to the co-curricular assessment concerns noted in 3E and 4B, this should include a timeline specifying when each department will be reviewed along with a structure that includes goals, a reporting method, and a process that assures/documents that results are acted upon, evaluated and revised as needed. Along with the assessment plan in place for the academic areas, these policies and procedures will produce a continuous cycle to systematically improve the College's performance in all areas.

Conclusion

In reviewing the Faculty Qualifications plans for the percentage of faculty currently not meeting the minimum credentialing requirements, the team noted concerns in 3C with the inconsistent use of a common planning form, which itself appears to lack documentation of progress milestones within a timeline for completion by a clearly-stated

date. The team recognizes the difficulties DCB might face in attracting qualified faculty to its region; entering into a faculty qualifications plan might be an unfortunate necessity.

The team recommends an interim report to address the process and documentation by which it ensures faculty are appropriately qualified, in order to carry out both the classroom and the non-classroom roles expected of them in ways that contribute to student performance. Therefore, the interim report should address the following areas, noted above, related to Criteria 3:

> Redesign the process and documentation form for establishing agreed-upon expectations for completion of the work experience and/or education necessary to achieve minimum qualifications by a specific date, noting, where appropriate, key progress milestones toward completion.
> Revisit the active, existing faculty qualification plans - as well as all new plans the College may enter into - to ensure compliance with the new process and documentation format.

While the team recognizes the College's Fall 2019 efforts to reboot its assessment of curricular and co-curricular programming, it is too soon to ascertain the efficacy of these redesigned processes. Of particular concern is the state of co-curricular assessment, as noted in 3E and 4B. The College acknowledges that it has only recently turned its attention to co-curricular assessment. DCB's administration is admirably willing to engage in the process of developing a plan for co-curricular assessment.

The team recommends an interim report to address co-curricular assessment, in order to articulate the connection between its co-curricular programming, General Education outcomes, and where appropriate, with CTE program learning outcomes. Such articulation will aid the institution in assessing outcomes achievement, setting goals and targets for performance, and communicating program effectiveness to constituencies. Therefore, the interim report should address the following areas, noted above, related to Criteria 3 and 4:

> Develop a plan for co-curricular assessment for a minimum of six co-curricular programs, that integrates the alignment with General Education outcomes, and identifies assessment metrics.
> Communicate broadly to the College's internal employee constituencies the timelines associated with co-curricular assessment by which the College will identify and assess its total inventory of co-curricular programs.

Similar to the concerns noted for co-curricular assessment are concerns noted by the team for institutional effectiveness in 5D. The team recognizes the institution's capacity to identify opportunities for improvement in areas such as institutional research, inventory management and academic advising. Clearly, DCB can be commended for taking action when and where a need is identified. Often associated with institutions of similar size can be the tendency to rely on hallway conversations, informal agreements and a high level of cross-departmental interactions frequently occurring in ways that achieves results. However, were DCB to have a consistently-applied process or framework for evaluating institutional operations in ways that document attainment of its performance objectives, it would be better positioned to more formally document how it sets targets for improvement to facilitate learning from its operational experience.

The team recommends an interim report to address institutional effectiveness, in order to attend to its ongoing improvement and long-term sustainability. Such articulation will aid the institution in assessing its operational outcomes, setting performance targets, and engaging its faculty, staff and administration in representational planning. Therefore, the interim report should address the following areas, noted above, related to Criteria 5:

> Establish a body, representative of faculty, staff and administration, to engage in monthly review of the institutional effectiveness of its operations.
> Define a minimum of 10 key operations for which performance metrics will be identified, historical performance documented and performance targets set.

The Team is leaving consideration of the following topics to a follow-up verification visit in fall 2020: confirmation of

the faculty evaluation process, posting of the course evaluation data on the IR web page of the same name, viewing of new cafeteria and other physical infrastructure, progress update on the new program review process, confirmation of faculty compliance with elements of the syllabus template in Fall 2020 syllabi, further discussion with faculty and academic leadership on DCB's definition of "rigor," and further discussion with staff and leadership on retention planning. The HLC Team also suggests that the verification visit include a meeting with students from racially and ethnically-diverse backgrounds.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Does not require monitoring

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Dakota College at Bottineau, ND
TYPE OF REVIEW*:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. Visit to include a Federal Compliance Reviewer: Dr. Edwin Imasuen This visit is being conducted as a virtual visit followed by a verification visit. The verification visit will take place on Oct. 26-27, 2020 by Peter Wielinski (chair) and (second team member's name).
DATES OF REVIEW:	4/6/2020 - 4/7/2020

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change.

Degrees Awarded: Associates

Recommended Change: No change.

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029-30

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist,

Institutional Status and Requirements Worksheet

Doctoral

Recommended Change: No change.

Additional Location:

Prior HLC approval required.

Recommended Change: No change.

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change.

Accreditation Events

Accreditation Pathway   Open Pathway

Recommended Change: Eligible to Choose.

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: Interim report due by 9/1/2022 providing evidence of a co-curricular assessment, a system to evaluate all functional areas, and addressing faculty qualifications and evaluations.

Institutional Data

Educational Programs		**Recommended Change:**
Undergraduate		
Certificate	21	_____
Associate Degrees	29	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

| Doctoral Degrees | 0 | _____ |

Extended Operations

Branch Campuses

None

Recommended Change:

Additional Locations

Community Ambulance Service, 1900 8th Ave SE, Minot, ND, 58701 - Active

Heart of America Medical Center, 800 South Main Ave., Rugby, ND, 58368 - Active

Minot State University, 500 University Avenue West, Minot, ND, 58707-0002 - Active

Trinity Health-St. Joseph Campus, 307 5th Avenue Southeast, Minot, ND, 58702 - Active

Valley City State University , 101 College St. SW, Valley City, ND, 58072 - Active

Recommended Change: No change.

Correspondence Education

None

Recommended Change: No change.

Distance Delivery

03.0508 - Urban Forestry, Certificate, Diploma in Urban Forestry

13.1501 - Teacher Assistant/Aide, Associate, A.A.S. in Paraeducation

13.1501 - Teacher Assistant/Aide, Associate, A.A.S. Paraeducation

13.1501 - Teacher Assistant/Aide, Certificate, Certificate in Paraeducation

13.1501 - Teacher Assistant/Aide, Certificate, Certificate Paraeducation

19.0799 - Human Development, Family Studies, and Related Services, Other, Associate, A.A.S. in Caregiver Services

19.0799 - Human Development, Family Studies, and Related Services, Other, Certificate, Diploma in Caregiver Services

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, A.A. in Liberal Arts

24.0101 - Liberal Arts and Sciences/Liberal Studies, Certificate, Certificate College Studies

31.0101 - Parks, Recreation and Leisure Studies, Associate, A.A.S. in Recreation Management

31.0101 - Parks, Recreation and Leisure Studies, Certificate, Certificate of Completion in Recreation Management

51.0708 - Medical Transcription/Transcriptionist, Certificate, Diploma in Medical Transcription

51.0713 - Medical Insurance Coding Specialist/Coder, Certificate, Diploma in Medical Coding

Institutional Status and Requirements Worksheet

51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Associate, A.A.S. in Medical Administrative Assistant

51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Associate, A.A.S. Medical Administrative Assistant

51.0801 - Medical/Clinical Assistant, Associate, A.A.S. in Medical Assistant

51.0801 - Medical/Clinical Assistant, Associate, A.A.S. Medical Assistant

51.0801 - Medical/Clinical Assistant, Certificate, Diploma in Medical Assistant

52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, A.A.S. in Accounting Technology

52.0399 - Accounting and Related Services, Other, Certificate, Diploma in Bookkeeping

52.0401 - Administrative Assistant and Secretarial Science, General, Associate, A.A.S. in Administrative Assistant

52.0408 - General Office Occupations and Clerical Services, Certificate, Diploma in Reception Services

52.1401 - Marketing/Marketing Management, General, Associate, A.A.S. Advertising and Marketing

52.1401 - Marketing/Marketing Management, General, Associate, A.A.S. in Advertising and Marketing

52.1401 - Marketing/Marketing Management, General, Certificate, Diploma in Advertising and Marketing

52.1501 - Real Estate, Associate, Land Management

52.1501 - Real Estate, Certificate, Land Management

Contractual Arrangements

None

Recommended Change: No change.

Consortial Arrangements

01.0101 - Agricultural Business and Management, General - Associate - Precision Agriculture - North Dakota Agriculture Consortium

11.0901 - Computer Systems Networking and Telecommunications - Associate - Associate - 11.0901 Computer Systems Networking and Telecommunications (A.A.S. Information Technology) - Northern Information Technology Consortium

51.3801 - Registered Nursing/Registered Nurse - Associate - Associate - 51.3801 Registered Nursing/Registered Nurse (A.A.S. Associate Degree Nurse) - Dakota Nursing Program

51.3901 - Licensed Practical/Vocational Nurse Training - Certificate - Certificate - 51.3901 Licensed Practical/Vocational Nurse Training (Certificate Practical Nurse) - Dakota Nursing Program

52.1201 - Management Information Systems, General - Associate - Information Technology - Northern Information Technology Consortium

Recommended Change: No change.