



## AQIP Category Two: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

### Context for Analysis (C)

#### **2C1 Other Institutional Objectives**

##### 1. Supportive co-curricular growth opportunities.

NDSCS is a residential campus that provides opportunities that mirror a four-year college setting. With that in mind, the general education learning outcomes rely on supporting services and activities to provide a well-rounded graduate who can succeed in a diverse world. A mix of academic and extra-curricular activities are encouraged and supported by the college. Varsity sports, a large technical library collection, performing arts, student government, campus activity board, cultural exhibits, diversity activities, intramural activities, and student clubs and organizations are an essential part of the campus culture for students. NDSCS has a distinguished record in varsity sports and attracts many students who want to further their career in varsity sports at the four-year level. There are eight residence halls (six smoke-free) with capacity for 1300 students, as well as 134 two-bedroom apartments.

##### 2. Public service and support opportunities.

Among the 35 buildings on the NDSCS campus are three that are closely linked to community activities. The Stern Cultural Center, which houses music and drama and a 500 seat auditorium, provides many cultural events for the campus as well as the community. A local fine arts series, cultural opportunities, and programs from area school systems are often held in this facility in addition to the college programming in music, drama, and lyceums. The Blikre Activities Center is a multi-function building with swimming pool, racquetball courts, and fitness center that hosts college and high school basketball tournaments, volleyball tournaments, and high school track meets. The Student Center hosts regional high school music and speech contests and several community organizations hold their regular meetings in the building. Partnerships with business, industry, and other educational institutions are an essential element in providing up-to-date training and equipment for our students. Partnerships contribute over \$4.2 million annually in new equipment and curriculum. See category nine for more information on partnerships.

##### 3. Access to lifelong learning opportunities.

Several academic departments sponsor continuing education workshops for professionals in the field on new and emerging technology or techniques, for those who are required to keep their licenses up-to-date and to demonstrate the latest equipment. The college also hosts several conferences in the summer on diverse topics such as the Woodcarver's or Electrical Distribution. College Outreach Division tailors credit and non-credit training to specific needs of business and industry. Distance Education provides courses and programs online as well as face-to-face at distant sites or delivered over interactive video networks.

##### 4. Institutional development and advancement opportunities.

NDSCS uses CC Benefits software to identify trends in occupations and associated curriculum. This software also analyzes the economic impact of the college on the region and state. NDSCS is responsible for workforce training in the southeast quadrant of ND and works closely with business and industry to supply appropriate training opportunities to keep their workforce current. NDSCS has also made a concentrated effort to develop revenue generation outside of state support to enable the college to undertake new initiatives that will move the institution forward. The Office of Institutional Advancement and Government Relations was created in



2005 to provide leadership and management of the College's efforts to build positive relationships, and to aid in securing and managing funds from various agencies, foundations, businesses or private sources. The NDSCS Foundation has completed a Capital Fund Drive to assist the college in accomplishing its mission and achieving its goals.

### **2C2 Alignment with Mission and Vision**

Institutional objectives often result from strategic planning at the system level and NDSCS is expected to address those initiatives and fulfill the goals as required by NDUS. Adjustments in campus initiatives are often made to respond to NDUS objectives. Others are the result of the long history of NDSCS that represent the mission of the institution. The mission and vision statements were updated in 2001 with wide input from campus and community representatives. A campus committee was also formed to develop a values statement and identify core values that were agreed upon by the campus. Campus strategic planning flows from system objectives, NDSCS mission, vision, and values.

### **2C3 Support and Complement for Helping Students Learn**

Institutional objectives provide the holistic supportive environment for students and help the college ensure that mental, physical, and academic needs of students are being met. They broaden the scope of the classroom experience and support the unique mission of NDSCS as a residential, two-year, comprehensive college. The philosophy of the college has always been focused on developing the personal, social, and cultural development of the individual; this philosophy is reflected in the General Education Learning Outcomes. Students have many opportunities to interact with our communities through participation in Habitat for Humanity, internships, coops, CATS for Kids (athletic camps for ages 5-8), Hometown Heroes (a program sponsored by varsity athletics in local communities), College Bound (students who visit area high schools and describe the transition to college), and numerous other town-gown activities. Access to programs and courses is increasing by offering them at non-traditional times and various delivery methods as well as increasing scholarship opportunities. Student learning is enhanced through ties to business and industry and partnerships that assist in providing facilities and equipment, internships and coop experiences, as well as scholarships for students.

## **Processes (P)**

### **2P1 Setting Distinctive Objectives**

NDSCS's distinctive objectives are guided by the mission, vision, and values of the institution and NDUS objectives as guided by the legislature and SBHE. The AQIP Strategy Team recommends action plans and targets that will ensure that these objectives are met. Appropriate campus committees review these recommendations and provide input. Each academic and support department as well as campus-wide committees submit individual action plans that support the campus planning. Business and industry provide input through the respective program advisory committees. The President's Advisory Council consisting of community members review annual goals and provide input and support for campus initiatives.



## **2P2 Communicating Distinctive Objectives**

All-campus meetings are held, including the President's State of the Campus address, to communicate the accomplishments of the prior academic year and to set expectations for the current year. Feedback from AQIP reviewers is provided to the campus when it is received and these recommendations are incorporated into the action plans. The Campus Alignment Plan documents the campus achievements as required by the NDUS. Departments and campus committees review the accomplishments pertinent to their area and develop new plans and targets. Academic departments also communicate with their advisory committees. The NDSCS web site also lists the current action plans.

## **2P3 Determining Faculty and Staff Needs**

Assessment reports, performance appraisals, and employee growth plans and goal setting provide documentation of professional development needs and opportunities, budget requirements, and curriculum improvement areas. The Campus Quality Survey is given every other year to employees. A holistic picture of institutional anticipated growth and future direction is provided by the strategic planning process and the AQIP process. This information is used by administration to plan for employee needs. (Refer to flowchart figure 9-1 as it is typical for our needs analysis also.)

## **2P4 Review and Assess Distinctive Objectives**

The following surveys are distributed on a regular basis to obtain feedback: Student Satisfaction Inventory, CCSSE (Community College Survey of Student Engagement), College Student Inventory, Withdrawing Student Survey, Employer Survey, Alumni Survey, and Campus Quality Survey. The college's ability to develop revenue generation outside of state support is carefully tracked. Grant management processes are currently being developed. Focus groups are frequently held subsequent to analysis of survey data to identify specific points of improvement and then establish methods of improvement. This data collection process involves all primary internal and external stakeholders. This information is used by appropriate departments to readjust objectives as needed.

## **2P5 Measures**

Student satisfaction, participation numbers at student activities, retention data, number of students on internships and coops, number of business and industries served, number of non-credit participants, workforce training gross revenue, end-of-course surveys, number of partnerships, amount of donated equipment, number of grants awarded and dollar amounts, students served through the Academic Services Center, program review process, Foundation report, and other year-end reports.



**RESULTS (R)**

**2R1 Results in Accomplishing Other Distinctive Objectives**

Table 2-1 Activities

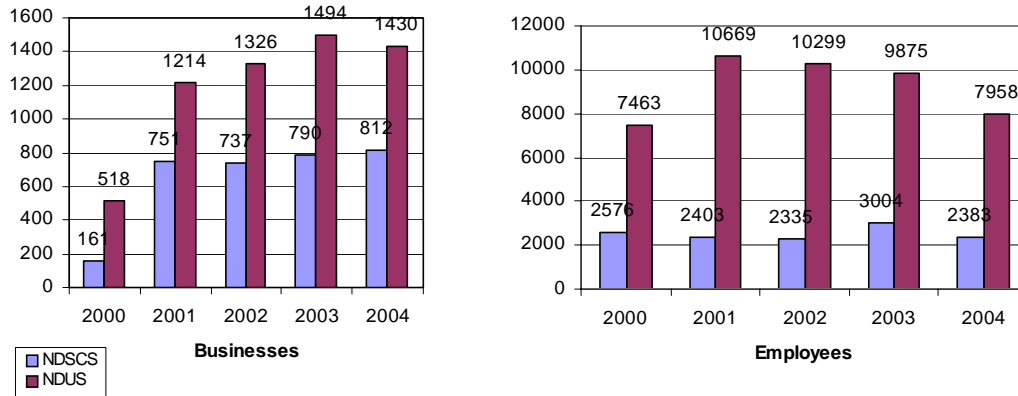
Supportive co-curricular growth activities	Activity	2004-05	2003-04	2002-03
	Blikre Activities Center	19,000 students and community members	22,355	21,932
	CAB	10,421 students participated 65 events	10,878 students participated in 56 events	7,402 students participated in
	Student Clubs and Organizations	1001 student participants	1049 student participants	34 clubs
	Intramural sports	878 students	912 students	935 students
	Developmental Courses	1022 courses	680 courses	444 courses
	Varsity sports	112 students	113 students	125 students
	Performing Arts	237 students	220 students	219 students
Public services and support opportunities	Cultural Diversity	14 activities held	17 activities held	16 activities held
	Facilities usage	42 facility rentals;	34	43
Access to lifelong learning	Related study	delivered 1658 correspondence courses	1551 correspondence courses	1265 correspondence courses
	Distance Education/ Online	111 online courses were delivered to 1583 students	106 online courses were delivered to 958 students	91 online courses were delivered to 698 students
	Workforce Training	899 businesses served by Workforce Training to 3,741 participants	790 businesses served by Workforce Training to 3003 participants	737 businesses served by Workforce Training to 2335 participants
Institutional development and advancement opportunities	Foundation Capital Fund Drive has 2 million in pledges	Foundation Gifts \$644,590	Foundation Gifts \$482,800	Foundation Gifts \$461,790
	Grants	\$689,942	\$150,000	\$140,235
	Partnerships	\$4,500,000.00	\$4,300,000.00	\$4,200,000.00



## **2R2 Results Comparison**

There are few residential two-year college campuses, this is what makes NDSCS distinctive and, therefore, we have not developed benchmarks in many of the areas. Retention data, graduation rates, results of surveys are available in other chapters. Workforce training data is compared to other NDUS institutions:

Figure 2-1 Workforce training comparison



## **2R3 Strengthening the Institution and Enhancing Relationships**

These results strengthen the institution and enhance relationships with the community and state by:

- Enhancing students' success levels and achievement rate for students with varying levels of ability
- Providing activities or services desired or needed throughout the community and/or region
- Enhancing awareness of the college and its unique mission
- Providing access for an underserved and/or place bound population to quality and unique program and course offerings
- Enhancing the college's ability to educate across the life-span which increases diversity
- Providing an opportunity to support the college through various means, such as investments, providing co-ops and internships, donating equipment, employing our graduates
- Matriculating a workforce that is well-rounded and therefore more fully capable of serving the career and technical needs of the region.

### **IMPROVEMENT (I)**

#### **2I1 Improvement of systems and processes**

- Use our continuous improvement model from criteria 9
- Allocate revenue to meet the identified needs



## **2I2 Targets for Improvement**

Targets for improvements are set based on the data collected from surveys, research, trends in the field, industry needs, SBHE expectations, AQIP reviewer feedback, and public demand.

Future targets are:

- Improve recreational opportunities for the college and the community
  - By collaborating on a recreational center and stadium
- Enhance coordination of student services through newly created student services division under leadership of a new position of Dean of Student Services
- Increase distance educational opportunities
  - Identifying programs and courses to be developed for distance education
  - Identify and secure grant funding to support the initiatives
- Enhance coordination of institutional advancement and government relations through newly created institutional advancement division and position of Vice President for Institutional Advancement and Government Relations
- Provide easier (more convenient) access to industry training
  - Creation of regional offices and facilities and partnerships

Communication of results and priorities are communicated in the cyclical process described in 2P.