



DAKOTA COLLEGE AT BOTTINEAU ASSURANCE ARGUMENT SUMMARY CRITERION 3. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

CRITERION 3. CORE COMPONENT SUMMARIES

Core Component 3.A. The institution's degree programs are appropriate to higher education.

- DCB ensures currency of courses and programs through CTE advisory boards, Course Proposal and Curriculum Change forms, reviews of the Academic Catalog, and Assessment Reporting Forms (forthcoming).
- DCB ensures rigor through two credit hour policies (new) and satisfactory academic progress standards.
- Student learning goals: the seven General Education Competencies serve as learning goals for those pursuing an AA, AS, or certificate of College Studies. One-two CTE competencies serve as learning goals for students pursuing an AAS or CTE-certificate.
- Consistency of (course-level) learning goals is a challenge. In Spring 2020, only 23.90% of syllabi contained all necessary information. For courses with multiple sections, only 56.94% of course descriptions, 43.18% of course objectives, and 22.82% of General Education Competencies aligned across all course sections.

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.

- General education exists within all degree programs at DCB. Seven General Education Competencies center on building knowledge and understanding concepts of the natural and social sciences, mathematics, communication, arts and humanities, technology, and wellness.
- Diversity is addressed in the Campus Mission Statement, and is highlighted as a Core Value. Many courses at DCB highlight diversity through course objectives, descriptions, learning outcomes, relationship to Campus Theme, and specific assignments and activities. The Diversity Committee also supports diversity through human and cultural diversity activities geared toward students, faculty, and staff.

Core Component 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

- 2019-2020 Statistics: 31 full-time faculty, 32% tenured/tenure track, 58.06% hold a master's or higher
- Faculty Qualifications: almost 88% of DCB faculty are qualified to teach in their discipline. Fourteen are on qualification plans (with four finishing plans by the end of 2020).
- Faculty evaluations: full-time faculty are evaluated every year (alternating student evals and Department Chair evals). An audit finding on lack of adherence to evaluation policy lead to the hiring of these Department Chairs.
- Faculty Discipline-Specific Currency: 41.66% of faculty (2018-2019) attended a professional society meeting, Faculty Mentoring Program (new faculty), CTE faculty maintain approval to teach in their disciplines, trainings offered during in-service, tenure and promotion processes assess currency, and professional development funds.
- Financial aid, TRiO, athletic, library, counseling, advising, and disability support staff are appropriately qualified or trained to provide effective student support services.

Core Component 3.D. The institution provides support for student learning and effective teaching.

- Students are placed in English and mathematics courses based on NDUS/DCB procedure.
 - English: two developmental courses (ASC 87 and ASC 88)
 - Mathematics: 3 two-credit, 8-week developmental courses (ASC 91, 92, and 93)***
- New advising model provides dedicated, non-full-time faculty advisors (in most areas)



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- DCB provides infrastructure and resources for effective teaching and learning.
 - Photography lab, HLC site visit showed DCB Nursing to be adequate, and Campus-wide improvements are aimed at continually addressing this issue.
- Guidance in effective use of research and information is facilitated through: 1) course-level lessons/lectures/instruction and 2) the DCB Library.
 - DCB has an Institutional Review Board and academic honesty/dishonesty policies.

Core Component 3.E. The institution fulfills the claims it makes for an enriched educational environment.

- Co-curriculars include: Wildlife Club, Horticulture Club, Photography Study Abroad, Honors Program, Phi Theta Kappa, Student Nurses Organization, DCB Athletic Teams, LeaderJacks, Student Senate
- Other activities that add to “an enriched educational environment”: Community Education Program, Earth Day Celebration

CRITERION 3. STRENGTHS

- **Quality:** State-level (NDUS) and College-level (DCB) policies help to ensure the quality of DCB’s educational offerings. Internal and external audits provide DCB feedback on adherence, and the College does a nice job responding to these findings.
- **Resources:** DCB has the personnel and physical resources to effectively facilitate teaching and learning.
- **Support:** monetary support is offered to faculty through professional development and tuition waivers. Students are supported with passionate and appropriately trained faculty and staff, and have added support through co-curricular offerings.

CRITERION 3. CHALLENGES

- Course syllabi are not consistent. Department Chairs will oversee this.
- Faculty (and staff) do a lot. Points distribution is far from even (0-19 range in 2018-2019).
- Online faculty are only evaluated by students and through self-evaluation (need an evaluation by a superior).
- The developmental mathematics sequence is not the same at all locations, and the three-course sequence is not necessarily better. Assessment will drive whether this changes.

CRITERION 3. NEW PLANS

- Credit hour policies are new. Non-online courses will be fully assessed for adherence by the end of Fall 2020. Online courses will complete paperwork by end of Spring 2020.
- Department Chairs are helping to alleviate the evaluation load put on the Associate Dean of Academic and Student Affairs.
- New advising model (Fall 2018)