



## DAKOTA COLLEGE AT BOTTINEAU ASSURANCE ARGUMENT SUMMARY CRITERION 4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

### Criterion 4. Core Component Summaries

#### **Core Component 4.A. The institution demonstrates responsibility for the quality of its educational programs.**

- Instructional Program Review directs program review to occur every 5 years in both CTE and transfer programs.
- Transfer Program Review took place in Fall 2018 for first time.
- Program review will occur again for CTE in 2021-2022 and transfer programs in 2023-2024.
- DCB accepts transfer courses at full value if earned at a regionally accredited college or university. The DCB Registrar reviews credits, Prior Learning assessment can also be utilized for college credit. GERTA (General Education Requirement Transfer Agreement) is utilized for the North Dakota University System. GERTA allows students to seamlessly transfer approved general education course credits between institutions in the NDUS.
- Student learning expectations are guided by department missions and learning outcomes - which are guided by student learning competencies.
- Faculty meet qualifications and if not are on a faculty qualifications plan.
- DCB holds specialized accreditation for the Paramedic Technology. The nursing (pre-canidacy accepted) and dual credit (prepatory stages) programs are working towards accreditation.

#### **Core Component 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.**

- DCB has 7 General Education Competencies for AA, AS or certificate of College Studies. Each Competency has specific learning outcomes and performance indicators.
- CTE has 2 Competencies for AAS programs and one Competency for certificate programs.
- DCB conducts Discipline Assessment (course-level) which assesses the learning outcomes.
- Both CTE and Gen Ed assessment have been consistent at the course-level.
- Curriculum maps (Fall 2019) show program-level assessment, and provide direction in moving assessment forward.
- DCB is beginning co-curricular assessment.
- DCB has many examples of changes that have taken place at the course level to address findings through assessment. Faculty either altered an assignment, a teaching technique or a student learning assessment method within the last 2 years.
- The new focus with academic assessment is to move away from a yearly plan-assess-report-repeat model to a longer term study (4 semesters) for larger sample sizes and focus on planning.

#### **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.**

- TRiO began in Fall 2015 to assist with retention related challenges.
- The new advising model began in fall 2018 to improve retention.
- LEAP was created and high school students are graduating with a certificate in College Studies.
- DCB has a retention committee and has employed a variety of strategies to deal with low retention rates.
- DCB ended the football program as the football student-athletes had the lowest GPAs and completion rates compared to other teams and DCB non-athletes.



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### Criterion 4. Strengths

- DCB has a culture of assessment and a plan for future assessment including program review (CTE Program Review and Transfer Program Review; all on 5-year plans).
- Our assessment data supports the fact that your students are learning.
- Faculty are highly qualified to teach in their area of expertise or on plans to become highly qualified.
- DCB PN graduates had 100% pass rate 4/5 years from 2012-2017.
- DCB employed many retention-strategies to address the lowest graduation and retention rates in the NDUS.
- TRiO began in Fall 2015 and has been helpful in providing services to the students at DCB.
- The new advising model shows potential to increase retention and graduation rates.
- DCB discontinued the Football program to address retention issues.

### Criterion 4. Challenges

- Retention, persistence and completion challenges remain.
- Assessment programs were all overhauled in Fall 2019, so are relatively new to faculty.
- Several faculty are on plans to become highly qualified.
- Co-curricular assessment is new to DCB.

### Criterion 4. New Plans

- Instructional Program Review is being done differently.
- Transfer Program Review
- 7 new General Education Competencies:
  1. Identify the interrelationships between humans and their environment,
  2. Demonstrate technological literacy,
  3. Demonstrate the ability to solve a variety of mathematical problems,
  4. Communicate effectively,
  5. Employ the principles of wellness,
  6. Demonstrate knowledge of social structures, and
  7. Evaluate principles of Arts and Humanities
- 2 new CTE Competency:
  1. Employ industry-specific skills in preparation for workplace readiness.
  2. Combine general education and vocational skills curriculum
- New Director of Academic Assessment (Hattie Albertson)
- Co-curricular assessment
- Curriculum Maps were completed to ensure that course-level assessment connects to program-level assessment.
  - Need to continue addressing concerns that arise from this program-level assessment.
- New advising model began Fall 2018. TRiO handles the advising for all transfer students and some CTE programs.