



**North Dakota State College of Science**  
**Comprehensive Quality Review**  
Spring 2016

This document contains the **2013 NDSCS AQIP Systems Portfolio** (submitted November 2013). This can also be accessed through <https://www.ndscs.edu/accreditation-aqip> and clicking on 'e-Folio'. Additionally, starting on page 133, you will find the **responses and 'next steps'** focusing on the section that received 'O' or 'OO' in the System Appraisal Feedback Report that was received in March 2014.



# AQIP SYSTEMS PORTFOLIO 2013

## AQIP Systems Portfolio 2013



Academic  
Quality Improvement  
Program

The Higher Learning Commission **NCA**

**NDSCS**

THE SCIENCE OF SUCCESS.

North Dakota State College of Science





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## Overview

The North Dakota State College of Science (NDSCS) is a public, two-year institution, provided for by the North Dakota Constitution, adopted in 1889, which simply stated there shall be a scientific school at Wahpeton. Fulfilling its mission since 1903, making it the nation's second oldest two-year college, it began operations with 66 registered students. The Arts and Science Division was the first division to be organized, followed by the Business Division in 1905. The first trade and technical programs were offered in 1922. At that time, NDSCS was named the central trade and technical institution for the state. Under this plan, all trade and technical training was centralized at NDSCS, a pragmatic plan for a sparsely populated agricultural state. Since that time, NDSCS has gained a reputation for providing practical, hands-on education that meets business, professional and industrial needs at the associate, diploma and certificate level. It is a unique two-year college in that it provides a wide array of career and technical programs as well as transfer education, and offers students the opportunity to participate in music, drama, varsity athletics, student government, live on-campus in student residence halls, and participate in other activities that typically mirror the culture of a four-year institution. The mission of NDSCS also includes non-credit workforce training, with a particular focus on the southeast region of the state.

The NDSCS campus consists of 35 buildings on 128 acres situated in Wahpeton, ND; a city of 8500 population in the southeast corner of the state. Wahpeton is located on the North Dakota-Minnesota border, 45 miles south of Fargo/Moorhead, the largest metropolitan area in ND. NDSCS's uniqueness as a two-year college is exemplified in its enrollment patterns; NDSCS draws students from nearly every county in North Dakota, as well as from the surrounding states and Canada. Current enrollment is 3168; 88% white; 72% from North Dakota. Enrollment patterns are shifting to more part-time and older students. Separate buildings house classroom and lab space for technical and service programs such as diesel, automotive, electrical, manufacturing, building construction and welding which require extensive space for large equipment and hands-on training. Partnerships with business and industry are critical in helping the institution provide the extensive up-to-date equipment needs of our programs. Primary funding sources are state appropriated dollars, student tuition, and revenue from auxiliary services.

NDSCS-Fargo is an additional location from which NDSCS provides workforce training, programs in nursing, business, computer science, welding, liberal arts, developmental courses for North Dakota State University (NDSU), as well as courses for credit and non-credit. It is conveniently located across the street from NDSU, providing opportunities for collaboration and sharing of resources to enhance student learning. As part of our responsibility to provide workforce training to the southeast quadrant of North Dakota, College Outreach also maintains an office in Oakes to coordinate workforce training. Dual credit and online education is offered through the Extended Learning Department. There are currently thirteen programs and 160 courses available online, with additional hybrid courses available. The rate of completion for online education averages over 80%. Fall 2013 headcount for online education was 723 and 898 for dual credit.

NDSCS employs 316 full-time staff and 189 part-time staff in the following categories: 114 full-time faculty, 184 part-time faculty, 28 administration/management, 174 full-time support staff and five part-time staff. The student to faculty ratio is 12.42. NDSCS is part of an 11 member North Dakota University System (NDUS), reporting to a Chancellor and governed by a seven-member State Board of Higher Education (SBHE). There are five two-year colleges, four regional colleges, and two research universities in the system. Five tribal colleges and several private and for-profit institutions also operate in a state with a population of only 699,000. The SBHE includes seven voting citizen members appointed to four-year terms and one voting student member appointed to a one-year term by the governor. The Council of College Faculties (CCF) and Service and Support Staff Senates select non-voting advisors to serve on the board each year. The SBHE meets monthly.

NDSCS Vision

To enrich people's lives through responsive lifelong learning in a dynamic educational and technological environment.

NDSCS Mission

The North Dakota State College of Science is a comprehensive, associate degree granting college founded on a tradition of quality and integrity. We deliver learner-focused education through a unique and evolving collegiate experience. Using innovative delivery strategies, NDSCS anticipates and responds to statewide and regional needs by providing access to occupational/ technical programs, transfer programs, and workforce training.

NDSCS Values - LIFE: Learning, Integrity, Flexibility and Excellence

The North Dakota State College of Science acts in accordance with a set of shared values that complement the College's vision and mission statement.

- LEARNING: Engage the campus community in a lifelong learning environment inside and outside the classroom.
- INTEGRITY: Work with others and conduct ourselves in a respectful, ethical, honest, and trusting manner.
- FLEXIBILITY: Consider ideas from all sources and adapt to the needs of our patrons.
- EXCELLENCE: Deliver superior programs and services that distinguish the college from its peers.

NDSCS became an AQIP institution in 2000 following a PEAQ ten-year accreditation. The NDSCS [Quality Standards](#) were originally developed in 1995, revised and updated in 2004 and in 2009. The Mission, Vision, Life Values and Quality Standards drive the operation of the college and are exemplified in several processes of the college, including new employee orientation and the employee performance appraisal process. The Quality Standards and Life Values guide employee expectations in the areas such as leadership, communication, customer service, and professionalism. Copies of these documents are reviewed at orientation with the President or one of the Vice Presidents.

NDSCS uses data to drive improvement and continuously looks for ways to improve. Data is widely reviewed and openly shared; a journey that has evolved since 1994. Thirteen AQIP Action Projects aligned with the Strategic Goals have been specifically targeted to ensure a campus focus and successful achievement. Recent projects since the last portfolio enabled NDSCS to: focus on student learning improvement of general education skills; develop and implement a Leadership Academy; document over 900 processes; develop six new partnerships with business and industry; focus on additional revenue streams with the addition of a Grants Director; hire a CIO and implement a technology plan; improve the image of NDSCS through an intensive marketing campaign; focus on educating the under-educated adult learner, 25-44 years of age, particularly in the Fargo market; and participate in a joint HLC/DQP (Degree Qualifications Profile) with the Lumina Foundation in the third cohort of the project. Quality improvement is embedded in the NDSCS culture to the extent that targets established in NDSCS Strategic Goals and AQIP Action Projects are reflected in the President's annual performance expectations and review by the system Chancellor. As evidenced by this document, NDSCS uses strategic planning and AQIP Action Projects to make improvements. Future challenges include providing quality training for employees, meeting workforce training needs, and reaching optimal long-term stability of budget by reaching the capacity of the institution. Recent legislation calls for a vote on the higher education governance structure to take place in November 2014. This uncertainty will be challenge for all eleven institutions for the next few months until the issue is settled.

## Category One: Helping Students Learn

### Overview

Processes associated with Category One, Helping Students Learn, are integrated and mature. The Assessment Process is well defined, stable, and regularly monitored and improved through a faculty-driven committee process. Support and expertise is provided through the Institutional Effectiveness Office, which has the responsibility for tracking assessment of student learning from the time the student enters NDSCS until employment or transfer. All academic programs have clearly defined student learning outcomes and means of measurement. Each program provides a written report on their data collection and changes or revisions to their assessment process on an annual basis to the Assessment Committee, which reviews and provides written feedback according to an established rubric. The rubric demonstrates the extent to which the assessment process is working. Each report states the learning outcomes, identifies direct and indirect means of measurement, analyzes the data, identifies areas of strength and areas for improvement and identifies improvements for the following year. Assessment improvements identified with budget needs are summarized and given to the appropriate administrative area for consideration in the budgeting process. Departments are publicly recognized for exemplary as well as most improved reports. The Assessment Committee develops an annual report that summarizes accomplishments in assessment and identifies areas in the process for improvement or change.

There are five common student learning outcomes for all students across the institution identified in the [General Education Plan](#), which is monitored and improved through the General Education Committee. Direct and indirect measures of learning are collected for each outcome, summarized and analyzed by the committee into an annual report. Recommendations for improvements are forwarded to the appropriate administrative structure. The General Education Committee sponsor various faculty development opportunities to improve skills in gathering assessment data, particularly in outcomes associated with communication and critical thinking. A pilot project is in place to document student learning in several general education courses using LOM. As one of eight LEAP (Liberal Education and America's Promise) states, ND public, private, and tribal institutions are working statewide to incorporate the essential learning outcomes into their general education expectations.

Analysis of assessment practices was further reinforced through participation in the HLC/Lumina Foundation Degree Qualifications Profile (DQP). NDSCS was asked to participate in the third cohort of this project as an AQIP institution with a focus on AAS degrees. NDSCS collaborated with another AQIP institution, Alexandria Technical and Community College in an AQIP Action Project to gain employer input regarding the DQP. The input was used in five selected programs to examine the alignment between our current curriculum content, assessment practices, DQP areas of learning and employer feedback. Faculty from the selected programs found general alignment between curriculum content and expectations of the DQP and the appropriate means of measurement that supported student learning. NDSCS found that the wording of the Lumina Areas of Learning was more descriptive of transfer language (AA and AS); some terminology was not at the appropriate level of competency for an AAS degree; and that the DQP often called for written verification of learning, while in an AAS degree, students would often exemplify the learning in more "hands-on" methods, through demonstrations, projects, internships, and clinical experiences.

Future [strategic goals](#) and [AQIP Action projects](#) in this category will focus on enhancing student learning and success through the improvement of graduation and retention rates, increased success rates of students starting in developmental courses, continued implementation of student learning assessment across the student support areas and increased utilization of technology to improve the collegiate experience. Federal and state grant applications are aligned with the strategic goals to provide additional resources and support.

## 1P1 Common Student Learning Objectives

### Addresses Core Components 3B

NDSCS developed a definition and philosophy of general education that is guided by the mission and values of the college. The definition, philosophy, and general education learning outcomes were originally developed by a broad range of faculty and administration, brought to the faculty as a whole for further input and subsequently approved by Faculty Senate and accepted by the Vice President for Academic Affairs and the President. They were included in the original Assessment Plan submitted to and approved by HLC in 1994. General education is defined as a set of educational experiences that forms a core of common knowledge, skills, and attitudes fundamental to all curriculums of substantial length (24 credits or more). This definition applies to certificates, diplomas and associate degrees that NDSCS is accredited to offer; all programs have a defined core of distributed general education coursework. From the definition and philosophy, general education objectives, student learning outcomes and a plan for assessing them (General Education Plan) were developed. The learning outcomes are in the areas of Communication, Information Technology, Wellness, Social and Cultural Awareness, and Problem Solving/Critical Thinking. The plan includes means of measurement and how the data will be used.

A standing committee for general education was formed in 1994 that is currently part of our committee structure. It includes representatives from each general education subject area, program faculty from both divisions, academic and student affairs deans, academic counselors, librarian, student life representative, and the Associate Vice President for Institutional Effectiveness. The general education committee has oversight over the general education assessment plan, curriculum, and alignment of general education courses with the NDUS in terms of common course numbering and transfer of general education courses. The definition, philosophy, learning outcomes, and assessment plan are reviewed and revised periodically by the General Education Committee to accurately reflect the NDSCS mission, the changing needs of student learning, and improved methods of assessment. Recommendations are forwarded to the Vice President for Academic and Student Affairs. There is a documented flowchart for this process that helps faculty and administration understand the steps in the process and authority lines.

In 2010, the public, private, and tribal colleges and universities in North Dakota joined the AAC&U's LEAP (Liberal Education and America's Promise) states initiative to advance essential learning outcomes in general education and advance transfer around authentic assessment practices. The campuses are currently working through the process of adapting these essential learning outcomes with accepted performance indicators across the state. The WICHE Passport Agreement is further working to achieve transfer of learning outcomes in three areas: written communication, oral communication, and quantitative reasoning. NDSCS is part of that pilot process.

## 1P2 Program Learning Objectives

### Addresses Core Components 3B and 4B

In 1994 the campus Assessment Plan was developed by a broad spectrum of faculty and key academic leaders and approved by the Higher Learning Commission for implementation. The campus-wide Assessment Plan provides the conceptual framework and guidelines within which faculty develop program assessment plans. While periodically updated to reflect updated assessment methods, the fundamental framework built around the AAHE's "Principles of Good Practice for Assessing Student Learning" has remained. Student learning outcomes identify the knowledge, skills, or abilities expected of a graduate in specific programs of study, aligned with the college mission and program purposes. Each program plan of assessment includes at least one general education learning outcome relevant to their program, formative and summative means of assessment, and details when the data is collected and how the data will be used. Program advisory committees review the student learning outcomes and provide assistance in determining appropriate

knowledge, skills, and abilities of graduates. Each program plan is approved by the Assessment Committee to ensure that they meet the standards established by the framework approved by HLC. Any new programs complete the same process. The NDSCS [assessment process](#) is a continuous cycle.

An annual assessment report is required of each program that identifies the learning outcome, what data was collected and analyzed, results of the analysis, and any changes or improvements that will be made as a result of the data collected. Any changes that are made are tracked to determine if the change made the expected improvement in student learning. Student learning strengths and areas for improvement are identified, as well as links to budget requirements. The Assessment Committee reviews all [program assessment reports](#) annually and provides [feedback](#) to the programs, giving praise to well-written and analyzed aspects of the report as well as suggestions for improved data collection methods or analysis, if appropriate. The Assessment Committee requests that programs review and revise, if necessary, their assessment plans at least every five years to keep the learning outcomes and means of assessment current. Changes in assessment plans are submitted to the Assessment Committee for approval. In reality, most programs review the assessment report with their advisory committees and ask for their input for changes on a regular basis, making the program assessment plans a living document.

Many programs are accredited by specialized accrediting agencies pertinent to their program, and often establish guidelines or expectations for student learning outcomes. These programs use the assessment reports and committee feedback in their program accreditation process and may tailor the plan or report to fulfill accreditation requirements.

The Assessment Committee is a standing committee formed in 1994; the majority of members are faculty, representing faculty from each Division and the Academic Service Center as well as administrators from distance education, both academic deans, and the Associate Vice President for Institutional Effectiveness. The importance of this committee on our campus is illustrated by the fact that faculty are elected for three-year terms in a process conducted by Faculty Senate. This is an active committee that not only reviews program assessment reports and provides feedback to programs but also provides assessment support to faculty, sponsors campus workshops on assessment, and plans strategic improvements for campus-wide assessment. Six of the faculty serve as discussion leaders when the oral assessment reports are given and lead the conversations that provide written feedback to departments.

The co-curricular programs are using the same general framework as the academic programs for establishing learning objectives. A review process made up of their peers is set up to review their annual reports and provide feedback.

Several programs are collaborating with the North Dakota research universities, NDSU and UND, to contribute to scholarship and discovery of knowledge by working on development of cutting edge products. The Applied Science and Technology faculty and students worked with NDSU to develop a device to lengthen the viability of heart organs donated for transplant. Faculty and students from the Manufacturing programs produced couplings for a space suit developed at UND.

NDSCS participated in cohort three of the Degree Qualifications Profile (DQP) a joint HLC/Lumina Foundation project, as an AQIP associate-degree granting institution. Our focus was to determine the degree of alignment between DQP and the Associate of Applied Science Degree, using employer input, curriculum alignment and assessment of student learning data. This became one of four action projects.

### **1P3 Design of New Programs and Courses**



There are both on-campus and NDUS requirements that need to be met in the design of new programs and courses that align with the NDSCS primary mission to support the needs of business and industry in the state. Feedback from employers, alumni, Advisory Committees, and other business and industry contacts is used in designing new courses and programs and updating existing programs and courses, so that current needs are met. A modified DACUM, program accreditation, and program review are processes used to update existing programs/courses and to create new programs or courses.

NDSCS is located in a rural community in a rural state that is sparsely populated. New programs and courses are developed to respond to unmet workforce needs and therefore are not designed to duplicate existing programs at other competitive institutions, but to enhance existing programming or to fill a gap. The nearest ND two-year college is 218 miles away, with the closest two-year colleges located across the border in Minnesota. Market need (state and regional) is examined and student needs are aligned with program requirements.

All new programs and courses must be approved by the Curriculum Committee, reviewed by the Faculty Senate and Management Team before approval by the Vice President for Academic and Student Affairs. This ensures that curriculum guidelines are being met, courses are not being unnecessarily duplicated, and that the communication process regarding curriculum changes reaches all faculty. A required format for syllabi includes a link from the course to at least one of the program's learning outcomes. New campus-approved programs are then submitted to the NDUS for approval.

NDSCS utilizes the ND State Board of Education's [curriculum guidelines](#), which require the college address key issues, including method of delivery, anticipated start date, delivery site, collaborative agreements, number of anticipated students, degree awarded, funding and budget issues. New programs proposals are submitted as a Stage I request and if approved moved to Stage II. Competitiveness is addressed at the state level to determine access as well as duplication; the process identifies what colleges in the state offer the program or similar programs. This process includes a review by the other two-year colleges before going to the Chancellor's cabinet, (consisting of ten Presidents and one campus dean), and then to the North Dakota State Board of Higher Education for final approval.

#### **1P4 Design of Responsive Academic Programming** **Addresses Core Component 1C, 3A, and 4A**

Since the majority of NDSCS programs are AAS degrees, diplomas and certificates in career and technical education, the needs of business and industry, input from advisory committees, and ongoing labor market information are analyzed and reviewed in designing responsive academic programming. Learning goals for courses and degrees, diplomas and certificates are the same for any delivery mode or location and are aligned with entry level job requirements, helping to assure that students have the appropriate skills to enter the employment market. Student learning goals are appropriate for each level of award. The required levels of performance of a certificate are built upon in the learning goals awarded at the diploma and associate degree level. Students must complete a curriculum with a minimum of 64 credits for an AAS Degree, 72 credits for an Associate in Science in Nursing Degree, a minimum of 37 credits for a Diploma, and less than 36 credits for a Certificate; all require a minimum GPA of 2.0 or higher. Experiential, hands-on learning is a vital part of the career and technical curriculums, reflected in the physically large labs and integrated lab requirements. Co-ops, internships, and directed practice (integral to many programs' curriculum) reinforce student learning and their readiness for the job market. The DACUM process is a common

method used by programs to determine business and industry requirements, update curriculum, and offer new areas of study.

The following programs are accredited by their respective national accrediting bodies: Academic Service Center, Auto Body Repair and Refinishing Technology, Automotive Technology, Dental Hygiene, Dental Assisting, Diesel Technology, Health Information Technician, Occupational Therapy Assistant, Paramedic (EMT) Technology, Pharmacy Technician, Practical Nursing, and Associate in Science in Nursing (RN). Their accrediting bodies also provide guidelines and directives for responsive academic programming.

Responsive academic programming within the AA and AS degrees follows accepted practices of transfer within the established GERTA (General Education Requirements and Transfer Agreement) adopted by all institutions of the NDUS. Students must complete a curriculum with a minimum of 64 credits and cumulative GPA of 2.0 or higher. New courses are submitted through the NDUS Director of Articulation and Transfer and assigned a common course number. The college evaluates all credits accepted in transfer and has an established credit for prior learning policy that includes the appropriate department in the evaluation process. The Degree Audit process insures that students have the required courses in their program of study to graduate. A unit of credit is three hours of student instruction and learning represented by: one class hour per week for lecture, discussion, seminar, or workshop, or a combination thereof, and two hours of preparation outside of class; two class hours per week for laboratory, shop, or field experience, or a combination thereof, and one hour of preparation outside of class; or three class hours per week for laboratory, shop, internship, supervised occupational work experience, or other comparable field experience, or a combination thereof.

Credit for Prior Learning is designed to offer the adult learner an opportunity to apply learning received from life and work experience toward an academic degree or certificate. The evaluation process requires enrollment in ASC 180 Prior Learning Assessment portfolio course. Credit for Apprenticeship Training is available to individuals who have completed a United States Department of Labor approved apprenticeship training program of at least 6000 hours, including a minimum of 400 related study hours, qualify for advanced standing in the Technical Studies-Journey worker Track program.

Dual credit courses follow the same syllabi, textbook, and faculty requirements as the course that is taught on-campus or on-line and the same learning outcomes and assessment methods also apply. This consistency is followed across all modes of delivery and all locations.

NDSCS's student population reflects the ethnic diversity of the state, which is 90% white. However, in helping students understand their future role in a multicultural society and ability to work in a global society, NDSCS sponsors a number of programs and activities, in addition to coursework, that align with the general education goal of Social and Cultural Awareness. The NDSCS Diversity Council comprised of faculty, staff, and students, is charged with preparing and educating students and employees on the changing global demographics by the creation of a welcoming environment. This committee sponsors programs and activities in conjunction with other areas, such as Residence Life, the Library, and the First Year Experience Course. Examples of activities held include: Brandon Lee White, Bullying Presentation; Get Your Panties in a Bunch (education for Sudanese girls and women); Anna Astvatsaturian Turcotte, Nowhere: A Story of Exile; Diversity Week in October; Black Jew Dialogues; Holidays Around the World; Sexually Transmitted Disease; Diversity Chili; Lauren Zuniga, Spoken Word; Mixed Blood (theatre presentation). Several programs require students to attend a certain number of these activities and provide credit within their courses for doing so.

## **1P5 Required Student Preparation**

Common NDUS admission procedures require that an ACT score be submitted as part of the application process for students age 25 or under with exceptions for transfer, foreign students, and submission of Workkeys assessments. NDSCS is an open-entry institution and therefore admits all students with a high school diploma or GED who apply, although some programs have additional requirements for admission into the program that are based on specific criteria related to learning requirements.

A [course placement policy](#) determines placement into specific developmental courses. Students must have an ACT sub-score of 18 in reading and English to enter college level English courses and an ACT sub-score of 21 in mathematics to enter college transfer mathematics courses. COMPASS, an online placement test, is used if students challenge their placement, if they are older than 25, or their ACT score has not reached campus prior to their registration. This instrument provides placement guidelines in appropriate developmental courses if needed. Students are required to follow these guidelines. The placement requirements were established after researching student success in taking developmental courses from those students who chose not to follow the recommended placement.

Courses may have prerequisites, or need to be taken in sequence, especially in mathematics and science. Individual programs may have specific additional admission requirements that are based on accreditation standards, industry standards, or specific skills and abilities particular to the program of study. Each [program's assessment plan](#) outlines the entry level requirements for that program. The [college catalog](#) contains the admission requirements of the college as well as specific requirements of individual programs.

## **1P6 Communicating Expectations to Students** **Addresses Core Component 2B**

Enrollment Services, which includes recruitment, admissions, registration, and financial aid, are integral in initial communications with students concerning the requirements of programs and placement in courses. A suggested high school core curriculum is provided to prospective students along with other [college entrance requirements](#). High school students who are dual enrolled students must meet the same requirements to enroll in a course as college students. Admissions staff regularly visits area high schools, conduct career fairs, provide financial aid information, and provide faculty with follow-up communication needed for students interested in their program. In addition, Hobson's CRM is used to communicate electronically with students. Potential students can access personalized VIP webpages that contains specific information tailored to the student's expressed interests. It also enables tracking of needed information to complete the admission process and provide reminders to students concerning deadlines.

Curriculum requirements are provided in the college catalog available in print and online at the college website. The college catalog clearly provides degree requirements, as well as program and course descriptions, costs, control, and accreditation requirements. A complete list of administration and faculty with degree attainment is included in the catalog. Each program also has fact sheets which provide detailed program requirements. Faculty visit career and technical education sites and high schools throughout the state and communicate program and college requirements. The North Dakota Department of Career and Technical Education (NDCTE) sponsors a [website](#) that describes program requirements and identifies which colleges to contact.

The registration process includes creation of the initial schedule with a master scheduler (faculty member) who explains the program requirements and course sequencing to students. NDSCS

Quality Instructional Standard contains the expectation that a course syllabus be provided to all students on the first day of instruction. Student learning outcomes are communicated by each program, usually during student orientation, so that students are aware of the specific learning objectives for their program. They are also posted in each academic area. It is a requirement that learning outcomes of the program are identified on course syllabi (required syllabi format) so that students see the tie between the course and the outcome of the program. All students are assigned a faculty advisor within their program of study. Students are expected to meet with their advisor during orientation and in the 1st two weeks of fall semester. Periodic advisor/advisee meetings are scheduled throughout the school year to assist students with schedules and other needs. Electronic meetings are held with online students each semester.

### **1P7 Selection of Programs of Study** **Addresses Core Component 3D**

When students participate in a campus visit, they are able to view different program areas and have the opportunity to talk with faculty, ask questions, and determine if the program area matches their interests. Other than the ability to visit the actual physical location, the same or comparable services are available to distance students. Many students come to NDSCS with a career in mind, but students often need assistance from a career counselor in determining a career choice. The course placement policy has also assisted students in understanding the academic path of their course of study. Students who are uncertain of their program are referred to Academic Counselors who are professionally credentialed in academic and personal counseling. Various career exploration tools are used in counseling sessions including a computer assisted career program, Discover. NDSCS facilitates Skills USA contests and various career exploration days which help high school students in career choices. The ability of students to register for classes online may cause issues if students are not fully informed.

Several programs, particularly in the health fields have established a list of essential functions required for the profession. This assists students in determining if their skills and abilities are a good match. If students determine that a chosen field of study does not match their interests, every effort is made to re-direct the student into a more suitable career path. Advisors play a key role in directing students to the many and varied resources for student support.

Realizing the importance of entry-level advising and students registering for classes that match their interests and abilities, another point of contact was developed for students. Building upon a position of Retention Coordinator created in 2009 to coordinate the First Year Experience (FYE) course and expand entry level advising particularly to students requiring developmental coursework, a Student Success Center was created in 2011 to include coordination of internships and co-ops, host career fairs, assist with resumes and job applications, and track placement.

### **1P8 Student Readiness**

As described in 1P5, a [course placement policy](#) determines placement into specific developmental courses. The Academic Service Center is NADE (National Association for Developmental Education) certified and is staffed with faculty who have expertise in reading, writing, mathematics, computer basics, and study skills. Students scheduled for Academic Service Center courses (developmental courses) are encouraged to enroll in Summer Prep. Summer Prep courses help students strengthen their basic skills prior to the start of fall semester and prepare them for the rigor of college level courses. For instance, College Writing Prep is a course designed to help develop writing skills starting at the students' level of ability. It provides transition from ASC courses to

Composition 110. Composition Lab, a companion class for ENGL 105, 110, and 120, provides support for students with assignments and test review.

If students do not take developmental courses during the summer prior to their first semester, these courses are integrated into their first semester schedule. Students with low reading ability, build their reading skills first before taking enrolling in reading intensive courses, such as history or psychology. We encourage students to spread out their course of study over five or six semesters in order to take a reasonable course load and build their skill level so that they are successful in achieving their goals. Each program has developed a five or six semester sequence for students who need more time to complete their course of study.

Courses may also have prerequisites, or need to be taken in sequence, especially in mathematics and science. In certain programs primarily health related fields, students may need one semester or year of general education courses prior to acceptance into the program.

### **1P9 Learning Styles**

The FYE class, which is an institutional requirement for graduation, includes a session on learning styles in which students take a learning style inventory, discuss their learning style, and explore how to make adjustments to strengthen their learning abilities. The Academic Service Center also addresses learning styles in the Summer Prep Program and assists students in understanding and strengthening their learning styles.

The Instructional Quality Standard expects faculty to incorporate a variety of teaching techniques that address students' learning styles. A strength of our programming is the variety of experiential, "hands-on" learning that is available to our students. Professional development is available for faculty in understanding learning styles and promoting active learning techniques. The Teaching and Learning Team provides peer assistance in advancing the use of technology in the classroom. LMS (Learning Management System) is used by 80% of the faculty; many others use lecture capture or kiosks for student review. Program assessment plans are required to address the varying learning styles of students by incorporating various methods in their formative and summative means of measuring student learning.

### **1P10 Special Needs of Student Subgroups** **Addresses Core Component 1C**

As the NDSCS student body becomes more diverse, the needs of students increase as well as their expectations. We are moving away from primarily traditional full-time, just out-of-high school students to an increase in part-time and in older students. We provide accommodations for special needs students coordinated through an Accessibility Support Services Coordinator (disability services), tutoring through the Academic Service Center, interpreters for hearing impaired students, meeting space in the Student Center for commuter students, an honors floor in a campus residence hall for students with a GPA of 3.0 or higher, and support for various organizations that meet the needs of students, such as DASAA, (Disability Awareness for Self-Advocacy Association). The highest concentration of ethnicity is located in Fargo, ND. (The state of ND is 90% white; NDSCS is slightly more diverse, with its student body 87% white). NDSCS-Fargo offers a Skills Development Project that serves low-to-moderate income individuals who are unemployed or underemployed with customized job skill training in two vocational areas: nursing and manufacturing. Since its start in 2002, it has served 600 individuals with a 98% placement rate and an average earning of \$11.66 per hour. The demographics and ethnicity of these students are: 81% are refugees/immigrants, 3%



general population, 8% homeless and 8% low-income; White 15%, African-American 59%, Hispanic 10%, Pacific Asian & Asian 15% and multi-racial 1%.

NDSCS has a tradition of going above and beyond in providing accommodations for students. Thousands of dollars have been expended to make lab facilities more accessible and provide technology related accommodations such as smart pens for note taking, audio book readers, and mini personal recorders.

Student's responses to questions within the Student Satisfaction Inventory, administered every other year to on-campus students, provides insight into their perception of the culture of NDSCS. Student's responses to these items in 2012 align with the decrease in retention, which is currently under close examination to determine root cause.

SSI Question	2006	2008	2010	2012
1. Most students feel a sense of belonging here.	5.18	5.16	5.37	5.23
17. Personnel in Veteran's Services Program are helpful.	2.84	3.10	4.38	3.15
22. People on this campus respect and are supportive of each other.	4.72	4.84	4.92	4.82
77. The culturally diverse are welcome and treated with respect.	4.66	4.84	5.07	4.74
79. Male and female students are given equal access and opportunity to succeed.	5.38	5.43	5.69	5.50
81. Satisfaction with institution's commitment to part-time students?	4.14	4.27	5.17	4.18
82. Satisfaction with institution's commitment to evening students?	3.92	4.02	4.98	3.95
83. Satisfaction with institution's commitment to older, returning students?	4.34	4.32	5.33	4.34
84. Satisfaction with institution's commitment to under-represented populations?	4.06	4.09	5.10	3.98
85. Satisfaction with institution's commitment to commuters?	4.26	4.41	5.23	4.26
86. Satisfaction with institution's commitment to students with disabilities?	4.04	4.11	5.25	4.15

**Table 1-1 Student Satisfaction Inventory, Diversity Related Items, Satisfaction Score 1P11 Determination and Documentation of Effective Teaching and Learning**  
**Addresses Core Component 2D and 2E**

Faculty job descriptions clearly identify the institution's high expectations and standards regarding teaching and learning. Topics covered in the Instructional Quality Standard are expectations concerning advisement, assessment, office hours, class coverage during absences, course evaluations, etc. Assessment of student learning is embedded in faculty job descriptions, but is not a part of the tenure and ranking process. NDSCS is guided by the SBHE Policy 605.1 which establishes the parameters for Academic Freedom and Tenure. The faculty performance appraisal process includes feedback from students and peers and observation by supervisors. Feedback from students is gathered on each faculty member once each semester from at least one class. Results are summarized and discussed with the faculty member and action plans for improvement are developed as necessary.

Students are provided the learning outcomes related to their program of study during the department orientation process. In this way, students understand what they will be learning and the expectations of the program. Learning outcomes are identified on every syllabi as well as a



statement of academic integrity, according to [established standards](#) for syllabi. Assessment is discussed with students so they understand the reasons why certain assessments are done and the progress they are making toward achieving the desired student learning for their program. Ethical use of information resources is covered by the library staff when students are enrolled in English 110, College Composition I, required of all associate degree students.

Student feedback on teaching and learning is also gathered from surveys such as Student Satisfaction Inventory and CCSSE (Community College Survey of Student Engagement) as well as student evaluations of their classes and faculty. Direct measures provide documented and normed results of effective teaching and learning, such as CAAP writing and critical thinking assessments, NOCTI (National Occupational Competency Testing Institute) and licensure and certification exams. Some programs require employer feedback and graduate feedback for accreditation. The Institutional Effectiveness Office gathers data from all surveys, including the Alumni Survey and Employer Survey. Specific questions related to learning outcomes are analyzed and integrated into the appropriate reports. The Alumni Survey contains questions that evaluate graduates' satisfaction with the preparation they received in their program. The Employer Survey contains questions that relate to the preparedness in general education as well as skills specific to their field of employment.

Documentation occurs during the reporting process. Information gathered on student learning is compiled into annual assessment reports that include entry level assessment, general education and program assessment. Each program has an established assessment plan with identified learning outcomes. The learning outcomes are discussed with students and are may be on display in the department. Each year the department analyzes data related to the learning outcomes and reports strengths and weaknesses and identified action plans for improvement for student learning. A variety of assessment tools are utilized including portfolios, industry certifications, national exams, employer feedback, and advisory committee recommendations. Written reports, ([department reporting form](#)) following a common format, are due each fall and every other year the department chair presents the report orally to the Assessment Committee. The committee found that faculty are able to verbalize what is going on with assessment and how they are using the results more clearly than the written information provided in the annual report. The dialog that is generated is informative for the department and the Assessment Committee. An [annual assessment report](#) developed by the Assessment Committee is based on the program reports and is made available on the NDSCS website that summarizes the assessment information and planning. In addition, the North Dakota Department of Career and Technical Education evaluate the career and technical programs in the state every five years.

#### **1P12 Effective and Efficient Course Delivery System** **Addresses Core Component 3A.**

NDSCS strives to meet the needs of the student population being served although it is often a balancing act to meet student needs as well as institutional and business and industry requirements. On-campus curricula are offered in a traditional format or in a hybrid design (online and face-to-face) with departments designing the course schedule and frequency of delivery. This includes a variety of lecture, laboratory, shop, and internship experiences. More and more instructional technology (such as video streaming) is being integrated into these delivery methods and several curriculums have become laptop curriculums. General education and related courses are primarily scheduled at times requested by the occupational departments. In addition, some classes are offered in the evening or in eight-week or twelve-week formats to meet program needs. Class size is often limited to less than 24 students because of lab facilities and accreditation requirements. Allied Health programs such as Dental and Nursing require a 1:5 or 1:6 ratio.

The college offers over 170 on-line courses and 13 programs with additional options that can be completed through web based instruction. On-line courses and programs are offered by the

respective departments and coordinated by Extended Learning through existing on-campus departments with many classes currently offered in a hybrid model of on-campus and on-line delivery. An Associate in Arts Degree is offered collaboratively with other NDUS institutions.

NDSCS uses Pearson Learning Solutions as its learning management platform, which provides 24-7 technology support for learners. This allows students a great deal of flexibility regarding time and place since the majority of participants are not on-campus students. In addition, e-companion is utilized for on-campus courses. The college also connects with area high schools and other NDUS institutions through interactive video. A number of courses are taught exclusively to other locations using this technology. Online courses with lab components meet those requirements online or with the lab portions offered face-to-face. Dual credit and Early College programs extend the availability of college courses to high school students. All courses have identified learning outcomes clearly state on the course syllabi. The same course has the same learning expectations regardless of delivery format or location.

### **1P13 Up-to-date and Effective Programs and Courses** **Addresses Core Component 4A**

In order to keep curriculum and programming current, NDSCS relies heavily upon feedback and advice from advisory committees, business and industry, employers, and alumni. A modified DACUM process and curriculum review is also used to update programs. Placement rates, number of jobs available per student, transfer numbers, receiving institutions, assessment reports, and the program review process all provide data that is used in keeping programs and courses up-to-date and effective. Occupational programs are expected to conduct a minimum of two advisory committee meetings yearly with a significant part of the agenda devoted to curriculum related issues. Feedback is utilized to support curriculum changes presented to the Curriculum Committee.

Faculty development is essential to keeping curriculum up-to-date. Faculty are expected to update their syllabi annually and file it in the respective academic dean's office. NDUS institutions have common course numbering with agreed upon course descriptions. Faculty belong to discipline groups that meet regularly and discuss common content and updating materials.

Third-party evaluation through the ND Department of Career and Technical Education conducts five-year reviews of all programs, evaluating areas such as curriculum, placement, faculty, equity, and staffing to help ensure that courses are up-to-date and effective. Areas for improvement are identified and changes made as a result are reported back to the appropriate academic dean's office. A master report is developed and returned to ND CTE. All programs that receive federal Perkin's allocations are required to conduct an end of program assessment test. These tests are providing trends and comparable data to other institutions. Most of the NDSCS programs that do not have licensure or certification exams are using tests from NOCTI or SkillsUSA.

### **1P14 Changing or Discontinuing Programs and Courses**

Courses that are being discontinued are recommended by the respective departments and forwarded to the academic deans. The action is put on the agenda of the [Curriculum Committee](#) for approval, then forwarded to Faculty Senate for input and to the Vice President for Academic and Student Affairs for approval. This process ensures that courses that are utilized by a number of programs have the opportunity for input and advice before they are changed or discontinued. Extensive review is given to programs that are being considered for change or discontinuance. Advice from Advisory Committees and employers provide input on currency and effectiveness of

programs. At the conclusion of some Advisory Committee meetings, a motion is entertained to formally continue the program. Consideration of discontinuing a program is based on ongoing data collected through the program review process which includes enrollment numbers, salary potential, placement data, needs of business and industry etc. The process begins with the Academic Deans and goes to the Vice President for Academic and Student Affairs for approval and action. The recommendation then goes through the SBHE process for change, discontinuance, or inactive status.

### **1P15 Determining Student and Faculty Learning Support Needs** **Addresses Core Component 3D**

The following policies, practices and processes are consistent across all delivery methods and locations. Learning support needs of students and faculty are determined through a number of methods. Entry level requirements are matched to students' ACT or COMPASS scores so that students are placed in the classes that most closely match their skills and abilities. If needed, students are enrolled in developmental courses the first and second semesters. The ASC has been instrumental in student success and retention by providing support to students throughout their time on campus through placement testing, developmental courses, tutoring, study skills classes, and accessibility services. Online tutoring, SmartThinking, is available to students 24/7.

Students complete the College Student Inventory during registration and the results are distributed to advisors when school starts. It is a valuable advising tool used to identify students' needs, requirements, and potential problem areas and align them with the appropriate campus resources. Faculty identify students' needs on an on-going basis and make appropriate referrals, especially to the Academic Service Center and to career or personal counseling offices. Early intervention techniques such as student orientation, creating relationships with advisors by introducing students to their advisors within the first two weeks of school, ensuring student needs are met by referring them to appropriate campus resources, and FYE classes are strategic tactics implemented to improve student learning, student success, student satisfaction, and retention. The FYE class assists students in transitioning to college life, improving learning skills, and identifying college resources that will meet their needs. Developing an FYE course as a campus requirement and improving intake advising was the focus of a former AQIP Action Project within the category of Helping Students Learn, "Implement First Year Experience Course and Intake Advising Model."

NDSCS has a well-established set of survey instruments that are used to track trends over time and establish action plans for improvement. The Student Satisfaction Inventory (SSI) has been conducted since 1996 and has provided valuable information relative to student needs as well as identifying areas of strength. The Priorities Survey for Online Learners (PSOL) provides similar data for online students. This data is analyzed and reported to all campus constituents, including the Student Senate. Departments directly affected get data specific to their area and make changes as necessary. This survey covers areas such as advising, library usage, computer labs, housing, career and personal counseling, course offerings, etc. As a result of this data, many changes have been made in hours of operation, equipment updates, service, and registration procedures. Technology support for students and faculty is provided through the Information Technology Department which staffs the Computer Help Desk, provides wireless service to the residence halls, computer support to the campus offices, and computer lab support. The integration of technology into the classroom is supported by the Instructional Technology Department. An instructional design coordinator assists those developing on-line course or programs. NDSCS utilizes Pearson as its learning management system. The library provides bibliographic instruction on an on-going basis and support for teaching research. Career Services assists students with resumes and cover letters and job placement information.

Academic advising is coordinated through the academic deans' offices. An advising handbook is available online. Faculty workshops are held during opening week various topics such as good practices in faculty advising and how to effectively use the College Student Inventory to direct students to appropriate campus resources. The Campus Quality Survey, used regularly over the past 16 years, contains a section on measuring employee satisfaction with services and programs including the library, instructional resources, institutional research and computer center, so that we can track satisfaction with services provided in these areas. The Assessment Committee provides professional development opportunities and workshops on assessment techniques and best practices in assessing student learning.

### **1P16 Alignment of Co-curricular Goals with Curricular Learning Objectives**

#### **Addresses Core Component 3E**

NDSCS has clearly defined general education and its purpose on our campus within the mission of the institution. Objectives and learning outcomes have been established that speak to the benefit of activities both inside and outside of the classroom in order to provide a general education that is applicable to any program. The environment that a residential campus provides, including music, drama, and varsity sports, contributes to this alignment. The [general education assessment plan](#) outlines the convergence of course work and co-curricular activities for each learning outcome with appropriate means of measurement. These activities are included in the annual report. NDSCS strongly believes that it is this philosophy that provides a complete learning experience for students regardless of the curriculum or occupational area they are pursuing. The student support and administrative support departments are developing assessment plans and have begun initial data collection.

The Campus Activities Board, Residential Life and Cultural Diversity Committee regularly schedule activities that directly align with the General Education Learning Outcomes, particularly in the areas of wellness, communication skills, diversity, and cultural awareness. Service learning projects required in FYE and in certain programs, help students apply skills learned in the classroom to real-life experiences. The FYE class is designed around the general education learning objectives and effectively ties curricular and co-curricular activities together. Specific student organizations such as Skills USA, student government, and College DECA, and [student clubs](#) such as SPN (Student Practical Nursing) SADHA (Student American Dental Hygiene Association), Phi Theta Kappa, United Way, ISA (International Society of Automation) and HomeBuilders Association further strengthen the goals of general education.

### **1P17 Validation of Student Learning and Development Expectations**

There are number of ways in which NDSCS measures student learning and development expectations using both direct and indirect measures: general education and program learning outcomes validated by assessment data, licensure and certification exams, nationally normed tests, and survey information from employers and alumni. All programs have learning outcomes against which student learning is measured and evaluated. The results of the assessments are reviewed with the respective advisory committees. Many programs require students to attain specified competencies at a certain skill level in order to pass. Other programs require students to pass licensure or national examinations in order to be employed: Dental Hygiene, Practical Nursing, Associate of Science in Nursing, and Occupational Therapy Assistant. In some programs students take national examinations as part of the assessment process and their results are used in state accountability reports (in aggregate form) to compare data with students at other two-year colleges:

Dental Assisting; Pharmacy Technician; Culinary Arts; HVAC/R; NOCTI (National Occupational Competency Testing Institute) tests in Accounting, Auto Technology, Auto Body, and Business Management; NATEF Certification, and CAAP (Collegiate Assessment of Academic Proficiency) in writing. Liberal Arts students are tracked for transfer success and surveyed regarding their perceptions on how well they were able to transfer to a baccalaureate institution. Internships, fieldwork, and co-op experiences provide validation of student skills and abilities from a third-party perspective.

Employers are surveyed regarding student skills and abilities. The ND Career and Technical Education Department files an accountability report every five years that documents student program completion and employment. An employer survey asks employers of state college and university graduates to determine their satisfaction with student skills, knowledge, and abilities upon employment, in both general skills and skills specific to the job. This survey was first distributed in the fall, 2004 to the 2001 graduates. Placement rates from of 94-99% over the last five years verify employer's satisfaction with graduates.

### **1P18 Student Learning Assessment Process** **Addresses Core Component 4B**

NDSCS has an institutional framework for assessment that includes a plan for outcomes across the institution (general education), and program assessment. It is a dynamic process that works well and has had continuous improvements made to it since 1994 when it was first approved by HLC. The [Assessment Plan](#) includes the [assessment process](#), the NDSCS philosophy regarding assessment, the role and responsibilities of the administrator responsible for assessment (the Associate Vice President for Institutional Effectiveness) and the Assessment Committee, resources, and timelines. It was originally developed by a broad spectrum of faculty and administration and continues to be updated in the same manner. Assessment of student learning received a commendation in the last 2000 PEAQ visit report, prior to becoming an AQIP institution. The assessment cycle reflects the [Huba and Freed process](#).

The model for instructional assessment follows a hierarchical structure that builds upon previous steps. The steps include entry-level assessment, course assessment, general education assessment, program assessment and institutional assessment.

General education goals and objectives and their assessment are meaningful only if they are supported by course-level objectives and assessments. Every syllabi identifies the program learning outcomes that the course supports. Program-level and college-wide assessment build upon the foundation of general education and provide a picture of student achievement at the completion of a program of study.

Our assessment process requires the use of both direct and indirect measures of student learning. For example, the matrix (Table 1-2) of general education assessment techniques illustrates the spectrum of measurements that support general education assessment: classroom assessment techniques, portfolios, pre-post assessment, student surveys, alumni surveys, employer surveys, CCSSE, etc.

	Classroom Assessment Technique*	Portfolio Assessment*	CAAP Assessments*	Pre/Post Assessment*	Program Assessment Plans**	Student Surveys*	Alumni Survey*	Employer Survey*	CCSSE*
Communication	X	X	X	X	X		X	X	X
Information Technology	X				X	X		X	X
Wellness	X				X				X
Social/Cultural Awareness	X				X				X
Problem Solving/Critical Thinking	X		X	X	X		X	X	X

\* Direct measures of student learning

• Indirect measures of student learning

**Table 1-2 General Education Assessment Matrix**

Furthermore, each program of study has developed its own assessment plan according to the approved framework. Specific assessment plans for programs of study at the certificate, diploma or associate degree level have certain characteristics in common:

- Each program plan of assessment as well as the annual report is kept on file in the Institutional Effectiveness Office.
- The department or program purpose is clearly linked to the mission statement of the college.
- Expected/intended student outcomes accurately reflect what the student is expected to know, think, or do at the conclusion of the program of study. Identified outcomes, developed by faculty, are verified and updated through input from various sources such as advisory committees, industry experts, current trends in technology, or employer and alumni surveys.
- Clearly identified assessments of student learning measures exist from entry to exit and include both formative and summative assessments: entry level course placement, general education learning outcomes, and program outcomes.
- Feedback of assessment data is used to improve student academic achievement, curriculum, and methods of instruction. Those needs are linked to the appropriate budget process.
- A feedback loop is intended to "close the loop" so that the results of assessment data is used for identified improvement. The assessment reports ask what changes are being made based on data and if there are budget implications. These results are then incorporated into the budgeting and strategic planning processes.

Faculty provide assessment data for the program assessment reports, and a plan is in place to add accountability expectations concerning assessment within job descriptions and tenure process. In addition, many adjuncts provide course assessment data, particularly those in general education and liberal arts programs and those who provide online instruction. Understanding that everyone contributes to student learning, particularly on a residential campus, NDSCS is expanding assessment by developing student learning outcomes and assessment planning throughout the support areas of campus. Some departments have collected data and some departments are beginning the implementation process.

**1R1 Measures of Student Learning and Development**



NDSCS collects and analyzes a number of measures of student learning; both direct and indirect that confirms that NDSCS students are meeting and at times exceeding, the goals of general education as well as the program outcomes. NDSCS tracks student learning and progress from entry to graduation, transfer, placement, and as alumni.

The data includes classroom assessment both formative and summative, certification and licensure examination pass rates, nationally normed tests in writing and critical thinking (CAAP), NOCTI and Skills USA tests in specific program areas. Some of these measures are program specific and some are institution-wide. Indirect measures include placement rates, retention rates, graduation rates, salary levels, employer and alumni satisfaction levels, various survey data, and grade distributions.

The data support student success of an institution with a mission statement to provide an open entry admission policy and entry level skills for North Dakota workforce needs. Performance measures are therefore related to general education as well as applied programs in career and technical education.

**1R2 Performance Results for Common Student Learning and Development**

NDSCS students have experienced academic success by following the [course placement policy](#) put in place in 2004. Because less than 50% of students that were advised to take developmental courses actually enrolled in them, and as a result of data collection monitoring the success of those students who completed the recommended developmental course sequence, students no longer have a choice, but they are required to enroll in developmental courses as a prerequisite to college level courses in English and mathematics. Retention of the most academically at-risk students who complete the required developmental sequence is positive and contributes to overall student success. Students who do not complete the required sequence are not returning. Retention in ASC courses is following the downward cycle of institutional retention. Even though NDSCS retention is higher than national data for two-year colleges, it nonetheless does not follow the traditional trends of NDSCS retention. Extensive data collection and analysis is underway to understand the root of the issue. We do know that it is not due to retention loss is particular programs, but appears pervasive across the institution.

	2008-09	2009-10	2010-11	2011-12	2012-13
ASC Retention Fall to Fall	73%	64%	51%	52%	
Campus Retention FTFT Fall to fall		80%	70%	68%	62%

**Table 1-3 Retention**

The General Education Assessment Committee provides an [annual report](#) which summarizes the data they have analyzed for that academic year and the recommendations they are making for improvement aligned with each learning outcome. Each report provides detailed data on each of the five learning outcome using both direct and indirect measures, conclusions reached, and action to be taken; for complete data analysis please review complete reports. Sample trend data for the Communication and Problem Solving/Critical Thinking learning outcomes are provided below taken from the General Education Report for the 2011-12 academic year.

**Communication:**

The chart below depicts the success of student enrolled in developmental reading and writing courses (ASC 82, 84, 87 and 88) and subsequent success in the college level English 110. The numbers reflect both face-to-face and online instruction. The data further revealed that 15% of students in 2008-09 and 18% of students in 2009-10 did not take ENGL 110. Changes have been

made to ASC curriculum, which we believe is contributing to the increase in successful completion of English 110, College Composition I.

	2008-09	2009-10	2010-2011	2011-2012	2012-13
Successful completion of ASC reading and writing courses	724 students 94%	776 students 95%	768 students 93%	823 students 76%	
Successful completion of ENG 110		77%	74%	96%	94%

**Table 1-4 ASC/ENGL data**

The ACT report for enrolled students, demonstrates that the ACT sub-score in English is stable, ranging from 16.7 to 17.2 over the past five years. It is lower than the national average, which ranges from 18.2-18.3 for the same time period. The CAAP writing assessment is given to a sampling of second year students prior to graduation. This data can be compared to national averages, as well as level of gain from the students' ACT sub-score in English.

	2008-09	2009-10	2010-11	2011-12	2012-13
NDSCS Average CAAP Writing score	59.6	58.6	59.4	60.4	59.1
National Average CAAP Writing score	62.0	62.0	61.8	61.6	61.5

**Table 1-5 CAAP Writing Scores**

While NDSCS students' scores do not meet the national average, neither did their ACT English sub-scores upon entry. The ACT/CAAP Linkage reports over the last 5 years reveals that 18-41% of students who tested were in a higher quartile range on CAAP than they were on the ACT, and 43-49% made expected gains or were in the same quartile range. This data assists in gauging the level of gain in writing skills from entry into NDSCS.

Employer surveys provide feedback on general skills necessary for entry level employment as well as technical skills. Scores in communication areas indicate a small gap between importance and satisfaction. To address this gap and to improve overall direct and indirect measures an AQIP Action Project "Improve Employer Satisfaction with Graduate Skills Necessary for Employment with a focus on General Education" brought campus attention to this area for improvement. The Noel Levitz Employer Satisfaction Survey includes five items that specifically addressed communications: written, verbal, listening, reading, and organizing information. GAP scores are decreasing slightly, indicating that increased efforts in program areas to include more opportunities in various forms of communication methods (assignments, research, presentations, etc.) are assisting student learning.

	2008 and 2009 Graduates			2010 and 2011 Graduates		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Written	3.99	3.74	0.25	3.99	3.80	0.18
Verbal	4.31	3.82	0.49	4.38	3.91	0.46
Listening	4.27	3.79	0.47	4.36	4.05	0.31
Reading	3.94	3.91	0.05	4.02	3.99	0.03

**Table 1-6 Noel-Levitz Employer Satisfaction Survey**

**Problem Solving/Critical Thinking:**

CAAP critical thinking scores indicated that NDSCS students are slightly below the national mean. Although we have benchmarked critical thinking data for a number of years and conducted various

forms of improvement, there have been slight improvements. When the data is analyzed by departments, the allied health students and computer students consistently rate higher than other program areas. There appears to be a direct correlation between GPA and CAAP scores where students with higher GPA's perform better on the CAAP assessment. The data demonstrate inconsistency from year to year in spite of increased efforts to improve critical thinking in courses and programs.

	2008-09	2009-10	2010-11	2011-12	2012-13
NDSCS Average CAAP Critical Thinking score	60.5	58.7	59.4	58.5	59.1
National Average CAAP Critical Thinking score	60.8	60.7	60.7	60.6	60.6

**Table 1-7 CAAP Critical Thinking Scores**

The CCSSE data indicates that both NDSCS students and faculty believe that there is a significant amount of critical thinking incorporated in their courses. However, student and faculty perceptions about the quantity of critical thinking vary. Students reported a high level of memorizing ideas and regurgitation (5% reported very little memorizing and 62% reported quite a bit or very much) while faculty reported a more moderate level of memorizing (20% reported very little memorizing and 42% reported quite a bit or very much). Students and faculty both reported higher levels of critical thinking (questions 2-5 on the data table) though the students reported higher percentages than the faculty.

NDSCS students, NDUS students and the national student group reported similar levels of memorizing and critical thinking in their courses, except in the emphasis of applying theories category (question 5). NDSCS students reported a higher level (73% reported quite a bit or very much) of application compared to levels reported by the NDUS students (58%) and the national student group (57%).

We conclude that there are various levels of critical thinking being applied in the curriculum. Student and faculty data support this conclusion, though there is a discrepancy about the amount of critical thinking incorporated. We believe that our students are competent in gaining knowledge, but have some difficulty displaying critical thinking skills. CCSSE and CCFSSSE data indicate that both NDSCS students and faculty believe that there is a significant amount of critical thinking incorporated into their courses.

**2011 CCSSE Survey Results**

		Very little	Some	Quite a bit	Very much
During the current school year, how much has your coursework at this college emphasized memorizing facts, ideas, or methods from your courses and reading so you can repeat them in pretty much the same form?	<b>Students</b>	5%	33%	44%	18%
	<b>Faculty</b>	20%	38%	32%	10%
	<b>NDUS</b>	6%	31%	42%	21%
	<b>2011 National Cohorts</b>	7%	28%	39%	26%
During the current school year, how much has your coursework at this college emphasized analyzing the basic elements of an idea, experience, or theory?	<b>Students</b>	2%	26%	50%	22%
	<b>Faculty</b>	2%	28%	54%	16%
	<b>NDUS</b>	4%	32%	46%	18%
	<b>2011 National Cohorts</b>	4%	27%	44%	25%

During the current school year, how much has your coursework at this college emphasized synthesizing and organizing ideas, information, or experiences in new ways?	<b>Students</b>	3%	37%	39%	21%
	<b>Faculty</b>	12%	43%	29%	13%
	<b>NDUS</b>	8%	36%	41%	15%
	<b>2011 National Cohorts</b>	7%	32%	39%	22%
During the current school year, how much has your coursework at this college emphasized making judgments about the value or soundness of information, arguments, or methods	<b>Students</b>	4%	36%	41%	19%
	<b>Faculty</b>	10%	46%	26%	18%
	<b>NDUS</b>	12%	38%	35%	15%
	<b>2011 National Cohorts</b>	12%	35%	35%	18%
During the current school year, how much has your coursework at this college emphasized applying theories or concepts to practical problems or in new situations?	<b>Students</b>	4%	23%	42%	31%
	<b>Faculty</b>	12%	28%	44%	16%
	<b>NDUS</b>	8%	34%	41%	17%
	<b>2011 National Cohorts</b>	9%	33%	36%	21%

**Table 1-8 CCSSE Data, 2011 Survey Results**

The Noel-Levitz Employer Satisfaction Survey ranks entry critical thinking skills. As the data shows, importance scores increased as well as satisfaction from the previous distribution.

	2006 and 2007 Graduates			2008 and 2009 Graduates			2010 and 2011 Graduates		
	Import	Satis	Gap	Import	Satis	Gap	Import	Satis	Gap
Critical thinking	4.14	3.78	.36	4.06	3.57	.49	4.21	3.75	.46

**Table 1-9 Noel Levitz Employer Satisfaction Survey**

Results from all data sources indicate that critical thinking remains a focus for improvement.

### 1R3 Performance Results for Program Learning Objectives

Performance results for specific programs vary by program as each program has developed learning outcomes pertinent to their field of study, (as demonstrated in the Culinary Arts example below) these include both general outcomes and specific occupational knowledge, skills and abilities. Liberal Arts as well as each career and technical programs have an approved assessment plan and provide an annual written report to the Assessment Committee of results based on their learning outcomes. The [reporting](#) format is standardized and identifies how the program used the committee feedback from the previous year, lists each learning outcome with a narrative of the data collected, conclusions reached based on the data, changes or revisions for the future, and budget implications. A summary section includes information related to the program as a whole by identifying student learning strengths and opportunities for improvement, student involvement and knowledge of assessment, and future plans for improvement. The Assessment Committee reviews each report and provides encouragement, support, and feedback for future improvement. The Assessment Committee develops an annual report that summarizes accomplishments in assessment of the past year and identifies areas in the process for improvement or change. This year the committee decided to ask departments that are doing very well with their reports to mentor those departments who want help (particularly in displaying data), continue assessment process as it exists including using six faculty as discussion leaders for oral reports, repeat the Assessment Showcase in the fall that highlights “best practices” in assessment, and consider setting up an “assessment tutor lab” for faculty. All [program reports](#) can be found at this link. A sample program is displayed below, with

reports deliberately not chosen from Allied Health areas which typically have excellent reports aligned with accreditation guidelines. All learning outcomes are listed, with data only reported for one outcome as an example, in consideration of space guidelines, with summative remarks provided.

### Culinary Arts Program Assessment Report for 2011-12 Academic Year

Briefly describe the actions that were taken from the recommendations of the Assessment Committee on last year's report: *In response to the recommendations of the committee, we have included data on specific areas of strength and weakness found in the rubrics that we are using. We will continue to collect data to determine trends.*

**STUDENT OUTCOME #1:** Students graduating in the Culinary Arts with an Associate degree will demonstrate at 90% or better, the ability to apply basic food management, costing and pricing.

#### **What data was collected?**

Catering Projects – 2nd year (Rubric)  
Menu Costing Assignments - 1st (Rubric)  
River Valley Inn – 2nd year (Rubric)  
NOCTI exam – Recipes and Culinary Math

**What conclusions were reached based on the data collected?** *Catering projects indicated that 8 of 11 students completed with a 90% or better overall grade. Areas where students consistently scored lowest (average 84%) in were involving the final calculation of profit/loss for the event that they were planning and also in determining total labor hours needed for carrying out the event (86%). 10 of 11 students scored better than 95% in the actual menu costing and pricing.*

- *Average **menu costing assignments** scores for first year students were 88.37%. Students had difficulty converting from volume to weight and weight to volume. The average for these specific areas was 83%. The final costing section was completed at a 93% average. The third component of the assignment was setting a menu price. The class average for this section was 98%. To complete the assignment a customer acceptance component was analyzed and prices were adjusted to fit the target market. This portion was completed at a 94.7% average.*
  - ***River Valley Inn** – within the planning and operation of the River Valley Inn. There are opportunities for students to develop a complete menu to cost, price and put it all into action. This is truly a capstone within our program. Rates of success for second year students in each of the areas are as follows:*
    - *Customer Acceptance: Customer comments indicate that we rarely have a negative comment regarding menu prices. Two out of approximately 600 comment cards Spring 2010 mentioned prices that were too high.*
    - ***NOCTI** scores showed an average score for first and second year students of 60.6*
- *Costing of menu: 10 of 11 students scored 90% or better in this portion with 8 of 11 scoring 95% or better. There were 3 students showing some confusion with the conversion of quantities into weight and/or volume.*
- *Pricing of menu: Pricing for the River Valley Inn is primarily based on percentage of cost and customer acceptance. Average score in pricing for the class was 94% in the category of Recipes and Culinary Math. This compares to a national average of 63.5.*

**STUDENT OUTCOME #2:** Students completing the AAS degree in the Culinary Arts will demonstrate effective communication skills by completing assignments and daily requirements at a rate of 85% or higher. (Communication skills defined as being verbal, written, listening and ability to follow written and verbal direction.)

**STUDENT OUTCOME #3:** Students will display the comprehension of food purchasing facts and procedures at a rate of 85% or better.

**STUDENT OUTCOME #4:** Students will demonstrate safe food handling, storage, and sanitation practices and knowledge at a 90% rate of success or better.

**Moving from specific learning outcomes to examining trends in your program assessment plan as a whole, please answer the following questions:**

**Qualities:**

**1. What one thing have you learned from this report that will most improve student learning in your program?**

*We are identifying specific areas where students are struggling on assignments and projects through the increased use of rubrics. This is giving us the information that we need to make the necessary changes in the right areas.*

**2. What is a strength of student learning in your program identified from this review?**

*Students are scoring best in areas where they have opportunities to perform certain skills multiple times. Practical experiences such as the River Valley Inn and the Dreams Auction are essential for students to see how correct purchasing practices make the difference in having the correct product, correct quantity, etc.*

**3. What overall improvement has taken place in your program from assessment efforts? How have you used assessment information to make improvements?**

*We have implemented nationally recognized testing such as NOCTI and ServSafe that validates what we are teaching as being the essentials for success in the industry. Implementing ServSafe as a graduation requirement the percentage of students passing is a motivator for first year students to pass the exam. Students are responding well to the increased use of rubrics. They like to know specifically what areas they are being graded on and tend to ask better questions and overall do a better job.*

**4. Describe how students are involved in assessment activities in your department, how they are made aware of the learning outcomes and given feedback in their progress.**

*Through an increased usage of rubric we have become more intentional in explaining the specific areas in which students are being graded. It also provides a great format for providing more specific feedback on their progress. Other involvement is, of course, through testing such as NOCTI and CAAP Assessment, Student Satisfaction surveys, etc.*

**Improvement:**

**5. What areas of student learning in your program would you like to improve on as a result of your review?**

*Culinary math is an ongoing challenge for some of our students. There are standard conversions that are most essential, and they need to be able to do quickly on the job. Students need to better understand the purchasing concepts, in particular, determining quantity to order and ordering the best product for the intended use.*

**6. What specific steps will you take to address the areas for improvement?**

*We are trying different methods and placing more emphasis on conversions from weight to volume and volume to weight. Repetitive quizzing etc. is being implemented for both first and second year students. Opportunities are needed for students to be more involved in the purchasing process. Second year students will be required to be present for ordering products for their River Valley Inn menus. This will provide more practical application to making their purchasing lists.*



7. In order to make these improvements; will there be a financial impact?

*None*

**Change:**

8. Your Assessment Plan should be revised/ reviewed every 3-5 years. Based on this year's report, what changes or revisions are you making in your Assessment Plan for next year?

*No changes at this time*

#### **1R4 Evidence of Student Knowledge and Skills**

NDSCS gathers results from a number of stakeholders including employers and alumni. The college collects and analyzes national examination pass rates, national licensure first time pass rates, program accrediting agencies reports, comparison data to other higher education institutions as well as NDUS sister institutions. Program areas with national certification exams carefully track and analyze all the sub-areas of the exams every time they get results and use that information to identify areas in need of improvement and/or to change curriculum. As the data reveals, NDSCS pass rates are consistently high and exceed national averages.

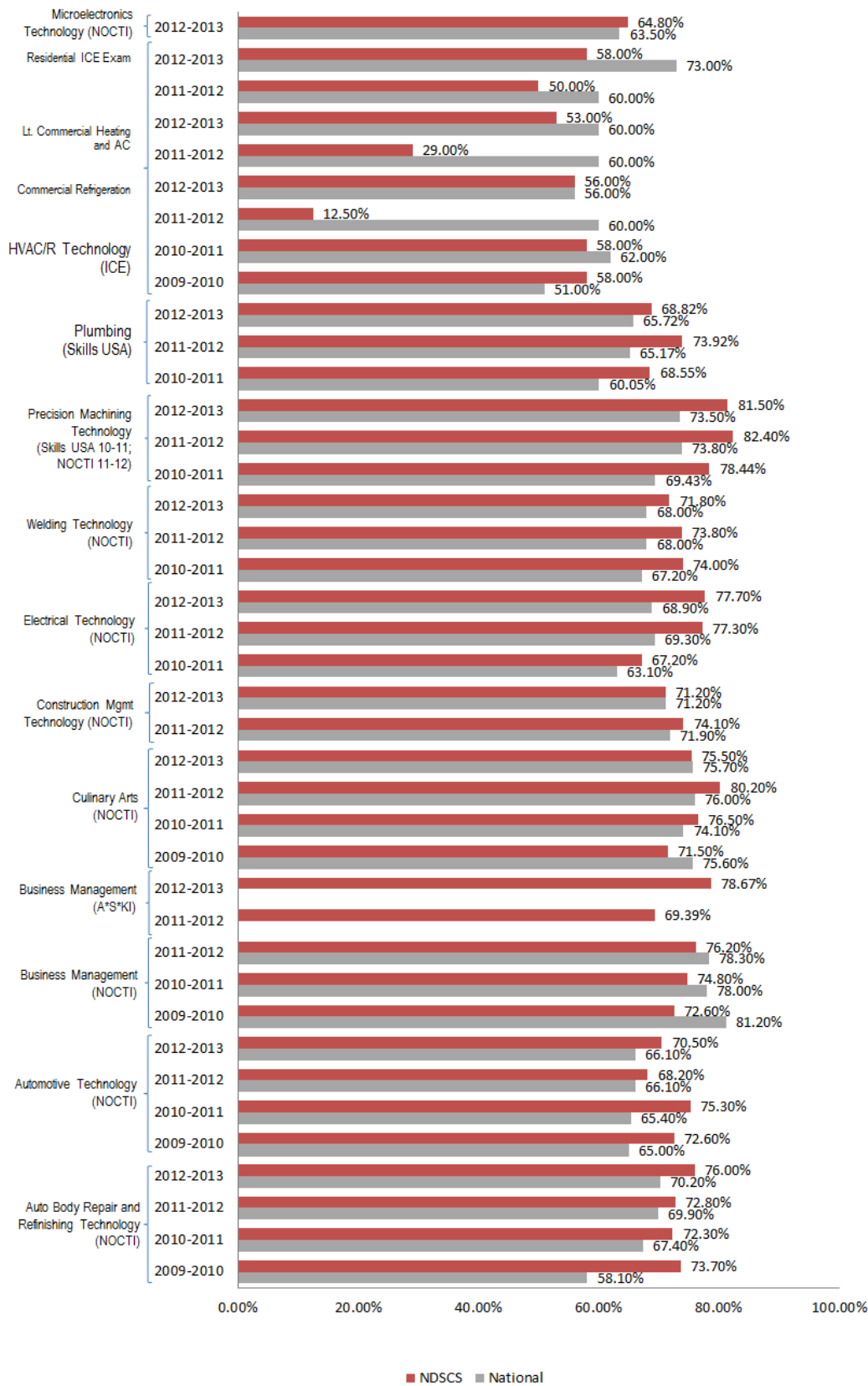
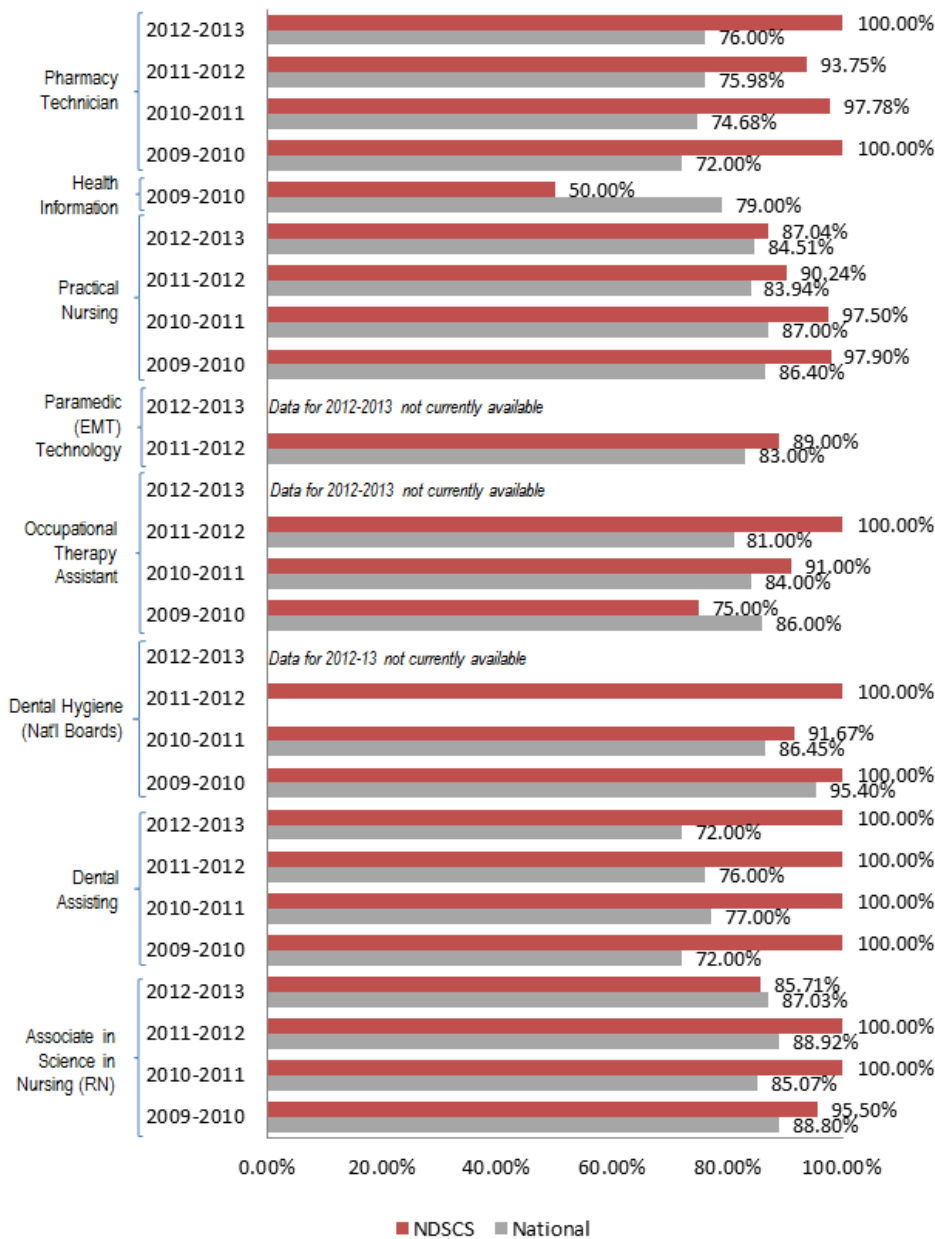


Figure 1-1 National Examination Reporting by Pass Rate 2009-2010 through 2011-2012



**Figure 1-2 First Time Pass Rates on National Examinations/Licensure 2009-2010 through 2011-2012**

The Noel-Levitz Employer Satisfaction Survey asks employers of graduates to determine their satisfaction with student skills, knowledge and abilities upon entry to employment. As demonstrated in Table 1-5, the gap scores have decreased in the last distribution of the survey, and remain well below the 1.0 threshold designed into this survey. “Basic computer” is the only area in which satisfaction continually surpasses importance. These scores will be shared with advisory committee members this year for their perceptions of the results and action the college may take to further improve.

Response rate has been from 29% - 32%. NDSCS believes in the strength of analysis in establishing trends and tracking results over time. A current strategic goal is to “Enhance Student Learning and Success” which will continue to track progress in these areas. A former AQIP Action Project in this category: “Improve employer satisfaction with graduate skills with emphasis related to

general education outcomes” brought college-wide focus on improvement. More remains to be accomplished. While gaps are relatively small, the target is to maintain satisfaction and/or improve.

Qualities	2001-2003 Graduates	2003-2005 Graduates	2005-2007 Graduates	2007-2009 Graduates	2009-2011 Graduates
Employee’s knowledge and understanding in field of study	0.31	0.39	0.24	0.18	0.28
Employee’s understanding of job-related information	0.22	0.27	0.23	0.30	0.28
Specific technical knowledge required for the job	0.19	0.17	0.23	0.16	0.18
Use of equipment or technology specific to the job (other than computers)	0.07	0.14	0.07	0.12	0.14
Verbal Communication	0.35	0.42	0.46	0.49	0.46
Written communication	0.18	0.21	0.19	0.25	0.18
Critical thinking	0.32	0.55	0.39	0.50	0.46
Basic computer (e.g., word-processing)	-0.32	-0.30	-0.20	-0.15	-0.25

\*Gap score is the difference between importance and satisfaction

**Table 1-10 Employer Survey of Graduates**

The ACT Alumni Survey reported that NDSCS graduates were most satisfied with the quality of the program in their major field of study, small class size, overall quality of instruction, responsiveness to older/nontraditional students, and the variety of instructional approaches used in the classroom. Student success is our priority and alumni agreed that academic success was encouraged and supported at NDSCS. Alumni also felt that faculty was readily available to students outside of class and they encountered few problems in scheduling classes. In all areas of student services and support, NDSCS students were more satisfied than the national average; these areas ranged from library resources and academic support to counseling and health services. If given the chance, 95% responded that they would attend NDSCS again and 100% would recommend NDSCS to someone else if asked their opinion.

Placement of students into occupations or transfer to another school to continue their education is consistently high:

2011-12	99%	2007-08	95%	2003-04	95%
2010-11	99%	2006-07	98%	2002-03	94%
2009-10	99%	2005-06	98%	2001-02	98%
2008-09	94%	2004-05	96%		

Students indicate that they are satisfied with their transfer success according to results from an annual survey sent to Liberal Arts graduates. In the feedback, students remark that taking their general education courses at NDSCS was a good decision, small classes and ability to join activities were good experiences; the cost to attend is also a frequent positive comment. The table below provides the last five years of transfer data as reported to the National Student Clearinghouse. Data indicates the numbers of students transferring from NDSCS is increasing, which aligns with data from entering students indicating their intention to earn a four-year

degree. The data also indicate that students are transferring prior to completing their degree or choosing not to apply for graduation, which is often the case with the AA and AS students who are continuing their education.

	2008-09	2009-10	2010-11	2011-12	2012*
Transfers from NDSCS without graduating	64	103	101	352	167
Transfers from NDSCS after graduating	11	9	13	31	4
Transferred to NDSCS from other NDUS institutions	37	30	72	50	45

\*Data through Fall semester 2012 only

**Table 1-11 Transfer data**

### 1R5 Performance Results for Learning Support Processes

NDSCS uses responses on various surveys to track performance results for learning support processes such as advising, library, computer labs, IT support and services of the Academic Service Center (tutoring, accommodations, etc.). The Noel Levitz Student Satisfaction Inventory provides student satisfaction scores on a number of learning support processes: instruction, registration, admissions/financial aid, campus support services, etc. The scale “Academic Advising and Counseling” consistently receives the highest satisfaction scores over all distribution periods (see figure 3-1 for full description).

The scale “Academic Services” includes questions on the library, computer labs, and tutoring. Scores in satisfaction as well as importance have resulted in a consistently low overall gap, well below the 1.00 threshold for this survey, indicating students are very satisfied with services in this area. Individual questions show small fluctuations, none of which are statistically significant. All questions in this scale are listed in Table 1-5.

SSI	2006 Gap	2008 Gap	2010 Gap	2012 Gap
<b>Academic Services</b>	.39	.39	.30	.29
Library resources and services are adequate	.33	.31	.03	.15
There are a sufficient number of study areas on campus.	.16	.23	.07	.16
Library staff are helpful and approachable	.18	.17	.19	.07
Computer labs are adequate and accessible.	.42	.41	.30	.21
The equipment in the lab facilities is kept up to date.	.85	.84	.84	.77
Tutoring services are readily available.	.32	.27	.24	.29
Academic support services adequately meet the needs of students.	.45	.49	.40	.36

**Table 1-12 Student Satisfaction Inventory “Academic Services” 2006, 2008, 2010, and 2012**

The Noel Levitz PSOL (Priority Survey of Online Learners) demonstrates that NDSCS online students also consistently rank the areas of advising very high in satisfaction. Gap scores for all areas are very satisfactory; well below the 1.00 threshold.

PSOL	2008 Gap	2010 Gap	2012 Gap
<b>Academic Services</b>	.64	.54	.29
My program advisor is accessible by telephone and e-mail.	.40	.49	.47
My program advisor helps me work toward career goals.	.89	.72	.54
Program requirements are clear and reasonable.	.71	.63	.14
There are sufficient offerings within my program of study.	.82	.75	.51
Appropriate technical assistance is readily available.	.43	.37	.26
Adequate online library resources are provided.	.45	.38	-.05
Tutoring services are readily available for online courses.	.91	.52	.19

**Table 1-13 Priorities Survey for Online Learners “Academic Services” 2008, 2010, and 2012**

## 1R6 Results Comparison

NDSCS utilizes national or cohort data to track trends and determine how our results compare with similar institutions. When compared to national data, NDSCS students compare very favorably, particularly in first time certification and licensure exam rates, and national exam scores. This reaffirms that students are learning the entry level skills that are being measured in the program student learning outcome. Please refer to Tables 1-4, 1-6, 1-7, 1-13 and Figures 1- and 1-2 which include comparison data with other institutions.

The CAAP critical thinking exam measures skills in clarifying, analyzing, evaluating and extending arguments. The CAAP writing exam measures rhetorical and usage/mechanics. NDSCS is an open entry institution; ACT scores of students at entry are below the national and ND average. Comparison of scores after two years is below the national average, even though expected and above average gains were noted in writing skills. Students in particular programs, especially those with program requirements have consistently higher overall scores. Those students with higher GPA's also score higher on these nationally normed tests.

The most recent CCSSE data demonstrates student respondent scores declined in all areas, with the scale “Active and Collaborative Learning” ranking consistently higher than consortium or cohort scores; this reinforces and aligns with the NDSCS focus on “hands-on learning.” “Student Effort: continues to be the area most in need of improvement. Results in all categories are lower than in previous distributions. Results from specific questions within the categories are analyzed for improvement and action.

The following table gives benchmark data on CCSEE comparing NDSCS with other North Dakota two-year colleges through 2011 and with colleges of enrollment less than 4500 in 2013 and the CCSSE cohorts.



Benchmark	NDSCS				Consortium/Small Colleges				Cohort			
	2007	2009	2011	2013	2007	2009	2011	2013	2007	2009	2011	2013
Active and Collaborative Learning	55.2	55.6	64.1	54.2	51.9	51.6	54.8	51.3	50.0	50.0	50.0	50.0
Student Effort	42.4	46.4	47.0	40.4	45.2	47.7	47.6	51.1	50.0	50.0	50.0	50.0
Academic Challenge	48.5	47.6	55.7	47.3	44.9	44.7	49.7	50.4	50.0	50.0	50.0	50.0
Student-Faculty Interaction	52.7	53.6	60.1	50.5	53.5	50.1	55.8	51.9	50.0	50.0	50.0	50.0
Support for Learners	49.4	46.9	52.4	48.3	51.9	50.5	53.7	52.0	50.0	50.0	50.0	50.0

**Table 1-14 CCSSE**

Students and programs frequently excel at the national level. For example recent achievements include:

- Both the NDSCS Practical Nursing and RN programs have achieved national recognition. 100% of 2011 graduates passed the NCLEX-RN (National Council of Licensing Exam) and the NCLEX-PN test on the first attempt. In early 2010, the NDSCS ASN-RN program was ranked number one out of 1,686 other registered nursing programs in the United States and the NDSCS Practical Nursing Program was ranked number one out of 1,087 other practical nursing in the United States as reported by Mountain Measurements, Inc.
- Five NDSCS students competed in the Residential Construction Management Competition hosted by the National Association of Home Builders where they finished in first place out of 15 teams.
- Four John Deere Tech teams comprised of two students each, won national honors at the Post-Secondary Agricultural Students Organization (PAS) conference for Agricultural Machinery Service Technicians in Louisville, Kentucky, winning second, third, fifth and eighth places respectively.
- In Skills USA national competition, CNC Turning had a Gold award winner in 2012; Motorcycle Service Technology a Bronze winner and Silver winner in 2012 and 2011 respectively; and Automotive Refinishing Technology a Silver winner in 2011.

### 111 Recent Improvements

The recent addition of a Retention Coordinator was expanded to a three-person Student Success Center, to include responsibilities for FYE classes, orientation, internship and co-op assignments, career development assistance for students (resumes, job applications), job fairs, adult learners, and placement. In spite of this focus, IPEDS reported retention of first-time students has dropped over the past four years. A comprehensive analysis is in place to understand where the issues lie so they can be addressed, including a survey of students who left between their first and second year, analysis of where they went, transfer or employment, and review of policy changes (addition of FYE, placement requirements, etc.). A Student

Success Team has been created to address issues in retention and form action plans. In spite of lower retention rates, graduation rates remain constant at 52%.

There are two Assessment Days conducted each semester. One is designed for faculty to conduct department meetings and analyze their assessment data and assemble their assessment report. An Assessment Celebration in the spring allows faculty to showcase effective practices in assessment. Two days following graduation are provided in the faculty calendar to assemble assessment data and begin preliminary assessment reporting. Processes in this category are integrated across campus with a comparative process for all levels. It is systematic and comprehensive; occurring on an established schedule and a cycle based on Plan, Do, Check, Act. Assessment processes have led to a number of improvements over recent years. Program assessment reports are improving each year, becoming more comprehensive and demonstrating more transparency in reporting data. The feedback loop feeds into strategies for improvement of student learning, budgeting and strategic planning processes.

Part of the feedback programs receive is their rating according to an established rubric. Using this rubric not only provides consistent feedback to departments, it also enables the Assessment Committee to readily determine strengths of assessment and areas where the committee can target areas for improvement through workshops and faculty celebrations of Assessment. Peer review is an essential element of the NDSCS assessment process. Assessment committee members benefit from reviewing other program reports, analyzing what assessment methods provide valuable data and in sharing their experiences with fellow faculty in the form of feedback. The assessment process works effectively as demonstrated in the following table.

	<b>2007-08</b> Scale 1-4	<b>2008-09</b> Scale 1-4	<b>2009-2010</b> Scale 1-4	<b>2010-2011</b> Scale 1-4	<b>2011-2012</b> Scale 1-4
<b>Reflects plans for improvement</b>	3.000 (5 <sup>th</sup> )	3.160 (4 <sup>th</sup> )	3.769 (1 <sup>st</sup> )	3.464 (2 <sup>nd</sup> )	3.810 (1 <sup>st</sup> )
<b>Contains both direct and indirect measures</b>	3.259 (2 <sup>nd</sup> )	3.308 (tie)	3.615 (2 <sup>nd</sup> )	3.411 (3 <sup>rd</sup> )	3.552 (2 <sup>nd</sup> )
<b>Reflects student involvement, understanding of program learning outcomes</b>	3.296 (1 <sup>st</sup> )	3.308 (tie)	3.231 (tie)	3.25 (4 <sup>th</sup> )	3.397 (3 <sup>rd</sup> )
<b>Reflects student learning strengths</b>	3.111 (3 <sup>rd</sup> )	3.308 (tie)	3.346 (3 <sup>rd</sup> )	3.679 (1 <sup>st</sup> )	3.379 (4 <sup>th</sup> )
<b>Submitted by due date</b>	6 reports submitted late	8 reports not submitted by due date	4 reports not submitted by due date	6 reports not submitted by due date	5 reports not submitted by due date 3.310 (5 <sup>th</sup> )
<b>Reflects student learning areas for improvement</b>	3.037 (4 <sup>th</sup> )	2.885 (5 <sup>th</sup> )	3.231 (tie)	2.964 (5 <sup>th</sup> )	3.155 (6 <sup>th</sup> )

**Table 1-15 Average assessment report scores**

The Committee felt that the area receiving the highest score this year, “reflects plans for improvement,” demonstrates the campus alignment of assessment with continuous improvement. The faculty have progressed in their thinking to the point that they are looking for

ways to improve the assessment process, the ways they gather data, different tools, changing curriculum, etc. Even though the learning outcomes demonstrate strength, there are also areas that can be improved. The reports are strong in providing multiple measures of student learning, particularly direct measures and in identifying areas in which learning excels in their program. Consistently, programs have the most difficulty in reflecting student learning areas for improvement, in spite of repeated assurances that assessment results will not be used punitively. While the rubric reflects the overall quality of the reports, the data suggest how well programs are doing overall in collecting and analyzing assessment of student learning data. Budget implications are also included in the assessment report, allowing the assessment data to impact department budgets as the data moves through the budget priority process. Each year, the assessment committee sees improvement in assessment reports, and expectations increase from the committee members for the quality of the reports that are received for review. Recognition was given to five reports that received the highest overall score and program reports which showed the greatest improvement in their collection and analysis of assessment information. For further information, the complete and latest [assessment report](#) can be found at this link.

A pilot program is underway to use Learning Outcome Manager, a part of the Pearson learning system used at NDSCS, to document student learning. Eight classes and six instructors from English, Speech, Psychology, Economics, and Welding are participating in using this software and document student learning through established rubrics. It is the intent of the project to add more faculty and classes in the fall of 2013 and eventually move to a process in which all common learning outcomes will be able to be documented and the data reviewed and analyzed across the entire campus, including program assessment data.

In the fall of 2012, NDSCS adopted a distributed assessment model to ensure sustainability, develop broader assessment expertise across campus and increase effectiveness of data usage in improving student learning. Six faculty from the Assessment Committee representing the program clusters of Transportation, Health, Manufacturing, Business, Construction, and Liberal Arts assumed the roles of discussion leaders for department reports provide support for assessment activities.

## **112 Culture and Infrastructure Role in Improved Performance Results**

The Assessment Committee conducts an end-of-year brainstorming session that reflects on the program reports and the general strengths and weaknesses of the reporting processes. Reporting forms, rubrics, and planning processes are reviewed and updated. Based on the assessment report rubric, areas are targeted for discussion in the Assessment celebration and future assessment workshops.

The Assessment Committee plans the following improvements for 2013-2014:

- Have departments who do a good job with their reports mentor those departments who do not do as well.
- Include more student support areas in the assessment process.
- Continue the distributed process of having assessment discussion leaders. It assists in developing more assessment expertise across faculty members.
- Continue present process for reporting and reviewing reports: written report every year, oral report every other year.
- Repeat Assessment Showcase in the fall.
- Think about setting up an assessment “tutor lab.”

- Ask departments to list all learning outcomes on their report, and mark the ones they are reporting.

Student learning is always a focus of the data analyzed in the strategic planning process. Areas in need of improvement are reflected in the strategic goals and action plans. A Strategic Goal established during the 2013 planning process “Enhance Student Learning and Success” targets specific areas for improvement: graduation rates, retention rates, improved performance on nationally recognized exams, sustained or improved performance on licensure/certification exams, and alumni and employer satisfaction with graduate skills. All of these data points have benchmark data that enable NDSCS to track progress.

NDSCS has a culture of continuous improvement as guided by our Quality Standards; it is the way we conduct business. It is reflected in the amount of data that is not only collected, but analyzed, documented, and appropriate action determined. We look for opportunities for improvement, prioritize them, and determine whether the action fits within our strategic plan. It is reflected in the attitude of faculty who have remarked that they look forward to putting their assessment reports together, so they can see what progress has been made. It is reflected in the state accountability reports and in the President’s remarks at all-campus meetings. He has set the goal of not being first, but being the best. The amount of data that is collected not only gives the college baseline information from which to compare our own growth and development, but to compare our progress with other institutions. We are competitive in reviewing data comparisons and brainstorming where improvements can be made.

## Category Two: Accomplishing Other Distinctive Objectives

### Overview

NDSCS' key non-instructional processes are included within the areas of varsity athletics, alumni affairs, economic development, marketing, institutional effectiveness, facilities management, technology, and non-credit workforce training. Non-instructional processes follow the same general planning processes used throughout NDSCS, guided by and aligned with strategic planning and AQIP Action Projects. These processes are managed by key administrators who report directly to the President or Vice Presidents. Results are reported and evaluated annually. Processes in this category vary depending upon their maturity, but all are systematic and aligned with NDSCS' strategic goals. Among the most mature and integrated processes are the youth training process of athletic camps offered for more than 40 years for area youth.

Although NDSCS has a state-wide mission, it serves an important local role in the community for cultural and educational resources and economic development. The wellness center is open to the public; the cultural center provides concerts, music and drama productions, high school athletic tournaments and music contests are hosted by the campus, and campus facilities are available as a contract for rent by outside agencies. Several programs offer low-cost or free services to the community in the areas of dental care, health screenings, automotive repair, etc. 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 in their fields. Faculty provide STEM outreach and exploration activities to K-12 students, math Olympics, and Market Place for Kids which provides career exploration. The college also hosts several conferences/camps in the summer on diverse topics such as Boy's State, athletics, Woodcarver's and Electrical Distribution. NDSCS provides office space for a newly created Small Business Development Director to support economic development in this region.

The Alumni Foundation Director provides a link between the college and alumni and fosters the development of partnerships for academic programs. Alumni and other stakeholders receive information about college activities through alumni and foundation newsletter as well as the college website and local newspapers.

The College Outreach Division provides non-credit training to the southeast region of North Dakota with designated classroom and office space in Wahpeton and Fargo. Over 100 non-credit [related-study](#) and apprenticeship courses are available by correspondence and/or online to business and industry. It also delivers additional non-credit business and industry training for many occupations through [online opportunities](#) from vendors such as Ed2Go. Non-credit programming tends to occur in the same areas as the credit programs such as computer science, manufacturing, and health care, but also in the areas of personal growth and professional development. Since the training is customized to meet the needs of business and industry, the types and amount of training in specific areas vary from year to year.

Future goals will focus on meeting the workforce and educational needs of the Fargo/West Fargo region, particularly the adult learner, securing external resources by increasing state and federal funding, increasing the number of partnerships from fifteen, and increasing business and industry contributions (212). These goals are aligned and derived from the Strategic Goals for 2013-16. The Foundation Office will implement a CRM system in order to track and bring focus to business development.

## 2P1 Design and Operation of Key Non-instructional Processes

The key non-instructional processes in the areas of athletics, economic development, alumni affairs, technology, institutional effectiveness, human resources, and marketing, report directly to the President, who approves and guides their planning and operational processes. The facilities management process is guided by the Facility Management Plan, which is under the Vice President for Administrative affairs. Non-credit workforce training processes are within the Outreach and Customized Training Division; direct line of report is the Vice President for Academic and Student Affairs. Non-instructional processes follow the same general planning processes used throughout NDSCS, guided by our strategic plan and AQIP Action Projects as appropriate.

NDSCS is very involved in the communities it serves; as a result, non-instructional services are responsive to change and have evolved with community and campus needs over time. Located in a small, rural community, the college serves an important function as a cultural and educational resource, as well as a source of economic development. NDSCS personnel work with community leaders to achieve the goals established by non-instructional processes. For instance, the President serves as a member of the Community Development Corporation (CDC), Breckenridge-Wahpeton Foundation Board which awards small grants to initiate worthwhile community and youth projects, and the new Valley Prosperity Partnership Committee to establish short and long term economic and goals for the entire Red River Valley. In addition, the college hosts office space for the Small Business Development Director and supports his salary in conjunction with two area communities, in order to promote the growth and sustainability of small businesses in Richland County.

The Alumni Foundation is operated by a Board of Directors, but the College Development/Foundation Director reports directly to the college president. The Athletic Director works closely with the Catbacker and Letterwinners' Board of Directors and facilitates the college relationship with the Wahpeton School District to utilize the football and track stadium.

College Outreach mission is to provide business and industry workforce training in the southeast quadrant of the state with primary offices in NDSCS-Wahpeton and NDSCS-Fargo, with an additional office in Oakes to provide accessibility.

The Southeast Education Cooperative (SEEC) is a 43-member regional educational association of public school districts established to enhance educational services for schools. NDSCS provides coordination for the association through support of the Executive Director position.

The college plays an active role as a resource to the community. The Campus Wellness Center serves students and staff and is open to the community who wish to pay for a membership. Concerts, music, and drama productions are offered for students and the community as part of our Performing Arts Department. Campus facilities are available as a contract for rent by an outside agency, such as the Twin Town Artists. Hosting athletic tournaments and musical contests serve as economic development for both the college and the community. These events are operated through the respective campus departments. Local printing businesses subcontract with Print Services to accomplish printing jobs for which they do have the capacity.

College Relations and Marketing is responsible for all marketing materials, the college website, and a recent image campaign to raise awareness of the career and technical programs available at NDSCS that meet the workforce needs of the state. Grants and research, under the Office of Institutional Effectiveness, support college initiatives by providing data for decision making, acquiring grants and other external resources that help support the strategic initiatives.



## **2P2 Setting Distinctive Objectives**

Non-instructional objectives are aligned with the mission of NDSCS and the Strategic Plan. They are specifically designed to support the accomplishment of college goals and performance indicators. In setting non-instructional objectives, NDSCS uses a comprehensive strategic planning process, with an end result of strategic goals, performance indicators and timelines. This process is the foundation for all department planning across the institution. From this foundation, non-instructional departments align their department goals and action plans. Each department involves their stakeholders as appropriate. For instance, the Alumni Foundation Board or Catbackers and Letterwinners Board members are involved in setting objectives during board meetings. Departments involve the members of their staff and use data collected appropriate for their department in determining performance indicators for their department in support of the institutional goals. The goals are submitted and/or updated on an annual basis.

The non-instructional departments submit their goals and action plans to their supervisor (President or Vice President) who reviews, approves and monitors progress toward achievement. This is the same process utilized by the academic departments.

## **2P3 Communicating Distinctive Objectives**

Expectations for academic and non-instructional objectives are communicated through the respective supervisor (President or Vice President) and documented on a standard form with a copy sent to Institutional Effectiveness for compilation into a single document. This document, [NDSCS Strategic Goals and AQIP Action Project by Department](#) details each strategic goal and the departments who have developed plans.

All-campus meetings held in the fall during opening week and the President's State of the Campus address in October communicate the accomplishments of the prior academic year and set expectations for the current year. Feedback from AQIP reviewers is provided to the campus and their recommendations are incorporated into future planning.

Academic departments communicate expectations for instructional and non-instructional objectives with their advisory committees which are made up of business and industry leaders in that particular field.

In addition, in communicating non-instructional objectives, the President gains input from and communicates with various boards either directly or indirectly related to the college as noted in 2P1 and the NDSCS Foundation Board regarding accomplishments and future goals. The college website, President's Annual Report, Alumni Review, meetings with community and state leaders, and frequent articles in the local newspaper communicate expectations and accomplishments of the college.

## **2P4 Appropriateness of Distinctive Objectives**

The appropriate supervisor reviews the department objectives and action plans and forwards a copy to the appropriate Vice President or President and to the Office of Institutional Effectiveness where they are compiled into a single document according to strategic goal and AQIP action project. The compiled document is reviewed by the President's staff to determine how and to what extent each Strategic Goal is supported throughout the academic and support departments of the college. If

adjustments or changes are needed, they are made at this level and communicated back to the department, if necessary.

The AQIP Strategy Team is responsible for strategic planning and regularly reviews the progress made toward achievement of goals and AQIP Action Projects. Strategic Goals and AQIP Action Projects have designated roles of responsibility, timelines and measurable outcomes that assist in monitoring achievement at assigned intervals.

## **2P5 Determining Faculty and Staff Needs**

When Strategic Goals and AQIP Action Projects are established, lines of responsibility and resources are reviewed; it becomes evident when training or development will be necessary in order for them to be successfully accomplished. The AQIP Strategy Team may identify training needs when establishing performance indicators and faculty departments or non-instructional departments also identify needs through development of their individual plans. It is both a top down and bottom up process to determine appropriate needs. Determining faculty and staff needs relative to accomplishing non-instructional objectives are established in the same manner as previously described for instructional objectives. Anticipated growth and future direction is provided by the strategic planning process and implemented through action plans. This information is used by administration to plan for employee needs and to acquire the appropriate training. For instance, an AQIP Action Project "Improve documentation of processes and results" drove subsequent training offered to employees on process improvement and documentation of processes using a common format. A strategic goal to increase external revenue sources resulted in training with faculty on developing grants and seeking additional partnerships. Assessment reports, performance appraisals, and employee action plans and goal setting on performance appraisals provide documentation of professional development needs, opportunities, and budget requirements.

## **2P6 Readjusting Distinctive Objectives**

The process in place allows for adjustments to be made as needed and on a more formal, long-term level, adjustments are made during the annual review of goals and action plans. Information that causes objectives to be readjusted is done on an ongoing basis, as a result of the process used by the President to communicate with his staff. The President holds weekly meetings with the President's staff (Vice President for Academic and Student Affairs, Vice President for Administrative Affairs, Associate Vice President for Institutional Effectiveness, Chief Information Technology Officer, and the Alumni Foundation Director). The status of current and pending projects is reviewed by each individual and if adjustments are needed they are made at that time or assigned further review and feedback. In addition, the President has regularly scheduled meetings with other Directors associated with this category to keep current with present and future initiatives.

The institution tracks feedback from stakeholders on a regular schedule of distribution in order to keep abreast of stakeholder needs. The following surveys provide feedback from appropriate stakeholders: Student Satisfaction Inventory, CCSSE (Community College Survey of Student Engagement), College Student Inventory, Employer Survey, Alumni Survey, NACUFS (National Association of College and University Food Services), and Campus Quality Survey. The data is brought to the President's staff for initial review and then communicated campus-wide. Since the institution's distinctive objectives are reflected in strategic planning, AQIP Action Plans, and SBHE reporting documents, they are assessed and reviewed on an annual basis by the AQIP Strategy Team (responsible for strategic planning) and the President's staff. Outcome measures establish how well and to what extent we have met our objectives. Performance indicators are updated or

changed as a result of progress made toward achieving the goal. The data is used to make future plans and adjust goals on a continuous improvement basis.

**2R1 Measures**

Data that supports NDSCS's other distinctive objectives is collected on an on-going basis depending on the activity, which results in continuous, quarterly, or annual data collection.

These measures include: number and types of athletic activities sponsored; results of marketing activities, number of small businesses assisted and dollars expended, number of grants funded and dollars received; foundation metrics include number of activities participation percentages, giving statistics, scholarships, and partnerships; numbers of businesses and employees served through Outreach and Customized Training.

**2R2 Results in Accomplishing Other Distinctive Objectives**

Activity	2009-10	2010-11	2011-12	2012-13
Grants: Number of grants awarded	13 received	12 received	24 applied for, 16 awarded	18 applied for, 7 awarded + 7 CTE grants awarded <i>(Data 7/1/12-2/1/13)</i>
Number of \$ received	\$2,431,434	\$1,381,201	\$1,086,673	\$1,168,692 (Includes CTE Grants)
Blikre Activities Center: Number and Types of athletic activities sponsored, number of students and community members who used Blikre Activities Center	40,051 students and community members	*19,595 Wellness Center usage by community members (18,262 Center and 1,333 swimming pool) <i>*This number no longer includes student use.</i>	*Wellness Center Usage 7000  1500 swimming lesson/rentals	12,139 Wellness Center/Blikre Activities Center  3534 swimming lessons/ community usage
K-12 Athletic Camps (Girls and Boys Basketball, Girls volleyball)	458 students	542 students	614 students	661 students

Activity	2009-10	2010-11	2011-12	2012-13
Marketing Results: Website Visitors	574,360	1,218,007	1,107,922	1,096,354
NDSCS Mobile App Downloads	NA	NA	1,151	1,611
Hobson's Info Request	186	1,987	2,594	2,138
Hobson's Student Engagement (VIP/email)	13%	14%	15%	22%
Dept Video Views	14,106	25,394	32,249	26,398
Number of small businesses assisted and \$ expended		15 Business Start-ups 65 jobs retained or created \$2,749,000 business investment	17 Business Start-ups 68 Jobs retained or created \$1908,387 business investment	7 Business Start-ups 26 Jobs retained or created \$569,000 business investment (first half of 2013)
Foundation Metrics: number of activities, participation percentages, giving statistics, scholarships and partnerships	14 Activities held 635 Donors 123 Business Donors \$512,562 Revenue	18 Activities Held 1610 Donors 295 Business Donors \$735,613 Revenue	15 Activities Held 3075 Donors 433 Business Donors \$1,309,983 Revenue	19 Activities Held 3,130 Donors 797 Business Donors \$876.814 Revenue
Outreach – number of businesses and employees served				
Number of Businesses Served	614	709	643	678
Number of Employees Trained	1,754	2,245	2441	2550

**Table 2-1 Activities**

The direct impact of student spending in the Wahpeton area was \$21.9 million in FY2011 and the institution's total economic contribution was \$54.1 million. NDSCS's total economic impact to the state exceeded \$185 million in 2011. North Dakota's return on its investment into the North Dakota State College of Science is greater than a 10:1 return.

**2R3 Results Comparison**

For the most part, distinctive objectives in this category are tracked data longitudinally, trends benchmarked internally and stakeholder input used to develop improvement strategies. These types of data points are generally not publicly shared.

In providing access to lifelong learning, NDSCS compares workforce training delivery to the other three quadrants of the state. As figure 2-1 depicts, NDSCS serves over one-third of the businesses receiving workforce training, and approximately 21% of total employees. These numbers have been impacted by the recent growth in new businesses and employees in the oil region of western North

Dakota. Employers and their employees are very satisfied with the training provided with Customized Training reporting 99% satisfaction of participants, 100% satisfaction of employers.

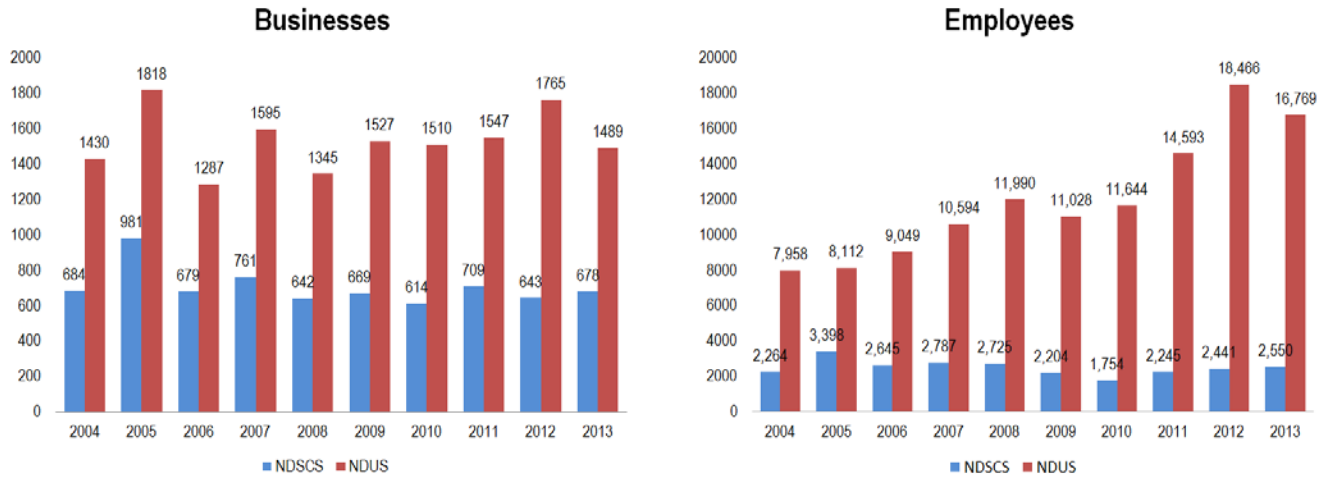


Figure 2-1 Workforce Training Comparison

## 2R4 Strengthening the Institution and Enhancing Relationships

The performance results for objectives in this category strengthen NDSCS through alignment and support of our Strategic Plan and AQIP Action Projects helping to accomplish the established performance indicators. They are closely monitored for desired results and adjusted if there is a need. Results in accomplishing other distinctive objectives strengthen the overall institution and enhance our relationships with our stakeholders in the following ways: (see Table 2-1 for related metrics)

- Provide activities or services desired or needed throughout the community and/or region.
- Provide financial support and planning advice for small business owners
- Provide marketing materials that focus on the opportunities of career and technical education
- Connect alumni to the institution
- Matriculate a workforce that is well- rounded and therefore more fully capable of serving the career and technical needs of the region
- Provide access to wellness centers, performing arts, dental clinics, and other campus facilities.
- Enhance awareness of the college and its unique mission
- Enhance the college's ability to educate across the life-span
- Provide an opportunity to support the college through various means, such as investments, providing co-ops and internships, donating equipment, employing our graduates
- Acquisition of grants supports special initiatives and future growth activities of the college
- Research provides needed data for data supported decision making

## 2I1 Recent Improvements

A full-time Grants Director position and support position were established to develop ongoing grant opportunities for the college. The Alumni and Foundation Director along with the President began a campaign to visit all communities large and small across North Dakota to create a communication link with the public and particularly alumni to discuss the opportunities of career and technical education in serving the state. Additional staff has been added to the Alumni Foundation Office. NDSCS developed plans with an outside agency to renovate, occupy, and lease available

space on campus for a senior living center. A Small Business Development Center has been established with an office on campus. As a result of a 2009-13 strategic goal, "Improve the image of NDSCS" a marketing campaign has produced improved signage, and used technology to improve accessibility of students through mobile applications, creation of department videos describing curriculum and job choices, better methods of tracking and responding to student interests through the use of Hobson's CRM. A CIO position was established to create and implement a unified technology plan to include infrastructure, hardware and software.

## 212 Culture and Infrastructure Role in Improved Performance Results

The NDSCS culture is based upon continuous improvement and affects all our processes. The President sets the expectations for excellence and processes are in place to monitor progress and document achievement. Data is examined and priorities are established through the Strategic Planning process, State Board of Higher Education reporting, AQIP Action Project reporting process, Foundation Board goals, and Catbackers/Letterwinners planning process. Future goals that are pertinent to this category include:

- Meet the workforce and educational needs of the Fargo/West Fargo region:
  - Increase numbers of employers/employees served by workforce training in Cass County from 192 employers and 915 employees.
  - Employers are satisfied with employee skills and abilities. Sustain 99% satisfaction scores.
- Utilize technology to enhance the student's collegiate experience:
  - Increase number of virtual academic support services available to students from existing list: online library resources, online tutor (Smarthinking), eCompanion (LMS), and mobile tools
- Secure external resources:
  - Secure additional state/federal funding 2012-13: State \$508,234.00; Federal 1,194,849.00. (Grants). Target 5% increase.
  - Increase amount of auxiliary funds (excludes state appropriated or tuition) 2012-13: \$2,477,248.00. Target: 5% increase.
  - Increase the number of educational and other college partnerships As of 2013: 15 college partnerships. Target: Increase 3.
  - Sustain financial ratios as reported by NDUS and HLC NDUS: Healthy financial status. HLC: 3.4 Composite Financial Indicator. (1.1-10 is the range, 1.0 or lower triggers review
  - Increase business and industry contributions Current: \$9.8 million. Target: Increase \$500,000.



## Category Three: Understanding Students' and Other Stakeholders' Needs

### Overview

NDSCS is student focused and uses data to inform appropriate change. A primary focus of the institution's mission is to educate and train the North Dakota workforce through "learner-focused education." This cannot be adequately accomplished without understanding the many and varied needs of our students and other stakeholders. Various survey instruments used to gather data from students, alumni, and employers guide our decision making and direct improvement efforts. The processes used to gather data are integrated and aligned, regularly monitored and evaluated, and communicated across campus. This data feeds into the development and improvement of policies and procedures for students such as the Course Placement Policy, advising process, registration process, financial aid distribution, orientation, and housing and dining options.

Several improvements have been accomplished in this category. Two residence halls were renovated to provide suite-style living spaces and an expansion of the Honors Floor from one to two floors. Increased security in residence halls is due to keyless entry and surveillance systems. The Science of Leadership seminar was implemented for leaders of Student Senate, Campus Activities Board and Residence Life directors/co-directors. Orientation and opening week activities for students has been expanded to include a number of new activities led by student mentors, the "Wildcat Welcome Team." A campus-wide campaign to reduce alcohol use, particularly binge drinking, has shown early data indicators of improvement. Increased use of technology has been implemented to provide greater access to services in the business office and housing office (3I1). NDSCS was identified as one of 120 community colleges in the nation eligible for the Aspen Prize for Community College Excellence.

Student graduation and retention rates are closely monitored. Official IPEDS rates as well as rates by program are reviewed. Past AQIP Action Projects focused on improving retention and student success through implementation of a First Year Experience Course and improving intake advising. A Retention Coordinator was hired in 2009 to implement the First Year Experience Course as an institution requirement and to improve intake advising. This position was later expanded (2011) to a three-person Student Success and Career Services Department to bring coordination to the FYE course, placement services and student success initiatives. Results of these efforts have not improved retention and initial research has not pinpointed the source/s of the issues. This is a focus for future improvement with a goal of returning to 80% retention in 2009 (from 62% in 2012) within the next three years, as retention has not previously varied more than 2-4%. Processes associated with student success and retention are reactive at the present time. Processes have changed with turnovers in leadership and new personnel hired in staff positions; it is anticipated that new leadership, increased resources and a campus-wide focus on student success will assist in returning to historical retention rates. A cross-campus Student Success Team was established to provide a plan for improvement. The current plan focuses on three areas of improvement: increase graduation rates and completion; explore barriers to retention and success of at-risk students; and explore student success management systems.

The new strategic goal for 2013-16 with highest priority is to "Enhance student learning and success." Aligned with it, three new AQIP Action Projects will also bring focus to improving retention: development of assessment of student learning plans in non-academic areas; increase percent of high school graduates enrolling directly out of high school, particularly from the southeast region, and to increase the number of students who successfully complete developmental courses and progress to completion.

### 3P1 Changing Needs of Student Groups

### Addresses Core Component 4C

NDSCS uses many methods to identify the changing needs of students, including survey instruments, placement policies, and advising procedures. Student retention and graduation rates are monitored at the institutional and program level. IPEDS rates and rates for full-time and part-time students are collected and reviewed. As an AQIP institution, our goal for these rates are to maintain or improve current rates. As the data demonstrates, NDSCS historically exceeds national comparative rates for community colleges.

Placement of students into courses that match their skills and abilities is the first step toward student success once a student registers. A course placement policy that includes the use of ACT and/or COMPASS scores assists in appropriate placement into college level courses and specific program requirements. At registration students complete the College Student Inventory (CSI), Noel-Levitz product and part of their Retention Management System. This inventory assists faculty advisors in understanding student needs and linking students with appropriate campus resources and support services. The advising process linking the student to a faculty advisor as soon as possible in their first semester of study is a key component of student success. Advising sessions are held within the first two weeks of the semester. The CSI also assists the college in planning for adequate resources by identifying how many students have identified needs in particular categories.

Once a student is established on campus, several types of surveys, focus groups and the required FYE class assist the college in keeping abreast of student needs and requirements. The Student Satisfaction Inventory and Community College Survey of Student Engagement (CCSSE) are given on alternate years and help us determine if the campus is service-oriented, if processes such as registration and financial aid are working appropriately, if students are participating in the activities that are offered, and if the college is meeting their needs academically and socially. Alumni are surveyed to determine if their education and training is meeting the requirements of their employment. Job openings and placement rates are consistently monitored to ensure that there are job opportunities for the programs that are offered.

NDSCS also participates in NDUS student surveys that are conducted periodically. The NDCORE Alcohol and Drug survey is conducted biennially to determine student attitudes and behavior toward alcohol and drugs. This survey is used by Student Life staff to guide training and other awareness activities.

The data is distributed through the Institutional Effectiveness Office to the President's staff and to respective departments and cross-functional committees to review the analysis from each of these instruments and take appropriate action to improve the results.

### 3P2 Building and Maintaining Relationships with Students

Building relationships with students depends upon good communication processes that are varied to meet the many needs and interests of students and continue throughout their campus experience. Relationship building begins through the varied campus opportunities offered to K-12 students, from attending children's plays to participating in math Olympics, music competitions and athletic camps. It formally begins when secondary students are beginning to explore careers and make college choices. Identifying the need to help students make informed career choices, NDSCS Enrollment Services developed "Making Smart College Choices" booklets. These booklets are sent to regional middle and high schools to be used as a success guide in preparation for a college education and meeting career goals. Technology and the use of social media has increased the number of avenues available for communication with students and presents challenges in

determining which are the most effective to use. The college website is the foundation for information with links to Facebook, Twitter and and NDSCS mobile application. Hobson's CRM has been used for the last two years as a data management tool to manage the communication flow with students. It is used to create and deploy marketing e-mails to specific audiences, create a personalized webpage for every student as a way to centralize targeted information and runs the online application portal to ensure completion of the application process. Metrics are available that track usage.

First impressions are lasting impressions. From the first phone call, campus visit, or letter the student forms an impression of the college. For that reason, providing excellent customer service has been a priority of the college for a number of years. The registration process is continuously reviewed to determine ways to improve and ad hoc committees brainstorm methods to make registration more effective and efficient for students. The adoption of PeopleSoft caused many changes in processes and as students have become more responsible for entering their own data, it required training for students in using the technology. The orientation process begins at registration with an orientation for families; student orientation at the beginning of the semester provides an introduction to college life, resources available, and connections to other students and faculty. The college provides students with early points of contact with their faculty advisor and program faculty during program orientation prior to the first day of class as well as advising sessions within the first two weeks of school. Students in career and technical programs tend to spend a greater part of their day with program faculty which assists in building an ongoing relationship with students.

NDSCS supports an open and supportive environment for students with multiple points of support. The First Year Experience Course is taken first semester and is designed to assist students to transition to college life and link them to the many resources the college offers to support their success. The Academic Service Center provides developmental courses, tutoring, disability (accessibility) services, and walk-in academic help for students. Residential Life is a key component in developing relationships with on-campus students through pertinent programming in the residence halls and training for residence hall staff. Academic advisors contact students who are not attending class and work with students who have other academic issues, referring them to appropriate resources as necessary.

Students are represented on several campus committees including the management team and program advisory committees. When surveys are conducted, students are given feedback on the results and often focus groups are held to gather more specific data. Student input and feedback on campus issues are regularly sought by administrators through Student Senate and Campus Activity Board. These student bodies frequently conduct surveys or voting processes to determine the degree of student support for proposed changes. Various publications, web-based information, student planner, e-mail, residence life Facebook page, faculty classroom announcements, newsletters, newspaper articles, and radio programs keep students up-to-date on current happenings at the college. Clubs and professional organizations are sponsored by faculty advisors, providing additional opportunities to build relationships with students.

### **3P3 Identifying, Analyzing, and Responding to Stakeholder Needs** **Addresses Core Component 1D**

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### **3P4 Building and Maintaining Stakeholder Relationships**

Building and maintaining mutually beneficial stakeholder relationships is essential to a thriving institution, requiring effective communication mechanisms, understanding their needs and monitoring satisfaction of key stakeholders. A vital part of that process is engaging stakeholders as collaborative partners, and measuring the effectiveness of the relationships. For that reason, NDSCS is vested in continuously monitoring the status of those relationships through the varied survey instruments and communication methods mentioned previously in this category. This process is ongoing as the college strives to preserve and pursue key stakeholder relationships. Areas that do not sustain improvement are referred to the appropriate area for action.

To review, some of the key communication mechanisms in place are:

- The eTransmitter (staff newsletter)
- College Review (alumni newsletter), Alumni Banquets, Letterman's Banquet, Wildcat Open, alumni recognition awards at Homecoming
- Directed marketing
- Targeted communications
- Active participation in community service groups
- Placement and Co-op data, Alumni Surveys, Employer Surveys
- Personal contacts by faculty and staff
- Program assessment plans
- Host annual and special events (DREAMS Auction, Family Community and Alumni day, etc.)
- Scheduled student performances (athletics and performing arts)
- Including key community leaders and legislators in new College initiatives and ceremonies
- Bestowing honorary Associate Degree at graduation
- Articulation and dual credit agreements
- Collaboration with other NDUS institutions and other regional colleges
- Career Awareness Seminar

### **3P5 Determining New Student and Stakeholder Groups**

#### **Addresses Core Component 1D**

NDSCS uses the data it collects to project trends and future needs of our stakeholders and to initiate appropriate action. ND demographic information, environmental scanning data, program advisory committees, employer surveys, placement and coop data, ND workforce needs assessment, and EMSI software are all used to project enrollment trends, future workforce needs, emerging technology and occupations. EMSI software enables the college to track future growth in occupations by county, region, state, and the surrounding states of Minnesota, Montana, and South Dakota as well as identifying curriculum to meet the educational needs of the occupations. It also is used to track the economic impact of the addition of new business or industry or potential loss of a business or industry to a specified area.

As a result of recent data analysis, the 25-44 age group has been identified as under-educated in relationship to the job market with a significant number, 61.5%, holding less than an associate's degree in North Dakota. A marketing campaign and additional programming has been developed to address this need.

ND legislation provides for high school students in good standing to attain college credits. NDSCS has several articulation agreements with area high schools and as a result, dual credit enrollment has increased significantly.

Not only hard data, but continuous communication with constituent groups listed above provide information about emerging trends and needs. The President is a member of a newly formed Valley Prosperity Partnership Committee, to keep the college aligned with business and industry needs particularly in the Fargo area.

This information is used in strategic planning to target new areas of service to our stakeholders and by the academic programs to adjust curriculum offerings.

### **3P6 Collecting, Analyzing Complaint Information and Communicating Action**

There is both a formal and informal complaint process. The [Customer Service Quality Standard](#) provides guidelines for dealing with customer complaints, with an acceptable timeline for response. NDSCS collects compliments, suggestions for improvement, and complaints through the many surveys that are distributed to its stakeholders, such as the Student Satisfaction Survey, Employer Survey, and Alumni. These data are reviewed by President's staff and other appropriate departments for action.

The college deals proactively with Student Senate input and works to address concerns before they become serious complaints. The Student Senate and Campus Activities Board are regular communication methods between faculty, administrators, and students for informal concerns.

A suggestion box in the Campus Connection and Flickertail Dining Room is used by Dining Services staff to improve their menu and service to students as well as an annual student survey.

On a more formal nature, the nature of the complaint indicates the source of response and appropriate action. Complaints related to quality of instruction are managed through the appropriate channels beginning with the faculty member or department chair, Academic Counselor, the Division Dean. Depending on the nature of the complaint, the process may proceed to the, Associate Vice President for Academic and Student Affairs, Vice President for Academic and Student Affairs and President, if necessary. All syllabi contain information for students on lines of authority and guidelines for the complaint process. In general, the policies address each complaint at the source level but provide a process for taking it to the next level if necessary.

NDSCS complies with CLERY, with appropriate protocols followed for communicating crimes to the entire campus. There is a Judicial Team and Student Academic Review Team that handle conduct violations and academic appeal issues. Students also have a formal grievance and appeal process through the Associate Vice President and Vice President for Academic and Student Affairs Office. Students are immediately apprised of results individually.

A [formal employee complaint process](#) conforms to NDUS policy, which works through supervisory reporting structures.

Workforce Training uses both employer and employee training evaluation forms to analyze the level of satisfaction and effectiveness of training. Complaints from other stakeholders are generally dealt with at the appropriate level.

### **3R1 Determining Student and Stakeholder Satisfaction**

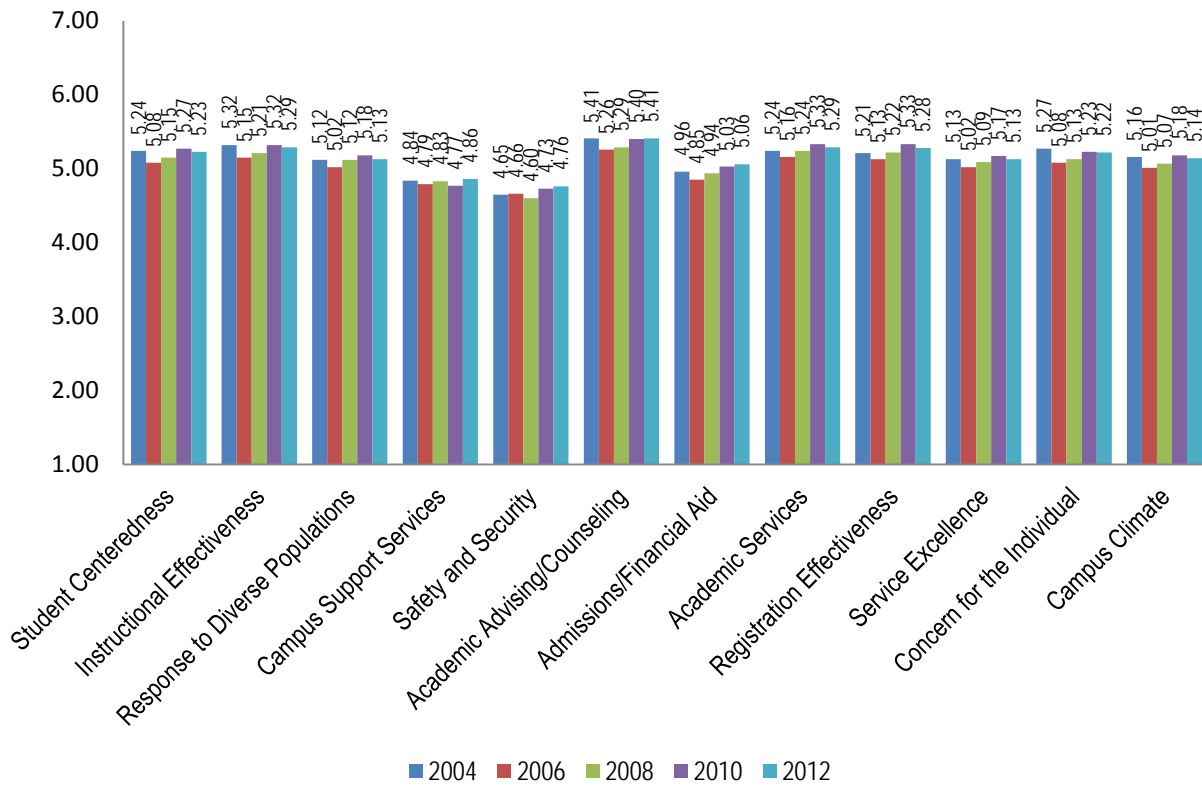
NDSCS analyzes information from data collected from the following instruments comparing the results internally, nationally, and to designated peer institutions.



- Student Satisfaction Inventory survey
  - Determine satisfaction of current students
  - Determine satisfaction with institutional processes
  - Determine satisfaction with interactions
- Priorities Survey for Online Learners
  - Determine satisfaction of online learners
  - Determine satisfaction with institutional processes
  - Determine satisfaction with interactions
- Placement and co-op information
  - Determine satisfaction with interns and/or employees
  - Determine placement information
  - Determine how prepared for workplace
- Employer survey
  - Employer satisfaction with employee's general skills
  - Employer satisfaction with employee's specific/technical skills related to employment
  - Employer satisfaction with overall soft skills
- Alumni Survey
  - Alumni satisfaction with occupational skills
  - Alumni satisfaction with general skills in communication, computers, problem solving, etc.
  - Alumni satisfaction with transferability of credits
- Advisory Committees
  - Determine satisfaction with interns and graduates
  - Address changing curricular needs
- Client Training Evaluation Form
  - Overall satisfaction with this training program, responsiveness to needs, level of knowledge/skill gained and general perception of employee satisfaction with the training experience
- Participant Training Evaluation Form
  - Overall satisfaction with this training program, knowledge, skill and ability of facilitator, and level of knowledge/skill gained from the session
- Residence Life Student Satisfaction Data
  - A new survey used in spring 2012 to gauge overall satisfaction with facilities, staff, programming, safety and security, campus life experience, departmental processes.

### **3R2 Learner Satisfaction Results**

The Student Satisfaction Inventory (SSI) or the Priority Survey of Online Learners (PSOL) and the Community College Survey of Student Engagement (CCSSE) are distributed to students on alternate years. The PSOL survey is a student satisfaction survey and is designed similarly as the SSI, but is intended for online learners; it is sent to online students exclusively. The SSI and PSOL contain questions grouped into twelve scales and an additional 10 locally developed questions. The data is reported for individual questions and the twelve scales in terms of importance and satisfaction as well as a gap score which calculates the difference between importance and satisfaction. NDSCS receives comparison data with other two-year institutions at the national level as well as the other two-year colleges in North Dakota. The figure below indicates seven years of NDSCS student satisfaction trend data.



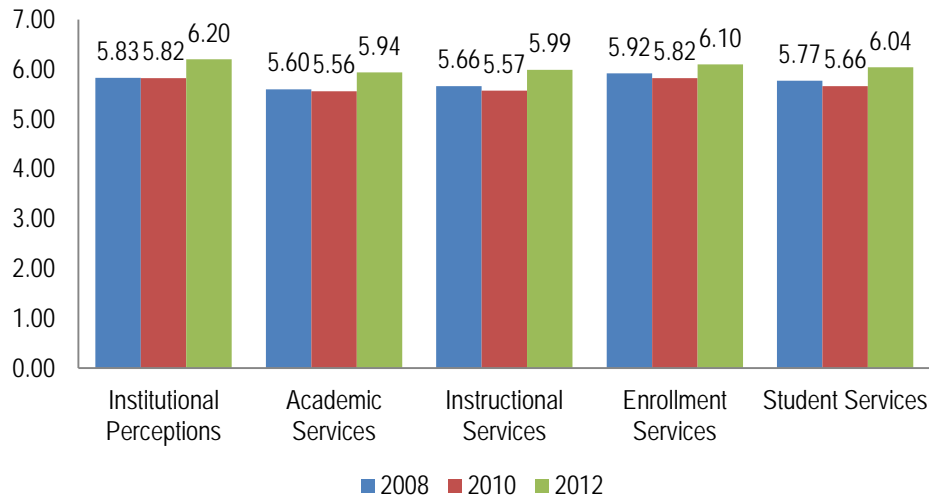
**Figure 3-1 Student Satisfaction Survey Results Ranked by Student Satisfaction 2004, 2006, 2008, 2010 and 2012**

Response rate to this survey is high, ranging from 50 to 67% of on-campus students each year of distribution. Figure 3-1 displays the trends in student satisfaction by the twelve scales into which the questions are grouped. Academic advising/counseling is consistently the highest ranked scale of student satisfaction (also higher than the national norm), while Safety and Security is consistently the lowest ranked scale. Issues related to the amount of student parking available and security of parking lots are questions within this scale (Safety and Security) that receive low satisfaction scores. Focus groups with students have helped us understand their concerns in these areas, and we have taken steps to improve the situation. The top twenty questions ranked in order of importance have been tracked for all years that NDSCS has used this survey. In that time, only 30 of the 113 questions on the survey have made the top 20 questions ranked for importance, indicating reliability and validity of the results from year to year. Two new questions ranked in the top twenty this year related to the ability to experience intellectual growth and ability to enjoy their campus experience. Over time, expectations of NDSCS students are changing. While affordability is still most important to our students, other issues such as campus safety, ability to achieve their educational goals, accessibility of classes and faculty, and the culture and environment of the campus are rising in importance. Noteworthy is the fact that students were more satisfied at a statistically significant level in knowledgeable and concerned academic advisor, quality of instruction, and availability of internships or practical experiences in their programs.

NDSCS uses the data from this survey in a number of ways. It gives a picture of overall student satisfaction at an institutional level, but also enables the college to identify specific areas for improvement. For instance, the survey indicates that two areas of highest importance but low satisfaction, financial aid and parking are consistently lower in satisfaction; these questions were addressed through student focus groups to identify specific issues. The issues uncovered resulted in immediate changes in parking policies and changes in financial aid information to address student

concerns. As a result of these changes, responses related to parking and financial aid have improved. In 2012, ten questions with the highest gap scores were referred to their respective responsible areas for review. Responses for action were provided to the Student Senate, helping students understand responsive action is taking place where possible.

A companion survey to the Student Satisfaction Inventory is the Priority Survey for Online Learners (PSOL). Questions are similar but are geared to online experiences. The survey contains 71 questions. In all but one question, relating to bookstore purchases, the gap score between importance and satisfaction was less than 1.00, the threshold for improvement in this instrument. Those questions in which NDSCS could experience improvement were in book and supply purchasing processes, availability of tutoring services, program advising assistance with goals, and timely and responsive feedback from faculty. The responses to these questions were reviewed collectively and by program with the Dean of Extended Learning and the Distance Education Committee. Improvements have been initiated; for instance, an online tutoring service was made available to students called SMARTHINKING. Figure 3-2 illustrates the level of student satisfaction by scale. The scale, Institutional Perceptions, dealing with questions concerning institutional reputation and tuition, is consistently ranked highest in satisfaction. Improvement is shown in all five categories.



**Figure 3-2 PSOL Satisfaction Survey Results Ranked by Student Satisfaction 2008, 2010 and 2012**

Co-op/Placement surveys are given to the employer and the student at the completion of the experience. The results of the surveys are forwarded to the departments. They use the information from the surveys, along with their visit notes, to determine the grade for the experience.

### 3R3 Results of Student Relationship Building

The position of Retention Coordinator established in 2008 was expanded into a three-person Student Success Center in 2011 in order to provide cohesive services to students by coordinating FYE, career services and placement under one area of responsibility. NDSCS has experienced a decline in retention of first-time full-time as reported to IPEDS (18% over four years) in spite of these efforts. As the data shows, NDSCS retention is well above the norm for two-year colleges, but none-the-less is not indicative of past trends for the college. Extensive data analysis is currently underway to understand the underlying causes. Our student body is becoming more diverse, from over 90% traditionally aged, full-time, on-campus students, to older students, part-time, and taking

classes in Wahpeton, on-line and in Fargo. Perhaps spreading existing resources among more diverse student populations is affecting retention. Demand for certain occupations in the western part of the state where oil is being extracted is affecting some programs, but the retention issue is consistent across the institution and all programs.

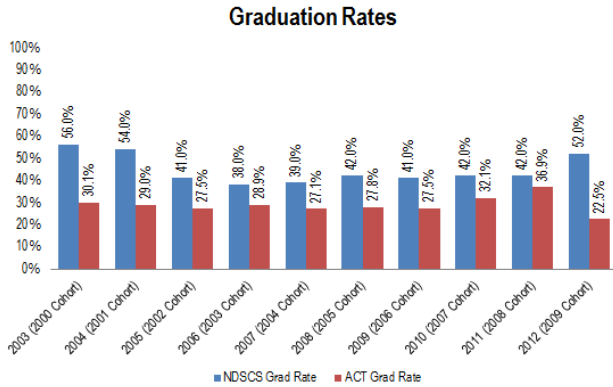


Figure 3-3 Graduation Rates

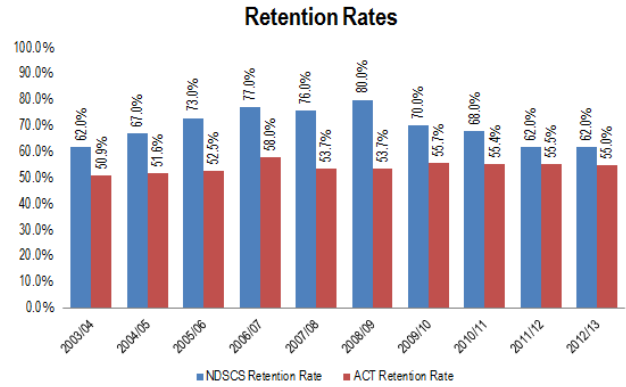
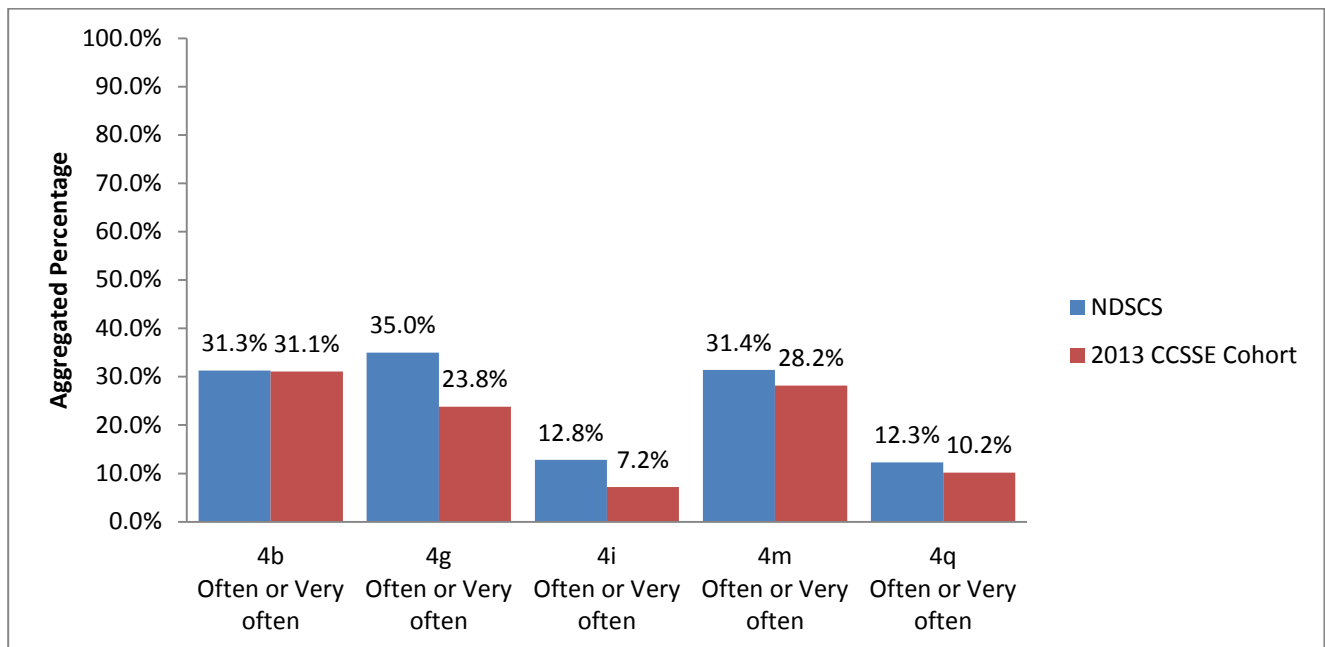


Figure 3-4 Retention Rates

Graduation rates of first-time, full-time and first-time part-time students as reported to IPEDS, has remained in the 38-42% over the past ten years, except for 2011, which was 52%. NDSCS also reviews graduation and retention rates by program, which provides a more complete picture of all students, not just first-time full-time, part-time.

In the 2013 distribution of CCSSE, students performed most favorably compared to the 2013 cohort relative to questions related to “Active and Collaborative Learning” and “Student-Faculty Interaction” as illustrated in Figure 3-5 below, reflecting NDSCS’s emphasis on “hands-on learning.”

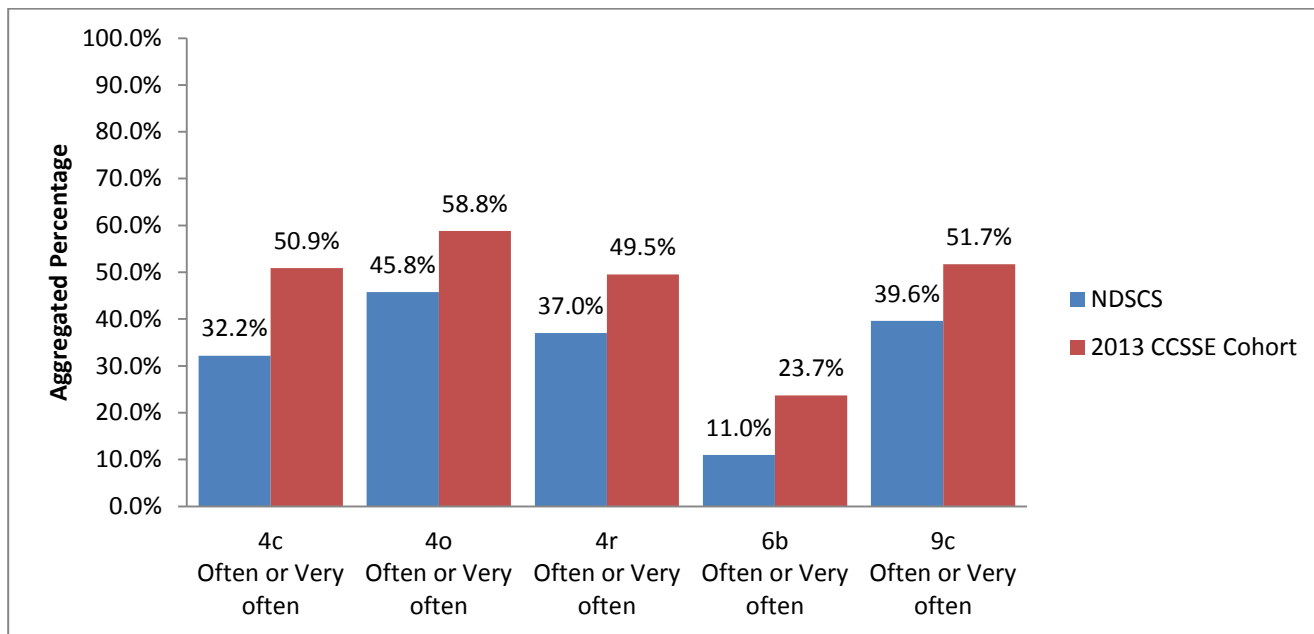


Benchmark	Item Number	Item
Active and Collaborative Learning	4b	Made a class presentation
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments

Active and Collaborative Learning	4i	Participated in a community-based project as a part of a regular course
Student-Faculty Interaction	4m	Talked about career plans with an instructor or advisor
Student-Faculty Interaction	4q	Worked with instructors on activities other than coursework

**Figure 3-5 CCSSE 2013 Data, Aspects of Highest Student Engagement**

In contrast, the areas in which students performed least favorably relative to the 2013 cohort were in four of five categories (see figure 3-6) and reflects the low diversity of the student body and fewer number of students enrolled in AA and AS degree programs in comparison to AAS degree programs.



Benchmark	Item Number	Item
Student Effort	4c	Prepared two or more drafts of a paper or assignment before turning it in
Student-Faculty Interaction	4o	Received prompt feedback (written or oral) from instructors on your performance
Active and Collaborative Learning	4r	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
Student Effort	6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
Support for Learners	9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

**Figure 3-6 CCSSE 2013 Data, Aspects of Lowest Student Engagement**

The honors floor created by Residence Life in 2008 was so well received by students that they experienced a 32% increase in demand from its first to second year. Experiencing 100% occupancy, and responding to this continuing demand, the 2012-13 renovation of two residence halls includes an additional two floors dedicated to honor students and area for non-traditional student housing.

The Stay and Save program was designed to offer current freshmen the ability to commit to staying on campus at the same rate for their sophomore year. The program has been popular with

students. 55 students participated in 2008-09 with 274 participating in 2012-13. As a result, the numbers of students participating in this program represents 25% of total residence hall occupancy.

The Pathway Program is a collaborative initiative with NDSU that provides students who apply to NDSU but do not meet their entrance requirements an opportunity to improve their grades and gain admission as sophomores. NDSCS provides developmental coursework at NDSCS Fargo, in mathematics, reading and writing, advising, and tutoring; in turn the students take one class at NDSU and may live in their residence halls. Since its inception in 2008-09, the process has been continuously improved; 101 students were enrolled in the Fall 2012.

### 3R4 Stakeholder Satisfaction Results

An Employer Survey, developed by Noel-Levitz for the NDUS, was first distributed in fall 2004. The response rate has varied between 29-32%. The survey questions center on four areas: Knowledge and Understanding, Qualities Generally Expected, General Skills, and Specialized Skills. Employers identified each question based on importance and satisfaction in relationship to qualities and skills pertinent to that position, resulting in a gap score for each question within the subject areas. The General Education Committee reviews the data from this survey relative to the general education learning outcomes and has identified communication and problem solving skills as areas for improvement from the employer’s perspective.

Survey Question	NDSCS Mean 2005-07	NDUS Mean 2005-07	NDSCS Mean 2007-09	NDUS Mean 2007-09	NDSCS Mean 2009-11	NDUS Mean 2009-11
Overall, how SATISFIED are you with this employee’s understanding of their major field of study?	3.99	4.04	3.85	4.02	4.02	NA
Overall, how SATISFIED are you that this employee demonstrates the qualities you would expect from a college graduate?	4.06	4.16	3.88	4.12	4.05	NA
Overall, how SATISFIED are you with this employee’s general skills as they relate to the requirements of this job?	3.96	4.13	3.81	4.08	4.09	NA
Overall, how SATISFIED are you with this employee’s specialized skills as they relate to the requirements of this job?	3.67	3.88	3.67	3.87	3.74	NA
Based on your experience with this employee, how LIKELY are you to hire other graduates of this school?	4.16	4.17	4.06	4.13	4.23	NA

**Table 3-1 Employer Satisfaction Survey (Based on a scale of 1-5, 5 the highest) NDSCS and NDUS Comparative Mean Scores**

The Alumni Survey of graduates revealed that they were most satisfied with the quality of the program in their major field, small class size, overall quality of instruction, general condition of buildings and grounds and variety of instructional approaches used in the classroom. If given the chance, 95% responded that they would attend NDSCS again and 100% would recommend NDSCS to someone else if asked their opinion.

The results of workforce training evaluations are also consistently high. Based on compiled Participant Training Evaluation Forms, workforce training satisfaction levels from 2003 to 2012 from both employees and businesses has ranged from 99.2% to 100%.

### **3R5 Results of Stakeholder Relationship Building**

Building relationships with stakeholders is an ongoing process. Each stakeholder is a valued asset to the college and displays support in various ways. Partnerships with business and industry continue to grow and provided \$9.8 million in addition to state appropriations, enabling NDSCS to provide state-of-the-art, diverse and unique technical education programs. NDSCS recently formed a significant new partnership with CaselH, which has resulted in financial support, major equipment donations, professional development for faculty, access to proprietary software, tooling, internships for students as well as a CaselH emphasis area within the Diesel Technology Program. Gifts from private donors through the Foundation totaled \$1,452,357 for 2011-2012. The Dreams Auction has been held since 1995 by the Alumni/Foundation Board to raise scholarship dollars and support for the Foundation office. In 2013 the Dreams Auction made \$193,745.

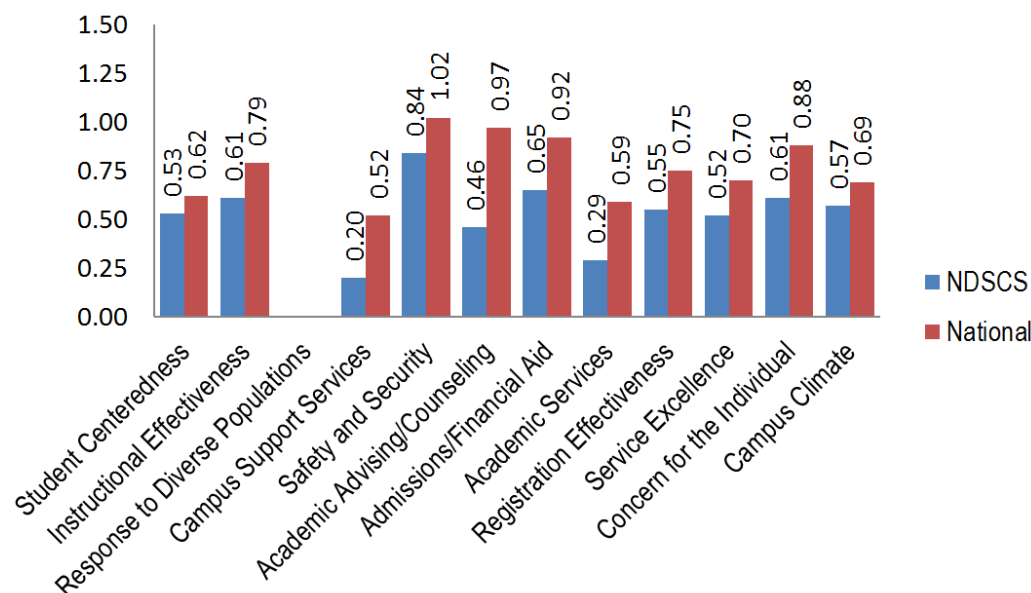
College Outreach tracks repeat business with the following results: 2007/08 = 62.60%; 2008/09 = 62.5%; 2009/10 = 52%, 2010/11 = 52%, and 2011/12 = 42%. Since we started tracking employer's "satisfaction with responsiveness" in 01/02, we have never fallen below 100%. Workforce training levels of satisfaction with training events is consistently high, ranging from 99.5%-100% satisfaction scores by employees and 98%-100% satisfaction scores by employers.

NDSCS strengthens its relationships with the community through various activities and joint relationships. A joint effort rebuilt the football stadium and track field to bring community events, particularly suited to youth athletic events to Wahpeton. Various academic programs reach out to the community by providing health screenings, dental services to Head Start children, Give a Kid a Smile free dental services, and presenting a children's play for area elementary students. The college also provides leadership in United Way and participates in their community help program, "United Way with a Heart"/Community Help Day. The college hosts the community Take Back the Night march and rally, an annual community networking meeting of health and counseling service providers, ministerial association meeting space, and established a Military Affairs Council to reach out to students, staff, faculty and community veterans.

### **3R6 Comparison of Results**

Figure 3-7 illustrates the gap scores (difference between satisfaction and importance) for 2012 for NDSCS with comparison national scores of two-year colleges based on mean scores of 186,038 records. The NDSCS gap score is lower (the lower the gap, the better) in all of the scales when compared to national mean scores.





**Figure 3-7 NDSCS vs. National 2012 Student Satisfaction Gap Comparison**

The Alumni Survey is an instrument formerly used as part of the NDUS Accountability measures and has been distributed five times to NDSCS Alumni, two years after graduation. (Dates reflect year of graduation) The NDUS no longer supports the costs of these surveys; therefore we have lost the NDUS comparability data. When examining the results in all categories in comparison to past scores, NDSCS scores continue to improve. NDSCS ranks higher in all categories, particularly in preparation for their current job and in quality of instruction.

	NDSCS %					NDUS %					National %				
	00-01	01-03	03-05	05-07	07-09	00-01	01-03	03-05	05-07	07-09	00-01	01-03	03-05	05-07	07-09
<b>How well did experiences at this school prepare you for your current job?</b>															
Exceptionally well	24.1	41.7	25.7	28.8	38.1	18.3	20.0	17.8	16.4	NA*	16.6	16.8	18.2	16.9	16.9
More than adequate	30.4	8.3	32.9	19.2	23.8	26.7	27.2	28.0	24.6	NA*	25.8	25.9	26.1	26.0	26.0
Adequately	27.8	35.4	30.0	27.4	27.0	35.2	33.2	36.0	31.9	NA*	32.1	33.6	30.6	33.9	33.9
Less than adequate	5.1	8.3	0.7	4.1	0.0	4.4	3.4	3.3	4.2	NA*	4.0	4.3	3.9	4.2	4.2
Very poorly	0.0	0.0	1.4	1.4	0.0	0.7	0.7	0.6	0.5	NA*	1.0	0.9	0.9	1.0	1.0
Not at all	2.5	0.0	1.4	4.1	3.2	2.6	2.0	1.9	3.9	NA*	4.3	4.3	3.8	4.1	4.1
I am not employed	0.0	0.0	0.0	0.0	0.0	0.6	0.1	0.0	0.1	NA*	0.4	0.3	0.4	0.4	0.4
No response	10.1	6.2	7.9	15.1	7.9	11.6	13.3	12.5	18.3	NA*	15.9	13.9	16.0	13.4	13.4
<b>How would you rate the overall quality of instruction?</b>															
Very satisfied	45.6	43.8	42.1	39.7	52.4	29.4	35.6	34.9	29.9	NA*	37.0	32.9	38.5	32.8	32.8
Satisfied	36.7	35.4	49.3	43.8	33.3	53.1	45.1	47.7	48.2	NA*	45.4	48.5	44.1	48.5	48.5
Neutral	11.4	8.3	4.3	2.7	4.8	10.4	8.4	8.1	8.7	NA*	8.9	10.0	7.9	9.4	9.4
Dissatisfied	3.8	10.4	0.7	2.8	3.2	2.8	4.4	2.6	3.0	NA*	3.2	3.3	2.8	3.3	3.3

Very dissatisfied	1.3	0.0	0.0	0.0	0.0	0.7	0.3	0.9	.06	NA*	0.9	0.9	0.7	0.8	0.8
No opinion	2.5	2.1	1.4	1.4	1.6	0.6	0.4	0.6	0.6	NA*	0.7	0.6	5.2	0.7	0.7
No response	1.3	0.0	2.1	9.6	4.8	3.1	5.8	5.1	9.0	NA*	3.9	3.8	0.8	4.4	4.4
<b>What is the closeness of your current job to your most recent degree/certificate/diploma?</b>															
Highly related	63.9	68.8	66.4	57.5	66.7	59.9	58.7	59.0	51.2	NA*	47.6	51.0	48.5	50.3	50.3
Moderately related	8.9	8.3	12.1	9.6	14.3	14.3	13.0	14.2	14.0	NA*	16.1	15.4	15.8	16.0	16.0
Slightly related	7.6	12.5	8.6	8.2	1.6	7.6	8.1	8.9	8.4	NA*	10.0	9.5	10.1	10.6	10.6
Not at all related	10.1	4.2	5.0	9.6	7.9	6.8	6.0	5.6	8.1	NA*	10.4	10.4	9.5	9.7	9.7
No response	10.1	6.2	7.9	15.1	9.5	11.4	14.2	12.3	18.2	NA*	15.8	13.7	16.0	13.4	13.4
<b>What is the relationship between your first job and your major at this school?</b>															
Highly related	64.6	75.0	59.3	67.1	69.8	53.8	53.0	52.5	51.1	NA*	44.8	47.6	46.5	46.6	46.6
Moderately related	12.7	6.2	22.1	4.1	12.7	14.7	14.0	17.0	12.9	NA*	17.4	16.2	17.1	16.6	16.6
Slightly related	3.8	12.5	7.9	8.2	4.8	10.4	9.8	11.1	9.5	NA*	11.3	10.6	11.2	11.4	11.4
Not at all related	7.6	0.0	2.9	6.8	6.3	8.8	10.2	7.6	9.7	NA*	13.2	12.4	13.3	12.8	12.8
No response	11.4	6.2	7.9	13.7	6.3	12.3	12.9	11.8	16.7	NA*	13.3	13.2	11.9	12.6	12.6
<b>Overall, how would you rate this school?</b>															
Excellent	57.0	50.0	53.6	49.3	61.9	46.1	49.5	49.8	43.7	NA*	44.8	42.2	50.1	45.5	45.5
Good	34.2	39.6	42.1	35.6	30.2	43.0	36.9	37.5	40.0	NA*	41.1	43.8	36.9	41.0	41.0
Average	6.3	10.4	3.6	4.1	3.2	7.9	7.9	6.5	6.0	NA*	9.7	9.8	7.7	8.6	8.6
Poor	1.3	0.0	0.0	0.0	0.0	0.7	0.4	0.6	1.1	NA*	1.4	1.3	1.1	1.3	1.3
No response	1.3	0.0	0.7	11.0	4.8	2.3	5.2	5.5	9.1	NA*	3.0	2.9	4.3	3.7	3.7

\*NA—Not Available.

**Table 3-2 Alumni Reported Satisfaction 2000-01, 2001-03, 2003-05, 2005-07, and 2007-09**

The results of the 2013 CCSSE Survey indicate that NDSCS is above the NDUS consortium score in Active and Collaborative Learning and Student-Faculty Interaction. The NDSCS score is above the 2013 CCSSE Cohort score and Small Colleges score in Active and Collaborative Learning and above the 2013 CCSSE Cohort in Student-Faculty Interaction. See Table 3-3 for total 2013 comparison results.

<b>All Students</b>				
Benchmark	Your College	Comparison Group Student Statistics		
			Consortium	2013 CCSSE Cohort
Active and Collaborative Learning	64.1	Benchmark	51.3	50.0
		Score Score Difference	2.9	4.2
Student Effort	47.0	Benchmark	51.1	50.0
		Score Score Difference	-10.7	-9.6
Academic Challenge	55.7	Benchmark	50.4	50.0
		Score Score Difference	-3.1	-2.7

Student- Faculty Interaction	60.1	Benchmark Score Score Difference	51.9 -1.3	50.0 0.5
Support for Learners	52.4	Benchmark Score Score Difference	52.0 -3.7	50.0 -1.7
		Number of Colleges	5	699

\*119 colleges with enrollment under 5,000

**Table 3-3 CCSSE 2013 NDSCS Benchmark Summary Table (All Students)**

See [3R4](#), Table 3-1 for Employer Survey results. There is no longer NDUS comparable data available and this survey is not used outside the state of North Dakota. Based on the data, NDSCS mean scores have improved. We are currently devising methods to continuously improve these scores as a focus of an AQIP Action Project, scheduled to be retired in 2013.

The Core Alcohol and Drug Survey was developed to measure alcohol and other drug usage, attitudes, and perceptions among college students at two and four-year institutions. Development of this survey was funded by the U.S. Department of Education. The survey includes several types of items about drugs and alcohol. One type deals with the students' attitudes, perceptions, and opinions about alcohol and other drugs, and the other deals with the students' own use and consequences of use. There are also several items on students' demographic and background characteristics as well as perception of campus climate issues and policy. Students are represented on the ATOD (Alcohol, Tobacco and Other Drugs) Committee which is responsible for identifying appropriate programming in relationship to the data. NDSCS scores have improved from the previous distribution of this survey, hopefully as a result of activities and information designed to help students make better choices. Key findings regarding alcohol use are as follows with NDUS comparison data:

	2010		2012	
	NDSCS	NDUS	NDSCS	NDUS
% of the students consumed alcohol in the past year	86.9%	83.6%	86.2%	84.8%
% of the student consumed alcohol in the past 30 days	78.6%	72.0%	76.5%	72.6%
% of underage students (younger than 21) consumed alcohol in the previous 30 days	76.8%	67.7%	74.1%	66.4%
% of students reported binge drinking in the previous two weeks.	58.4%	50.5%	56.2%	51.4%

**Table 3-4 CORE Survey, NDSCS and NDUS Comparison 2010, 2012**

### 3I1 Recent Improvements

The processes used to examine and analyze data collected from various survey instruments are systematic and comprehensive. The information is closely monitored and widely reported, not only reviewed by administration, but the respective departments that are assigned responsibilities and can engineer appropriate changes. Performance results have been collected over time, so that trends are available. NDSCS compares the data to previous years' internally and externally. Some of the improvements that have been made as a result of the data collected include:

- NDSCS re-packaged a number of student publications for better communication, such as housing and dining application booklet, NDSCS Guide to Student Rights and

Responsibilities, orientation booklet for families, and marketing tools for students to plan their educational goals.

- A state-wide marketing campaign informs the community about the value and opportunities available at two-year colleges.
- The Student Services Division identified student learning outcomes based on general education learning outcomes and are developing program assessments for each department that will evaluate results and determine new directions. Student Life is providing speakers and activities that support general education learning outcomes.
- Student Life is currently implementing "MyHousing Suite" (software) and online application process to improve the housing application process.
- A campus-wide campaign to reduce alcohol use, particularly binge drinking has been implemented.
- Two residence halls are being renovated to provide individual suite-style living spaces and the Honors Floor is expanding into two floors. These renovations will be complete for fall 2013.
- A Student Success Team was created to develop and improve processes and procedure that aid in the success of students. Three areas of improvement were targeted: student success management systems, at-risk students, and graduation/completion rates.
- The Science of Leadership seminar was developed for leaders of Student Senate, Campus Activity Board, and Residence Life directors/co-directors.
- Orientation and registration process have been revamped. Orientation Day is changing to Welcome Week with students providing mentorship and group leaders as the Wildcat Welcome Team. Resource Fair during registration provides students and parents with links to campus resources located in one centralized area.
- Increased security is provided through a camera surveillance system in the residence halls.
- The new survey, Residence Life Student Satisfaction, will provide benchmark data on overall student satisfaction with facilities, staff, programming, safety and security, campus life experience, departmental processes.

### **3I2 Culture and Infrastructure Role in Improved Performance Results**

Continuous improvement is a part of the NDSCS culture and it is built into the way we work. Extensive data collection, analysis of data, public reporting of findings, and research of best practices contribute to identification of processes and targets for improvement at the department or unit level. NDSCS has worked to connect the linkages between academic and student support and student services. Student satisfaction and retention are a priority and the processes involved in this category receive focused attention.

Through the strategic planning process, campus priorities are established with targets for improvement. These priorities are reflected and supported in the budgeting process. There are five new strategic goals for 2013-15; two specifically reflect a priority in student learning and student satisfaction:

Enhance student learning and success.

- Student graduation and retention rates are improved.  
Graduation rate 2012: 52%. Target: 56%.  
Retention rate 2012: 62%. Target 76%.
- Student performance on nationally recognized exams is sustained or improved.  
10 of 11 programs meet or exceed national norms
- Student performance on licensure pass rates for first time testers is sustained or improved  
8 of 8 programs meet or exceed national pass rates

- Alumni survey demonstrates satisfaction with student preparation  
88.9% responded “adequate to exceptionally well.” Target: sustained.
- Improved employer satisfaction with graduation skills  
2012 survey: 4.02 on 5 point scale. Target: sustained or improved.
- Inter-departmental communication is improved  
2012 CQS Survey: 1.593 NDSCS, 1.545 National. Target: sustained or improved.

Utilize technology to enhance the student’s collegiate experience.

- Increase number of virtual academic support services available to students:  
Present resources include online library resources, online tutor (SMARTTHINKING), eCompanion (LMS), mobile tools.
- Increase number of virtual support services available to students  
Infrastructure exists, but not widely used. No documented data.
- Increase student access to virtual learning experiences.  
Number of increased learning objects, simulations, instruction videos, kiosks, etc. developed and implemented.

## Category Four: Valuing People

### Overview

The SBHE has Core Values that guide the integrity, fair and ethical expectations of its board members and can be found at this link: <http://ndus.edu/makers/procedures/sbhe/default.asp?PID=188&SID=2>. As part of an eleven-member university system, (NDUS) state policies and procedures govern personnel employment practices and benefits of the individual institutions. The culture of an institution, however, is its own. Although the NDUS office and SBHE have experienced a significant amount of turmoil during the 2012-13 academic year, the policies and procedures in place, along with a culture of continuous improvement, provided stability to the NDSCS environment.

NDSCS demonstrates its commitment to its employees through a number of ways: strong professional development opportunities for faculty, staff and administration; a reward and recognition program and performance appraisal process that is tied to values, quality standards and strategic planning; appropriate and timely training; effective work processes; and use of data to guide improvement. Employee turnover averages 8% annually. The fact that employees take great pride in their work is evidenced in survey data.

Faculty are identified as instructors, assistant professors, associate professors, and professors, or adjuncts. Faculty attain these designations when they are hired and through the tenure and ranking process that takes into consideration education, experience and professional expertise and accomplishments. Attaining tenure is a six-year process. Since the majority of programs at NDSCS are career and technical, faculty are hired for their professional expertise and experience as well as their educational background. Growth plans are developed for faculty who are hired without the appropriate degree. Career and technical faculty must hold career and technical education certification to teach in their programs.

Staff and administrators are organized by a broadbanding classification system of the State Board of Higher Education. It focuses on job content and scope as well as knowledge, skills and abilities of the individual doing the work. North Dakota is a non-union state. Performance appraisals are required to be completed for every employee once a year per North Dakota University System policy. Professional development is well supported by the college through the ability to attend conferences, workshops, and other training to keep skills current. Faculty and staff development is provided college wide in identified key areas such as, assessment of learning, customer service, communication skills, and technology. NDSCS employees may also take up to three credit courses per year under a fee waiver system. This applies to any courses that the NDUS offers that are not continuing education or self-sustaining courses. The NDUS will provide training on all types of computer software through fees collected to support the Higher Education Computing Network (HECN). Employee groups are represented either through Faculty Senate, Faculty Council, Support Staff Council, or Support Staff Senate.

Processes in this category are aligned with other key processes of the institution and the NDUS, and becoming more mature. Performance appraisals are now completely aligned with the mission, values and Quality Standards of NDSCS as well as individual job descriptions. The Leadership Academy was developed and will begin a second cycle of participants this fall. HR personnel documents are now paperless and most mandatory training is available through Articulate. Future goals include expansion of employee recognition, greater wellness opportunities for employees and students, and improvement of scores in employee satisfaction contained in the Campus Quality Survey.

### **4P1 Identification of Credentials, Skills, and Values of Employees**

NDSCS conforms to SBHE policies and procedures regarding job descriptions and hiring practices. The supervisor is responsible for developing and maintaining current position descriptions. The position description is used for placement of staff and administrative positions in a band and job family that is common to the NDUS. Faculty appointments are instructor, assistant professor, associate professor and professor levels and may be tenure track or non-tenure track; adjunct positions are also available. Specific skills and credentials required for the position in compliance with accreditation, curriculum, learning outcomes or specific skills sets are identified when the position is approved and the hiring process begins. This process is used each time a position becomes vacant as well. Position descriptions are updated each year as part of the performance review process. Industry input and advisory committees are used to establish minimum and preferred qualifications in establishing faculty job descriptions. The NDSCS mission, Values of Learning, Integrity, Flexibility, and Excellence (LIFE) and the NDSCS Quality Standards are listed on the job description and evaluated as part of the performance appraisal process.

#### **4P2 Hiring Processes** **Addresses Core Component 3C**

Advertisements for open positions include the preferred and required credentials for the position; these requirements are the same, regardless of location or method of delivery. Faculty credentials vary with the position, whether transfer or career and technical programs. Faculty that teach transfer courses possess a Master's degree and at least eighteen hours in the subject field. Faculty in career and technical programs follow the appropriate credentials for the subject matter. Dual credit, online, and adjunct faculty have the appropriate credential as required for full-time faculty. All CTE faculty must have Career and Technical Education certification from the State of North Dakota in order to teach. Appropriate credentials, transcripts, and references are submitted with the application. Current student to faculty ratios are 12:1. The Instruction Quality Standard contains expectations for assessing student learning, advising, office hours and other forms of faculty/student interaction. Support staff members also have the required credentials for their positions in counseling, tutoring, advising, library, and other student support areas.

The search committee includes representatives from the department as well as appropriate support staff and administration. When faculty or upper administrative positions are filled, representatives from business and industry may be asked to join the search committee. A systematic screening and selection process leads to hiring the most qualified candidate. Ability to conform to the mission and values of NDSCS is the first item on the screening sheet. Each item on the screening instrument is related to the job description and carries a weighted value.

Depending on the position to be filled, the interview process may include behavior-based interview questions, a skills test, teaching demonstrations, open campus forums, or campus presentations. A reference check is conducted for each candidate under consideration for hiring. A [background check](#) is conducted for positions per NDUS policy.

#### **4P3 Recruitment Process**

The hiring process is coordinated through Human Resources. Advertisements for open positions are placed in local, regional, and national resources according to the level of expertise required and type of position that is open. Occasionally, in order to increase the candidate pool, letters are sent to alumni and friends of the college (with the technical background being sought). The hiring process is thorough. All employees who serve on search committees receive training on the established hiring



process and pass a knowledge test. The application process includes the development and use of screening tools to ensure candidates meet the requirements of the position. The search committee conducts the interview and in some positions a second interview takes place. Faculty may be hired for their technical expertise in certain programs, but are expected to attain the appropriate academic credentials within five years. Search committees make recommendations, and the appropriate administrator or the President makes the final hiring decision.

Retention of employees remains high, attrition averaging 8.4% over the last four years. Salary equity, flexible scheduling in certain positions, generous professional development opportunities, a benefit package including full coverage of medical insurance with vision and dental options, and a spouse/dependent tuition discount program are all factors in retention of employees. NDSCS strives to recognize employees for outstanding performance through established processes conducted by the Reward and Recognition Committee which coordinates the Quality Service Award given on a continuous basis during the year, the Life and Steeple Awards given annually tied to achievement of action plans, and an annual employee recognition program held in the spring.

#### **4P4 Employee Orientation**

All new employees, including part-time staff and adjunct faculty, go through an orientation process when they begin employment that includes information on benefits, policies and procedures, navigation of human resources software called Campus Connection and required training, such as harassment, HIPAA, medical information, theft and fraud, safety, responsibilities (e.g. reporting fraud, etc.) and receive a campus tour. Full-time employees also complete a DiSC assessment which helps them understand their strengths and how to work better with their coworkers. In addition, departments have an orientation particular to their area. As part of the orientation process new full-time employees meet with the President or one of the Vice Presidents who welcome them to the college and review the institution's history, mission, vision, LIFE values and Quality Standards.

New faculty are assigned a faculty mentor to assist them in transitioning to the classroom and academic environment. They attend faculty orientation sessions scheduled throughout their first year by meeting with the two academic deans monthly. Faculty who need to gain Career and Technical Education (CTE) teaching certification are placed in a Clinical Practice course. This course is an introduction to teaching with a component of practice teaching. Interaction with other new college faculty throughout the state is a component of the course. CTE certification is attained by the end of their first year of teaching.

#### **4P5 Personnel Changes**

When a position becomes vacant the position is analyzed to determine how the position will be filled or restructured. The strategic plan is a guide in reallocating or filling current and future positions. As needs change, new positions are added or reassignment of employees may occur. Departments may cross-train to help minimize the impact of an unfilled or vacant position for a period of time. In cases where reassignment of personnel takes place, the college provides necessary training and support.

Human Resources maintain annual projections on potential retirees. The President's staff assists the President in planning for organizational changes in the organizational structure. The budget and institutional priorities ultimately determines whether positions are filled. The recruitment process

includes justification of the position, current job description and minimum and preferred qualifications.

#### **4P6 Work Processes Design**

Over 900 work processes are documented and on file in the Institutional Effectiveness Office. Key processes that affect large areas of the campus are located in the AQIP Systems ePortfolio Document Repository. Each department maintains and updates their processes. A common format was developed for the documentation of processes and software; SmartDraw, was purchased to aid in the visualization and formatting. Organizational productivity and employee satisfaction is enhanced when employees have ownership in the processes within which they work.

An AQIP Action Project, “Improve Documentation of Processes and Results,” enabled employees to understand how their processes affected or were affected by other departments. The documentation of processes has led to greater efficiencies, cross-training, and communication both within and across departments. At NDSCS, employees are encouraged to discuss methods of improvement on a daily basis. Most departments have a document file of their processes, and key institutional processes are in the document repository of the AQIP eFolio. When an event occurs, such as registration or orientation, it is routine to hold a feedback session and discuss what went well and what needs to be improved for the next time.

#### **4P7 Ethical Practices**

##### **Addresses Core Component 2A and 2E**

At the system level, integrity, fair and ethical expectations are addressed in the SBHE [Core Values](#). These core values are reflected at the institutional level. The NDUS supports a 24-hour fraud hotline that is available to report suspected [fraudulent behavior](#).

NDSCS employees are introduced to the campus culture and behavioral expectations during employee orientation and meetings with senior administration. All employees are expected to follow the NDSCS LIFE values and other ethical requirements as described in their job descriptions. The [Quality Standards](#), particularly the Professionalism Standard hold employees to a high level of performance. Ethical practices are also ensured through campus-wide training on topics such as discrimination, FERPA, and sexual harassment. Conformance to these policies and standards are monitored through the annual performance appraisal process required of all employees.

Accountability is achieved through the annual performance appraisal process which not only evaluates performance in relationship to duties and responsibilities by also includes the employees’ degree of support of LIFE values and Quality Standards; these hold the employee accountable by their supervisor. All employees are required to review and sign their understanding of the [Code of Conduct Policy](#), a commitment to ethical and professional conduct, including fiscal responsibility.

Students are made aware of ethical expectations through the “NDSCS Guide to Student Rights and Responsibilities” reviewed during orientation and the academic integrity statement required to be included on all course syllabi. Many programs have an industry driven professional standards and code of conduct that faculty and students are expected to adhere to.

#### **4P8 Determining Training Needs**

There are many processes in place that identify training needs. Campus-wide training is identified through strategic planning processes that identify strategic goals and AQIP Action Projects, initiatives that start at the university system level and federal mandates, such as PeopleSoft training or safety training. Individuals and supervisors identify training needs through the performance appraisal process goals and action plans that are determined for each employee. Training needs can also be identified through the results of surveys which may indicate a specific area in need of improvement. Changes in business and industry are reflected in new technology and skill upgrades. Small declines in overall scores on the Student Satisfaction Inventory resulted in customer service training for all employees. Assessment reports that are completed annually by the academic departments identify faculty professional development needs tied to student learning. There is ongoing training to develop faculty skills in their ability to incorporate technology into the classroom. Academic programs identify areas of learning that need to be strengthened through assessment data, national testing results, advisory committee input, and accreditation reviews. Professional development committees review professional development requests and award supporting funds that address areas of need, current and future initiatives, and new technology; there is a separate committee and pool of money for faculty and support staff. Departments also have line item budgets to support professional development. Faculty and staff are encouraged and expected to request professional development funding and to attend professional conferences in their subject area to keep them current in their field.

Strategic planning resulting in strategic goals and AQIP Action Projects are aligned with Category 8, Planning Continuous Improvement and are reflected in subsequent employee training. A former AQIP Action Project, "Develop and Implement an NDSCS Quality Program Initiative" illustrated the link between employee development, strategic planning and continuous improvement.

#### **4P9 Train and Develop Employees**

Professional development is encouraged and expected on the NDSCS campus. Numerous opportunities are provided throughout the year and depending upon their position, may be expected to participate. In addition to department funds, professional development funds are set aside for each employee group.

Annually, NDSCS employees take part in a number of workshops and conferences held on campus and throughout the state. As one of eight LEAP (Liberal Education and America's Promise) states, all ND public and private colleges and universities are part of a consortium to align and promote general education essential learning outcomes among all institutions. Two General Education Summits are held a year with opportunities for faculty development and consensus building. NDSCS is part of the ND Community College Consortium that provides professional development workshops focused on student learning for faculty in the five community colleges in ND. A Professional Development Conference is held in Bismarck each August that focuses on teaching and learning in career and technical fields. Student life personnel attend a "Strength through Sharing" state-wide conference each summer prior to fall semester and there is an annual workshop for NDUS student affairs professionals.

Various types of training are offered on an on-going basis for faculty and staff such as assessment of student learning workshops, eCollege and online course development, use of LOM (Learning Outcomes Manager), various types of computer software, HR wellness activities, use of technology in the classroom, and issues such as sexual harassment and safety. Student workers have the

opportunity to grow in customer services skills and attend sexual harassment, safety, and FERPA workshops through training that is conducted each fall.

Employee goals and action plans within the performance appraisal process identify future training needs on an annual basis. Employees receive tuition waivers for three courses each year that can be taken at any NDUS institution. Upon receipt of an advanced degree, employees receive additional compensation that is added to their base salary. The Technology and Learning Committee revolves around the concept of peer teaching techniques to increase the use of instructional technology in their classrooms and provide more interactive classes. Boot Camps are held twice a year and regular workshops are given throughout the year.

The NDSCS Leadership Academy was developed as a result of advice from the previous AQIP Systems Portfolio review to develop a formal process to develop leadership skills and succession abilities across the campus. Using the Leadership Academy as an AQIP Action Project, a three-phase program was developed. Currently, ten employees were chosen to participate in the first cohort. The first phase included a twenty-hour class "Leadership in a Quality Organization;" in the second phase participants chose from a select menu of formal leadership training available nationally, such as the National Chair Academy, American Association of Community Colleges, or NACUBO. The last phase is development of an action project aligned with institutional or department goals that uses the leadership skills they have learned to lead a new initiative and then make a formal presentation about the results. It is a two to three year process, depending upon the project that is selected.

Faculty frequently come back from conferences and share what they have learned through workshops, brown bag sessions, and IPOD (Informal Professional Opportunities for Development) sponsored by the General Education Committee.

#### **4P10 Design and Use of Personnel Evaluation System** **Addresses Core Component 3C**

The NDSCS [Performance Appraisal](#) process was completely revamped in 2013 to more closely align with individual job descriptions, NDSCS Quality Standards and LIFE Values and to further the concepts of continuous improvement. Existing job descriptions are reviewed annually during the performance appraisal process and updated as necessary. Employee job descriptions and performance appraisals reflect the institution's expectations for student learning (category 1) and align with the institution's mission, vision, and values (category 2). Helping students learn is a responsibility of everyone's position, whether directly involved in the teaching process or supporting an environment of learning. As a residential campus, it is extremely important that everyone understand this important concept. Assessment plans in the support areas demonstrate how they support and measure their contributions to student learning. Students have the opportunity to evaluate faculty and their classes each semester.

NDSCS's performance appraisal process is designed as an annual formative evaluation process. All job descriptions begin with the mission, vision, and values of the college. The process is centered on formative feedback for improvement and results in goals and action planning for each employee. Feedback is compiled by supervisors from the employee's peers, as well as other stakeholders who receive services or otherwise interact with the employees. Aggregate information is shared with employees with goals and action plans developed for the next year. An annual performance appraisal is a requirement of the NDUS.

#### **4P11 Reward and Recognition Plan**

Salary compensation and benefit systems are established at the system level. The ND Legislature determines the total amount or percentage of salary increase for the biennium. Individual salary increases are therefore guided by state legislation, SBHE guidelines, and campus policy. NDSCS employees receive the same benefit package as all NDUS employees: paid family health insurance, retirement plans, vacation, and sick leave. Choices of other benefits such as dental or vision insurance may be taken at employee expense. Individual institutions may offer additional retirement benefits to faculty and upper administration if they choose.

An [employee reward and recognition process](#) developed by the NDSCS Reward and Recognition Team in 2005 has fostered a culture of celebration. The development of a new system was a direct response to a trend over time identified in employee responses to survey questions that indicated an improvement was needed in being adequately rewarded or recognized. The plan calls for continuous awards as well as annual awards that tie to NDSCS LIFE values and to the AQIP Action Projects. It is a multi-level process, designed to improve supervisor recognition of employee work on an on-going basis as well as rewarding outstanding performance on an annual basis in support of the college's strategic goals, AQIP Action Projects and LIFE values.

This team sponsors an employee holiday party, a spring employee recognition event, annual quality awards and ongoing quality awards throughout the academic year. The spring employee recognition includes a program brochure that documents years of service, the quality awards given during the year and recognizes employees who are serving in leadership capacities at the local, state or national level, acquired an advanced degree, made a presentation at a conference, or attained tenure; and also recognizes departments that have attained recognition, such as accreditation. A tradition for rewarding outstanding employees at the annual reward and recognition event is the Meritorious Service Award given to support staff and the Excellence in Teaching Award given to faculty. The Meritorious Service Award is generated by peer recommendation, while the Excellent in Teaching Award is generated through a student nomination process.

Employees are nominated by their peers to receive a Quality Service Award for going “above and beyond” in their work in the college or community. The Reward and Recognition Committee reviews the nominations and presents a small gift and certificate to the employee. In order to improve the number of recognitions, a “token of appreciation” was developed this year as a more impromptu and immediate form of recognition given by members of the Team. It is a small silver token developed by our Machining Department and worth \$5 at the Student Center. If successful, it will be expanded. LIFE and Steeple Awards are given annually to individuals, departments or committees, at an all-campus event. Formal nominations are sent to the President’s office based on achievements or accomplishments in strategic action planning that support NDSCS LIFE values, innovations, risk-taking and responsiveness to stakeholders.

#### **4P12 Determining and Analyzing Key Issues**

NDSCS uses a proactive approach in determining key issues by listening to faculty, staff and administrators and addressing concerns before they become major issues. Administration has the responsibility for nurturing an environment where employees are motivated to do their best on a daily basis. Often, key issues or prospective initiatives are brought to the respective student, staff and faculty senates for their input and response, before an initiative is put into place. A student focus group was used by the President to discuss future tuition models that were being discussed before the ND legislature. Faculty were invited to provide input into a prospective academic leadership realignment.

In a more formal approach and data monitoring, NDSCS has administered a campus culture survey to all employees since 1994 called the Campus Quality Survey. The AQIP Strategy Team analyzes the results and develops methods of improvement, which are reviewed and input solicited by the Leadership Team and Management Team. The President also assigns administrators from the respective areas to develop a course of action and report back. In part, this data led to the development of the AQIP action plan to implement a quality training initiative, develop a reward and recognition plan, and improve communication strategies. Other sources of data regarding key issues include face-to-face exit surveys conducted by the Human Resources Director. Campus personnel issues of an aggregate nature are brought forward from the Faculty Council, Faculty Senate, Student Senate, and Service and Support Staff Senate to the Management Team.

#### **4P13 Employee Satisfaction, Health and Safety and Well-being**

The Campus Quality Survey as described in 4P12 is used to determine overall employee satisfaction. There is a specific question that asks employees how satisfied they are with their employment; this data can be broken down by employee groups. This survey data is monitored by the President's staff and AQIP Strategy Team.

Wellness activities are conducted through Human Resources office and several activities are offered each year to support employee health. Examples of their activities include: "Go Red" a program designed to improve heart health; walking campaign, fruit and veggie challenge, healthy cooking class, flu shots, wellness articles in eTransmitter, and activities such as bowling and Wii. HR regularly conducts surveys of wellness activities to determine employee satisfaction and ideas for new initiatives. They use the results internally to improve offerings and develop new ones. The wellness center added to the Clair T. Blikre Activities Center in 2007 provides NDSCS employees free membership and community members can belong for a small fee.

Safety training is required and monitored through a position in HR. The Safety Coordinator also works with ergonomic assessments, safe operating procedures, and other preventative environmental safety issues. The campus Safety and Risk Management Committee is responsible for planning, organizing, and recommending policies and procedures for campus-wide safety risk management. NDSCS has an Emergency Response Plan that details the campus response to emergencies, natural disasters, or other disruptions of college functions with a detailed post-event evaluation. Employee participation in different types of training such as ergonomics training and safety training has resulted in a significant premium reduction for workman's compensation insurance. A defensive driving course is required every three years in order to drive a state vehicle. NDSCS became a "tobacco free" campus in 2012. NDSCS is applying for the Cancer CEO Gold Standard, which provides a framework to help employees stay healthy.

#### **4R1 Measures of Valuing People**

NDSCS monitors trend data from several scales and questions within the Campus Quality Survey that pertain to valuing people. They include overall employee satisfaction scores, "employee empowerment and teamwork" and "employee training and recognition."

The Reward and Recognition Committee tracks the number of quality service awards given each year and provides a list of recipients in the annual recognition program along with other accomplishments of individuals and staff members and a listing of the LIFE and Steeple recipients for the year. The number of tuition waivers, dollars spent on professional development and number of employees participated are also tracked.

**4R2 Performance Results in Valuing People**

Overall employee satisfaction declined from 2010 to the 2012 distribution as displayed in Table 4-1. In 2010, 89% reported they were "very satisfied" or "satisfied" reflecting the highest percentage since 1999; in 2012 these scores dropped to 78%. The average of these score over the time shown is 77%; ranging from a low of 69% to a high of 89%. 2010 scores were abnormally high following increases in enrollment and favorable budgets. The 2012 survey was distributed following faculty reduction in force announcements and other reallocations; the decrease in scores was anticipated.

	1999		2000		2002		2004		2006		2008		2010		2012	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very satisfied	21	15%	18	13%	21	15%	19	19%	30	20%	61	30%	77	42%	58	38%
Satisfied	77	54%	94	67%	80	57%	55	56%	78	53%	111	54%	57	47%	60	40%
Neutral	20	14%	15	10%	23	16%	11	11%	24	16%	15	7%	15	8%	14	9%
Some dissatisfied	23	16%	14	10%	16	11%	11	11%	13	9%	13	6%	5	3%	17	11%
Not satisfied at all	2	1%	0	0%	1	1%	3	3%	2	1%	6	3%	0	0%	2	1%

**Table 4-1 Level of Employee Satisfaction - Campus Quality Survey**

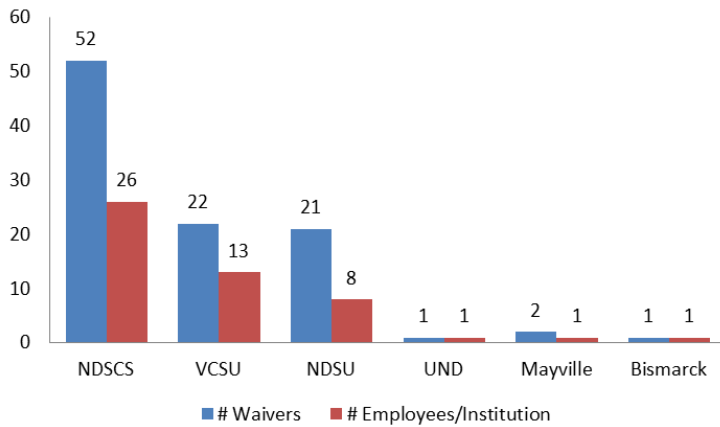
The overall categories of "Employee Training and Recognition" and "Employee Empowerment and Teamwork" demonstrate similar decreases as the employee satisfaction scores, with 2010 showing all time high scores. (see Table 4-2). These data will be carefully monitored in future distributions of the survey to determine areas that need to be addressed.

Quality Category	1999	2000	2002	2004	2006	2008	2010	2012
Employee Training and Recognition	3.14	3.21	3.11	3.17	3.34	3.39	3.50	3.32
Employee Empowerment and Teamwork	3.25	3.41	3.24	3.30	3.33	3.41	3.60	3.49

**Table 4-2 Campus Quality Survey NDSCS Mean Scores (scale 1-5, 5 highest)**

Figure 4-1 tracks the number of tuition waivers granted given to individuals and to the North Dakota institution to which they were attending. Twenty-seven employees are taking classes at two-year institutions, and twenty-three employees are taking classes at four-year or research institutions.





**Figure 4-1 Tuition waivers NDSCS.**

Table 4-3 indicates the amount of professional development funds distributed by the respective professional development committees. Administrator amounts are not included, as they have line item budgets for travel as required by their position.

	2008-09	2009-10	2010-11	2011-12
Faculty	\$40,309.53/83 faculty	\$42,486.84/87 faculty	\$40,534.83/ 102 faculty	\$42,737.10/ 84 faculty
Support Staff	\$9,242.00/60 staff	\$9435.62/55 staff	\$8,449.65/50 staff	\$11,081.80/74 staff

**Table 4-3 Professional Development Funds**

The LIFE and Steeple awards are annual awards tailored to individuals, groups or committees based on specific criteria detailed in the Reward and Recognition Plan. The LIFE award is based on the NDSCS LIFE Values (Learning, Integrity, Flexibility, and Excellence) through the result of planning, implementing, and documenting results of action plans. The Steeple award is based on an individual or department that took a risk, displayed innovative methods to address a need, and impacted student learning and development. Recent awards are displayed in Table 4-4.

	LIFE Award	Steeple Award
<b>2009-10</b>	Residence Life Department—Creation of Honors Floor	Manufacturing Department—Creation of lift for paraplegic student
<b>2010-11</b>	NDSCS Image Campaign—Ad hoc team Automotive Technology Department	Backpack 2 Briefcase Innovation
<b>2011-12</b>	Energy Savings Degree Audit	Math Olympics
<b>2012-13</b>	Allied Dental Health— Fundraising Campaign	Jim Johnson—Innovative methods of working with high school counselors

**Table 4-4 LIFE and Steeple Awards**

**4R3 Productivity and Effectiveness**

Institutionally, NDSCS gauges the effectiveness and productivity of employees and departments through the performance appraisal process, strategic and operational planning and reporting process, and specific questions in the Campus Quality Survey pertaining to quality and productivity. NDSCS consistently has 100% compliance with NDUS requirements for performance appraisals. Neither the supervisor nor employee is eligible to receive annual salary increases if performance appraisals are not done on an annual basis.

The Strategic Plan and AQIP goals guide the development of department action plans which are filed every year; each fall departments document the level of accomplishment of goals. New action plans with goals for the next year are filed at that time. The department action plans are reviewed by the appropriate administrator and achievement of goals is documented in individual performance appraisals. All department action plans are combined into a single document for review by the President’s staff. Overall institutional attainment is achieved through the culmination of department action planning.

Annual assessment reports provide evidence that student learning goals are achieved. Student evaluations of faculty provide information regarding effectiveness of teaching and learning processes from the students’ perspective.

The Campus Quality Survey includes questions on “Quality and Productivity Improvement Results.” Included in this category are questions such as “Quality improvement tools and methods are used regularly to solve problems,” and “This institution continually evaluates and upgrades its processes for collecting data.” Table 4-5 reflects the overall scores of this category as well as a comparison to NDUS overall scores (until 2012). The gap scores reveal a slightly larger gap resulting from expectations for “how it should be” went up and responses to “how it is now” declined.

Quality/ Productivity	NDSCS	Overall NDUS
2012	1.031	Not Available
2010	0.711	0.962
2008	1.052	1.025
2006	1.034	1.053
2004	0.921	0.992
2002	1.118	1.043

**Table 4-5 Campus Quality Survey, “Quality and Productivity Improvement Results” gap scores**

Other examples of past, current and future changes that have resulted in productivity and efficiencies are reported to the NDUS. Ten examples that represent academic departments, student support areas and technology were [provided](#).

**4R4 Results Comparison**

The campus-wide accomplishments were formerly compared to other campuses in the NDUS and feedback received from the Chancellor and SBHE. Results from the Campus Quality Survey are also compared to national norms.

Gap scores represent the difference between “how it is now” and “how it should be.” In reviewing the data presented in Table 4-6, note that NDSCS gap scores were traditionally lower in “Employee Training and Recognition” than NDUS comparison scores as well as the national gap score. In “Employee Empowerment and Teamwork” the gap scores are lower than the national average, and vary slightly within the NDUS. The state system no longer supports the distribution costs of this survey; comparison NDUS scores are no longer available.

Quality Category	NDSCS Gap Score					NDUS Gap Score					National Gap Score				
	2004	2006	2008	2010	2012	2004	2006	2008	2010	2012	2004	2006	2008	2010	2012
Employee Training and Recognition	1.22	1.07	1.11	0.87	1.09	1.25	1.24	1.22	1.16	NA	1.38	1.34	1.33	1.31	1.30
Employee Empowerment and Teamwork	1.02	1.08	1.06	0.76	0.90	1.03	1.06	1.02	0.96	NA	1.15	1.14	1.15	1.13	1.12

**Table 4-6 Campus Quality Survey – NDSCS, NDUS and National Comparison Scores**

#### 4I1 Recent Improvements

NDSCS responds to the data collected in this category and makes appropriate data informed improvements. The data is systematically collected and trends have been established. The downward trend in the CQS results is disappointing but not entirely unexpected in context of events of this academic year.

Recent improvements include:

- Development of comprehensive customer service training initiative which to date has not been funded
- Realignment of the performance appraisal process with job descriptions and Quality Standards
- Development and implementation of a Leadership Academy
- Adoption of a tobacco free campus policy
- Development of new wellness programming
- Increased efficiencies of the HR department by making all submissions paperless
- 100% participation and completion of HR training available on Articulate

#### 4I2 Culture and Infrastructure Role in Improved Performance Results

The NDSCS culture and infrastructure supports a regular and systematic collection of data that informs and guides the selection of appropriate targets for improvement. The strategic planning process and establishment of action projects sets the stage for developing performance measures and targets for improvement. In the category of Valuing People, the performance appraisal process establishes the link from institutional targets to individual targets and personalizes the individual role in assisting the institution to reach its goals and objectives.

Specific future targets include:

- Improvement of scores, particularly employee satisfaction, in the Campus Quality Survey
- Connect student learning to every position on campus through the performance appraisal process
- Develop more methods to recognize employees through Reward and Recognition Committee process
- Implement customer service training
- Be accepted as a Cancer Gold Standard institution
- Review Quality Standards for currency

## Category Five: Leading and Communicating

### Overview

As one of eleven institutions that make up the North Dakota University System, NDSCS is guided by the policies and procedures established by the State Board of Higher Education (SBHE), an eight-member, Governor-appointed board. NDSCS is provided for in the state constitution. The mission statement is set by the SBHE and changes or revisions must be approved by that body. The NDUS is led by a chancellor who reports to the SBHE. The college presidents make up the Chancellor's Cabinet which meets on a monthly basis or as needed. Alignment of leadership, decision-making and communication processes with our mission and values is a two-way process that includes the SBHE, Chancellor, President, college leadership and college employees. NDSCS' planning processes are systematic and aligned with other key processes of the institution. The Chancellor's new initiative to create a standard admissions policy across the NDUS, "Pathways to Student Success" is included in the new strategic goals for 2013-16.

Because NDUS governance has been called into question an HLC committee is scheduled to visit the system office in October 2013. This visit has now been postponed to March 2014. The following information has been provided by the SBHE and system office in [response](#) to these questions specifically aligned with Core Component 2A, 2C and 5B.

Institutional budgets are presented to the state legislature every two years; legislative bills determine the level of funding the system office and each institution receives. North Dakota has been fortunate to have budget reserves largely due to the state-wide agricultural economy and the energy boom in the western part of the state. This has allowed the legislature to grant infrastructure improvements that have been placed on hold for a number of years. NDSCS has benefited from this in renovation of a large classroom building, an expansion of the diesel building, and renovation of two residence halls, with the approval of Old Main renovation in the current budget. Operational budgets have remained fairly stable. In order to add new programs or services, budget reallocation has been necessary, resulting in position changes or elimination. Employee reaction to these cuts is evident in the results of survey data displayed in 5R2 and 5R3.

As a result of the feedback provided in the last Systems Portfolio Appraisal improvements have been made to the availability of leadership training and succession. A Leadership Academy was developed through the work of an AQIP Action Project. In that project, approximately 10 employees are selected for participation in this plan of development that is intended to grow leadership skills within the college and prepare participants to be more effective in their present position and to be able to take on more responsibility. Ten individuals were selected in 2011 as the first cohort. A second cohort was chosen in the fall of 2013. Very favorable reviews and results have been experienced by the participants who are completing the third phase, their action projects.

As an institution that strives to use data in decision making, the President has made a concerted effort to communicate more transparently and provide data that supports the decisions that have been made. In turn, feedback is regularly solicited through the Management Team, Leadership Team and Department Chair meetings; these leaders are expected to share information and inform their colleagues of campus issues and events.

Future improvements in this category include the continuation of leadership development through the Leadership Academy with the selection of the second cohort of participants; use of the DISC Leadership module with administration and department chairs, and supervisor training for new supervisors.

**5P1 Mission and Values Defined and Reviewed**  
**Addresses Core Component 1A**

NDSCS is provided for in the state constitution, established as a "scientific school" at Wahpeton in 1889. From the beginning, NDSCS has offered transfer options in addition to career and technical curriculum at the associate degree level. The constitutional provision set two institutional characteristics: as a state institution, student enrollment patterns are from across the state as well as bordering states and the need for dormitory housing for students coming to a small rural community in the early 1900's.

The mission statement is set by the SBHE and any changes or revisions must be approved by that body. The last review of the NDSCS mission by the SBHE occurred in 2009 and no changes were made. Prior to that, the NDSCS mission statement was revised in 2001 through broad input by the campus and leaders from the community, business and industry and approval by the SBHE. Although the mission statement has subsequently been reviewed by the campus during strategic planning sessions, there have been no recommendations for change. The LIFE (Learning, Integrity, Flexibility, and Excellence) values were developed by a representative task force and approved by the campus in 2003. They complement the college's mission and vision and guide our behaviors. The NDSCS Employee Quality Standards were developed by a broad-based task force in 1995 with two revisions to date. The Quality Standards guide employee expectations in leadership, performance, communication, customer contact, professionalism, teamwork and instruction.

**5P2 Setting Directions**  
**Addresses Core Component 1A, 2C and 5C**

As one of eleven public institutions of the NDUS, NDSCS aligns its strategic planning with the goals established by the SBHE, an eight member independent board appointed by the Governor. The authority and responsibility of the SBHE is set forth in [Policy 100.6](#). The Chancellor's Cabinet, consisting of the campus Presidents' meet monthly with the SBHE. The structure of the SBHE was a subject of debate in the last legislative session and several issues were brought to the attention of the Higher Learning Commission. As a result, an Advisory Visit team of HLC reviewers and staff will visit the NDUS office in October 2013 to gather information about how the universities and SBHE work together to ensure compliance with the Criteria for Accreditation, particularly, 2C, 2A, and 5B as per [Manning letter of July 29, 2013](#). In preparation for this meeting, the SBHE has provided [this response](#) in support of compliance with these criteria. The visit from HLC has now been re-scheduled to March 2014.

The NDSCS President's objectives, filed with the Chancellor's office, are a summary of the goals and performance objectives for the academic year(s), and reflect the SBHE goals. For example, the NDUS Chancellor has developed a new admission standards policy called the "Pathways to Student Success" that is part of 2013 strategic planning for all eleven campuses and will be phased in over the next two years.

Concurrent with discussions at the legislative and system level, NDSCS proceeded with the timeline and processes in place that guide strategic planning and a commitment to high performance and held a strategic planning session in January 2013. The NDSCS strategic planning process includes broad-based campus input as well as extensive data analysis in establishing strategic goals. Data analysis includes current enrollment and enrollment projections, demographic data, occupational projections, student learning data, budget projections, stakeholder satisfaction results and other research documents. NDSCS's process for strategic planning is on a three-year cycle. The Associate Vice President for Institutional Effectiveness with the AQIP Strategy Team has oversight

for strategic planning. In that capacity, they review the strategic goals that have developed from the planning session, assign responsibility, timelines, develop performance indicators, and determine what will become AQIP Action Projects. The final document is then communicated back to the campus through the appropriate channels and communication structure. The AQIP Strategy Team periodically review the Strategic Goals and AQIP Action Projects, monitor progress and make adjustments, if necessary, to performance indicators and timelines. The budgeting process supports and aligns with the strategic planning process. Other major planning processes including assessment and facilities/operational planning align with the strategic plan and AQIP Action Projects. For instance, a strategic goal focused on improvement of general education skills was reflected in assessment reports and department action plans.

The NDSCS leadership structure and decision-making process centers on the Management Team. The Management Team provides recommendations to the President who makes final decisions. NDSCS leadership sets direction in a number of ways by ensuring that employees are familiar with the mission, vision and values. This knowledge is begun as part of the employment application process and new employee orientation process. These statements are also included in major college documents and publications, such as the performance appraisal forms. Frequently, a Quality Standard, which set expectations for high performance in particular areas, is chosen to be reviewed at the start of department, division, or President staff meetings. Discussion centers on how to apply the Quality Standard and examples of expectations. Of the seven Quality Standards, there is a Leadership Standard and a Communication Standard.

### **5P3 Needs and Expectations of Stakeholders** **Addresses Core Component 1B**

The mission of NDSCS was established by the ND State Constitution. The state legislature and SBHE set current expectations, reflected in the state reporting and budgeting processes. Needs and expectations of all students and stakeholders are brought forward in the campus planning process from survey analysis, environmental scanning information, institutional needs, business and industry input, department advisory committees, alumni and foundation input and other data that is collected. This information is forwarded prior to the strategic planning session to faculty leadership, support staff leadership, and administrators who participate in the strategic planning process. In this manner, they can become familiar with the information and ready to participate in the data analysis portion of the strategic planning session. The information is used to assess our environment, identify trends, establish need, and identify goals.

Student needs and expectations are identified in a number of ways. Student government is active on the NDSCS campus and they have representation on the Management Team. Student surveys are also a major source of information regarding student satisfaction and expectations, particularly the Student Satisfaction Inventory and the Community College Survey of Student Engagement (CCSSE). Feedback on results of student surveys is provided directly to the Student Senate and Campus Activity Board members. Their input is solicited for ways in which NDSCS can improve. Frequently, focus groups are used with students to delve further into issues, to understand the origin of the issue and to begin to arrive at solutions. The President meets with a financial subcommittee of the Student Senate to provide a means of dialog and understanding specifically concerning students' costs (tuition, fees, and program costs). This group of students helped complete a new student tuition model presented to the ND State Legislature.

The needs of business and industry are consistently monitored through the program advisory committees, the fifteen business and industry partnerships, participation and membership on various community, state, and national boards, alumni input, research, and through formal survey analysis.



#### **5P4 Seeking Future Opportunities and Sustaining a Learning Environment**

The leadership of NDSCS tracks business and industry needs, attends conferences and national forums, researches best practices, and then prioritizes those opportunities that align with our mission. NDSCS utilizes state government initiatives and industry economic indicators to pursue future opportunities that build and sustain learning activities that ensure a workforce that is able to meet the demands of business and industry. NDSCS has a focus on development of programming that meets the needs of underemployed adult learners, specifically 25-49 year olds in the Fargo market. Six workforce enhancement grants sponsored by the ND Department of Commerce to train displaced workers have been secured to assist in re-training.

NDSCS leaders have actively sought innovative ways to bring additional sources of funding to the campus in order to fund new initiatives. One of the strategic goals for 2009-12 was “Expand Financial Opportunities of the College” and one of the new strategic goals for 2013-15 is to “Secure External Resources.” Several improvements resulted from the focus of this strategic goal and AQIP Action Project by the same title.

- The Alumni Foundation Director’s position, started as a shared position between the college and Alumni Foundation, with 35% of the responsibilities dedicated to advance development of the institution has increased to a total of four positions in that office. New initiatives include a matching fund for dollars donated to academic programs, assistance with securing new partnerships and purchase of a building in Fargo from which to deliver customized training and credit programming.
- NDSCS is working with Lutheran Social Services to convert up to three residence halls into a senior living environment. NDSCS students, particularly in the health fields would have an opportunity to utilize this facility to provide internship and clinical experiences.
- A concerted effort to work with the Southeast Educational Consortium of high school districts that provides purchasing as a consortium as well as needs assessment regarding alternative high school, early college programs, articulation agreements, and dual credit. Their representative is part of the Management Team.
- NDSCS continues to grow the NDSU collaborative agreement to offer the Pathway program. It is designed to assist students applying to NDSU who do not meet the entrance requirements in English and mathematics to improve their entry level skills and be admitted to NDSU with a GPA of 2.5 and 30 college credits. NDSCS also offers developmental English classes as needed for NDSU students.
- NDSCS added the position of Grants Director to seek grant opportunities and other alternative funding sources, resulting in a STEM scholars grant and a USDA grant to support biofuels programming. Current grant applications include Title III and TAACCCT which would support advanced technology in the classroom and create a manufacturing training center in Fargo.
- Expanded programming in Fargo by offering stackable certificates in business and information technology support as well as transfer liberal arts courses.

#### **5P5 Making Decisions**

##### **Addresses Core Component 5B**

The President shares information and initiatives from the SBHE monthly meetings or from the NDUS office at President's staff meetings. Discussion at that level determines future action and the next steps for further dissemination or communication to appropriate campus employees or departments. A current project is implementation of common admission standards across all eleven institutions.



The NDSCS leadership structure and decision-making process is deployed through the Management Team. The stated purpose for the Management Team is: “Concerns itself with the total operation and management of the college. It makes recommendations to the President on issues dealing with campus policy, strategic planning, budgeting, compensation, personnel policies, and programming.” Members of the Management Team are expected to communicate with employee and student groups. The President chairs the Management Team which effectively combines administration, faculty, staff, and students. The membership of the Management Team consists of individuals responsible for providing leadership to administrative units throughout the campus. In addition, elected Presidents from Faculty Senate, Student Senate, and Service and Support Senate also serve on the Management Team, which meets semi-monthly or as needed.

Decisions are made at the level closest to the “action” as long as that decision does not affect other work units. Decisions that have broader implications are acted upon at higher administrative levels following input by the various affected departments. Changes that involve the entire institution are made by the President and include recommendations from the Leadership Team, Management Team, or President’s staff as appropriate.

NDSCS has numerous employee representative groups, standing committees, event planning committees and campus teams. Membership is published annually in the “[Functions and Membership of Employee Represented Groups](#),” many members serve as part of their role or position; others are elected to serve specific terms. Employees have an opportunity to join committees every fall. Often, ad hoc committees are established to address a particular issue. When a decision is made to apply for a grant, ad hoc committees are established to assist the grant director in developing the parameters of the grant. Recent ad hoc committees have been used to develop policies regarding cellphone usage and social media guidelines. These committees, task forces, employee representative groups make recommendations to the President, bringing their recommendations through the Management Team.

#### **5P6 Using Information and Results** **Addresses Core Component 5C**

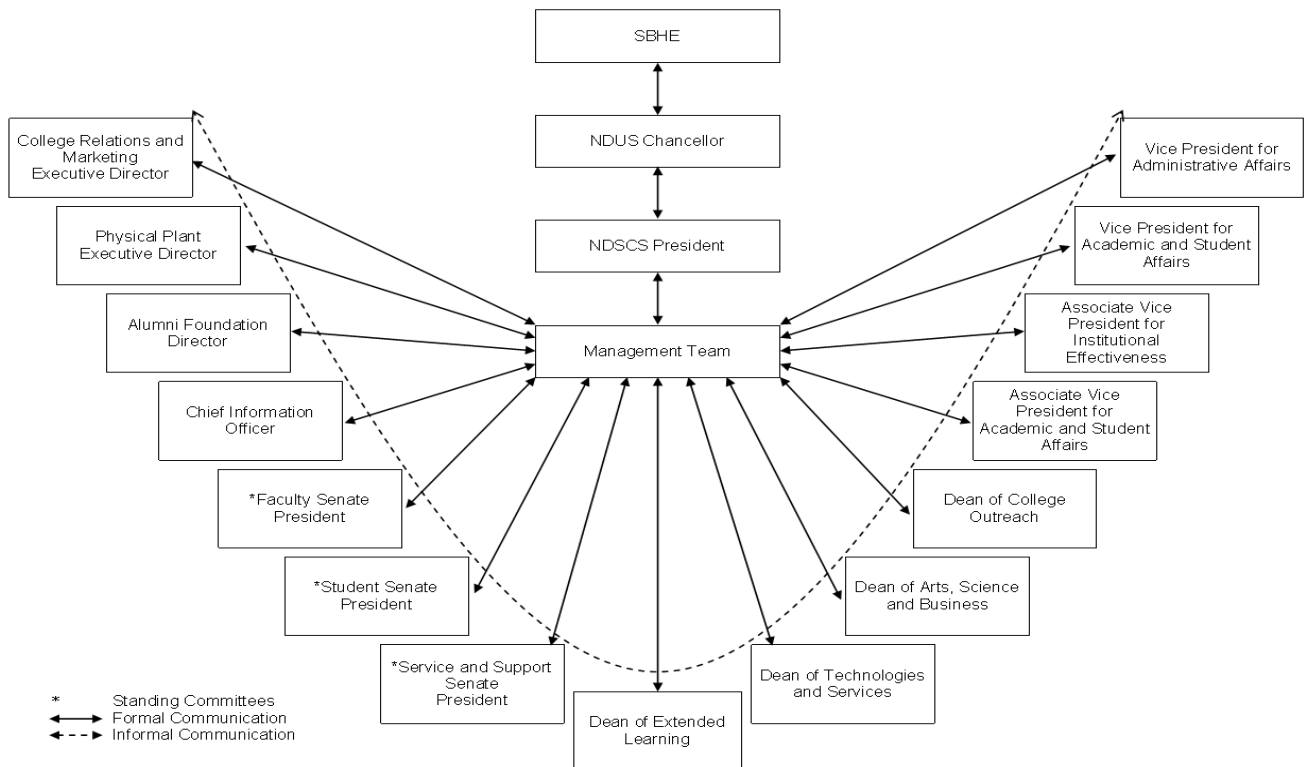
NDSCS strives to be data informed in their decision making processes. The President and his staff finalized a number of institutional performance indicators. Their current performance are displayed on a looped powerpoint presentation in the President’s office and conference room. Tableau is used to set up the dashboards and is updated daily or weekly depending upon the time of year. Enrollment is reviewed every day up to the official 20th day of instruction during each semester, by various breakdowns: institutionally, Wahpeton, Fargo, online, dual credit and by program. Retention is reviewed by program every day up to the official 20th day. Other indicators in the dashboard include tuition, credit generation, retention, and graduation. These indicators are closely tied to budget, strategic planning and the President’s performance goals. The strategic planning process is driven by data collected from numerous sources including environmental scanning; enrollment, graduation, retention, placement statistics, survey data, pertinent research; comparative data such as Aspen Prize statistics on the top performing colleges; and state accountability measures.

Committees and departments use appropriate data in their decision making processes to improve and become more effective and efficient in their processes. For example, student learning data is analyzed by faculty in the academic departments, and reports are developed at the program level. The Assessment and General Education Committees report findings based on student learning outcomes and plans for future improvement. These teams share the information with the appropriate constituents and then incorporate these results into their planning processes, including budgeting,

program review, workload, performance appraisals, etc. Individual performance appraisal results guide future action plans and professional development activities.

### 5P7 Communication Between and Among Levels

Communication flows both upward and downward with employees having ample opportunities to add items on the agendas of the standing committees. The President uses the Management Team as the primary source of recommendations on campus issues and the Leadership Team to provide input as well as to communicate information to their respective employees. Communication expectations are clearly identified in the Communication Standard. Figure 5-1 illustrates the NDSCS Leadership and Communication flow from the system level to the campus level.



**Figure 5-1 NDSCS Leadership and Communication Diagram**

The Leadership Team comprises the administrative group and the Department Chairs for the academic programs; they effectively supervise all campus personnel and are responsible for bringing information back to their departments.

The information and reports are shared with the campus through committee meetings, e-mail, web postings, staff/department meetings, state-of-the-college address, campus publications, alumni foundation. The document repository of the AQIP efolio contains the latest reports, survey data, enrollment information and other college information. As the campus becomes more accustomed to the power of the efolio, they recognize it as a “go to” place for college information. The campus website has been completely restructured and is the central source of campus information. It includes a mobile application and links to social media channels. Departments are able to update their pages so that they stay current. NOTIFIND is used to inform students and employees of weather related information or other emergency communications. A CIO position was created to coordinate technology and to ensure all resources are compatible and used efficiently and effectively.

Campus wide communication is accomplished through many mediums. Examples of various communication strategies include:

- The eTransmitter (employee newsletter)
- Open forums in Wahpeton and Fargo
- Written notifications (e-mails)
- Video Streaming
- Divisional and departmental meetings, including dissemination of minutes
- Social functions

**5P8 Communicating the Shared Mission, Vision, Values**  
**Addresses Core Component 1B**

NDSCS employees and students are constantly reminded of the NDSCS mission, vision, and values which are stated on official documents including student planners, job descriptions, performance appraisals, job postings and the college website. The mission, vision and LIFE values are reviewed with potential candidates and with new employees during orientation. The Quality Standards are part of the performance appraisal process, in which feedback is provided regarding employee performance regarding each standard. The LIFE values are displayed on posters throughout the campus. The President frequently opens Management team meetings and staff meetings with a review and discussion of a Quality Standard. A Leadership Quality Standard and Communication Quality Standard provide detailed expected behaviors and actions.

All-campus meetings are held at least twice during the academic year to keep everyone informed; they are video streamed for those unable to attend in person. In the fall, new SBHE initiatives are discussed, feedback from AQIP reviewers is shared, and new targets for improvement are provided. New initiatives and action plans are explained in the context of the strategic plan and President's performance goals. As new information is available, appropriate means of communicating them are used. The President provides video-streamed informational updates to campus on a regular basis as well as all-campus email messages. Keeping the campus well-informed is a priority of the administration.

**5P9 Encouraging, Developing, and Strengthening Leadership Abilities**  
**Addresses Core Component 5B**

Leadership is developed and encouraged in all divisions of the college as appropriate to the position, outlined in the Leadership Quality Standard. Completion of the DiSC Profile is encouraged by all new employees. They are provided training in interpretation of results and how to use those results to build their leadership skills. Nearly all NDSCS employees have completed this training. Group results are also provided by department or committee to understand how to better work together and build on strengths and foster improvement.

The Directors in the Administrative Affairs Division attend the Leadership Development Institute, sponsored by CACUBO (Central Association of College and University Business Officers); department chairs are encouraged to attend the Chair Academy and new supervisors are provided management training.

Upon recommendation from the previous AQIP Systems Appraisal, a Leadership Academy was developed and became an AQIP Action Project. It is an application process, eligible to all employees that have been employed at NDSCS at least three years. New cohorts of ten are selected every other year. It consists of three phases: a twenty-hour on-campus course entitled

“Leadership in a Quality Organization,” participation on an off-campus leadership training option, such as the Chair Academy; and development of an action plan. The first group of participants was selected in the fall of 2011 and many are in the action planning stages of the Academy. For example, one of the participants developed supervisory training as an action plan for those who have recently been appointed as a new supervisor. A new cohort was selected for the Leadership Academy in October 2013.

Leadership skills are further encouraged through:

- Professional Development Activities, both on and off campus
- Department Chair Leadership conference
- Periodic site visits to other campuses
- Brown Bag Seminars
- Membership/offices in professional associations
- Clinical practice program for new faculty
- New employee orientation
- Campus leadership training workshops

Faculty and staff are encouraged to participate in community service clubs and organizations and are recognized for their leadership in the annual spring employee recognition event. Many employees provide leadership at the national level. Leadership is also developed through NIMS training and Emergency Response Team training. Many employees are members of community emergency response teams, such as the local fire department, or CERT.

The NDUS office and SBHE is kept knowledgeable about the institution in order to provide appropriate oversight through a variety of required reports in such areas as; budget, enrollment, faculty, and retention per NDUS policy and procedures.

### **5P10 Succession Planning**

Key administrators have a clear line of designated responsibility when they are absent from campus. For instance, in the absence of the President, the Vice-President of Academic and Student Affairs is the lead administrator. There is a process for each division when senior personnel are off-campus. The President’s staff meets weekly and share campus and state information, so all are kept well-informed and up-to-date. In the event the President needs to be replaced, it is the Chancellor’s responsibility to designate an interim position and guide the selection process for a new President in conjunction with the SBHE.

Everyone is well-informed of the mission, vision, and values of NDSCS, so that when leadership succession occurs, employees know the direction and role of the college, regardless of who is leading. They are communicated to new faculty and staff during their orientation process. This process includes material and presentations from executive leadership. These materials are also included in the packets developed for opening week meetings. New faculty are assigned mentors in their first year of teaching.

There is a process for department chair appointments, which typically are made from faculty within the department. Cross-training is prevalent in many departments, particularly with front-line employees so that customers can be served. Employees are encouraged to be leaders within their own area of responsibility, so that they are prepared to accept leadership responsibilities as they acquire more experience. In some cases, incoming supervisors are given time to work under present supervisors or department chairs to take on the responsibility the following year. The documentation of processes, previously discussed, has assisted new employees or promoted employees to

understand how the department functions and interacts with other departments. Annual updated job descriptions and organization charts clearly outline roles and responsibilities.

Participants in the Leadership Academy are mentored by their supervisors in development of leadership skills. Those participants who chose the Chair Academy as their training option also have assigned mentors that are not their supervisors, who guide them in the development of their training and appropriate action projects.

### **5R1 Measuring and Analyzing Leading and Communicating**

NDSCS collects data that measures leading and communicating from various vantage points. The Chancellor evaluates the President every year based upon pre-determined performance indicators that are aligned with the NDUS goals and the NDSCS goals. The President's current performance measures include graduation rates, enrollment of adult population (25-49), development of new business and industry partnerships, implementation of Pathways to Student Success Plan, and improved course outcomes in remedial/developmental work.

The Campus Quality Survey (an employee satisfaction survey) provides regular measures of leadership and communication skills under the category "Top Management Leadership and Support" and "Strategic Quality Planning." Table 5-1 provides the questions within these categories and NDSCS gap scores.

The expectations for communication and leadership are contained in the Quality Standards specific to the Communication Standard and Leadership Standard. These standards are evaluated as part of the annual performance appraisal process. The performance appraisal format has been revised and now includes responses to position description duties and goals, Employee Quality Standards, and LIFE Values in a peer review process. This will ensure alliance of the job description with behavior expectations in a quality environment.

### **5R2 Results for Leading and Communicating**

The President's performance indicators results are as follows: the graduation rate for 2012 is 52%, well above the national rate of 22.7%. The adult population (25-49) for 2011 was 519 enrollments and in 2012 decreased to 481. There have been 6 partnerships developed with business and industry in 2012-13. The Pathways to Student Success plan is underway with a current collaborative relationship with NDSU in providing remedial education to NDSU students in mathematics and in providing a one-year developmental pathway to students who do not meet NDSU admission standards.

The 95 questions contained in the Campus Quality Survey are grouped into 8 categories. The goal is to narrow the gap to 1.00 or less between "how it should be" and "how it is now." The most recent data collected for 2012 indicated that this was an area for improvement as the gap scores widened in all cases. Analysis of the data over time revealed that 2010 scores were extremely positive (outside the trend line); if the average score was computed, then the 2012 scores were well within range of the average. In addition to the fact that 2010 scores were very good, the 2012 survey was distributed following announcement of reduction in force among faculty. This survey will continue to be monitored for trends and adjustments made if necessary to maintain or improve future scores.

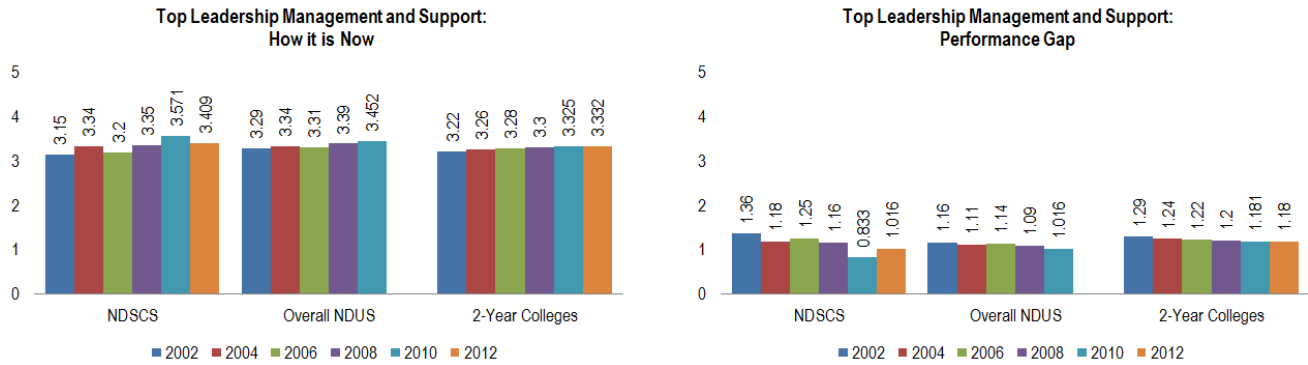
<b>Campus Quality Survey</b>	<b>2004</b>	<b>2006</b>	<b>2008</b>	<b>2010</b>	<b>2012</b>
<b>Top Management Leadership &amp; Support</b>	<b>1.181</b>	<b>1.249</b>	<b>1.158</b>	<b>0.833</b>	<b>1.016</b>
Team efforts are effective in this organization	1.242	1.242	1.268	0.907	1.000
Job responsibilities are communicated clearly to employees	0.905	1.118	1.100	0.853	1.066
Administrators treat students as their top priority.	1.362	1.447	1.228	0.862	0.960
Administrators are committed to providing quality service.	1.043	1.201	1.065	0.661	0.702
Employees are rewarded for outstanding job performance.	1.862	1.627	1.478	1.033	1.351
Administrators set examples of quality services in their day-to-day performance.	1.413	1.455	1.294	0.899	1.079
Administrators pay attention to what I have to say.	1.232	1.218	1.255	0.972	1.272
My supervisor helps me improve my job performance.	0.779	0.789	0.718	0.625	0.832
Administrators have confidence and trust in me.	0.830	0.866	0.804	0.577	0.689
Administrators share information regularly with faculty and staff.	0.968	1.340	1.172	0.780	1.072
This institution analyzes all relevant data before making decisions.	1.372	1.462	1.359	0.989	1.152
<b>Strategic Quality Planning</b>	<b>0.837</b>	<b>0.958</b>	<b>0.903</b>	<b>0.608</b>	<b>0.755</b>
This institution involves its employees in planning for the future	1.260	1.457	1.244	0.897	1.181
This institution regularly conducts surveys to evaluate the quality of its programs and services	0.198	0.295	0.415	0.044	0.200
This institution analyzes complaints to determine appropriate remedial actions	1.313	1.433	1.378	0.978	1.178
Student input is systematically monitored and measured as a basis for improvement	0.737	0.951	0.897	0.718	0.727
This institution uses state and national data to compare its performance with that of other institutions	0.389	0.563	0.563	0.363	0.331
This institution plans carefully	1.266	1.347	1.195	0.731	0.953
Employee suggestions are used to improve our institution	1.277	1.279	1.231	0.989	1.303
The mission, purpose and values of this institution are familiar to employees	0.255	0.318	0.299	0.147	0.166

**Table 5-1 Campus Quality Survey (Gap Scores) 2004 - 2012**

### 5R3 Results Comparison

Figure 5-2 displays the category “Top Management Leadership and Support,” the performance gaps between “how it is now” and “how it should be” for NDSCS, overall NDUS scores, and 2-year college scores nationally for five years of distribution. Overall NDSCS scores in 2012 were slightly higher than the two-year college scores in “how it is now.” The performance gap is higher than the 2010 distribution, but smaller than the average of all two-year colleges. NDSCS expects, at a minimum,

maintenance of scores and reaches for continuous improvement in scores as well as competitive scores within the NDUS and other two-year colleges nationally.



**Figure 5-2 Campus Quality Survey, 2002 – 2012, “Top Management Leadership and Support”**

### 5I1 Recent Improvements

NDSCS developed a Leadership Academy as a result of recommendations provided in the last AQIP Systems Portfolio Review. The development of a Leadership Academy was the focus of an AQIP Action Project, of which we will be in the third year of implementation in the 2013-14 academic year. The Academy accepted its first round of 10 participants in 2011. It is a two to three year plan of development that is intended to grow leadership skills within the college and prepare participants to be more effective in their present position and to be able to take on more responsibility, such as a committee chairperson, a leader of a special project, or a department chairperson.

The President has made a concerted effort to communicate more transparently and provide data that supports decision making. He frequently provides updates to the campus through video-streaming or all-campus email messages. Feedback particularly through the Leadership Team and Department Chair meetings is regularly solicited. The Leadership Team, Management Team, Department Chairs, Deans, etc. meet on a regularly scheduled basis to share information and inform colleagues of campus issues and events. It is an expectation that information from these meetings is communicated to their staff. Minutes from these minutes are sent via email campus-wide. An improved web site that is frequently updated as well as a weekly campus newsletter (eTransmitter) contributes to transparent processes and easily accessible information that reaches across the campus. Data is collected and analyzed on a regularly scheduled basis, so it routinely informs improvements. Survey data, survey summaries and actions taken are available on the college website. The processes in place for this category are systematic and comprehensive.

### 5I2 Culture and Infrastructure Role in Improved Performance Results

NDSCS has a culture of continuous improvement with an infrastructure established so that we expect improvements to be made as they are discovered. Data is collected on a regularly scheduled basis, often as a part of the NDUS accountability requirements, so a schedule of review is built into our processes. Strategic goals and AQIP Action Projects are derived from the prioritization of data, such as the recently retired action project to develop a quality training initiative. Targets for improvement are set against the trends that have been established. Data is compared to both NDUS institutions (when available) and national norms, so that targets are realistic and attainable. NDSCS uses processes that are flexible enough to react to data as it is collected and integrate the



information into planning processes. Future plans for improvement include a review of the Employee Quality Standards to make any revisions for currency, and incorporation of new data points into the Strategic Planning process.

## Category Six: Supporting Organizational Operations

### Overview

Supporting student learning guides institutional support processes. Each student and administrative support area has a mission or purpose statement that describes its role in supporting student learning and institutional objectives. Developing assessment plans in these areas has not been too difficult as the departments soon realized that they were already collecting much of the data, just not formally writing it down and analyzing it in an annual report. Thinking about how they formally support student learning has also brought a different perspective to their approach and methodology. As a residential campus, with a student body that turns over every other year, employees are in a constant mode of helping students learn to adjust to academic and campus life.

Identifying the support service needs of key stakeholders is accomplished through formal data collection processes, open communication, and committee structures. These processes are systematic and aligned with other key planning processes of the institution and becoming more mature. Technology is constantly changing causing the processes in this category to be under continuous improvement and change. Data collection enables departments to set benchmarks, monitor trends, and know immediately when an issue needs attention.

A recent AQIP Action Project to “Improve documentation of processes and results” has impacted this area greatly. Over 900 processes were documented during this action project. Key processes are available on the efolio document repository and processes related to individual departments are documented and updated within the department. This project resulted in improved ability to cross-train within departments, improved ability for new employees to understand the processes within their department and the relationship to other departments, and a greater understanding of the impact of one process upon another.

Technology has played a major role in improvements in this category. Keyless entry has been completed for all buildings; Residence Life implemented an online housing application; addition of Hobson’s CRM, TouchNet for online payments, an online enrollment application, advisement report and degree audit process developed on PeopleSoft; campus-wide wireless accessibility and speed upgraded; ITS support added for Apple devices; development of an intranet; and the addition of a student resource lab and equipment check-out in Instructional Technology. (611)

Future goals for this category include full implementation of assessment across the student support areas of the campus; relocation of ITS department to the Student Center in order to increase accessibility for students; additional security cameras installed particularly in parking lots, and legislatively funded additional campus police positions.

## **6P1 Identifying Support Service Needs of Students and Other Key Stakeholders**

The Vice President for Academic and Student Affairs and Associate Vice President for Academic and Student Affairs have oversight responsibilities for meeting the support service needs of our students. We use various data collection methods to identify and evaluate student support service needs through the Student Satisfaction Inventory, College Student Inventory, Priority Survey of Online Learners, FYE class survey, Residence Life Survey, NACUFS survey (dining services), point-of-service surveys, focus groups, communication with Student Senate, communication with Student Services departments, and other forms of informal communication. Survey results are distributed through the Office of Institutional Effectiveness and reviewed at the executive levels and pertinent departments. Often focus groups are conducted to further explore issues identified in the surveys. Continuous improvement is evident in common practices day-to-day practices. For example, following registration, participating staff members conduct follow-up meetings to discuss what went well and what needs to be changed in future registration dates.

A student represents Student Senate on the Management Team and serves as a liaison between the two groups, to ensure a constant communication information flow. The Student Senate and Campus Activities Board are active student governance groups that bring forward student needs and issues. Many other institutional standing committees include students, such as Diversity Council, program Advisory Committees, and Judicial Committee. The IT Department uses a point of service survey to track satisfaction with resolution of technology issues called into the ITS Service Desk.

Alumni are surveyed two years after graduation to garner perceptions of their educational experience at NDSCS. The NDSCS Alumni Foundation is active in building relationships and communicating with alumni. During Homecoming Week there is an Alumni and Friends Recognition Banquet. The President and Alumni Director initiated a series of "Meet and Greets" with alumni in a number of North Dakota communities in 2012 and plan to continue this practice in the future to keep in touch with alumni needs.

## **6P2 Identifying Support Service Needs of Faculty, Staff, and Administrators**

Identifying the support service needs of key stakeholders is accomplished through a formal and informal process. Formally, NDSCS identifies the needs of key stakeholders by reviewing the data that is collected primarily through survey data and putting in place actions that address issues that arise. For instance, the Campus Quality Survey is conducted every other year to measure employee satisfaction. Specific department surveys or point-of-service surveys, focus groups, ITS service desk requests, and work request tracking software provide information regarding campus needs. Every year, faculty and staff are asked to identify and prioritize needs as part of the budgeting and planning process. The Facilities Planning Committee is responsible for planning and prioritizing requests for maintenance and facility remodeling or updates. Ergonomic assessments are conducted by the campus Safety Coordinator.

Informally, Faculty and Support Staff Senates, and department chair meetings provide ongoing communication with administration regarding their needs or issues. Staff and department meetings also provide ongoing two-way information and dialog.

## **6P3 Key Safety and Security Processes**

The NDSCS Safety Coordinator and Campus Police are responsible for coordinating campus policies related to safety and security. They work with specific committees and task forces that have

the responsibility for developing processes and policies that are brought through administrative channels and then communicated back to the entire campus. Examples of key processes in place are NOTIFIND, NIMS (National Incident Management System) and a crisis management team. Policies that are updated or newly created are presented to the Management Team for review and recommendation to the President for action.

NDSCS uses NOTIFIND to alert college employees and students regarding school closings due to weather or any situation in which safety and security is an issue. Key personnel have received NIMS training and are members of the campus Emergency Response Team. NDSCS also participates in disaster planning with city/county personnel and participates in community emergency response systems such as CERT (Community Emergency Response Team) and Code Red.

The Student Crisis Management Team consists of key student support staff members; the purpose is to respond quickly and sensitively to the needs of students, staff members and affected families in the event of a campus crisis. Students are informed of policies and processes through the NDSCS Planner, orientation activities, website, email, mock disaster practices, floor/hall meetings in residence halls, and general assemblies. An escort service provided by Campus Police is available to students after hours and all residence halls have camera surveillance.

#### **6P4 Managing Support Service Processes**

Key student and administrative support services are managed on a daily basis by well-trained front-line staff supported by managers at the director level. Department meetings are held on a regular basis for staff to share their concerns and address issues that arise. Concerns are handled at the lowest level appropriate to the situation.

Most student and administrative support service processes are available using electronic means. Feedback from students and other stakeholders (mechanisms described in 6P2) are analyzed by the appropriate departments to develop improvement strategies and/or change processes. Formal action requests, particularly those that impact many departments go through communication and administrative channels: Management Team, Leadership Team, Department Chairs, Senates, Deans and Vice-Presidents, and to the President for approval.

Several processes have internal mechanisms in place to monitor efficiency and effectiveness of electronic systems. The ITS Department monitors the data network and intervenes if network security or vulnerabilities are found. Requests for services or access to PeopleSoft data can be made through a formal request process through identified security protocols. Request for data and or queries are made to Institutional Effectiveness through an online form.

#### **6P5 Documenting Support Service Processes**

Several processes and procedures are documented and can be found on the NDSCS website relating to Human Resources, Physical Plant, Dining Service, Bookstore, Purchasing, etc. Standing committees and special event planning committees track their processes and evaluate how well they are working on a regular basis. Plan, Do, Check, Act is incorporated at many levels.

The Student Success Office provides weekly reports on student withdrawals and monthly reports on student applications by program. They also survey prospective students on the quality of and satisfaction with their visit and tour of campus. Prospective student numbers are closely monitored through high school visits and college fairs.

The Distance Education Committee meets on a regular basis to analyze their processes to determine if online and off-campus student needs are being met. The members are represented from across campus in all areas that impact distance education students. They discuss methods to improve service, provide updates on numbers and locations of students being served, and resolve any issues that arise.

A strategic goal from 2009-13 was to “Improve effectiveness and efficiency of college systems and processes.” From that goal an AQIP Action Project was developed “Improve documentation of processes and results” which brought campus-wide focus to improvement in this area. Software was purchased called SmartDraw that enabled all departments to adopt a common framework for developing their processes. Over 900 processes are documented from across the institution. This documentation has resulted in cross-training of employees and it is much easier to train new employees. Key processes can be found in the document repository of this efolio.

## **6R1 Measures of Support Service Processes**

NDSCS collects and analyses many measures on a regular basis. The Student Satisfaction Inventory (which NDSCS has used since 1996) provides measures on many student and administrative processes. Measures analyzed within the Student Satisfaction Inventory include:

- Registration Effectiveness
- Concern for the Individual
- Student Centeredness
- Admissions and Financial Aid
- Campus Climate
- Academic Services
- Service Excellence
- Safety and Security
- Campus Support Services
- Responsiveness to Diverse Populations.

Other measures include data from the following: The National Association of College & University Food Services (NACUFS) Customer Satisfaction Benchmarking Survey measures satisfaction with dining services; residence life satisfaction; campus safety, Clery Act data, satisfaction with services provided by the Academic Service Center (ASC). The Campus Quality Survey measures employee satisfaction and campus climate. ITS tracks the number of requests and satisfaction levels of service requests made to the service desk.

## **6R2 Learner Support Service Process Results**

The results of the Student Satisfaction Inventory for five years are reflected in [Figure 3-1](#), documenting satisfaction with the categories of registration effectiveness, concern for the individual, student centeredness, admissions and financial aid, campus climate, academic services, service excellence, safety and security, campus support services and responsiveness to diverse populations. It also includes national comparison data.

Of the 113 questions in the Student Satisfaction Inventory only 25 questions have made the top 20 questions ranked for importance over the past seven years, suggesting high consistency in student rankings over time. Thirteen of the top 20 questions ranked for importance have occurred on this list all 7 years, even though rank may change. Questions from SSI relating to processes discussed in category six are displayed in Table 6-1 three year comparison scores as well as national scores are

provided. As Table 6-1 depicts, for the last two distributions of the survey all gap scores are less than 1.0, (the threshold for the survey), have shown overall improvement and they are also lower than the national comparison scores.

SSI Questions	National GAP Score					NDSCS GAP Score				
	2004	2006	2008	2010	2012	2004	2006	2008	2010	2012
Adequate financial aid is available for most students.	1.14	1.15	1.11	1.07	1.04	1.22	1.05	1.03	0.89	0.78
Financial aid awards are announced to students in time to be helpful in college planning.	1.26	1.22	1.16	1.13	1.17	1.13	0.96	0.89	0.83	0.87
My academic advisor is approachable.	0.85	0.82	0.79	0.81	0.84	0.30	0.33	0.43	0.34	0.29
My academic advisor is knowledgeable about program requirements.	0.96	0.92	0.89	0.92	0.95	0.29	0.39	0.44	0.40	0.31
The career services office provides students with the help they need to get a job.	0.93	0.93	0.87	0.86	0.95	0.73	0.66	0.64	0.91	0.63
Counseling staff care about students as individuals.	0.91	0.89	0.86	0.85	0.87	0.43	0.39	0.49	0.46	0.36
Library resources and services are adequate.	0.71	0.64	0.58	0.55	0.52	0.34	0.33	0.31	0.03	0.15
The campus is safe and secure for all students.	0.80	0.77	0.74	0.75	0.73	0.70	0.67	0.86	0.88	0.82

**Table 6-1 SSI 2004-2012 Survey Results on Specific Questions**

The Academic Service Center satisfaction survey was distributed to students from the following areas that utilized their services; Accounting, Mathematics, Science, Nursing and Writing Center. Students reported that they were very satisfied at a level of 89-83%. Dissatisfaction (8%) with the amount of waiting time for assistance was an area identified for improvement.

A Residence Life Survey was developed and implemented for the first time in spring 2013. It provided baseline data regarding student satisfaction with living conditions and suggestions for improvements. The survey will be given annually to students residing on-campus.

Clery Act data is available on the Campus Police website, in the [Annual Security Report and Fire Safety Report](#), which also provides resources and policy information.

### 6R3 Administrative Support Service Process Results

The Campus Quality Survey asks employees to rank thirty programs, services, and activities. Among those ranked that pertain to administrative support services, cafeteria and food services, and bookstore services ranked in the top five in the 2012 survey results. Among those ranked that pertain to administrative support services, personnel/human resource services and marketing, advertising, and public relations ranked in the bottom five in the 2008 survey results. See [Table 1-6](#) for complete results.

Students have the opportunity to provide feedback on their satisfaction with computer services, the business office and the bookstore through the Student Satisfaction Inventory. As Table 6-2 indicates gap scores are well below the 1.00 level. Any gaps that increase are carefully monitored and changes made if needed.

Question	Gap Score 2006	Gap Score 2008	Gap Score 2010	Gap Score 2012
Computer labs are adequate and accessible.	0.43	0.41	0.30	0.21
There are convenient ways of paying my school bill.	0.68	0.72	0.52	0.52
The business office is open during hours which are convenient for most students.	0.58	0.64	0.64	0.61
Billing policies are reasonable.	0.83	0.92	0.67	0.72
Bookstore staff are helpful.	0.13	0.11	0.09	0.42

**Table 6-2 Student Satisfaction with Administrative Services**

Students also respond to their level of satisfaction with several services through the CCSSE survey administered every other year. Job placement is the only area in which NDSCS student responses exceed the responses made by students at other small colleges and the 2013 cohort. NDSCS has historically high placement rates, averaging 99% the past three years.

How satisfied are you with the following services at this college?	NDSCS	Small Colleges	2013 Cohort
Academic advising/planning	2.21	2.31	2.24
Career counseling	2.04	2.08	2.06
Job placement assistance	2.04	1.86	1.82
Peer or other tutoring	2.10	2.22	2.20
Skill labs (writing, math, etc.)	2.14	2.31	2.29
Child care	1.72	1.82	1.78
Financial aid advising	2.22	2.31	2.24

**Table 6-3 CCSSE 2013 data**

#### 6R4 Using Information and Results to Improve Services

The process NDSCS uses is that information gathered from all the data points are analyzed and means to improve are discussed by the appropriate area (typically at the director level) or committee/team responsible. If the need arises, and an existing committee does not address the concern, cross-functional or ad hoc teams are developed to address the topic. Data is often prioritized using tools such as impact/cost analysis, satisfaction/importance analysis, or voting techniques such as nominal group technique.

Survey results may indicate that more information is needed to clearly understand the issue; focus groups are often used to understand the specific details and point-of-reference of those answering the survey question. Results of the 2012 Student Satisfaction Inventory were reviewed with the Student Senators and Campus Activities Board members. Many of the questions in which satisfaction levels were lower were identified as continuing issues for students. Departments that had responsibility for these areas were asked to provide written responses describing how the



issues would be addressed. These resolutions were taken back to the student groups and discussed. In this way, students understand that we take their input seriously, try to address their issues, and develop mutual channels of communication to understand each other's perspectives. In other ways that NDSCS listens to students is in the fall when Campus Police and Physical Plant staff take student senators on a campus walk-through at night, to determine any safety and lighting issues that students feel need to be addressed.

The entire institution-wide data gathering is on a schedule, so the data is analyzed at approximately the same time, by the same group that is assigned responsibility on an annual or every-other-year basis. This process is continuous and consistent. Respective departments are responsible for monitoring data appropriate for their area and making improvements based on that data. Best practices are routinely researched and implemented, if possible.

**6R5 Comparison of Results**

(Refer to [Figure 3-1](#), for SSI NDSCS and national comparison trends over five years of data collection).

Table 6-3 describes NDSCS comparison to national data on dining halls. NDSCS Dining Services department participates in the National Association of College and University Food Services (NACUFS) Customer Satisfaction survey annually and has exceeded the average rating benchmarks of the entire sample of universities and colleges participating in the survey for each of the years participating. Table 6-3 displays five year trends of student satisfaction with dining services. The satisfaction rating has improved in the last distribution, while the number of student respondents has decreased.

Aggregated Dining Halls				
	NDSCS	N	Entire Sample	N
2008	4.08	204	3.79	128,740
2009	3.87	226	3.83	166,774
2010	3.91	154	3.85	139,998
2011	3.60	220	3.89	120,025
2012	3.86	107	3.79	129,800

**Table 6-4 NACUFS Customer Satisfaction Benchmarking Survey 2004-2012 (1-5 Scale, 5 highest)**

The North Dakota University System Financial Review for the fiscal year ending 2012 was very favorable for NDSCS. Summary comments were: NDSCS's financial position is good. Reserves and liquidity are strong. Long term debt increased in FY2012 with the issuance of revenue bonds. Total FYE enrollment increased 13 percent from FY 2009. None of the ratios indicate any concerns at this point; however, it should be noted that NDSCS had negative operating income for the last four years and this should be addressed through permanent changes.

**6I1 Recent Improvements**

NDSCS is working toward moving assessment of student learning beyond the academic areas and into the support areas of the institution. Student Services and Administrative Affairs have developed student learning outcomes, identified appropriate data for measurement and establishing present benchmarks. A current AQIP Action Project is to fully implement assessment across the support areas.

Technology is evident in a number of improvements that affect students and employees. The Physical Plant has completed keyless entry for all buildings. Residence Life has expanded the honors floor from one to two floors and added a floor specifically for older students, also implementing an online housing application. Student technology access has been improved through the addition of Hobson's CRM, TouchNet (online payments), online enrollment application, addition of a student resource lab and ability to check out equipment from Instructional Technology, an advisement report and degree audit processes available on PeopleSoft.

The Student Planner now includes the student roles and responsibilities handbook, so policies are readily available to students. Dining Services was completely renovated and updated with more stations, menu choices and longer hours of operation. Career Services was relocated from Enrollment Services to be part of the new Student Success Center, to provide students with a central location for co-op and placement services.

Human Resources has completed a transition to a completely paperless office. Recruiting has been changed drastically by this transition; soliciting applications from prospective employees through the internet and requiring online applications as well as forwarding screening materials electronically. Anecdotal evidence indicates that the number and quality of applications has increased and paper use has decreased. The electronic HR transition also made it efficient and possible for all full-time employees to participate in required training and policy acknowledgement. NDSCS is the first and only institution this year to attain a 100% participation rate. These initiatives occurred concurrent to a complete digitization of personnel records and development of an enterprise class document management system for storage, retention, access control, and security. Technology has played a key role in Human Resources process development and reinvention for the current school year. HR received the CACUBO Best Practice Award in 2012 for their paperless initiative. The IT plan focused on a number of improvements to the network and infrastructure. The ITS Steering Committee is implementing the improvements outlined in its operational plan, completing the strategic goal of 2009-13. Hardware and software is being standardized in labs across campus.

## **6I2 Culture and Infrastructure Role in Improved Performance Results**

Continuous improvement is part of the NDSCS culture. The infrastructure currently in place has many ways to gather data. Improved performance results in subsequent data collection are an expectation. Committees and departments are organized to identify areas for improvement and set targets. Improvements are reflected in the planning process and department action plans. Because of budget constraints, improvements must be prioritized, and are aligned with the performance indicators as detailed in the Strategic Plan.

Future targets include

- Full implementation of assessment across student support areas
- Increased improvements in student support services

## Category Seven: Measuring Effectiveness

### Overview

NDSCS is a data rich institution and strives to use data in its decision making processes, beginning with strategic planning and incorporated into other key planning processes. The breadth and scope of the data collected is determined to a large extent by federal, state and accreditation reporting requirements. All data is public in North Dakota (open records state). The college web site is a major source of current information and data about the college. Major data collection, survey data, reports, and documents are found under Institutional Effectiveness on the college website and located in the document repository of the AQIP Systems efolio. Processes associated with this category are mature, aligned, and becoming fully integrated.

The adoption of ConnectND (PeopleSoft) created a centralized database of campus student, human resources, and financial data which all eleven institutions of the NDUS use to store and access data. Data is accessed through queries written to address specific information needs, either at the system level or campus level queries. A recent move to centralized collection of campus information through the Institutional Effectiveness Office has created efficiencies and effectiveness of data use. The addition of a Research Analyst position within the IE Office has enabled NDSCS to address specific data requests and meet the research needs of the campus. In addition to specific modules within PeopleSoft, departments also have databases pertinent to their operation, such as Lumens used by College Outreach and FAMUS used by Physical Plant, Hobson's CRM, and TouchNet.

Data is collected, analyzed, summarized and reported to administration and respective departments for action by the AVP for Institutional Effectiveness. Data is publicly available through the document repository of the AQIP ePortfolio and the intranet. Specific data requests are provided as needed through database queries if necessary and tracked for type and frequency. Employee feedback on the availability and use of data is regularly assessed through survey data as shown in 7R2 and 7R3. NDSCS data indicates favorable data comparisons with national scores in Measurement and Analysis of data.

As a result of strategic planning, NDSCS identified a need to develop a comprehensive technology plan; one that would take into consideration the entire campus' evolving needs of infrastructure, hardware and software. A permanent CIO position was created to implement the technology plan. As a result of the Research Analyst position, data requests are now tracked for recurring and new requests. The use of Tableau software has enabled instant access to the current status of selected performance indicators and the use of visual dashboards used in the President's conference room to display performance indicator results. Access to technology and utilization of technology has been a focus of major improvement efforts with the development of a new website and an intranet, active directory, and network upgrade (711).

Future improvements for this category include the development of a state-wide longitudinal database, new inventory process for ITS software and hardware and new statewide ticketing system for ITS to allow reporting and monitoring. A NDUS system initiative to improve the ability to measure effectiveness indicators at the campus level in a common method across all eleven institutions will assist with data integrity integration, coordination of application and registration process, and other student attainment factors.

**7P1 Select, Manage and Use Information and Data for Instructional and Non-instructional Programs**

Data is collected based upon the reporting requirements of the institution as defined by federal and state requirements, accrediting needs, individual and department needs, academic program and service areas' requirements. ConnectND (PeopleSoft) provides a common source of student data, personnel data and financial data for the NDUS and each of the member institutions. Each of the three areas have user groups at the state level made up of member institutions that guide policy, discuss issues and guide appropriate training. Institutional personnel have access to appropriate data through password protected portals and queries can be run or written in order to access information. Common queries that are used to fulfill IPEDS requirements, for instance, are accessible by those with the appropriate access. Queries written by a user at an institution for their specific need may also be shared by making them public. ConnectND has system-level staff that oversee this resource for the state. Access to data is enabled through an application process endorsed by the supervisor and approved by personnel assigned as security officers for specific processes (student records, employee records, and financial data). Through the Student Finance module, students have password protected access to their financial records that provide detailed information on tuition and fees with the ability to make an online payment.

Most other data is selected, managed, and distributed through the Institutional Effectiveness Office which has access to national and state databases, as well as locally collected data from surveys, assessment instruments, reports, and performance indicators. Use of IPED's information, National Student Clearinghouse data, retention data, graduation statistics, survey data, state accountability data are examples of information that is routinely distributed to the appropriate administrative departments, leadership groups, or committees. Centralization of data and distribution through this office provides more accuracy in reporting, as everyone is reviewing and analyzing the same information and using common data for the reports pertinent to their scope of responsibility. Individuals requesting data or development of a query must complete a Data Request Form and send it to the IE Office.

Budget information is distributed through the Administrative Affairs Office. Budget information sheets are distributed to departments and submitted back through the respective Vice Presidents to build the institutional budget. Budget information is regularly reviewed by the President's staff to monitor performance indicators such as tuition, withdrawals, housing, meal plans, waivers, etc.

Student learning data is compiled and summarized into three annual reports by the respective committees: Entry-level, General Education and Assessment. These reports contain recommendations and targets for improvements and guide planning and budgeting. A number of instruments or methods of measurement are used to collect data as identified in each assessment plan. Nationally normed instruments are ordered and distributed through the Institutional Effectiveness Office.

Institutional data is shared by the President in all-campus meetings, through the Accountability and Accomplishment Reports sent to the NDUS, through the AQIP Systems Portfolio and Document Repository, articles in the eTransmitter and communicated through the Leadership Team, Management Team, Department Chairs, etc.

Institutional accreditation data is supplied from the Institutional Effectiveness Office and also assists in providing information for program accreditation. Hobson's CRM was launched in April 2010, a data management tool, used to centralize information, create email tools, create a personalized webpage for every student and run the online application portal for greater efficiency and completion. Hobson's tracks simple usage of the website to very detailed campaign analytics

**7P2 Select, Manage and Use Information and Data To Support Planning Improvement**  
**Addresses Core Component 5D**

At the institutional level, the AQIP Strategy Team has oversight responsibilities for strategic planning. The President and Associate Vice President for Institutional Effectiveness review and determine the appropriate data that will be used in strategic planning. The AQIP team reviews the planning process as well as confirming the data that should be included in the planning session. The information is distributed to a broadly representative group that participates in strategic planning sessions so that they may study it and become familiar with the information prior to the planning session. Typical data includes environmental scanning information, demographic trends, occupational information, survey results, assessment data, and feedback from AQIP Action Projects review. State Board of Higher Education initiatives also contribute to the type of data that is selected, managed, and used to guide improvement efforts. Quality tools are used to prioritize and analyze the data, such as SWOT analysis, nominal group technique, and interrelationship digraph. Results from strategic planning guide establishment of strategic goals. The planning group prioritizes the goal statements, and typically the top five strategic goals are addressed. After the strategic planning session, the AQIP Strategy Team assigns responsibilities for each goal, develops performance indicators and steps necessary to accomplish the goal. From the strategic goals, the Team identifies potential AQIP projects that would benefit from a campus focus for accomplishment of the selected goal.

At the department level, there are other processes in place to monitor planning and improvement. The Distance Education Process Team reviews online practices and policies to ensure they are meeting the needs of students. Constant adjustments are made as needed to registration, billing practices and means of communication. Application and registration reports are distributed regularly to inform enrollment status of programs. Hobson's CRM provides interested and prospective student reports to department chairs so that they may contact students interested in their program.

**7P3 Determining Needs and Priorities**

NDSCS's primary source of student information, data collection, and storage is ConnectND. This is a PeopleSoft product that connects the state offices and NDUS institutions. Primary users groups meet to determine how to query the data, provide reports, and who has access to controlled data through approval channels. Access to this information is determined through identified job responsibilities. Requests for access are approved through security officers at each campus.

The formal process for collecting and disseminating institutional data such as enrollment data, survey results, accountability data, accreditation reports and other data rests with the Institutional Effectiveness Office. The summary reports are widely circulated to the appropriate committees and departments as well as anyone requesting the information. Most requests for data come to this office; if they do not have the data or have access to the data they are referred to the appropriate entity. All data requests are prioritized according to federal and state reporting deadlines, President's requests for data and other institutional needs. A tracking process in place identifies recurring requests, one-time requests, census day data, etc. This process ensures integrity of data and furthers efficiency and effectiveness of data dissemination.

NDSCS uses eFolioWorld to document the [Systems Portfolio](#), provided as a link to the front page of the NDSCS website. The efolio contains a document repository in which current information is stored. Current information is added to the historical data already stored there, so a number of years of information may be found. This provides open and ready access to data and performance

indicators. The library archives paper copies of reports, studies, committee minutes, and other institutional data.

#### **7P4 Analysis of Data at the Institutional Level** **Addresses Core Component 5D**

Key institutional performance indicators are monitored by the President's staff through password-protected Tableau software. Enrollment data and credit generation are updated most frequently, on a daily basis prior to census day. Trends and targets have been established, so it is evident when an indicator is outside the norm. Close monitoring of key indicators also assist in determining success of changes or new initiatives. A rolling power point presentation in the President's conference room graphically represents the status of the key performance indicators. The President's performance appraisal is tied to several of the institution's performance indicators. Also, the President's Annual Report, "[Building on Success](#)," highlights accomplishments and future goals. The President uses this data in various presentations including the State of the Campus Address, budget meetings with legislators, conference committee meetings of the ND Legislature, community presentations, etc.

The AQIP Strategy Team monitors performance of the Strategic Goals and AQIP Action Projects. Those individuals with designated responsibility for goal achievement regularly provide progress reports at AQIP meetings.

The Office of Institutional Effectiveness analyzes and summarizes the majority of institutional data, such as the data that is generated for the accountability measures, survey data, and accreditation information. This information is prepared into a reporting format. Various types of software are used in the analysis process, from Excel and Access, to SAS and SPSS. This information is shared with all appropriate areas, depending on the context of the data: Leadership Team, Management Team, Faculty Senate, Department Chairs, Support Staff Senate, Student Senate, and Advisory Committees. Comparison of national averages, other NDUS institutions, and other benchmarks are discussed and shared with all employees in the areas that are affected.

The Student Success Team, comprised of eighteen members from staff, faculty and administrators, was created in 2012 to monitor student success indicators, set goals for improvement, and develop improvement processes. They have developed three recommendations for 2013 concerning graduation/retention rates, a management system, and at-risk students.

#### **7P5 Criteria and Priorities for Selecting Comparative Data**

The needs and priorities for comparative information are determined and driven by strategic planning, AQIP Action Projects, workforce training needs, grant research, and other economic impact studies. Comparative data are routinely identified and provided using common institutional research methods, usually through the Institutional Effectiveness Office. The criteria and methods for selecting sources of comparative data and information are context specific. Comparisons may be made and variables selected with similar peer institutions or with those considered to be aspirational peers or examples of best practice. IPEDS provides a means to develop unique cohort groups of other higher education institutions for comparison of selected data. As one of 120 best community colleges as identified by the Aspen Prize, key performance information was provided to benchmark against other leading colleges in the nation as well as the top ten finalists. This data was used to compare areas in which NDSCS could improve and in which areas NDSCS excelled. Key indicators are evaluated for relevance to the topic and may include magnitude, ratios, or percentages. Federal

mandates, such as Gainful Employment, and end-of-program assessments in the career and technical programs provide other means of comparative data analysis.

Benchmarking takes place in a number of areas on a continuous basis with two-year colleges nationally and within the NDUS; scores on nationally normed tests, especially those required for certification or licensure; food service survey data for NDSCS compared to national data; and all other surveys nationally normed comparison data. Formal program accreditation reports also provide comparison data.

When a new initiative is undertaken or new information is sought, the college typically searches for “best practice” and conducts research or identifies other institutions that have experience with the subject. Programs are encouraged to find a similar program at another institution to benchmark against.

### **7P6 Alignment of Data with Institutional Goals and Sharing of Data**

Alignment of department data with institutional goals is assured through the process we use for strategic planning as illustrated in Figure 8-1, NDSCS Planning and Reporting Cycle. Every department on campus is responsible for providing action plans that support the strategic goals of the college. As described above, these key strategic goals are driven by SBHE initiatives, strategic planning goals and AQIP Action Projects. They are written and updated every year with results on progress or achievement gathered once a year. The action plans are sent by the respective departments through the appropriate administrative channels, such as Departments to Deans or Directors, to Vice- Presidents. The IE Office combines all department action plans into a [common report](#). This report is used by the President's staff to track support for each goal, how well we are meeting our goals, providing reward and recognition to outstanding accomplishments, and results data summarized into the President's Report. Summative results and analysis is shared campus-wide.

### **7P7 Effectiveness of Information Systems and Related Processes**

A system-wide upgrade in financial, student, and human resources software for the entire NDUS and state government was enacted in 2004, with several revisions since then. ConnectND (PeopleSoft) connects the entire state resources under one database. This data is refreshed nightly. Under ConnectND, security is highly regulated and only those with appropriate password protected access can use the data. This ensures confidentiality of information and FERPA protections. PeopleSoft, FAMIS, Hobson's, and CRM upgrades are determined at the system level and are continuous.

All campus employees have passwords to access e-mail and voicemail. Employees or students needing computer assistance call the ITS Service Desk; these "tickets" for assistance are tracked and prioritized by the ITS Department. Representative users are involved in hardware and software selection and prioritization of technology resources for the campus. NDSCS has a goal to replace faculty and staff computers every three years. A process ensures that the oldest computers are first on the replacement list. Many programs require the use of sophisticated software that is continually updated, such as CAD software. This places additional performance measures of software and hardware compliance.

The ConnectND system supplies monthly newsletters of the effectiveness of the software and staff in supplying needed information. NDUS SITS (System Information Technology Services) staff test



for security and monitors the security of the system network. If data was not refreshed during the evening hours, a notice is sent to the appropriate users. Any outside vendors that supply online forms such as scholarship applications, cultural diversity waivers, etc. secure hosting are vested by SITS staff. All employees were required to fulfill FERPA training in order to get a password to access data through PeopleSoft. Students must sign a FERPA waiver in order for appropriate information to be shared. Confidentiality of data is protected as appropriate, but North Dakota is an open records state, and officially, all public documents are available to the public.

All employees must sign a system [computer and network usage policy](#) that details computer records access procedures, intellectual property rights, and computer user's rights and responsibilities.

TouchNET is a secure payment system used by students and College Outreach. It is password protected and students must authorize users to their account in order to make payments. Faculty and student access to the learning management system (Pearson's LMS) is password protected.

### **7R1 Determining Effectiveness of Measures**

Downtime of the internet system is monitored. The NDUS IT Security Officer supplies NDSCS with reports that identify security attempts or breaches and viruses that attack the system. All security and network access is controlled by services provided by the ITD (network) and SITS (security) and through services provided by contract with ND State University IT Department. System level monitoring, submission of ticket to SITS for downtime or slow processing issues may result in emails to the appropriate listserv to notify the users of network problems. The SITS staff help coordinate registration and fee payment dates among the university system institutions to avoid system overload as much as possible. CRM analytics and reports are pulled manually to track traffic, open and click rates, VIP page usage, in-progress applications, mobile application usage and other website usage data. Pearson's Learning provides monthly reports for online course services.

NDSCS regularly changes or updates the process to collect information; if it is not meeting our needs, a new method is found to collect the appropriate information. It is done continually as data is examined and new requests for information are received. Data requests are tracked through the Institutional Effectiveness Office. Queries are documented and may be one-time or repetitive. Often different departments request the same or similar data.

Satisfaction with access to information, number of computer labs, and use of data is collected through the Campus Quality Survey and the Student Satisfaction Survey.

### **7R2 Evidence the System for Measuring Effectiveness Meets our Needs**

The systems that NDSCS have in place center around a centralized area for institutional data collection and the centralization of student information in ConnectND.

The Campus Quality Survey has a scale that contains nine questions relating to "Measurement and Analysis." As Table 7-1 indicates, the data for 2012 indicates that overall gap score increased from 2010 but is lower than the 2008 gap score. The most positive areas in which NDSCS employees consistently score two questions with very low performance gaps between "how it should be" and "how it is now" are the following questions: "This institution uses state and national data to compare its performance with that of other institutions;" and "This institution continually evaluates and upgrades its processes for collecting data." The questions with gap scores higher than 1.0 and therefore in need of attention are: "This institution analyzes all relevant data before making

decisions,” and “Administrators share information regularly with faculty and staff.” The administration is making an effort to improve transparency of data dissemination and to make clearer the data that is used in decision making.

Scale	How It Should Be	How It Is	Performance Gap	How It Should Be	How It Is	Performance Gap	How It Should Be	How It Is	Performance Gap																		
	2008			2010			2012																				
	NDSCS	Nat'l		NDSCS	Nat'l		NDSCS	Nat'l																			
<b>MEASUREMENT AND ANALYSIS</b>	<b>4.420</b>	<b>4.410</b>		<b>3.378</b>	<b>3.341</b>		<b>1.042</b>	<b>1.069</b>		<b>4.310</b>	<b>4.413</b>		<b>3.589</b>	<b>3.362</b>		<b>0.721</b>	<b>1.051</b>		<b>4.346</b>	<b>4.413</b>		<b>3.487</b>	<b>3.370</b>		<b>0.859</b>	<b>1.043</b>	
It is easy to get information at this institution	4.508	4.543		3.342	3.267		1.166	1.277		4.418	4.545		3.630	3.292		0.788	1.253		4.416	4.543		3.456	3.296		0.960	1.247	
This institution has “user-friendly” computer systems to assist employees and students	4.588	4.555		3.432	3.417		1.156	1.138		4.438	4.554		3.568	3.449		0.870	1.105		4.440	4.552		3.493	3.446		0.947	1.103	
This institution uses state and national data to compare its performance with that of other institutions	4.269	4.202		3.706	3.438		0.563	0.764		4.137	4.208		3.775	3.471		0.363	0.738		4.232	4.211		3.901	3.482		0.331	0.731	
This institution continually evaluates and upgrades its processes for collecting data	4.211	4.259		3.552	3.341		0.660	0.918		4.133	4.267		3.617	3.370		0.517	0.893		4.232	4.268		3.649	3.378		0.583	0.890	
Efforts to improve quality are paying off in this institution	4.433	4.446		3.320	3.440		1.113	1.006		4.380	4.447		3.877	3.476		0.503	0.971		4.367	4.448		3.653	3.486		0.713	0.962	
Employees are encouraged to provide suggestions on ways to improve the workflow	4.488	4.476		3.313	3.187		1.174	1.289		4.374	4.478		3.533	3.203		0.841	1.275		4.358	4.478		3.365	3.209		0.993	1.269	

Administrators share information regularly with faculty and staff	4.490	4.499	3.318	3.270	1.172	1.228	4.335	4.499	3.555	3.293	0.780	1.206	4.401	4.498	3.329	3.302	1.072	1.196
This institution analyzes all relevant data before making decisions	4.414	4.432	3.056	2.981	1.359	1.450	4.330	4.434	3.341	2.997	0.989	1.432	4.364	4.434	3.212	3.005	1.152	1.424
Quality improvement tools and methods are used regularly to solve problems	4.369	4.275	3.369	3.148	1.000	1.126	4.239	4.287	3.406	3.180	0.833	1.107	4.307	4.289	3.320	3.190	0.987	1.099

**Table 7-1 Campus Quality Survey Measurement and Analysis 2008, 2010 and 2012**

NDSCS consistently meets state and federal timelines for reporting requirements. The increased “green” efforts have resulted in more paperless submissions of student applications and other federal forms and employee HR documents. These methods increase efficiency, help prevent fraud, and lower costs due to less postage and manpower to stuff envelopes.

**7R3 Results Comparison with Other Higher Education Institutions**

Evidence for measuring effectiveness is documented in a scale of the Campus Quality Survey. Individual questions within this scale are provided in 7R2, Table 7-1. NDSCS scores favorably in the "Measurement and Analysis" scale. Comparison of scores with other NDUS institutions is no longer available. NDSCS scores are consistently lower than the national comparison. Measuring effectiveness is on a two-year timeline, it is continuous, and systematic.

	NDSCS			NDUS			National		
	2008	2010	2012	2008	2010	2012	2008	2010	2012
Gap	1.04	0.72	0.86	1.03	0.97	NA	1.07	1.05	1.04

**Table 7-2 Campus Quality Survey “Measurement and Analysis” Comparison Scores 2008, 2010 and 2012**

The NDSCS [Financial Review](#) compiled by the North Dakota University System office provides NDSCS scores as well as NDUS comparable scores.

**7I1 Recent Improvements**

ConnectND upgrade was accomplished in the summer of 2009. Because the membership of the Leadership Team effectively supervises all employees, we are using the Leadership Team to convey data and information with the expectation that they share it with those they supervise. This is an addition to the other channels previously in place in order to improve communication between and among departments.

A permanent CIO position was created to implement the technology plan and coordinate technology and a query writer position to support the growing needs for information across all segments of the campus and to be able to pull data from the PeopleSoft system. A data request and tracking system

has been developed in the Institutional Effectiveness Office to track recurring and new requests for data.

A common application form was designed for use across all eleven institutions to assist in common data collection across the NDUS. This will also improve the ability to collect the appropriate data for analysis. Enrollment Services and Registrar's Offices across the NDUS are adopting a customer relationship management system to track students longitudinally. Because most data collection is driven by the NDUS, and external reporting agencies, measuring effectiveness is on a timeline, it is continuous, and systematic.

Access to technology and utilization of technology have been a focus of improvement efforts. Hobson's CRM & AY were implemented to track student usage of the website, interest areas, and application progress. The NDSCS website was re-structured to be based off CMS and will undergo another renovation in the summer of 2013 to include the launch of an intranet. Active directory was also made available. The move to virtual servers instead of physical servers has improved reliability, performance and efficiency. A Tableau dashboard system was developed and implemented to track key performance indicators, survey data, and other institutional data. Offices across campus are making expanded use of Image Now; the Business Office has expanded use of Web Now. Mobile applications are available from the NDSCS website, including Facebook and Twitter. Students are able to click on a program title to see a video presentation of that subject area.

Future improvements include network upgrade, new inventory process for ITS of software and hardware, and a new statewide ticketing system for ITS that will allow reporting and monitoring. A definitive service catalog describing available IT services is currently in development and will be rolled out in 2014. The catalog will serve as a service-level agreement with campus, delineating the functionality provided to the college community and outlining quality of service expectations. This document will provide the foundational document used for IT operational and strategic planning, in compliance with Information Technology Infrastructure Library (ITIL) best practices. A new incident and request management tool, Service-Now, has been implemented at NDSCS. This system provides task assignment and tracking features for all ITS services including Service Desk calls, computer repair, on-site computer support, printer support, equipment and software purchasing. Staff are still being trained to fully utilize the system as part of their day-to-day activities with the goal of using Service-Now logs to generate service metrics and to quantify customer service.

## **712 Culture and Infrastructure Role in Improved Performance Results**

NDSCS has a culture of continuous improvement. It is an expectation that we make improvements or know why improvements did not result. Broad-based representative personnel provide input in selection of targets for improved performance results. System user groups meet on a regular basis and provide input on needed changes or improvements. Stakeholder feedback, review of data requests, industry standards, and mobile activity are monitored by ITS and Marketing Departments to drive change and future improvements. The creation of a comprehensive ITS Plan, additional resources to support data collection and analysis, and further consolidation of data storage within the Office of Institutional Effectiveness will further improve the culture of data supported decision making.

## Category Eight: Planning Continuous Improvement

### Overview

The NDSCS strategic planning process is mature, aligned and fully integrated with other key planning processes of the institution. It occurs on a three-year cycle with cross-functional campus representation. It is a data informed process facilitated by an outside facilitator with expertise in accreditation and continuous improvement. The process used today is a direct result of a former AQIP Action Project, "Strategic Planning Process and Plan."

Strategic goal setting and development of AQIP Action Projects are guided by initiatives set forth by the SBHE and feedback provided by AQIP reviewers along with a comprehensive data analysis that includes environmental scanning, results of survey data, student success data, needs of students, occupational trends, employment data, assessment data, and enrollment trends. A review of past Strategic Goals and AQIP Action Projects is provided and the accomplishments made toward achieving them. Not only does this provide a sense of how much has been accomplished, but also may lead to the next steps in future planning. An intensive day of strategic goal identification, results in a list of prioritized goals for future consideration. The AQIP Strategy Team spends additional time in verifying five strategic goals to address in the next five years, progress steps toward achieving the goal, timelines and performance indicators, establishing short and long-term strategies. Responsibilities are assigned and the AQIP Strategy Team is responsible for overall monitoring and progress assessment. From the Strategic Goals, AQIP Action Projects are identified.

All departments align their planning with the strategic goals and AQIP Action Projects to ensure successful implementation of strategies designed to move the institution forward. These are reviewed annually and adjustments made if necessary. The performance appraisal process includes planned professional development activities to support job performance and strategic goals of the college. Continuous improvement is embedded in how we work. When a process cycle is complete, it is reviewed to determine what worked and what needs to be changed. Specific results of past strategic goals are provided in 8R2. Other evidence that our system is effective is reflected in the perceptions of employees in survey data in four scales related to planning continuous improvement (8R5).

Strategic planning drives the other major planning processes of the college include budgeting, facilities management, assessment, curriculum, and enrollment. These processes are reviewed annually to reflect institutional goals and initiatives.

Future strategic goals identified for 2013-2016 are:

1. Enhance student learning and success.
2. Meet the workforce and educational needs of the Fargo/West Fargo region.
3. Utilize technology to enhance the student's collegiate experience.
4. Develop stronger relationships with K-12 partners with a focus on the southeast region.
5. Secure external resources.

New AQIP Action Projects aligned with these goals are:

1. Assessment of student learning across non-academic areas
2. Increase completion/graduation rates of students taking developmental courses
3. Strengthen relationships with K-12 focused on the southeast region.

## 8P1 Planning Processes

The strategic planning process is the key planning process which drives other planning processes. NDSCS's strategic planning process occurs on a three-year cycle. This is a facilitated strategic planning process by an outside facilitator, using tools such as brainstorming techniques, SWOC analysis, and 10-4 voting. The strategic plan guides the formation and priorities established in other key planning processes, such as budget plan, facility plan, assessment plan, distance education plan, marketing plan, and information technology plan. From the Strategic Plan, 5 goals are identified and 3 AQIP Action Projects. These goals and action projects drive academic and support planning at the department level.

### Strategic Planning Process (Every three years)

- 30-40 Cross-functional campus representation—Faculty, staff, administration  
Inputs for analysis: Assessment data; Enrollment trends; Environmental scanning data (population, occupational trends); survey data from students, alumni, employers, and employees; NDUS Strategic Goals for system institutions; national research (Reclaiming the American Dream, AACC); NDSCS Strategic Goals for 2009-12 with achievement data.
- Identification, prioritization and development of 5 Strategic Goals
- AQIP Strategy Team identifies responsibilities, performance indicators, and timelines for each goal. From the strategic goals, appropriate AQIP Action Projects are identified.
- NDSCS proposed Strategic Goals and AQIP Action Projects are disseminated to campus via Faculty Senate, Support Staff Senate, Student Senate, Leadership Team and Management Team for input. Management Team provides final approval recommendation to the President.

### Budgeting Process (Every two years)

- Fund priorities of Strategic Plan
- Operational planning
- Department budgets

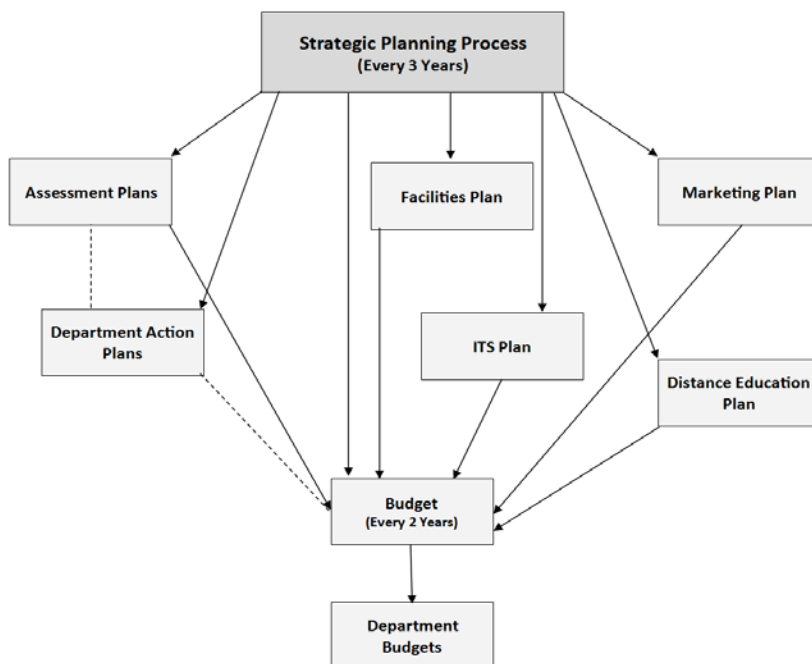


Figure 8-1 Strategic Planning Process

## **8P2 Long and Short-term Strategies**

Strategic planning is accomplished through broad-based stakeholder input that is on a three-year planning cycle. Strategies are based on new initiatives set by the SBHE, feedback provided by the AQIP reviewers, and a comprehensive data analysis that includes environmental scanning, results of survey data, needs of students, occupational trends, demographic trends, assessment data, program review information, etc. NDUS institutions have the flexibility to determine the methods used to meet systems goals that fit their institution, often requiring prioritization and collaboration. Accomplishment of the goals extends throughout the three-year planning cycle; progress steps are identified with performance indicators. This identifies the short- and long-term strategies needed to accomplish the goals. Campus resources, both fiscal and human, are a major consideration in determining what can be accomplished within defined time frames. The strategic planning process directs the development of short and long term strategies since timelines are assigned for each step of the process. Progress toward achieving performance measures are reviewed periodically and ongoing changes made if necessary. Annually, progress toward achieving AQIP Action Projects is formally reviewed and any changes that are needed to be made are addressed and filed with the progress report on the AQIP website. The department planning form specifies timelines, assigns areas of responsibilities, and performance measures. Each department reports their progress toward achieving their action plans in the spring, which ones have been accomplished and to what degree, and which ones will be continued.

## **8P3 Developing Action Plans**

All departments develop [action plans](#), pertinent to their area, that will carry out the strategic goals, targets and AQIP Action Projects over a specified period of time. The process is cyclical: in the fall goals and action plans are developed; in the spring, departments report on the results (progress to date or accomplishments) of their action plans and determine goals and targets for the next year. See 7P6 for a discussion of action planning.

Strategic goals and AQIP Action Projects are assigned by the AQIP Strategy Team to an administrator(s) and/or a committee who has oversight responsibility for ensuring the goal is met according to the established timeline. Progress is reported annually.

NDSCS utilizes the AQIP Strategy Team to review current AQIP Action Projects and develop a list of prioritized future AQIP Action Projects that will assist the college in achieving the strategic goals. As AQIP Action Projects are retired, new action projects are developed from this prioritized list. Once the overall strategic goals and AQIP Action Projects with performance indicators are set, departments determine how they will assist the college in meeting those goals and submit action plans for the year to their appropriate supervisor.

## **8P4 Coordination and Alignment of Planning Processes**

The coordination and alignment of our planning processes is both a top-down and bottom-up process. Strategic goals, objectives, and performance indicators are communicated to the campus. The President reviews the Strategic Plan, goals, and performance objectives through an all-campus meeting as well as meetings with appropriate management committees for planning and integration into their action plans.

Departments develop key action plans that identify means of measurement and timelines that identify how they will support the institution's strategic goals. The action plans are forwarded through



their respective Vice Presidents and then to the Institutional Effectiveness Office for coordination into a summary document. This allows administration to determine level of support for each goal. Figure 8-1 demonstrates the alignment of the planning processes, goals, and action projects across the institution.

Cross-functional committees are responsible for developing, updating, and implementing other planning processes that align with the Strategic Plan. For instance, an annual facilities review process identifies capital needs which feeds into the state budgeting process and results in a state list of prioritized projects. A campus committee reviews extraordinary repair requests from departments, prioritizes them, and funds those given the highest priority. Some campus needs may be driven by risk management, fire marshal, or safety reports.

### **8P5 Selecting Measures and Setting Performance Projections**

Objectives, measures, and performance targets are established through the strategic planning process. The AQIP Strategy Team has oversight responsibility for prioritizing goals, developing steps in the process of goal implementation, establishing measures and performance targets. The measures and performance targets are based on industry standards, peer and aspirational institutional benchmarks, resource availability, economic and demographic trends, state and federal mandates, and historical trends. They are meant to stretch the institution and not be outcomes that would be routinely accomplished. As accomplishments are made, the targets are updated on an annual basis through progress reports submitted by departments, feedback from the AQIP Action Plan review process, SBHE expectations, environmental scanning, economic impact research, and projected enrollments.

### **8P6 Appropriate Resource Needs Addresses Core Component 5A**

Strategic planning, strategic goals and AQIP Action Projects drive the budget and key planning processes as described in 8P1. The mission of the college is the underlying premise of all strategic planning. The institutional budget is a result of legislative process and SBHE priorities, conducted on a biannual basis. Once the budget has been established from the NDUS, the President's staff develop allocation guidelines aligned with the strategic plan and other key planning processes. Budget guidelines are provided by the Administrative Affairs Office to key supervisors responsible for their department budgets. The materials include past budget allocations and guidelines for future allocations including any areas for possible increase or decrease in allocation. For instance, department operational budgets have been on a hold-even basis for the past few years. Budgets originated at the department level are sent to the respective supervisor such as Dean or Director, then forwarded to the Vice-President level. Prioritized lists prepared by the Vice Presidents, are reviewed by the President's staff and finalized by the President. Final budget approvals are communicated back to the faculty and staff through their respective reporting channels and departments. Department budgets are developed annually.

Historical funding, the ability to self-generate, partnership contributions, compliance funding, accreditation requirements, enrollment trends, data collection and priorities established in key planning processes are all considered in determining resource allocation. At times, a resource might be phased in over a period of time, partially funded, or delayed if funds are not available.

Appropriate staff and faculty have password protected access to their assigned accounts in the PeopleSoft Finance module, so that accurate and up-to-date budget information is easily accessible

and budgets can be monitored. The President's staff regularly review the budget status for the institution through information and updates supplied by the Vice President for Administrative Affairs and Chief Financial Officer.

### **8P7 Assess and Address Risk**

Several data points and sources of information are used to assess and address risk. At the strategic planning level, the risk of undertaking a new initiative is weighed against the risk of ignoring it. Discussion of how to neutralize threats or turn them into positives is part of the analysis and prioritization process. Historical data provides trends over time, such as demographic data and enrollment patterns. Depending upon the topic under consideration any combination of several tools is routinely utilized: needs analysis, cost analysis, impact vs. cost, and SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. The new initiative must support the mission of NDSCS. The degree of external support, such as a partnership, or state/ federal support is also taken into consideration. Ultimately, the impact of the initiative is weighed against the risk. Using the SWOT analysis, threats are identified and strategies developed to neutralize the threat or turn the threat into an opportunity. Performance indicators are regularly monitored to determine if appropriate progress is being made. Monitoring performance indicators and budget expenditures minimizes risk occurrence and allows for intervention if necessary.

### **8P8 Ensuring Employee Development**

Developing employee capabilities is built into our reporting structure. For instance, if assessment reports indicate a need for professional development in a particular area, it is entered into the budgeting priority process. The Assessment Committee often offers workshops focused on improving assessment from data collection, data display, methods of data collection, to writing reports. Data from various sources are evaluated and appropriate education opportunities are provided if deemed necessary and funding is approved by the department or professional development committees. The Leadership Academy is a result of a recent AQIP Action Project.

Faculty in career and technical programs are required to obtain state career and technical education certification through a clinical practice process that includes coursework, workshops, and faculty mentoring. Resources have been set aside and grant monies sought to support faculty development in developing online courses and programs. The Technology and Learning Team promotes and supports faculty use of technology in the classroom through workshops and boot campus held during scheduled faculty vacation. The North Dakota Community College Consortium also provides faculty with professional development for the advancement of teaching and learning.

The performance appraisal process includes planned professional development activities to support job performance and strategic goals of the college. Tuition is waived for up to three courses per year at any NDUS institution. Professional development for all employee groups is a line item in the budget, so all employees have access to funding to support changing institutional needs. If it is an institutional training issue, such as training for ConnectND, the training required and resources to support it is determined at the administrative level. Survey data results are also used to identify training needs.

## 8R1 Measures of Effectiveness for Planning Continuous Improvement

NDSCS evaluates progress made toward achieving strategic goals on an annual basis as well as the AQIP Action Projects that support them. Goals are established with performance indicators and timelines, so if appropriate progress has not been made, it is readily ascertained and action taken. If the strategic goals are successful, they will move the institution forward. At the beginning of a new strategic planning cycle, the progress of past goals is reviewed and analyzed. This provides a sense of accomplishment and pride in the gains that have been made. Effectiveness of the planning processes is established through successful accomplishment of the goals. The AQIP Strategy Team reviews past practices and determines if adjustments need to be made in the planning process itself. We have found that if timelines and performance indicators are regularly monitored, evaluated and adjusted, the process provides flexibility for success.

In addition, NDSCS evaluates employee perceptions of its planning processes through several measures contained in the Campus Quality Survey. These measures indicate that the overall planning process is effective. This survey, conducted bi-annually contains four categories that we use to measure effectiveness:

- Strategic Quality Planning
- Quality/Productivity Improvement Results
- Quality Assurance
- Measurement and Analysis

Continuous improvement is embedded in how we work. When a process cycle is complete, it is reviewed to determine what worked and what needs to be changed.

## 8R2 Results for Planning Strategies and Action Plans

NDSCS accomplishments are published annually in the President's annual report, "[Building on Success](#)."

AQIP Action Projects:

1. Establish a Leadership Academy. Performance indicators: Leadership Academy established over a three-year timeline. Participation levels of employees, satisfaction of participants, type and quality of action projects of participants, subsequent interest and number of applicants.
  - Ten employees chosen for first cohort. All are in phase 3 of the Leadership Academy, working on Action Projects. Satisfaction levels high from all participants.
  - New cohort of ten employees chosen October 2013.
2. Improve employer satisfaction with graduate skills with emphasis related to general education outcomes. Performance indicators: Improvement of scores on Employer Survey pertaining to General Skills and Overall Satisfaction. Improvement of student learning as reflected in general education student learning outcomes, particularly CAAP writing and critical thinking scores.
  - Employer Survey results showed improvement in general skills and overall satisfaction. (Please see Table 3-1)
  - CAAP writing scores in 2013 were 59.1 compared to 60.4 in 2012, a slight decrease. CAAP critical thinking scores in 2013 improved slightly from 58.5 in 2012 to 59.1 in 2013.

3. Improve documentation of processes and results. Performance indicators: NDSCS Systems Portfolio Review in 2013 demonstrates improvement, scores on identified questions on Campus Quality Survey remain below 1.00 or improve to less than 1.00.
  - Over 900 processes have been documented and are on record within departments, visually depicted with SmartDraw or in flowchart format.
  - Selected questions on Campus Quality Survey indicated the following improvements:
    - Written procedures clearly define who is responsible for each operation and service.
    - Gap score in 2008, 1.198; 2010, 0.972; 2012, 0.966
    - This institution continually evaluates and upgrades its processes for collecting data. Gap score in 2008, 0.660; 2010, 0.517; 2012, 0.583
    - Each department or work unit has written, up-to-date service expectations. Gap score in 2008, 1.236; 2010, 0.792; 2012, 1.027
    - Processes for selecting, orienting, training, empowering and recognizing employees are carefully planned. Gap score in 2008, 1.189; 2010, 1.000; 2012, 1.081
  
4. Employer Engagement: From better to best. Two colleges collaborative approach. This was a DQP project in collaboration with Alexandria Technical and Community College in Phase One. Performance indicators: Assessment of DQP by employers (identify gaps and alignment with expectations for AAS graduates), changes or improvements needed in curriculums, validation of DQP instrument.
  - Employers from five occupational areas were invited to a focus group to review DQP and provide feedback.
  - Faculty from five corresponding programs analyzed employer feedback and DQP in alignment with present curriculum and assessment methods.
  - Feedback provided to HLC on the DQP framework and recommendations.

### **8R3 Performance Projections 2013-2016**

1. Enhance student learning and success.  
Performance indicator:
  - Student graduation and retention rates are improved.  
Graduation rate 2012: 52%. Target 56%  
Retention rate 2012: 62%. Target 76%
  - Student performance on nationally recognized exams is sustained or improved.  
10 of 11 programs meet or exceed national norms
  - Student performance on licensure/certification pass rates for first time testers is sustained or improved  
8 of 8 programs meet or exceed national pass rates
  - Alumni survey demonstrates satisfaction with student preparation  
88.9% responded “adequate to exceptionally well” Target: Sustained
  - Sustain employer satisfaction with graduate skills  
2012 survey: 4.02 on 5 point scale
  - Inter-departmental communication is improved  
2012 CQS Survey: 1.593 NDSCS, 1.545 National Target: National Norm
  
2. Meet the workforce and educational needs of the Fargo/West Fargo region.  
Performance indicator:
  - Increase numbers of technically skilled individuals entering the workforce.

- Spring 2012: 512 graduates in CTE programs (224 took jobs in ND);  
69 in 2012 took jobs in Cass County. Target: 14% increase, 575 CTE graduates
  - Increase numbers of transfer students  
Fall 2012: 94 students transferred within NDUS. Target: 5% increase
  - Increase numbers of employers/employees served by workforce training  
2012: 643 employers, 3998 employees.  
(192 employers, 915 employees from Cass County)  
Target: 10% increase of employers
  - Employers are satisfied with employee skills and abilities  
2012: 99% workforce training satisfaction Target: Sustained
3. Utilize technology to enhance the student's collegiate experience.
- Increase number of virtual academic support services available to students from:
    - Library resources
    - Online tutor—SMARTTHINKING
    - (Learning Management System) eCompanion
    - Mobile Apps and Social Media
  - Increase number of virtual support services available to students  
Infrastructure exists, but not widely used. No documented data.
  - Increase student access to virtual learning experiences  
Track number of additional faculty using LMS  
Number of new learning objects developed  
Number of Programs that added simulations, instructional videos or instructional
4. Develop stronger relationships with K-12 partners with a focus on the southeast region.  
Performance indicator:
- Increase number of high school graduates enrolling at NDSCS-Wahpeton directly out of high school with a focus on the southeast region.  
Fall 2012: 815 FTFT, 60FTPT.  
263 FTFT, 18 FTPT, SE Region—  
Those ONLY taking class in Wahpeton: 175 FT, 3 PT.  
Those taking at least 1 class in Wahpeton: 207 FT, 3 PT.  
Target: 14% increase
  - Increase numbers of students who are ready for college level courses  
Fall 2012: 1,886 full and part time entering students. 1,002 tested into at least one developmental class. English: 479. Reading: 584. Math: 640.  
Target: decrease 5%
  - Increase matriculation rate of NDSCS dual credit students from part-time to full-time.  
Fall 2011: 791 Dual Credit students. 571 graduated in 2012 and 49 enrolled at NDSCS Fall 2012.  
Target: 3% increase
5. Secure external resources.  
Performance indicator:
- Secure additional state/federal funding  
2012-13: State \$508,234.00; Federal \$1,194,849.00. (Grants)  
Target: 5% increase
  - Increase amount of auxiliary funds (excludes state appropriated or tuition)  
2012-13: \$2,477,248  
Target: 5% increase
  - Increase the number of educational and other college partnerships

As of 2013: 15 college partnerships.

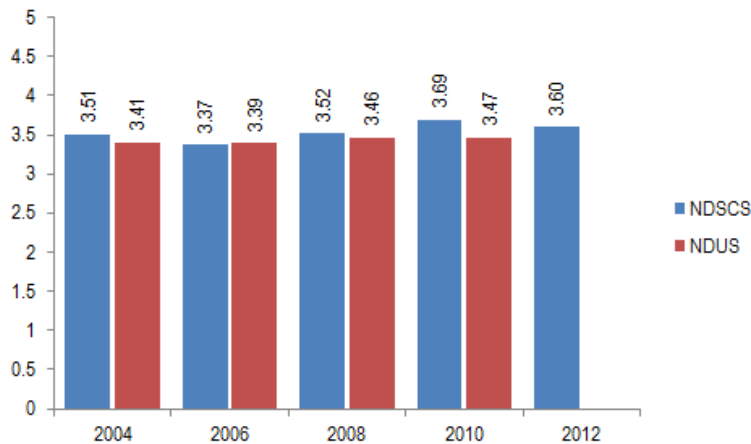
Target: 3

- Sustain financial ratios as reported by NDUS and HLC  
 NDUS: Healthy financial status. HLC: 3.4 Composite Financial Indicator.  
 (1.1-10 is the range, 1.0 or lower triggers review)
- Increase business and industry contributions  
 \$9.8 million  
 Target: 0.5 million increase

**8R4 Comparison of Performance Projections**

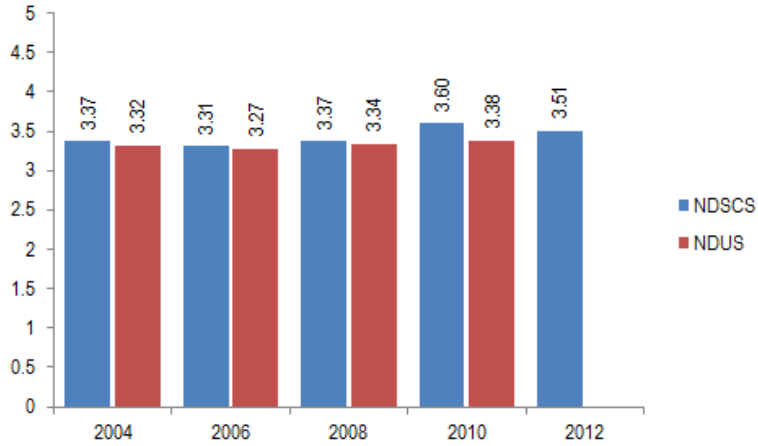
Some of the performance projections are internal improvements from which NDSCS compares year to year trends, in areas such as meeting workforce needs, capture rate of ND high school students, and funding sources. In other areas of performance projections, NDSCS can compare its data to state and national benchmarks through the Campus Quality Survey, Employer Survey, and Student Satisfaction Survey.

For the past two years, the NDUS has not funded the statewide collection of survey data, so we have lost the ability to compare data within the state. NDSCS is consistently achieving at high levels in student learning and demonstrating proactive planning that aligns with business and industry needs, the demographics of ND, and improving accessibility of programming to North Dakota citizens. The Figures below demonstrate data from the Campus Quality Survey that provides employee perceptions of how well the NDSCS planning processes and measurement processes are working. As mentioned before, we no longer have NDUS data for comparability. The scores show a slight decline from the previous distribution, however, they are well within the range of scores over the last ten years or five distributions of the survey.



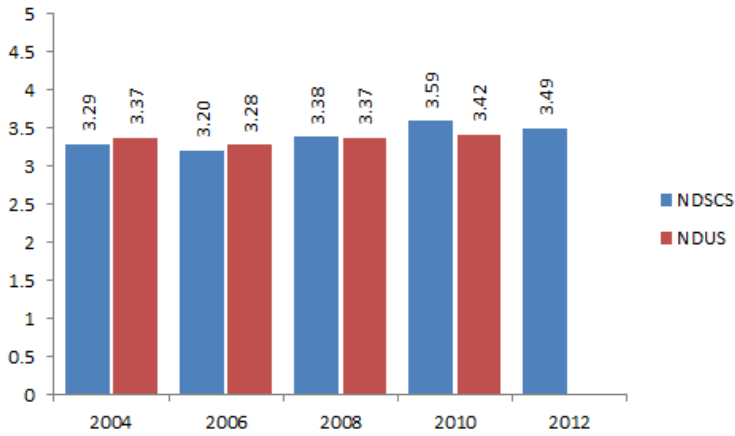
*\*Data for 2012 not available for NDUS*

**Figure 8-2 Campus Quality Survey, "Strategic Quality Planning**



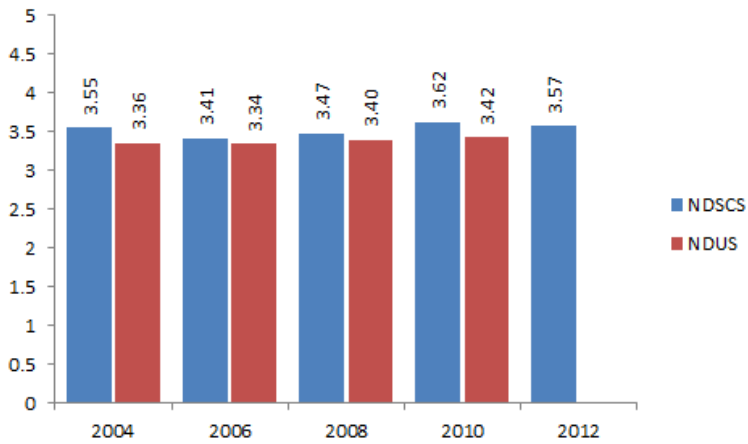
\*Data for 2012 not available for NDUS

**Figure 8-3 Campus Quality Survey, "Quality and Productivity Results"**



\*Data for 2012 not available for NDUS

**Figure 8-4 Campus Quality Survey, "Measurement and Analysis"**



\*Data for 2012 not available for NDUS

**Figure 8-5 Campus Quality Survey, "Quality Assurance"**



## **8R5 Results of Planning Effectiveness**

Evidence that our system for Planning Continuous Improvement is effective is reflected in the accomplishments made through the achievement of our strategic goals and AQIP Action Projects as reported in 8R2. Budget planning reflects our strategic initiatives. Legislative testimony resulted in an additional 12.1 million for FY 13-15. Progress toward achieving our strategic goals is monitored and reviewed on a continuous basis. The strategic planning session is facilitated by an outside expert with a background in AQIP and Peer Review, who assists in the planning process and development of the strategic planning agenda. What worked well in the past and what areas need improvement are evaluated from past sessions and adjustments made as necessary.

Qualitative data reflected in [Figures 8-2, 8-3, 8-4, and 8-5](#), demonstrate NDSCS scores in four scales of the Campus Quality Survey related to employee perceptions of the effectiveness in planning continuous improvement. The Campus Quality Survey comparison data for the past five years of distributions demonstrate stable scores of “how it is now” and overall higher scores than the NDUS averages for four of the distributions.

## **8I1 Recent Improvements**

The strategic planning process is systematic and comprehensive with representation from across campus. All departments have input and align their planning with institutional planning. At the conclusion of a strategic planning cycle, an analysis is conducted to determine degree of progress toward goal accomplishment. We ask how it went and what we can do to improve. Since this plan was implemented, we track successful projects and outcomes by the strategies identified during the strategic planning process. As a result of our strategic planning, examples of improvements are as follows: a new marketing campaign was implemented, a technology plan was developed and implemented, a Leadership Academy Developed and implemented, 900 processes have been documented, and the Lumina Foundation's Degree Qualifications Profile was examined in relationship to the AAS, employer expectations and NDSCS curriculum in 5 selected programs.

## **8I2 Culture and Infrastructure Role in Improved Performance Results**

NDSCS supports a culture of continuous improvement. Our strategic planning process is inclusive, fully aligned and moving toward full integration. NDSCS uses the AQIP Strategy Team to determine performance indicators for the strategic goals and monitor and report progress toward achievement of goals. The makeup of the AQIP Strategy Team, Leadership Team, and Management Team are people with a vested interest in success. Data that is collected is as transparent as possible and input is invited and encouraged. Data is examined continually and ways to improve is an expectation. When a decision is made, employees now ask what data was used to support the process and outcome. All planning processes are on a timeline which ensures the process is continuous. New targets for 2013-2016 have been identified in 8R3.

## Category Nine: Building Collaborative Relationships

### Overview

Building collaborative relationships is vital to the health of NDSCS, to its students, and to programming. Collaborative relationships provide students with current curriculum, the latest technology, the newest equipment, and opportunities for job placement. NDSCS works closely with business and industry to supply employees that will meet or exceed their entry-level job requirements. NDSCS has developed mutually beneficial partnerships with several businesses and industries that have resulted in millions of dollars of donations and professional development opportunities for faculty and students. Past and present strategic goals have focused on the development of new partnerships as one of the methods to achieve new revenue generating sources.

NDSCS has focused on better communication through our marketing campaign (a prior AQIP Action Project) with high schools including counselors, students, and parents to inform them of the opportunities provided through a two-year associate degree and the amount of preparation required in order to be successful in their chosen career. A new strategic goal for 2013-16, “develop stronger relationships with K-12 partners with a focus on the southeast region” has been identified to increase the number of high school students who enroll directly from high school, increase matriculation rate of dual credit students, and increase the number of students who are ready for college-level courses.

NDSCS has collaborative relationships with other postsecondary institutions to provide easy transition from an associate degree to a bachelor’s degree that benefits both students and faculty. The institution has had several collaborative relationships with NDSU to share administrative personnel and expertise in areas of technology and human resources. Currently, NDSCS provides developmental education to students who do not meet NDSU’s admission standards, under a program called “Pathway.” In the fall of 2013, NDSCS began offering welding courses through interactive video to students enrolled in ND tribal colleges.

Collaborative relationships with the community have recently resulted in renovation of the track and football stadium, construction of a new fire hall, creation of a small business development center on our campus, partnership for on-campus daycare, upgrade of the dental facility/equipment and plans for a senior living center on-campus.

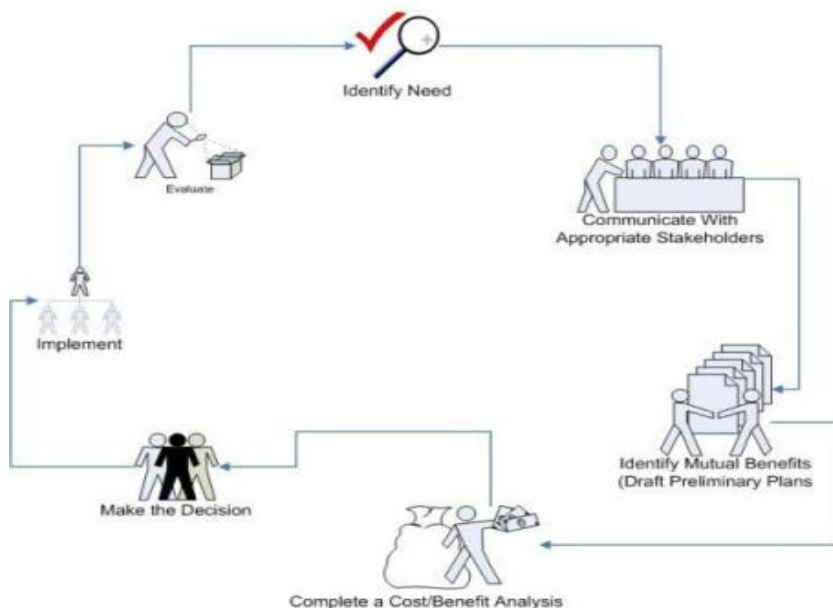
The creation of a Grants Director position has enabled the college to apply for and receive a number of grants that support institutional priorities and provide supplemental funds along with the partnership development (9R2).

The processes used in this category are systematic and in most cases aligned or becoming aligned, depending upon the maturity of the collaborative relationship. The process to create, prioritize and build collaborative relationships is the same for all types of relationships. All academic programs have been challenged to develop one industry or business collaboration or partnership by 2019. The Alumni Foundation Director is assisting programs with this goal by implementing a CRM to track potential partners and contacts for every program. As a result of a new strategic goal: Develop stronger relationships with K-12 with a focus on the southeast region, new articulation agreements will be developed.

## 9P1 Create, Prioritize, and Build Relationships with Secondary Institutions

NDSCS builds relationships through frequent communication and contact with educational institutions; we are always looking for ways to serve students and make our programs more accessible to them. The strategic planning process guides specific prioritizes. A new strategic goal for 2013-26 is to "Develop stronger relationships with K-12 partners with a focus on the southeast region (of ND). Therefore, a focus of relationship building in this area will be in the southeast region of North Dakota for the next three years.

The process that is used to create and build all new relationships is common to relationships of any type (Figure 9-1) and is the process used for 9P1-9P5.



**Figure 9-1 NDSCS's Model for Creating, Building & Prioritizing Relationships**

Once the need is identified, appropriate stakeholders and mutual benefits are identified; a cost/benefit analysis or program enhancement matrix is developed and the decision is made whether to go forward with the relationship. If approved, implementation is the next step, as well as a built-in evaluation process to determine its usefulness to both parties. It needs to be mutually beneficial and build on the strengths and needs of the respective organizations. This model works for all relationships; however they are context specific, for instance, some may have no cost, so the process is used as appropriate to the specific relationship. It requires extensive communication among all stakeholders. NDSCS prioritizes partnerships based on their fit with our mission, vision, and values. If it is a formal contractual relationship, the contract is reviewed and approved by NDUS legal staff.

NDSCS creates relationships with educational institutions and other organizations through:

- Interaction with local school district and state administrators and staff
- State and local educational councils
- Recruiting
- Articulation agreements
- Career fairs
- Secondary and post-secondary relationships
- Job Service/Vocational Rehabilitation
- Industry connections, trade organizations, Economic Development, Chamber of Commerce

The new Enrollment Plan has three major goals for recruitment, retention, and on-campus living. It identifies target markets and geographic areas in which to recruit students, develop strategies to improve retention and student success and maximize student participation in residential life. NDSCS works with area high schools to meet their needs in dual credit courses and vocational courses. An Early College Program enables high school students to complete one year of an associate degree prior to high school graduation and come to campus as a sophomore. Students from area high schools in both states are bussed to campus to take classes in Architectural Drafting and Automotive.

### **9P2 Create, Prioritize, and Build Relationships with Postsecondary Institutions and Employers**

NDSCS builds relationships with educational institutions and employers in the same process described in 9P1 through specific communication with:

- Advisory Committees
- Co-op/Internships
- Industry Representatives
- Trade and Service Organizations
- State and regional postsecondary institutions including NDUS institutions
- Professional relationships for networking.

We also seek collaborative relationships with other institutions of higher education, developing transfer agreements and capitalizing on NDSCS programming strengths. We communicate one-on-one, utilize existing relationships and developing new communication channels as the need arises. For example, NDSCS has a strong Academic Service Center. The Pathway program was jointly developed with NDSU to provide developmental and college level courses to students who do not meet their entrance requirements. After successful completion of a prescribed course of study, 30 transferable credits, and 2.5 GPA they are admitted to NDSU. Welding courses are offered over the IVN network to ND tribal colleges.

In creating and prioritizing relationships with employers there are many factors that are reviewed including: fit with our mission and present programming, service to the stakeholders of ND, capacity of the institution in both physical and human resources, and need. Partnerships with employers are vital to the success of our students. In some cases partnerships provide state-of-the art equipment and curriculum, such as in our John Deere program, Caterpillar program and in the precision machining program partnership with Haas. Students may be identified and recruited by business and industry or be employees that need to update their skills or attain a degree. These relationships provide benefits to students in paid tuition or tool reimbursement, an opportunity for a paid internship or employment following graduation. Employers from career and technical programs provide clinical, internship, and co-op experiences for students.

A NDUS initiative, "Pathways to Success" is guiding collaborative relationships between two-year institutions and four-year institutions in the state to provide developmental coursework for students who apply and do not meet admission standards.

### **9P3 Create, Prioritize, and Build Relationships with Service Providers**

NDSCS creates, builds, and prioritizes relationships with the following organizations (see Figure 9-1) that provide services to NDSCS students:

- Community support agencies (crisis center, women's shelter) that receive a direct referral from our counselors
- Clinics (students may be referred from campus nurse)
- Local military units provide climbing wall for Agawasia Day and recruiting opportunities
- Churches provide Ministerial Association provide programming and activities
- Service clubs
- Job Service
- Wahpeton Police Department works with Campus Police to provide security
- On-campus daycare

NDSCS uses the College Student Inventory which in part identifies the needs of students. We use this information to provide the resources or link the students to the resources identified. Use of this instrument gives us information that is pertinent to each class of students. NDSCS has ties between campus services and related community services; in turn NDSCS is a resource to the community. NDSCS sponsors social and business networking to promote a sense of community and involves community businesses and other entities to campus to expose students to resources within the community. Orientation and Welcome Week incorporates the business community for student to learn the resources the community provides. The Wahpeton-Breckenridge Ministerial Association sponsors "pizza night" during orientation to acquaint students with the area churches. Several national organizations with a presence on campus are directly tied to students in specific programs, such as the National Home Builders Association, DECA, and Professional Land Surveyors. The Campus Activities Board and Diversity Council bring community resources to campus to support extra-curricular programming.

#### **9P4 Relationships with Organizations that Supply Services and Materials**

NDSCS utilizes standard business processes for ongoing services, supplies and equipment. State guidelines and policy guide when the bidding process or RFP process is used. A bidding process was used to determine the vendor chosen to run the college bookstore.

NDSCS receives numerous small and large donations of supplies from business and industry as a result of personal relationships and ties with respective industries and faculty/department relationships. In-kind donations are tracked by the Alumni Foundation Office. Tools used in lab instruction follow state and campus guidelines through the purchasing department to assure the best quality tool and customer service for students. The Alumni Foundation Office works with academic programs and support areas to develop and build relationships with other organizations and community resources.

#### **9P5 Create, Prioritize, and Build Relationships with Other Organizations**

NDSCS builds relationships with education associations, external agencies, consortia partners, and the general community through:

- SkillsUSA – host state conference every two years
- ATEA – Regional conference (seven state region)
- Boys State
- External Agencies (Legislative bodies)
- Host NDCCC (ND Community College Consortia)
- Service Organizations & Chamber of Commerce
- Active Foundation/Alumni Board
- United Way (Richland/Wilkin)

These relationships are prioritized and built based on previous mentioned factors, but they must fit the mission of the institution and provide mutual benefits to both parties. Many administrators, faculty and staff are members of local, state, and national associations and organizations for the purpose of building relationships and sharing ideas. The college strongly supports active participation in these associations and organizations by financially backing membership and travel to meetings and events.

916 Consortium (greater Minneapolis metropolitan area) is a consortium of high schools who send counselor to visit campus to gain awareness of career and technical program offerings that NDSCS provides. The North Dakota SE Region Career and Technical Education Center is located in Wahpeton and provides agreements with area high schools to gain courses in vocational areas during their high school day. The South East Educational Cooperative (SEEC) consists of 43 high schools in southeast North Dakota provides a collaborative infrastructure to support schools in areas such as technology, grant writing, and expanded opportunities in professional development.

### **9P6 Ensuring Needs Are Met**

These relationships are evaluated through an ongoing process to determine if students' needs are being met, that there continues to be mutual benefits to the partner, as well as to the college, and that frequent and open conversations are held concerning partnership initiatives meeting the The relationships are extremely varied in scope and in purpose. Measures that are used include:

- Grants awarded
- Transfer rates
- Enrollment by high school, dual credit enrollment, high school to NDSCS enrollment
- Number of partnerships, value of donations, grant receipts, facilities usage, etc.
- Number of students in internships/co-ops
- Level of satisfaction of employers and alumni
- Non-credit enrollment, workforce training in SE region
- Placement report

needs of the institution. Active feedback acquired through the Advisory Committee structure, one-on-one relationships with partners, and survey instruments provide ongoing information to ensure that varying needs are being met.

Formal partnerships have criteria built into the partnership documentation that both parties have mutually agreed upon. Since most NDSCS partnerships are program related, the programs in conjunction with academic administration, evaluate the partnerships on an annual basis. Accreditation guidelines impact the partnership relationship in some programs. Other contractual relationships are renewed and evaluated on a continual basis that is more informal. If the requirements for the collaboration are met or no longer needed, the partnership dissolves.

For some of the most significant partnerships, such as John Deere and Caterpillar, regular national or international meetings are attended by NDSCS administrators including the president, vice-president and dean. The partners outline future needs and changes in the industry and college administrators review status of the program, and any current and upcoming challenges.

The Alumni Foundation Office has taken an active role with academic programs to provide guidelines to develop relationships and track contributions of business and industry.

**9P7 Creating and Building Relationships within NDSCS**

Relationships are created and built within NDSCS through the organizational and committee structure of the institution that supports the daily operation of the college and the communication processes. The Leadership Team consisting of the President, Vice-Presidents, Deans, Directors and Department Chairs, was created to build relationships between departments and improve communication across departments. Numerous communication methods such as all-campus meetings keep everyone informed of current issues and important events. Department and divisional meetings occur on a regular basis. Legislative updates, College Review (alumni newsletter), e-mail, and eTransmitter build relationships by keeping everyone informed. Technology is used whenever feasible to bring people together and facilitate collaboration and communication.

Celebration and having fun are also an integral part of creating and building relationships for all stakeholders. The College has developed a Reward and Recognition Process for employees that celebrate achievements in relation to our strategic goals. We celebrate Homecoming with Family Day, alumni, and athletic banquets; we hold Agawasia Day for students; with the Alumni Association we hold an annual Dreams Auction to sponsor scholarships for students which has become a community social event; (Criterion 1 and 3 provide more detail about stakeholder relationships).

**9R1 Measures of Building Collaborative Relationships**

The relationships are extremely varied in scope and in purpose. Measures that are used include:

- Grants awarded
- Transfer rates
- Enrollment by high school, dual credit enrollment, high school to NDSCS enrollment
- Number of partnerships, value of donations, grant receipts, facilities usage, etc.
- Number of students in internships/co-ops
- Level of satisfaction of employers and alumni
- Non-credit enrollment, workforce training in SE region
- Placement report

**9R2 Results in Building Collaborative Relationships**

Partnerships contributed \$8.4 million to NDSCS programs in 2012. The reality is that many programs would not be offered without the assistance of partnerships that often provide very expensive current equipment or supplies for students to use in the lab setting. Due to the continuing financial challenge of offering high-cost, high-tech programs, NDSCS has an increased effort to find and develop new industry partners for existing academic programs and new programs needed in emerging fields. NDSCS also has an increased emphasis on grants development and management as a method of supporting other institutional priorities.

<b>Grant Title</b>	<b>Source</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>	<b>2009-10</b>	<b>2008-09</b>
ARRA - Energy Efficiency Improvement Program	Federal				\$243,000	
ARRA - Energy Efficiency Improvement Program II	Federal			\$397,109		
ARRA - Nursing Department	Federal				\$34,545	



City of Fargo Block Grant (HUD/Skills Development Project)	Federal		\$10,000			
Homeland Security Grants	Federal		\$1,500	\$1,878		
MNREM (US DOL ETA Subaward)	Federal				\$76,500	
<b>Grant Title</b>	<b>Source</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>	<b>2009-10</b>	<b>2008-09</b>
Nanolink Grant - NSF	Federal		\$64,000	\$107,646	\$110,852	\$113,165
Nanoscience - Red River Valley Research Corridor	Federal				\$10,500	
Nanoscience Applied Science Lab (NASL)	Federal					\$351,000
Nanoscience Applied Science Lab (NASL) II	Federal				\$356,250	
Nanoscience II	Federal					\$957,967
Nanoscience III	Federal				\$951,000	
ND Farm Management Education	Federal	\$8,400				
NSF - NASA Grants (subaward under UND)	Federal		\$10,000	\$10,000	\$10,000	
NSF - STEM Grant (600,000 over 5 years)	Federal			\$600,000		
NSF Mentor Connect	Federal	\$1,200				
NSF Tues Grant (STEM Education)	Federal	\$191,824				
Title III (5-year \$1.825 Million)	Federal					\$365,000
UND - NSF (\$50,000 over 3 years 2010-2013) Pre Engineering	Federal	\$16,417	\$16,666	\$16,917		
UNM Manufacturing Engineering -NSF	Federal	\$79,778				
USDA Nano	Federal				\$278,700	
Weld-Ed NSF	Federal			\$42,076	\$30,287	\$29,202
Weld-ED NSF II	Federal	\$16,189	\$23,132			
AT&T	Foundation	\$5,000				
Camille and Henry Dreyfuss Foundation, Inc.	Foundation					\$5,000
Caterpillar Dealer Excellence	Foundation	\$20,500				
Dakota Medical Foundation - Nursing Faculty Tuition to Masters	Foundation		\$5,000		\$4,800	\$6,000
Dakota Medical Foundation (Dental)	Foundation		\$10,000			
Delta Dental of MN (Dental)	Foundation		\$5,000			
Girls Collaboration	Foundation		\$10,000			

NCWIT Great Plains	Foundation	\$2,000				
NISE Mini Grant (NISE Network w/funding from NSF)	Foundation		\$3,000			
Otter Tail Power Company (Mechatronics)	Foundation		\$5,000			
<b>Grant Title</b>	<b>Source</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>	<b>2009-10</b>	<b>2008-09</b>
Otto Bremer Foundation (Dental)	Foundation		\$120,000			
Sam's Club Fargo (Dental)	Foundation		\$1,000			
STTC (Otto Bremer Foundation)	Foundation		\$30,000	\$30,000	\$30,000	\$30,000
Wal-Mart - Daycare	Foundation	\$850				
Wal-Mart Wahpeton (Dental)	Foundation		\$1,000			
Career & Tech Ed Enhancement Grant	State		\$30,000	\$30,000	\$30,000	\$30,000
CTE Career Resource Coordinator	State	\$75,000				
CTE Grant - Dental Hygiene Program Enhancement	State	\$20,000				
CTE Grant - Diesel Tech Program Enhancement	State	\$40,000				
CTE Grant - Mems the Word	State	\$30,000				
CTE Grant - Preparing Students for Nontraditional Fields	State	\$35,000				
CTE Grant Workforce Training	State	\$585,534				
CTE Grants - Guess Again & Guess What	State	\$27,000				
Lutheran Social Services DHS Skills Development Project	State	\$16,000	\$18,000			
ND DOT - Alcohol	State			\$2,200		
ND DOT - Click It	State	\$1,500	\$1,500	\$2,300		
ND Nursing Consortium Agreement	State		\$83,234			
ND Partners in Prevention (PIP)	State		\$6,000	\$6,000		
SBDC	State	\$24,059	\$27,641	\$27,075		
SBHE Special Initiative Pool	State					\$175,000
STEP - ND Trade Office	State	\$7,938				
Workforce Enhancement Grants	State	\$230,000	\$375,000	\$108,000	\$265,000	\$520,000
<b>Grand Total</b>		<b>\$1,204,189</b>	<b>\$1,086,673</b>	<b>\$1,381,201</b>	<b>\$2,431,434</b>	<b>\$2,582,334</b>

*\*Unless otherwise indicated, grant amounts are recorded in the academic year the grant activity was initiated*

**Table 9-1 Grant Summary Report**

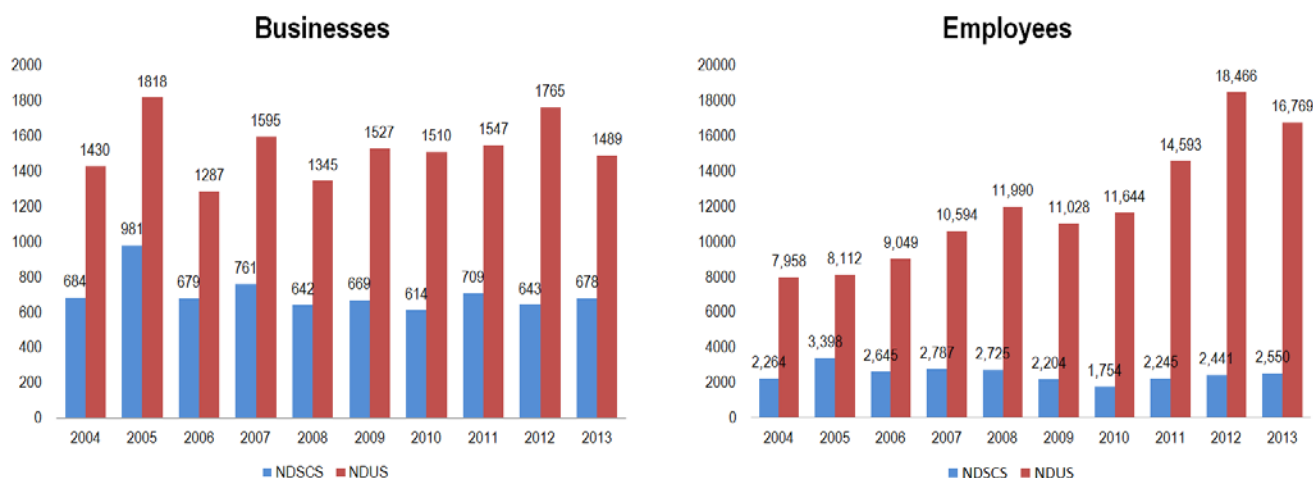
The number of students transferring is available in Table 1-11. 58% of student transfers were to colleges in the Fargo/Moorhead metropolitan area, 44 miles north of Wahpeton. The overwhelming majority of students (49%) who transferred over the time period displayed transferred to NDSU, Fargo; 5% transferred to Minnesota State Community and Technical College (MSCTC), Moorhead, and 4% to Minnesota State University Moorhead (MSUM), Moorhead.

A number of programs require clinical experiences, internships or cooperative education or provide students optional internships or cooperative education. In the 2010-11 academic year, 132 students were placed in cooperative education experiences and in the 2011-12 academic year there were 116 students placed.

Key collaborative relationships continue to grow. New partnerships were developed with Snap-on, Case IH, PPG, FM Ambulance, Emerson Process, Sanford, Blue Cross/Blue Shield. Collaborative relationships among the ND Dental Foundation, Otto Bremer Foundation, NDSCS Alumni Foundation, Patterson Dental, and other dental associations, resulted in nearly 2 million dollars used to renovate the dental lab and provide state-of-the art technology. The creation of the Mechatronics program was funded by multiple business and industry to meet an unmet occupational need. FM Ambulance provides resource support enabling the addition of a Paramedic Program. The Snap-on partnership enables NDSCS to provide students with Snap-on Torque Certification. A new partnership with Case IH provides a second year sub-program specialization in the Diesel program. Results of other collaborative relationships with secondary schools are reflected in the increases seen in the number of high school participating in dual credit (25% in 4 years). Employer satisfaction with NDSCS's students' skills is demonstrated in Table 1-4. Category three specifically highlights the results of student satisfaction data, employer satisfaction, and alumni satisfaction. Workforce training has reported the following unduplicated numbers serving employees and businesses over the past five years:

07/08 – Participants = 2,725, Businesses = 642  
08/09 – Participants = 2,204, Businesses = 669  
09/10 – Participants = 1,754, Businesses = 614  
10/11 – Participants = 2,245, Businesses = 709  
11/12 – Participants = 2,441, Businesses = 643  
12/13 – Participants = 2,550, Businesses = 678

### 9R3 Results Comparison



**Figure 2-1 Workforce Training Comparison**

The number of business, corporate, or organizational donors has increased from 113 in 2010 to 571 in 2012. Grant comparisons to other institutions are not available. However, categories one and three also contain state and national comparison data for the categories listed in 9R1.

### 9I1 Recent Improvements

The impact of building new relationships has been extensive across campus. Communication between departments has improved as documented in the results comparison of the Campus Quality Survey. Workshops for faculty and departments to understand how to build and prioritize relationships were collaboratively developed and delivered by the Grant Director and Alumni Foundation Director. New partnerships were developed as identified in 9R2. The Workforce Enhancement Grants distributed through the ND Department of Commerce are providing needed funds to update programming and equipment in targeted career and technical programs. Alternative energy sources such as solar panels have been added to curriculum in the electrical and HVAC areas. The Snap-on certification impacts nine programs on campus. Future collaboration with the Wahpeton High School will provide a renovated locker room and concession facility at the football/track stadium.

### 9I2 Culture and Infrastructure Role in Improved Performance Results

Building Collaborative Relationships is one of NDSCS strengths. We have a clear process that is comprehensive and systematic used for all types of collaborative relationships. Because they have to be collaborative to be successful, there is broad input and the appropriate stakeholders are involved. If the collaborative relationship is not mutually beneficial or no longer meets the needs of our students and other stakeholders, it is discontinued. All academic programs have been challenged to develop one industry or business collaboration or partnership by 2019. The Alumni Foundation Director is assisting programs with this goal and tracks potential partners and contacts for every program. Continuous improvement is embedded in our culture; the strategic planning requires that performance targets are established and results reported on a regular basis.

## Glossary of Terms and Abbreviations

<b>AAC&amp;U</b>	Association of Community Colleges and Universities
<b>AAH</b>	American Association for Higher Education
<b>AAS</b>	Associate of Applied Science
<b>ACT</b>	American College Testing
<b>AMSTA</b>	Agricultural Machinery Service Technician career program area
<b>AQIP</b>	Academic Quality Improvement Program
<b>ASC</b>	Academic Service Center
<b>ATEA</b>	American Technical Education Association
<b>ATOD</b>	Alcohol, Tobacco, and Other Drugs
<b>CAAP</b>	Collegiate Assessment of Academic Proficiency
<b>CACUBO</b>	Central Association of College and University Business Officers
<b>CCF</b>	Council of College Faculties
<b>CCFSSE</b>	Community College Faculty Survey of Student Engagement
<b>CCSSE</b>	Community College Survey of Student Engagement
<b>CDC</b>	Community Development Corporation
<b>CERT</b>	Community Emergency Response Team
<b>CIO</b>	Chief Information Officer
<b>COMPASS</b>	Computer-adaptive Placement Assessment Support System
<b>ConnectND</b>	...(PeopleSoft Software)
<b>CORE</b>	Alcohol and Other Drugs Survey
<b>CQS</b>	Campus Quality Survey
<b>CRM</b>	Customer Relationship Management
<b>CSI</b>	College Student Inventory
<b>CTE</b>	Career and Technical Education
<b>DACUM</b>	Developing a Curriculum
<b>DASAA</b>	Disability Awareness for Self-Advocacy Association
<b>DECA</b>	Delta Epsilon Chi Association
<b>DQP</b>	Degree Qualification Profile
<b>EMSI</b>	Economic Modeling Specialties
<b>ENGL</b>	English
<b>FAMIS</b>	(Facilities Software)
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>FINDET</b>	Follow-up Information on North Dakota Education and Training
<b>FY</b>	Fiscal Year
<b>FYE</b>	First Year Experience
<b>GED</b>	General Educational Development
<b>GLBT</b>	Gay, Lesbian, Bisexual, and Transgender
<b>GPA</b>	Grade Point Average
<b>HERI</b>	Higher Education Research Institution
<b>HIPAA</b>	Health Information Portability and Accountability Act
<b>HECN</b>	Higher Education Computing Network
<b>HLC</b>	Higher Learning Commission
<b>HR</b>	Human Resources
<b>IE</b>	Institutional Effectiveness

<b>IPEDS</b>	.....	Integrated Post-Secondary Education Data System
<b>IPOD</b>	.....	Informal Professional Opportunities for Development
<b>IT</b>	.....	Information Technology
<b>ITIL</b>	.....	Information Technology Infrastructure Library
<b>ITS</b>	.....	Information Technology Services
<b>IVN</b>	.....	Interactive Video Network
<b>LEAP</b>	.....	Liberal Education and America's Promise
<b>LIFE</b>	.....	Learning, Integrity, Flexibility, and Excellence
<b>LMS</b>	.....	Learning Management Software
<b>MN</b>	.....	Minnesota
<b>NACUBO</b>	.....	National Association of College and University Business Officers
<b>NACUFS</b>	.....	National Association of College and University Food Services
<b>NADE</b>	.....	National Association for Developmental Education
<b>NATEF</b>	.....	National Automotive Technicians Education Foundation
<b>NCLEX-PN</b>	....	National Council Licensure Examination-Practical Nursing
<b>ND</b>	.....	North Dakota
<b>NDCCC</b>	.....	ND Community College Consortia
<b>NDCTE</b>	.....	North Dakota Department of Career and Technical Education
<b>NDSCS</b>	.....	North Dakota State College of Science
<b>NDSU</b>	.....	North Dakota State University
<b>NDUS</b>	.....	North Dakota University System
<b>NIMS</b>	.....	National Incident Management System
<b>No</b>	.....	Number
<b>NOCTI</b>	.....	National Occupational Competency Testing Institute
<b>NOTIFIND</b>	.....	Emergency Notification Software
<b>OMB</b>	.....	Office of Management and Budget
<b>PAS</b>	.....	Post Secondary Agricultural Students Organization
<b>PEAQ</b>	.....	Program to Evaluate and Advance Quality
<b>PSOL</b>	.....	Priorities Survey for Online Learners
<b>RFP</b>	.....	Request for Proposal
<b>SADHA</b>	.....	Student American Dental Hygiene Association
<b>SAS</b>	.....	Statistical Analysis Software
<b>SBHE</b>	.....	State Board of Higher Education
<b>SEEC</b>	.....	Southeast Education Cooperative
<b>SITS</b>	.....	System Information Technology Services
<b>SPN</b>	.....	Student Practical Nursing
<b>SPSS</b>	.....	Statistical Package for the Social Sciences
<b>SRCTC</b>	.....	Southeast Regional Career and Technical Center
<b>SSI</b>	.....	Student Satisfaction Inventory
<b>St Dev.</b>	.....	Standard Deviation
<b>STEM</b>	.....	Science Technology Engineering and Mathematics
<b>STTC</b>	.....	Skills, Technology, and Training Center
<b>SWOT</b>	.....	Strengths, Weaknesses, Opportunities, and Threats.
<b>TAACCT</b>	.....	Trade Adjustment Assistance Community College and Career Training

**UND**.....University of North Dakota  
**USDA** .....United States Department of Agriculture  
**USA**.....United States of America  
**WICHE**.....Western Interstate Commission for Higher Education





## North Dakota State College of Science

### System Appraisal Feedback Report Responses & Updates

In March 2014 NDSCS received the System Appraisal Feedback report (SAFR). The SAFR identified three strategic challenges, paraphrased these were the reviewers' concerns:

- The relationship between NDSCS and the North Dakota University System (NDUS) is not clear, specifically in the areas of autonomy and governance.
- Specific responses in the portfolio addressed the “what” of a process but did not address the “how” of the process.
- Data analysis is inconsistent. Ensure that performance results inform improvements.

Shortly after receiving the SAFR, nine different cross-discipline teams were formed in late March 2014 to review the feedback report by category, develop responses (see following pages), and recommend ‘next steps’ based on the feedback, focusing on the sections that received ‘O’ or ‘OO’. These groups focused on the second strategic challenge - trying to better explain the ‘how’ of the processes. These teams met face-to-face and the membership reached beyond the AQIP Strategy Team to enable feedback and insight from various areas within the College.

Specific action items or ‘next steps’ were also recommend from the nine teams and shared with the AQIP Strategy Team and/or other College departments as appropriate. Below you will find the product of those nine teams.

If there has been a significant update since the nine teams met, it has been addressed in CQR Highlights Report and/or a red ‘Update’ section.

North Dakota State College of Science

Systems Appraisal Feedback - Response to Category 1 O & OO's

Category	Rating	Category Question	Appraisal Feedback	Action	
1	P4b	O	<p>How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?</p>	<p>While it is evident the Institution is trying to create an understanding of diversity within an environment that is not especially diverse, it is not clear what impact the various activities listed have on either enhancing understanding of diversity or creating a more welcoming environment. It would help to have a clearer explanation of the process for designing more responsive programs, what the activities entail and how they deliver their expected (and hopefully assessed) outcomes. The College indicates that the DACUM process (developing a curriculum) is a "common method used by programs to determine business and industry requirements, update curriculum, and offer new areas of study". However, no details regarding this process are provided. It is unclear how the process actually works.</p>	<p><b>Sub-Committee Response/Recommendations:</b>                      The impact of selected activities is included in the annual General Education Assessment Report and is most prevalent in the Social and Cultural Awareness and Wellness Learning Outcomes. With the full development of assessment in the student support areas, there will be further documented evidence of the impact of these activities on student learning. The Diversity Committee collects data on the events its sponsors and works closely with the student government groups to provide responsive programming.</p> <p>DACUM stands for developing a curriculum. It is a widely recognized evaluation process conducted by trained facilitators. NDSCS has a trained facilitator on campus and has also employed a facilitator from a local university. According to the DACUM website "it is a one or two day storyboarding process that provides a picture of what the worker does in terms of duties, tasks, knowledge, skills, traits and in some cases the tools the worker uses. The information is presented in graphic chart form and can include information on critical and frequently performed tasks and the training needs of workers." Subsequent to this review, department faculty review the input in comparison to the existing curriculum and make adjustments as required to meet the identified needs. Program advisory committees review the input and changes before the changes go through the traditional institutional curriculum approval process: Department to Academic Dean to Curriculum Committee to Vice President for Academic and Student Affairs. 1P3 described the process in full.</p>
1	P5	O	<p>How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?</p>	<p>The criteria and selection of students used in the open-admissions process appears to adequately place students in the appropriate level in the curriculum and interest area/major. Preparation required of students for programs, courses, and learning is determined by placement exams, pre-requisite courses, and program requirements. While it is noted that placement requirements were established after researching comparative student</p>	<p><b>Sub-Committee Response/Recommendations:</b>                      The process for placement of students in developmental courses has evolved over the past twenty years, but included an analysis of course requirements in English and mathematics, faculty input, analysis of student success trends, input from ACT on cut scores in relationship to course rigor, peer institution guidelines, and constant monitoring of data to determine degree of success. The policy and guidelines are coordinated through the Entry-level Assessment Committee. Two years ago, the NDUS established common standards across all eleven institutions (with input from the respective colleges) for entry into College English and college-level mathematics courses.</p>

				<p>success in students who took developmental courses from those students who did not, the process is not clear. Furthermore, students may challenge their placement if they are over 25 years of age, with additional exceptions for transfer or foreign students. It is unclear why these groups have different placement guidelines. For example, the portfolio lists a course placement policy, but does not discuss how the policy was developed, the rationale for the cutoff scores listed, or the reasons the policy does not apply to older students.</p>	<p>The policy applies to all students who have not completed their English and mathematics requirements. The policy states that all students may challenge their placement and provides the process for doing so. If ACT scores were used for placement, the COMPASS test may be taken. Students over 25 who do not have either or both English or math requirements met, must take the COMPASS test in order to ascertain their current skill attainment and appropriate placement. Transfer students who have not met the required English and math coursework may submit ACT scores (if they are under 25 years of age) or take the COMPASS test. A link to the full policy was provided.</p>
1	P9	O	<p>How do you detect and address differences in students' learning styles?</p>	<p>Although the College has a course in which learning style differences are discussed, the Institution does not indicate how its faculty identifies the various learning styles within their student bodies and how they deal with these various learning styles. While a majority of faculty use a common framework (LMS) for engaging in professional development with the Teaching and Learning Team, an opportunity exists to expand (require) this of all faculty professional development.</p>	<p><b>Sub-Committee Response/Recommendations:</b>  The Instruction Quality Standard contains the expectation that faculty address various learning styles in their teaching: "Instructors will incorporate a variety of teaching techniques that address students' learning styles." The clinical practice program that is required of all CTE faculty addresses learning styles of students and a comparative teaching techniques. The program assessment plan requires that a variety of direct assessment methods are used to address the various learning styles of students.</p> <p>An opportunity exists to further support learning styles of students by including a workshop for faculty during opening week that addresses teaching techniques aligned with learning styles.</p> <p><b>Update:</b>  The Employee Quality Standards were updated in 2014; that update renamed the 'Instruction' standard to 'Learning' – this update also addressed learning styles "Incorporate learning strategies to meet at variety of learning needs and styles". Also, the FYE 101 course curriculum was updated in Fall 2013 and Fall 2014 in better assist student with identifying their learning styles.</p>
1	P13	O	<p>How do you ensure that your programs and courses are up-to-date and effective?</p>	<p>The Institution states that a modified DACUM process and curriculum review is used for program update. While multiple inputs are incorporated, including transfer and placement rates, assessment reports, and feedback from a variety of internal and external stakeholders, the process by which this information is transformed into program</p>	<p><b>Sub-Committee Response/Recommendations:</b>  Programs are required to meet with their Advisory Committees twice during the academic year. Their input is incorporated into curriculum changes as well as input from faculty professional development experiences, employers and business and industry needs. Change is a continuous process. Assessment plans must be reviewed and updated every 5 years to determine alignment of courses with learning outcomes and if learning outcomes are still relevant.</p> <p>Syllabi are monitored by the Dean's offices and follow up every fall on any</p>

			<p>improvement is not clear. Furthermore, the relationship between the internal process and the third-party evaluation through the North Dakota Department of Career and Technical Education is not clarified. It might be beneficial for NDSCS to discuss the timelines and document the processes for incorporating the feedback received into program updates. The College also indicates that faculty members are expected to update syllabi annually and file a copy in the respective dean's office. It is unclear if this process is monitored and reviewed consistently and there is no discussion of what opportunities for development are provided or encouraged by the Institution. Consequently, it is not clear how faculty stay current in their discipline.</p>	<p>syllabi that have not been updated. It is a requirement.</p> <p>Every 5 years, CTE faculty must submit 120 hours of training to the state office in order to be re-certified. Selected faculty are required to maintain certification for their programs (industry certifications) and some industry partners provide training. Department chairs monitor needed faculty development and performance appraisals provide documentation. Professional development is an expectation and is one of 5 identified areas in faculty position descriptions.</p> <p>There is currently no formal internal program review process. CTE program review occurs every 5 years. NDUS has a formal review requirement it has not been effectively administered for several years due to change and turmoil in NDUS office. This is a process NDSCS needs to work on and is an identified area for improvement.</p> <p><b>Update:</b> The NDSCS Strategy Forum Team recognized the recommendation of the Sub-Committee and chartered the action project "Building Success @ Science" to begin the step of identifying an academic and non-academic program review process. For further explanation, please review the CQR Highlights Report, Section 3.</p>
1	P15	O	<p>How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?</p>	<p>Although the College has a well-established set of survey instruments, it is unclear how and what the College does with the trend results. The listing of the type and success of action plans for improvement would help the readers understand these improvements and the successes NDSCS has achieved. It is also not clear what programs or services are in place to support faculty learning needs. The College has an opportunity to address the learning support needs of faculty.</p> <p><b>Sub-Committee Response/Recommendations:</b> "Departments directly affected get data specific to their area and make changes as necessary." The IE office distributes the results of survey data to the President's staff and respective committees or departments. The President asked all affected departments or committees to formally submit plans of action for improvement in regard to the student satisfaction data as part of a multi-faceted plan to increase student retention.</p> <p>The Instructional Technology Services Department provides learning support to both faculty and students. It supports technology boot camps, and the Technology and Learning team. Their staff includes a Curriculum Specialist that helps faculty develop curriculum and online teaching techniques as well as eCompanion workshops. The ND Community College Consortium provides an annual great teachers' retreat. NDSCS systematical sends department chairs to the National Chair Academy and ATEA conferences. The faculty professional development committee provides funding to faculty as well individual department budgets.</p>

1	R4b	O	<p>What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational institutions and employers)? [1P12, 1R2]</p>	<p>While the College provides comprehensive longitudinal data to support that student performance exceeds national standards in most programs, there are a small number of national examinations (Figure 1-1) on which NDSCS students consistently perform below the national mean. Programs with 29% and 12.5% pass rates suggest that there are specific programs that could benefit from focused improvement efforts. The College uses national trend data to examine national exam pass rates, but does not have a very high response rate for the Noel-Levitz Employer Satisfaction Survey, and results seems rather low. This may not be a fair representation of the business community. The readers would benefit from a more detailed explanation of how the College establishes its job placement data.</p>	<p><b>Sub-Committee Response/Recommendations:</b>  The HVAC program uses a national exam that is intended for professionals in the field and not entry level employees. Since a national exam is required for CTE funding, the program faculty feel this is the best exam available. And that the exam has value in demonstrating to students' future knowledge, skills and abilities needed in the field. The number of students taking the exam is also less than 10.</p> <p>NDSCS does not use response rates of the survey for one year, but also examines trends over time and qualitative remarks and comments. It is useful for making generalizations and to gain insight, but is not used at the program level. In addition, some employers may have several NDSCS graduates employed in different fields and they generally only complete one survey. Advisory committee input and partnerships with business and industry increases the validity of this data.</p> <p>Job placement rates are established through career services. Students fill out information prior to graduation and follow-up and verification is provided by Career Services staff.</p>
1	R6b	O	<p>How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education institutions and, where appropriate, with results of organizations outside of higher education?</p>	<p>There is no evidence listed in the portfolio that NDSCS regularly compares itself to institutions outside of higher education. The College has an opportunity to broaden its benchmark institutions by looking for non-educational organizations. The Institution is encouraged to continue its analysis of the decline in some areas of the CCSSE to determine underlying causes and take appropriate action.</p>	<p><b>Sub-Committee Response/Recommendations:</b>  Selected programs have the ability to compare themselves to professional organizations for instance the American Welding Society / Certified Welding Educator or health programs to area hospitals. Satisfaction levels and amount of professional development could be compared. We are unsure of comparisons that could be made in student learning. Please advise comparable examples and types of organizations outside of higher education.</p>

**Sub-Committee Response/Recommendations:**

**1P18** – In general, this category captures the robust work done in assessing student learning. Work remains to be done in incorporating the student support areas fully into assessment of general education learning outcomes. Also, NDSCS needs to establish a strong program review process independent of the state process, driven by student learning data. This is an identified area for improvement.

**Update:** The action project 'Building Success @ Science' resulting from the 2015 Strategy Forum addresses this area for improvement.

**Sub-Committee Response/Recommendations:**

Many decisions regarding assessment are made at the department level. Autonomy is allowed for instructors/departments to get their jobs done and do them well. This makes systematic processes hard to do. Quality Improvement allows departments to get work done.

Those responsible for this category expanded the answers and provided clarification where necessary and except for the areas identified above, felt the appropriate processes were in place and working well. Empowerment has enabled employees most responsible for solving problems to continuously improve. Data is constantly monitored for outliers from the previous distribution. This is part of our NDSCS culture.

North Dakota State College of Science

Systems Appraisal Feedback - Response to Category 2 O & OO's

Category		Rating	Category Question	Appraisal Feedback	Action
2	P6	O	How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?	NDSCS uses both direct and indirect data to identify the possible need for creation or revision of non-instructional activities. Other than the review of feedback from planned systematic surveys used to inform the Administration of stakeholders needs, it is unclear how information on faculty and staff needs is acquired. The portfolio does not describe the process used to review faculty and staff needs in regard to the adjustment of objectives or processes that support non-instructional objectives. Inclusion of input from faculty and staff would aid in the recognition of needed changes and the success of readjusting objectives and processes.	<p><b>Sub-Committee Response/Recommendations:</b>                      The formal process for incorporating faculty and staff needs occurs through the development of NDSCS Strategic Goals and AQIP Action Project by Department (2P3). Adjustment of these objectives is conducted as needed through communication with the Leadership Team, Management Team, President's Staff weekly meetings, Faculty and Staff Senate meetings, open forums and the President's breakfast meetings. The AQIP Strategy Team regularly checks the progress of the strategic goals and action projects with the established performance indicators and timelines. Adjustments may be made if necessary to the timeline or performance indicators, but not the goals or action projects.</p>

2	R2	O	<p>What are your performance results in accomplishing your other distinctive objectives?</p>	<p>NDSCS provides tabular data (Table 2-1) that illustrates the activities measured and the performance outcomes over a four-year period related to the accomplishment of other distinctive objectives. While the Institution appears to keep detailed statistics on many measures, there is a limited analysis of the relative activities. For example, while the number of grants applied for is provided, information regarding grant type and funding agency are not provided nor is there any discussion of what opportunities or successes the College has experienced as a result of funding. There is a single statement in summary of these results related to the Institution's return on investment. Additional discussion of other results would be helpful in determining the significance of these activities to the Institution and the achievement of its goals.</p>	<p><b>Sub-Committee Response/Recommendations:</b></p> <p>Grants that are applied for align with, support and help accomplish the strategic goals. The resources they provide have enabled the institution to increase the number of scholarships available to students, expanded training in manufacturing areas (welding, mechatronics, precision machining), and auto body, expand program opportunities in the Fargo area. The specific granting agencies and dollar amounts is not currently made public. The new TAACCCT grant is helping build faculty to increase student capacity.</p> <p>The utilization of the Blikre Activities Center is being analyzed. New equipment to help tracking may be needed. It is a facility well used by the community as well as campus events. Community use funds have increased in both rental and memberships.</p> <p>Marketing efforts have enabled the creation of an intranet which employees use and has reduced the need to visit the college website. Other additions (Hobson's) results has increased internal efficiency and improved ability to track usage and target effective marketing practices.</p> <p>Small Businesses development is a new initiative helping to sponsor the growth and development of local communities. This is a shared commitment with the local entities.</p> <p>Foundation- after thorough analysis of activities, donor growth and business sponsor decisions are being made on donor retention and average donation amounts. Additional staff has been hired to help contact additional donors, donor size has grown. Decisions have been made to maximize the state challenge grant activity 2013, 2014 and 2015. More activities are being held to promote alumni participation and donor growth.</p>
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2	R3	O	<p>How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?</p>	<p>Although the College has made efforts to compare their performance results with other parts of the state, there are still opportunities for additional comparison through benchmarking with similar institutions within and outside the state of North Dakota and with organizations outside of higher education. The information provided presents only workforce training delivery (Figure 2-1) as well as satisfaction percentages of participant and employer. It is not clear what type of comparisons or analyses are performed for any of the other data points referenced in 2R2. Additionally, the mechanism(s) and timeframe of employee and employer data collection is also unclear.</p>	<p><b>Sub-Committee Response/Recommendations:</b> Please provide us with examples of comparable data outside of higher education. The Foundation may be able to get national data, (and will check on it) but there is no statewide data available. Some of the data points are competitive (grants) or private (donors and amounts) and institutions are reluctant to share this information.</p> <p>The data displayed for business and employees is gathered by the College Outreach Division as it occurs and cumulated annually. Number of businesses served and a satisfaction with training by the employees who took the training. This data is reported back to the NDUS office.</p>
2	R4	O	<p>How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?</p>	<p>NDSCS suggests that the region it serves benefits from its open door policy of inclusion and that this policy enhances relationships with stakeholders; however, these data and services have not been described as an institutional benefit. It is not clear how the results regarding community involvement presented in Table 2-1 and Figure 2-1 will be used to both enhance the community as well as to strengthen the Institution and assist the Institution in meeting its objectives in distinct and positive ways. Furthermore, while eleven performance results are listed, the data to support these results is not clearly tied to a specific outcome provided and in some cases displays negative trends.</p>	<p><b>Sub-Committee Response/Recommendations:</b> We are unclear what other results are needed. The data in Table 2-1 demonstrate a college that is active in the community and responsive to their needs. The data points are tied to specific department goals and action plans which align and support the institutional goals and action plans. (2P3).</p> <p>The negative results displayed in number of businesses and employees served in 2013 is a direct result of businesses relocating or adding additional locations and employees in western North Dakota in response to the energy 'boom' in the Northwest region of the state. The Northwest region of the state has experienced exponential growth in workforce development.</p>

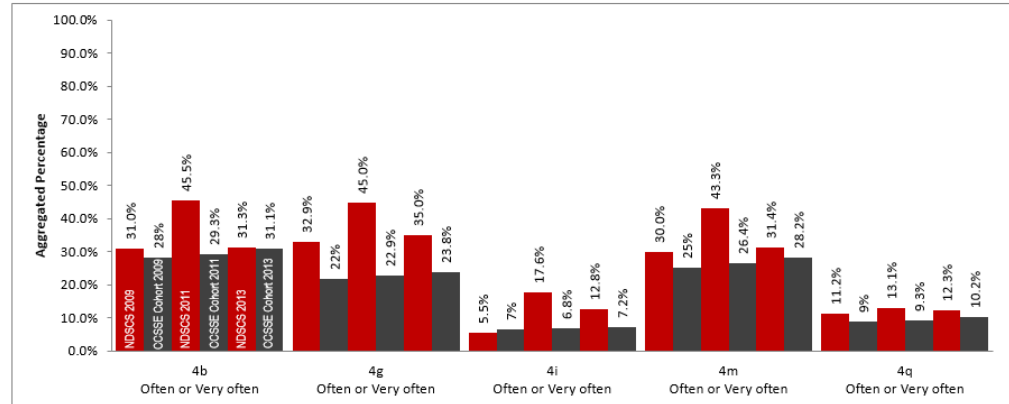
2	12	0	<p>How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?</p>	<p>The College is committed to an institutional approach to improvement in both process and performance outcomes. However, it is unclear how systematic, standardized and comprehensive the quality improvement progress is and what affect a predominantly hierarchical decision-making approach has on both decisions and outcomes. Furthermore, the role of culture and infrastructure on this process is not clearly delineated.</p>	<p><b>Sub-Committee Response/Recommendations:</b>          Although president does set the expectation as referenced previously this is a shared governance institution, the expectation is fine tuned.</p> <p>The strategic planning process is very collaborative, takes place every 3 years and includes participants from across campus.</p> <p>Planning for this category is based on strategic planning. Involves many stakeholders. It is built into the college infrastructure and depends upon a systematic commitment to quality improvement to advance the college.</p>
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North Dakota State College of Science

Systems Appraisal Feedback - Response to Category 3 O & OO's

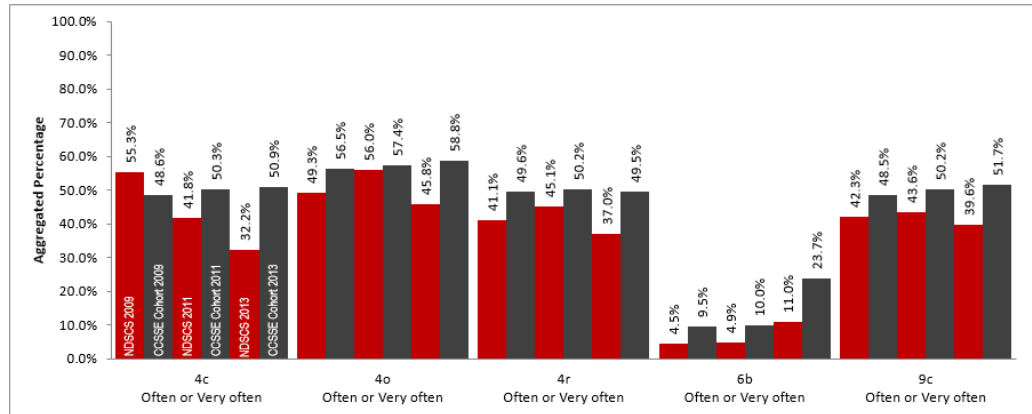
Category	Ratin	Category	Category	Appraisal Feedback	Action
3	P3	OO	How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?	<p>The portfolio did not address this question. The text repeats that found in section 3P2. NDSCS has the opportunity to utilize the information gathered from these multiple points of contact and determine what needs are being reported and how best to meet these needs.</p>	<p><b>Sub-Committee Response/Recommendations:</b>                      This was simply a copy and paste error in creating the pdf document from the electronic portfolio (e-portfolio). If the e-portfolio had been used, it contains the complete response to this question as follows: A major component of the NDSCS mission is to educate and train the ND workforce. In order to appropriately accomplish our mission, it is essential to understand the changing needs of our stakeholders. NDSCS conducts surveys of its stakeholders on a regular schedule of distribution. Data collected from sources cited in 3P2 as well as surveys of employers and alumni, advisory committees, placement and co-op information, meetings with the local Chamber of Commerce and other community service groups, evaluations of programs by Department of Career and Technical Education, and research compiled from EMSI software is used to identify needs, analyze trends, and set future direction. Workforce training needs (non-credit) in the southeast region of North Dakota are responded to by the College Outreach Division that maintains close contact with regional employers.</p> <p>There is an established process for data distribution and analysis that depends upon the data being gathered. However, all survey data is reviewed by the President's staff before it is distributed to the appropriate committee, department, or council. If so indicated, ad hoc teams are often established to address concerns that arise from the data if established groups are not appropriate. Progress and/or action taken is reported back to the President's staff at their weekly meetings. Adjustments are made as needed to appropriately respond to stakeholder needs.</p> <p>As a participant in the HLC/Lumina Foundation Degree Qualification Project (DQP), NDSCS took the profile to a representative sampling of major employers to gain their input on the knowledge, skills and abilities outlined in the DQP in particular relationship to an Associate of Applied Science Degree. This dialog provided great insight into employers' expectations of entry-level technicians in general areas of preparation as well as technical skills. It gave employers as well as faculty an opportunity to focus on education in general in relationship to an associate's degree and not particular program outcomes. Employers welcomed the opportunity to provide input.</p> <p>An area that our data collection has identified is that high school students as well as their parents, counselors and other administrators do not necessarily know much about the opportunities that an associate degree in a technical program can provide. The focus of a new Strategic Goal, "Develop stronger relationships with K-12 partners with a focus on the Southeast Region (of ND)," is intended to foster closer relationships with area high schools, identify student needs, and understand how NDSCS can meet those needs. President Richman is leading the implementation of this goal. NDSCS supports other activities to promote career and technical education in K-12. Career Exploration Days brings junior high level students to campus to experience different programs. In the summer, high school counselors are invited to campus and provided "hands-on" opportunities to experience various careers in areas such as welding, agriculture, manufacturing,</p>

					healthcare, etc. This not only helps counselors understand the wide range of programs available, but the appropriate level of educational preparation that is needed particularly in mathematics and communication skills for students to be successful. Other activities for K-12 students include Math Olympics, Marketplace for Kids, You're Hired Days, and various STEM related events including Wildcat BEST Robotics, GUESS What and GUESS Again, Engineer Your Summer, STEM Kits, and Engineering Lab visits.
3	P6a	0	How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?	The portfolio does not describe the process for complaint analysis from either the institutional perspective nor from the complainant perspective. NDSCS has the opportunity to describe this process from identification of complaint to resolution and trending so that specific areas of dissatisfaction can be identified and plans for change can be implemented. The College has the opportunity to describe who receives the complaints, who compiles the information, who analyzes the trends, and who communicates to students and stakeholders.	<p><b>Sub-Committee Response/Recommendations:</b> The institution does not have a one-stop process that collects and analyzes complaints from all stakeholders. Currently, the nature of the complaint indicates the source of response and appropriate action. Empowerment, as part of continuous improvement has provided employees with the ability to solve problems at the lowest level of implementation.</p> <p>The formal student complaint and grievance process is outlined in the Student Rights Responsibility Guide, contained in the College Catalog and also the college website. This is the formal process for discipline and academic complaints and grievance, including the appeal process. However, it would be ideal to set-up a way to track student complaints and concerns.</p>
3	R3b	0	What are your performance results for building relationships with your students?	It is unclear of the exact relationship of some measures (e.g. graduation and retention) to measuring effectiveness of student relationships. Some of the aggregated outcomes data falls below national benchmark group, supportive of need to address areas of concern. Furthermore, it is difficult to understand the status of student relationship building as no longitudinal information is provided in the analysis.	<p><b>Sub-Committee Response/Recommendations:</b> Research tells us that if students are satisfied with their academic experience they are likely to be retained and/or graduate</p>



Benchmark	Item Number	Item
Active and Collaborative Learning	4b	Made a class presentation
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Active and Collaborative Learning	4i	Participated in a community-based project as a part of a regular course
Student-Faculty Interaction	4m	Talked about career plans with an instructor or advisor
Student-Faculty Interaction	4q	Worked with instructors on activities other than coursework

Figure 3-5 CCSSE 2013 Data, Aspects of Highest Student Engagement



Benchmark	Item Number	Item
Student Effort	4c	Prepared two or more drafts of a paper or assignment before turning it in
Student-Faculty Interaction	4o	Received prompt feedback (written or oral) from instructors on your performance
Active and Collaborative Learning	4r	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
Student Effort	6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
Support for Learners	9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Figure 3-6 CCSSE 2013 Data, Aspects of Lowest Student Engagement

We added CCSSE data from 2000 and 2011 to the charts. The data demonstrate areas of strength in Active and Collaborative Learning and Student-Faculty Interaction, except in the area of receiving prompt feedback. The areas most in need of improvement are Student Effort and Support for Learners in encouraging diversity. There is longitudinal data provided for honors floor, Stay and Save and Pathways program.

An improvement in this category is the addition of the Wildcat Welcome Team in the fall 2013. This student team serves as a resource and familiar contacts for new students who are making the transition to NDSCS. They are often some of the first contacts incoming students and their families will have at NDSCS and will assist in creating a positive experience as an introduction to becoming a Wildcat.

3 R6b O

How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

NDSCS utilizes multiple surveys to gather data from students, alumni and employers concerning their needs. Results from several of these surveys were previously compared to the NDUS data, but those data are no longer available. Although the College acknowledges the loss of funding for statewide comparison, it might be beneficial for NDSCS to pursue other methods of benchmarking with similar institutions nationwide, including organizations outside higher education, or to change instruments so that comparative data can be gathered.

**Sub-Committee Response/Recommendations:**  
 The Employer Survey was developed by Noel-Levitz at the request of the North Dakota University System and to our knowledge is not being used by other states. Since NDUS is no longer financially supporting the use of the survey, other institutions in the system have not been able to finance its use.

	2008			2010			2012		
	NDSCS	NDUS	Nat'l	NDSCS	NDUS	Nat'l	NDSCS	NDUS	Nat'l
% of the students consumed alcohol in the past year	86.9%	83.6%	83.7%	88.5%	82.6%	84.3%	86.2%	84.8%	82.2%
% of the student consumed alcohol in the past 30 days	78.6%	72.0%	71.1%	74.9%	70.5%	71.7%	76.5%	72.6%	69.2%
% of underage students (younger than 21) consumed alcohol in the previous 30 days	76.8%	67.7%	<i>*Data not available</i>	72.5%	60.4%	<i>*Data not available</i>	74.1%	66.4%	<i>*Data not available</i>
% of students reported binge drinking in the previous two weeks.	58.4%	50.5%	46.1%	55.5%	48.3%	<i>*Data not available</i>	56.2%	51.4%	<i>*Data not available</i>

					<p><b>Table 3-4 CORE Survey, NDSCS, NDUS and National Comparison 2008, 2010, 2012</b></p> <p>The Alumni Survey, CCSSE and the CORE Survey has comparison national data. Added 2010 and national data to Table 3-4.</p> <p>NDSCS is exploring being a part of the VSA project and National Benchmarking project in order to provide additional comparison data.</p> <p>We would appreciate advice on what organizations outside of higher education would be appropriate to benchmark in this category.</p>
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**Sub-Committee Response/Recommendations:**

**3 – Improvements**

Improvements have been made in this category since the writing of this portfolio. They include the addition of a Residence Life Satisfaction Survey distributed in the fall and spring semester. Student Success is also conducting a satisfaction survey regarding student engagement opportunities. The Wildcat Welcome Team was developed and Welcome Week activities expanded. Additional safety and security cameras were placed in the student center and parking lot 4. Other activities include:

- Student Ambassador Team
- Media Squad
- Enhancements to New Student Registration and Orientation
- Resource Fair provided at New Student Registration and Orientation
- Family Orientation enhancements and evaluation
- IKTL – Information Knowledge Teaching and Learning Roundtable
- Residential Halls are now led by full time professional resident directors
- Additional part-time police officers have been added for safety and security
- Facebook/Twitter Sites for Student Life developed
- Service Learning requirements for sanctioned Clubs & Organizations
- Development of the Faculty and Staff Alcohol and Other Drugs Perceptions & Communication Survey
- Enhanced registration day includes financial shopping sheet (financial aid information), electronic advising , claim campus email
- Career Services changed their job listing data base
- FYE changes – Peers working together, seminars on key topics, feedback from students drove changes to FYE, EBI Surveys (we have 2 years of these results)
- Manufacturing day (Fargo)
- President Richman hosted SE region superintendents on campus as part of implementation of new Strategic Goal: "Develop stronger relationships with K-12 partners with a focus on the southeast region" (of ND).

**Update:** For additional updates and highlights, please review the CQR Highlights report.

North Dakota State College of Science

Systems Appraisal Feedback - Response to Category 4 O & OO's

Category		Rating	Category Question	Appraisal Feedback	Action
4	R2	O	What are your performance results in valuing people?	<p>The Institution presents trend data that shows a general increase in employee satisfaction since 2006. However, overall employee satisfaction declined from 2010 to the 2012 distribution. While the portfolio reports that the employee satisfaction decline since 2010 is suspected to be a result of an announcement of reduction in force, it is unclear what has been done to improve these results.</p> <p>NDSCS might benefit by adding an indicator about the percentage of employees who respond to the Campus Quality Survey each year to Table 4.1; this added metric might provide additional information to consider as results are analyzed.</p> <p>Data regarding the number of tuition waivers given is presented but without comparative data from institutions outside the NDUS system, it is difficult to determine the relative importance of these results. NDSCS has the opportunity to demonstrate trend data for tuition waivers to determine employee satisfaction with the activity.</p>	<p><b>Sub-Committee Response/Recommendations:</b>                      The portfolio discusses the employee satisfaction scores in terms of "trends over time" and in the 8 distributions of the survey, (over 16 years) the average was 77%; the 2012 score was 78%, making it in line with the average of the satisfaction scores over time. The 2010 score of 89% was abnormally high and attributed to increases in enrollment and favorable budgets in contrast to the 2012 climate in which reduction in force and reallocations were just announced. Data from the CQS is carefully monitored and action taken if necessary. The President has increased communication both in number of communication avenues and frequency to keep the campus informed of decisions, understanding that not all decisions are well received, particularly when personnel decisions are being made. A better explanation of the RIF was given after the survey was distributed and a smaller number of RIF's were actually required to balance the budget. Employee breakfasts with the President were implemented in 2014 to increase direct feedback from employees. The survey will be distributed again in the fall of 2014.</p> <p>The N is reported on the table and by clicking on the link to the complete survey summary in the efolio document repository, the percentage of employees who respond to the survey is the first data point discussed in each survey analysis. 2006, 47%; 2008, 60%; 2010, 60%; and in 2012, 46%. The number of respondents is always analyzed in survey distribution to determine degree of validity and reliability. Further breakdowns by employee group are also reviewed.</p> <p>The number of tuition waivers was presented to emphasize professional development opportunities on campus and the number of employees pursuing additional education. There is no comparable data available. In the future, we will track trends over time.</p> <p><b>Update:</b>                      Information from the 2014 College Employee Satisfaction Survey can be found on the <a href="#">intranet</a>.</p>
4	R3b	O	What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping	<p>Institutionally, NDSCS gauges the effectiveness and productivity of employees and departments through the performance appraisal process, strategic and operational planning and</p>	<p><b>Sub-Committee Response/Recommendations:</b>                      Again, if the data is analyzed as "trends over time" the 2012 data represents an average of the years. 2010 is an anomaly and would be out of the normal range of distribution. The data indicates that employee expectations regarding "how it should be" are increasing which also aligns with a continuous</p>



			<p>your achieve your goals?</p>	<p>reporting process, and Campus Quality Survey questions pertaining to quality and productivity.</p> <p>While the Institution provides overall gap scores from the Campus Quality Survey as well as comparison to NDUS (until 2012) that indicate fluctuations in overall productivity and effectiveness ratings, there is not enough detailed analysis in the narrative to determine whether the Institution is making progress in this area.</p> <p>NDSCS consistently has 100% compliance with NDUS requirements for performance appraisals and neither the supervisor nor employee is eligible to receive annual salary increases if performance appraisals are not done on an annual basis. Thus NDSCS utilizes the annual performance appraisal process to document productivity and effectiveness of employees and departments. Even though institutional attainment of goals is dependent on departmental achievement, no summary of this data is reported. Additional analysis in these areas in subsequent portfolios would help make this clearer.</p>	<p>improvement culture. Comparing only 2010 to 2012 would not be a fair evaluation of the average scores for this survey data and expectations for what the score "should be." None-the-less, continuous improvement is always and a goal and NDSCS will monitor the next results.</p> <p>Department plans go back to the strategic goals and AQIP action projects, link the document that shows what they plan and their progress. The Document Repository of the efolio contains all the action plans by department. A link was provided in the portfolio that summarized ten examples of productivity and efficiency by department. The complete document of Strategic and AQIP Action Projects by Department is provided in the Document Repository. Summary of the achievements of the Strategic Goals and Action Projects is provided in 8R2.</p>
4	R4	O	<p>How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?</p>	<p>The campus-wide accomplishments were formerly compared to other campuses in the NDUS and national norms and feedback was received from the Chancellor and SBHE. The state system no longer supports the distribution costs of this survey, so although NDSCS has external benchmarks established for the employee quality survey, it has lost the ability to benchmark itself with other state institutions. It not clear from the narrative how the College plans on gathering and</p>	<p><b>Sub-Committee Response/Recommendations:</b></p> <p>We will continue to use the surveys as they provide valuable feedback for campus improvement and align with our strategic goals and action projects. There is longitudinal data for internal comparison and there is continued national comparison data. There will be no opportunity to compare to other ND colleges in the near future.</p> <p>The national data provide comparability with other two-year institutions across the nation that participate in the survey. NDSCS could explore setting up regional cohort groups with the survey owners, if deemed necessary, at an additional cost to the institution.</p>

				analyzing data related to this category in the future.	
4	I1	O	What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?	While the Institution has made several significant improvements, among them the realignment of the performance appraisal process with job descriptions and Quality Standards and the development and implementation of a Leadership Academy, there is still evidence of a systematic decrease in employee satisfaction. The improvements demonstrate institutional changes that may not be directly aimed at addressing the issues resulting in the decline in satisfaction. With further investigation and analysis, NDSCS has an opportunity to find out why employee satisfaction has declined and what could be done to improve it. This is a situation that the Institution will need to monitor.	<p><b>Sub-Committee Response/Recommendations:</b> In reviewing the employee satisfaction data for last eight distributions (16 years) represented in Table 4-1, the percentages of very satisfied or satisfied were:</p> <ul style="list-style-type: none"> <li>• 1999, 69%</li> <li>• 2000, 80%</li> <li>• 2002, 72%</li> <li>• 2004, 75%</li> <li>• 2006, 83%</li> <li>• 2008, 84%</li> <li>• 2010, 89%</li> <li>• 2012, 78%</li> </ul> <p>The average over the years displayed is 77%, and a decrease in score since the 2006 distribution. While cause for concern, the response rate was anticipated since the distribution of the survey occurred at the same time that RIF's and budget reductions were announced.</p> <p>As the portfolio discusses, increased methods and frequency of communication and increased transparency in use of data for decision making are strategies the institution is employing to help employees understand the reasons for the decisions being made, even though they may not agree with them. We agree that this data should be and is being carefully monitored.</p> <p><b>Update:</b> Information from the 2014 College Employee Satisfaction Survey can be found on the <a href="#">intranet</a>.</p>

**Sub-Committee Response/Recommendations:**

Overall, this category would benefit from more detailed analysis of the data and what NDSCS is doing with it. Table 4-5 could be expanded to include the individual questions within this category to give the reviewers (particularly those not familiar with the survey) a more detailed insight into the data being collected. This needs to be balanced with the amount of space allocated for the portfolio. References to more detailed in the Document Repository were not followed up with the review team, which would have provided answers to some of their questions.

North Dakota State College of Science

Systems Appraisal Feedback - Response to Category 5 O & OO's

Category		Rating	Category Question	Appraisal Feedback	Action
5	P1	O	How are your institution's mission and values defined and reviewed? When and by whom?	<p>The degree to which NDSCS sets its own mission and values is not clear. The College's mission statement is finalized through the SBHE after input from all North Dakota campuses and key stakeholders. The College could benefit by explaining the degree of autonomy (or lack thereof) that NDSCS has in creating and implementing a strategic plan that addresses the needs of students served by NDSCS.</p> <p>The LIFE values were developed by a campus task force and approved ten years ago. The Quality Standards were developed by a broad based task force in 1995 and have been revised twice. Although the portfolio describes when and how these documents were originated it does not describe the process for review and revision, except for the mission. NDSCS has the opportunity to describe the process by which each of these defining documents is reviewed</p>	<p><b>Sub-Committee Response/Recommendations:</b> It appears that this statement is a direct contradiction to the feedback in 5P2 S. Unlike most community colleges, established in 1903, NDSCS serves the entire state and is part of an eleven member state system named as the central trade and technical institution for the state in 1922 (Overview). Strategic planning occurs on a three-year cycle (5P2 and 8P1). The results of the 2013 strategic planning session resulted in the Strategic Goals and AQIP Action Projects identified in 8R2 and 8R3 clearly linking strategic planning to the needs of students served by NDSCS. The eleven institutions' strategic plans align with the NDUS Strategic Plan. For instance, the Chancellor's initiative "Pathways to Student Success" needed to be included in all eleven institutions planning in order for it to be successfully implemented across all eleven institutions.</p> <p>The revisions are also reviewed by a broad-based team of employees representing the entire campus. Their review and recommendation for change is brought through the campus approval process for input and final approval. The Faculty Senate and Support Staff Senates are provided drafts of the documents with ability to provide input. The final document is presented to the Management Team who reviews the document, makes any necessary changes and recommends approval to the President, who makes the final decision. This process is followed for any policy or procedure that is updated or newly created.</p>
5	P2b	O	How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?	<p>The NDSCS President's objectives, filed with the Chancellor's office, are a summary of the goals and performance objectives for the academic year(s), and reflect the SBHE goals. Concurrent with discussions at the legislative and system level, NDSCS proceeded with the timeline and processes in place that guide strategic planning and a commitment to high performance and held a strategic planning session in January 2013. It is unclear, however, how strategic planning and feedback at the NDSCS level, or other institutions in the NDUS system informs the SBHE. The structure of the</p>	<p><b>Sub-Committee Response/Recommendations:</b> The Presidents' write their performance goals which are approved by the Chancellor and recommended to the SBHE who approve them. Each institution is autonomous in their strategic planning. The relationship between the SBHE and the Presidents' performance goals (strategic planning goals) are reflected in their performance review.</p> <p>Authority and responsibility of the SBHE is set forth in Policy 100.6. The HLC visit occurred on April 28-29. Results of that visit are currently not available.</p> <p><b>Update:</b> An update was provided regarding the HLC visit to the ND University System in the CQR Highlights Report.</p>

				<p>SBHE was a subject of debate in the last legislative session and several issues were brought to the attention of the Higher Learning Commission. An HLC visit has been scheduled March 2014 to investigate how the colleges and SBHE work together to ensure compliance.</p>	
5	P3b	O	<p>How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?</p>	<p>There are processes in place to identify the needs of students as well as business and industry, but it is not clear how the needs of other stakeholders such as staff, faculty, and the general public are specifically identified.</p> <p>While student needs are assessed through survey and focus groups and student senate forwards information to the administration through representation on the Management Team, it unclear from the portfolio how this information is used to set direction for the Institution. NDSCS has the opportunity to describe the process it uses to analyze data and when and how it is used to make changes within the Institution that meet student needs.</p>	<p><b>Sub-Committee Response/Recommendations:</b> Staff and faculty needs are identified through communication with Support Staff and Faculty Senates, Management Team and Department Chairs, and the budget process; departments write a proposed budget which is forwarded and approved through administrative channels. Department strategic goals and action projects are accomplished in the same manner.</p> <p>NDSCS serves the entire state, not a community; general public needs are identified through interaction and input from Advisory Committees, data from employer surveys, alumni input, Foundation Board input, and service on regional and state boards and other workforce training committees. The extensive environmental scanning data points used in strategic planning describes how information is used to make changes that meet student needs. (8P1) and also in greater depth in Category 3.</p>
5	P4	O	<p>How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?</p>	<p>Although NDSCS' leadership has developed several important future opportunities, the process by which the leadership accomplishes this is somewhat vague. The College has described accomplishments related to this category, but might benefit from more fully outlining the manner in which these directions were determined. For example, the plan for converting three residence halls to senior living is in the narrative, it is not clear how this opportunity will provide internship and</p>	<p><b>Sub-Committee Response/Recommendations:</b> Note that these "opportunities" are tied to specific strategic goals and AQIP Action Projects which have specific performance objectives and lines of responsibility. Progress on achieving these goals are closely monitored to determine to what extent the short term goals (performance indicators) are meeting the established timelines.</p> <p>The need for on-campus housing has decreased as the number of students attending face-to-face in Wahpeton has declined. A better use was sought for the buildings which were not being used that fit with a need in the community to</p>

			clinical experiences for students. There is nothing in the narrative that explains why these residence halls are no longer needed or the implications of their removal to the Institution in the long term.	provide more senior living opportunities. The plan does not permanently remove the buildings or sell them.  <b>Update:</b> Recently, there has been a change of direction and a renewed focus on repurposing Satterlee, Babcock and McMahon residential halls on the NDSCS Wahpeton campus. NDSCS will be establishing an Entrepreneur Center that will begin leasing space in these residential halls to current businesses and business startups. For more information visit: <a href="http://www.ndscsalumni.com/entrepreneur-center">www.ndscsalumni.com/entrepreneur-center</a>
5	P5	O	How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?	Decision-making begins with the information and initiatives from the SBHE monthly meetings or from the NDUS office that is shared at President's staff meetings. Decisions that have NDSCS implications are made by the President who includes recommendations from the Leadership Team, Management Team, or President's staff, as appropriate. Although NDSCS makes decisions at a level "closest to the 'action' as long as that decision does not affect other work units" it is not clear how the work-unit managers determine if a decision will impact another work unit. The College might benefit by more fully describing the process used to guide managers as to which decisions they can make and for which decisions they should request input from the Management Team.  <b>Sub-Committee Response/Recommendations:</b> A recently retired AQIP Action Project "Improve documentation of processes and results" resulted in the documentation of over 900 processes and the ability of departments to understand the impact of their work on other units. See Category 6, particularly Overview.
5	P10	O	How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?	While it is clear the Institution has many procedures and mechanisms in place to ensure organizational continuity, this is not the same as succession planning. While the Leadership Academy is a step in supporting succession planning, the narrative does not discuss succession planning at the institutional level.  <b>Sub-Committee Response/Recommendations:</b> From feedback from the previous portfolio appraisal, we were advised to develop a "leadership development program to help grow and identify leaders internal to the organization" and mentor individuals to move into leadership roles. As a result the Leadership Academy was created. Since it is only been in effect for two years, it is too early to tell the long term results of the endeavor. As a state institution, it is not possible to have a succession plan that identifies particular individuals that will succeed another. Vacancies are filled using established HR policies. The President is responsible for naming interims for key positions when vacancies occur. The Chancellor is responsible for naming an interim President.  <b>Update:</b> The NDSCS Leadership Academy is continuing, with the oversight being shifted from the AQIP Strategy Team to the Management Team

					(demonstrating institutionalization).
5	R1	O	<p>What performance measures of Leading and Communicating do you collect and analyze regularly?</p>	<p>The Institution has defined measures and metrics, mainly through performance appraisal, for analyzing leadership. While it clear the Institution has expectations related to communication, the narrative does not explain how communication is measured or analyzed and it is not clear how some of the other measures listed inform the College about the effectiveness of its processes related to leading and communicating. Only limited data from the Campus Quality Survey is presented regarding performance measures related to Leading and Communicating.</p> <p>Additional opportunities and data sources to measure leadership and communication, including evaluation of individual administrators by faculty and staff, would strengthen the comprehensiveness of results in this category.</p>	<p><b>Sub-Committee Response/Recommendations:</b> Communication is a Quality Standard and is reflected in the individual performance appraisal.</p> <p>The individual questions in the Campus Quality Survey are analyzed with each one indicative of improvement or decline in scores. Five years of data was presented on 19 questions in leading and communicating. Complete analysis of the surveys for each distribution is available in the Document Repository.</p> <p>Currently, employees do not have an opportunity to evaluate administrators except for the one they report to and this is an opportunity for improvement. NDSCS will discuss a process to implement this additional data point.</p> <p><b>Update:</b> NDSCS is currently piloting a 360 review process for all supervisors. The intent is provide an opportunity for those inside and outside the department to provide feedback on the employees' performance. Questions are based off the Employee Quality Standards.</p>
5	R2	O	<p>What are your results for leading and communicating processes and systems?</p>	<p>NDSCS has a regular and systematic process for assessing leadership and communication within the Institution. The results reported in the portfolio are candid and demonstrate a downturn in results from a year ago. However, the portfolio assumes the reason for the downturn rather than establish a method of assessing in a different way to determine the reason or reasons for the downturn in expectations. In some cases NDSCS reports only "counts" (for example, the number of business and industry partnerships) and does not provide longitudinal data or an analysis of the data to determine the effectiveness of the process. NDSCS has an opportunity to further assess the data about the leadership and communication within the Institution and determine the</p>	<p><b>Sub-Committee Response/Recommendations:</b> The narrative includes the results of the Presidents performance indicators.</p> <p>Incomplete response from reviewers; the last sentence is not complete.</p>

5	R3	O	<p>How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?</p>	<p>Figure 5-2 displays performance gap data limited to a single category "Top Management Leadership and Support," for NDSCS, overall NDUS scores, and two-year college scores nationally for five years of distribution. The performance gap is higher than the 2010 distribution, but smaller than the average of all two-year colleges. It is unclear how NDSCS has analyzed the data and how the College will use the information for improvement. In addition, there is no analysis of the President's performance metrics.</p>	<p><b>Sub-Committee Response/Recommendations:</b>  The President's performance is not done on campus; it is conducted by the Chancellor and SBHE. NDSCS uses the goals of the President to help guide the institution.</p> <p>The results for the CQS are shared with leadership/management teams on campus. Discussions of the data has resulted in greater communication methods particularly the creation of video streams from the President and President's breakfast with employees held once a month.</p>
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North Dakota State College of Science

Systems Appraisal Feedback - Response to Category 6 O & OO's

Category		Rating	Category Question	Appraisal Feedback	Action
6	P2	O	How do you identify the administrative support service needs of your faculty, staff, and administrators?	The College uses both formal and informal processes to collect data to determine staff and faculty needs. It is not clear what process is followed to use the data collected to make changes, how decisions are made as to which changes are to be implemented, and if those changes are effective.	<b>Sub-Committee Response/Recommendations:</b> Each respective area is responsible for monitoring the data that affects their own areas and report back to their respective administrative level. By each area being responsible for their own data monitoring, it allows the areas to be able to respond in a timelier manner. Campus Quality survey provides summative data and the departments also receive formative data to address.
6	P4	O	How do you manage your key student, administrative and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?	While the portfolio discusses a variety of student and administrative support services, the process by which daily management of these processes actually occurs is not apparent. There does not appear to be a formal mechanism (e.g. survey, focus groups, feedback mechanism, annual review and report) to assess whether the process that is in place effectively meets the need. For example, it is not clear how feedback that is collected is reviewed or how often these reviews occur, and it is not clear what evaluation process is used to determine that implemented changes and current processes are working.	<b>Sub-Committee Response/Recommendations:</b> Similar response as in 6P2 in that needs are handled by the department to provide most timely response for our customers. Frontline staff is trained to handle what comes up (empowered) and if the need is beyond their scope of responsibility, they request help from their supervisor.  Major processes identified as key student, administrative and institutional are addressed in the surveys distributed on a regular rotation: Student Satisfaction Inventory (SSI), Priority Survey for Online Learners (PSOL), and Campus Quality Survey. The results of the data in each survey is summarized, analyzed by respective departments for action and their response is reviewed by their respective administrator. In the case of the SSI, feedback is provided to students and what actions the college is taking to address their concerns. 3R2 provides data on many student related processes and examples of the mechanisms in place to address their concerns.  In 2014, the Campus Quality Standards were reviewed by 17 employees from across all campus areas. The result was the addition of two standards, "Wildcat Pride" and "Live Well" as well as language updates to be more inclusive. These revisions went through the normal channels for input and approval: Faculty and Staff Senates, Management Team and the President.
6	R5	O	How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions	NDSCS has compared some performance results, but based on the minimal benchmarking data presented in the portfolio, it is unclear how much of a benefit comparison could provide for the College with process improvement efforts. The College has found some comparable data related to dining halls, but does not indicate	<b>Sub-Committee Response/Recommendations:</b> Table 6-3 has comparison data to small colleges and entire national co-hort. Narrative discussing Table 6-3 should have been identified as Table 6-4.  Dining Services meets as a department and reviews the data and communicates with student senate focus group to make improvements/changes in those areas. A result of this feedback there was a complete remodel of the dining hall and change in the method of operations.



			and, if appropriate, of organizations outside of higher education?	what and how the data are used. NDSCS indicates that it is concerned about its negative operating income for the last four year, but it would be beneficial if the College explored how and what type of changes should be made to counteract this concern. Additionally, data contained in Table 6-4 does not appear consistent with section 6R5.	Revenues and expenses are analyzed on an on-going basis. Adjustments are made on an as needed basis. Improving retention of students and increasing Wahpeton enrollment are goals established to counteract this concern.
6	12	0	How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Institutional Operations?	Continuous improvement is part of the NDSCS culture. Data is gathered and analyzed, areas for improvement are identified and targets set. Because of budget constraints, improvements must be prioritized, and are aligned with the performance indicators as detailed in the Strategic Plan. While NDSCS does demonstrate the capacity to fully implement quality improvement processes, the Institution continues to rely on internal data and multiple surveys to influence its future. NDSCS has the opportunity to further develop relationships with community colleges outside the NDUS and to use other methods of comparison to determine future targets and improvements.	<p><b>Sub-Committee Response/Recommendations:</b>  Aspen Prize provided comparison data with 120 other top community colleges. IPEDS report has national comparison data with 24 other peer institutions. NDSCS is currently considering joining the Johnson County project and the VFA (Voluntary Framework of Accountability) to provide more national benchmarking information.</p> <p><b>Update:</b> NDSCS participates in two voluntary programs, Voluntary Framework of Accountability (VFA) and Student Achievement Measure (SAM), which provide consumer information related to degree progress and completion, cost, student experiences and perceptions, and student learning outcomes.</p>

North Dakota State College of Science

Systems Appraisal Feedback - Response to Category 7 O & OO's

Category		Rating	Category Question	Appraisal Feedback	Action
7	R2	O	What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals?	The Institution is to be commended for its consistency in meeting state and federal reporting timelines and its increased "green" efforts. However, results of the 2012 Campus Quality Survey show an increase in gap scores over 2010 results in all but one question ("This institution uses state and national data to compare its performance with that of other institutions"). The portfolio notes that questions with gap scores above 1.0 indicate areas in need of attention and include: "This institution analyzes all relevant data before making decisions," and "Administrators share information regularly with faculty and staff." The College states that administration is making an effort to improve transparency of data dissemination and to make clearer the data that is used in decision-making, but the process by which these changes are made is not described.	<b>Sub-Committee Response/Recommendations:</b> The "Process" for using the data for making changes is described in the process area, particularly 7P4 and 7P5. Previous discussion of the results of the Campus Quality Survey reviewed the anomaly in 2010 scores, but not in the average score in distribution over time.
7	R3	O	How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?	The College has a process for systematic assessment of the efficacy of its data collection and measurement of effectiveness, and acknowledges an opportunity for improvement with transparency regarding data driven decisions. The portfolio provides three years of favorable comparison to national data and two years of comparison to NDUS data. However, system-wide comparisons are no longer available yet the College has not indicated that they are working to identify appropriate and similar institutions for comparison. There is no discussion of utilizing benchmark data from organizations outside of higher education.	<b>Sub-Committee Response/Recommendations:</b> NDSCS is considering two additional national comparison sources: the National Benchmark Study and the Voluntary Framework of Accountability (VFA).  NDSCS welcomes suggestions regarding appropriate organizations outside of higher education in which to benchmark data for this category.  <b>Update:</b> NDSCS participates in two voluntary programs, Voluntary Framework of Accountability (VFA) and Student Achievement Measure (SAM), which provide consumer information related to degree progress and completion, cost, student experiences and perceptions, and student learning outcomes.

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**Sub-Committee Response/Recommendations:**

Overall: NDSCS will review the National Benchmarking Study and VFA to determine if it is appropriate to join and establish additional areas for comparability.

Other changes in use of technology will provide more data for this category; the ability of Hobson's to use for tracking processes and practices associated with prospective students, ability to track website activity, and PeopleSoft Finance 9.2 upgrade has dashboard capability.

**Update:** NDSCS participates in two voluntary programs, Voluntary Framework of Accountability (VFA) and Student Achievement Measure (SAM), which provide consumer information related to degree progress and completion, cost, student experiences and perceptions, and student learning outcomes.

North Dakota State College of Science

Systems Appraisal Feedback - Response to Category 8 O & OO's

Category		Rating	Category Question	Appraisal Feedback	Action
8	P2	O	How do you select short- and long-term strategies?	Short- and Long-term strategies are identified as part of the three-year planning cycle. Progress steps with performance indicators and associated timelines represent these strategies. While the College notes that campus resources, both fiscal and human, are a major consideration in determining what can be accomplished within defined time frames, it is still unclear how the Institution selects specific short- and long-term strategies.	<b>Sub-Committee Response/Recommendations:</b> Once the strategic goal has been determined (long-term goal), progress steps with performance indicators (short-term goals) are identified. Each department then develops their individual action plans that align with the Strategic Goals and AQIP Action Projects. The individual department goals also make up the short-term goals.
8	P3	O	How do you develop key action plans to support your organizational strategies?	The portfolio notes that all departments develop action plans that are pertinent to their area of instruction. However, the process by which the key actions plans are identified and prioritized, and subsequent departmental actions plans are developed is not described. While a timeline is provided, it is not evident how key action projects are developed and how these action projects are identified, developed and linked to overarching organizational strategies.	<b>Sub-Committee Response/Recommendations:</b> The process each department uses to develop their action plans may differ by program to some degree, but most processes are collaborative and are developed by the members of that particular work unit. The plans are reviewed by the appropriate administrator and forwarded to the IE office for collation and further overview by the President's staff. The Overview discusses the alignment of department goals to institutional goals.
8	P6	O	How do you link strategy selection and action plans, taking into account levels of current resources and future needs?	At the institutional level, strategic planning and AQIP Action Projects drive the budget and key planning processes. However, the institutional budget is dictated by legislative process and SBHE priorities, conducted on a biannual basis. There is no indication to what degree NDSCS influences its institutional budget. Currently, department operational budgets have been on a hold-even basis for the past few years, suggesting that the College has a limited ability to link its internal strategic planning to budget and key planning processes.	<b>Sub-Committee Response/Recommendations:</b> NDSCS has the opportunity to influence the budget process through the formal legislative process in which institutional budgets are presented to the legislative appropriations committees for consideration as part of the total NDUS budget process. Special funding considerations are also requested at that time; for instance remodeling or new construction requests. The State of ND has provided for facility improvements and salary increase in addition to the base budget. We are able to provide funding initiatives to the SBHE for consideration. Partnership agreements help support operational budgets in some academic departments. 8P2 describes the flexibility ND institutions have in allocating their budgets. Once the budget for the biennium have been determined, institutions have the ability to determine how they are allocated expect for fixed expenses, such as state salary guidelines. Internal reallocations and prioritization of strategic planning goals have enabled NDSCS

					to link planning to budgeting. The acquisition of grants is targeted to the strategic goals and the needs of the college in order to successfully implement them.
8	R1	O	What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?	Goals, performance indicators and timelines are established to determine if progress is being made in Action Plans and strategic goals. Effectiveness of the planning process is assumed if goals are accomplished. Employee perceptions of the planning process are surveyed in the Campus Quality Survey. Measures are focused on processes related to strategic planning, quality/productivity improvement results, measurement and analysis, but it is unclear what the actual measures are.	<b>Sub-Committee Response/Recommendations:</b> The Campus Quality Survey measures the effectiveness of the process. Specific measures are stated within each Strategic Goal and AQIP Action Project (see 8R2 and 8R3 for examples of past and future measures).
8	R2b	O	What are your performance results for accomplishing your organizational strategies and action plans?	Although there is quite a bit of data presented, the significance of changes in measures (either up or down) is minimal. It is difficult to understand the significance of the changes in these measures. It would be helpful in future portfolios to have an analysis of these changes and their significance to the Institution and its continuous quality improvement efforts.	<b>Sub-Committee Response/Recommendations:</b> The narrative provides data indicating the extent to which each goal was achieved. The significance to the institution lies in the fact that these were identified as priorities through the Strategic Planning process as initiatives that would move the institution forward.
8	R4	O	How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?	Although the NDSCS results for planning processes compare favorably to other NDUS, no results are presented for comparison with organizations outside higher education. This type of metric might become increasingly important if the NDUS does not restore the requirement for all NDUS institutions to participate in the Campus Quality Survey.	<b>Sub-Committee Response/Recommendations:</b> The Campus Quality Survey has national comparison data even though ND institutions no longer use the survey.  NDSCS is exploring the joining the National Benchmarking Project and VFA, but do not at this time know if there are questions appropriate to this category.  Please advise appropriate organizations with which to benchmark data appropriate to this category.  <b>Update:</b> NDSCS participates in two voluntary programs, Voluntary Framework of Accountability (VFA) and Student Achievement Measure (SAM), which provide consumer information related to degree progress and completion, cost, student experiences and perceptions, and student learning outcomes.
8	R5	O	What is the evidence that your system for	NDSCS identifies the achievement of strategic planning goals and action projects	<b>Sub-Committee Response/Recommendations:</b> A link was provided to the President's annual report "Building on Success" in

			Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?	as the primary evidence of systematic and effective Planning for Continuous Improvement. However, the data presented in evidence are scores in four scales of the Campus Quality Survey related to employee perceptions of the effectiveness in planning continuous improvement. No information is provided with regard to achievement of strategic planning goals and action projects.	8R2 that highlights annual achievement as well as accomplishment of AQIP Action Projects.
8	11	0	What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?	NDSCS' strategic planning process is systematic and inclusive of all campus constituents. Departmental planning is aligned with institutional planning and progress towards goals regularly tracked. As a result, improvements have been made in a many areas. However, it is unclear what processes and data led to the targets for improvement, or how comprehensive the processes and results were.	<b>Sub-Committee Response/Recommendations:</b> The processes and data that led to the targets and the comprehensiveness of the strategic planning process is detailed in the Overview and 8P1 and 8P2. The degree of achievement of past goals as well as extensive environmental scanning data points is considered in determining future direction of the institution. In keeping with AQIP principles of high performing institutions, targets are set that will stretch the institution and now merely targets that would have been achieved without the strategic planning process.
8	12	0	How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?	Data collection is systematic and continuous, input is invited and encouraged, and all planning processes are on a timeline. However, NDSCS has the opportunity to describe how the culture and infrastructure of the Institution influences the selection of processes and targets for improvement in Planning Continuous Improvement.	<b>Sub-Committee Response/Recommendations:</b> Quality Improvement has been a focus on the NDSCS campus since 1994 and is the way we do business. It is the backbone of the campus infrastructure and culture. The Employee Quality Standards were developed to reflect the expectations NDSCS has for its employees. They were collaboratively developed and have been collaboratively revised three times in order to stay current with new technology and expectations of employees.

**Sub-Committee Response/Recommendations:**

**Overall Comments to Category 8:**

The strategic planning process is solid, using an outside facilitator with expertise in quality and strategic planning. Extensive background information, past accomplishments and environmental scanning are part of the planning process. Lack of recognition that NDSCS accomplishments (ASPEN prize, Washington Monthly, participation in DQP project) are outside assurance that strategic planning processes are working effectively. Continue to look at outside and inside benchmarks and comparable institutions to help us measure our effectiveness.

North Dakota State College of Science

Systems Appraisal Feedback - Response to Category 9 O & OO's

Category		Rating	Category Question	Appraisal Feedback	Action
9	P3	O	How do you create, prioritize, and build relationships with the organizations that provide services to your students?	Although NDSCS uses results from the College Student Inventory Survey to create and prioritize relationships with agencies that provide services to its students, the College has an opportunity to describe the process by which it prioritizes and builds these relationship, in addition to listing the relationships.	<b>Sub-Committee Response/Recommendations:</b> This comment appears to be contradictory to the summary comment for Category 9: "The process used to create and build new relationships is well documented by the Institution." Figure 9-1 describes the steps in the process. NDSCS is very responsive to student needs. If a student needs a service we pursue it on a case by case basis. The College Student Inventory (CSI) discussed in Category 3 provides students self-identification of services needed. Three major areas of campus (Career Services, Student Life, and Counseling Services) monitor and evaluate partnerships and relationships to determine if students' needs are being met and if there continues to be mutual benefit to the partner and NDSCS.
9	P4b	O	How do you create, prioritize, and build relationships with the organizations that supply materials and services to your institution?	While NDSCS uses "standard business processes," bidding and RFP processes in determining vendors, it is unclear how the Institution prioritizes relationships with organizations that supply materials and services.	<b>Sub-Committee Response/Recommendations:</b> This comment appears to be contradictory to the summary comment for Category 9: "The process used to create and build new relationships is well documented by the Institution." Figure 9-1 describes the steps in the process. NDSCS is very responsive to student needs. The bidding process takes care of the prioritization. These types of services are often supplied through state contracts with the NDUS. The legal procedure binds us to the established RFP and bidding process. In sole source situations it may be necessary to go outside the RFP process because only one company may provide the product we need for instance, Snap-On equipment for student training and certification.
9	P5	O	How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?	While the Institution maintains relationships with several education associations, external agencies, consortia partners, and the general community, it is unclear what process is used to create, prioritize and build these relationships.	<b>Sub-Committee Response/Recommendations:</b> This comment appears to be contradictory to the summary comment for Category 9: "The process used to create and build new relationships is well documented by the Institution." Figure 9-1 describes the steps in the process. NDSCS is very responsive to student needs. These relationships originate at the department level and are forwarded to the respective Dean for approval and integration into the budgeting cycle.
9	R2	O	What are your performance results in building your key collaborative relationships, external and internal?	While NDSCS describes measures used to measure the effectiveness of its relationships, it is unclear what the results mean or how they are being used. The College may benefit from differentiating the various measures it employs and clarifying what these measures actually assess. For example, grant income dropped from \$2.5	<b>Sub-Committee Response/Recommendations:</b> Figure 2-1 displays longitudinal data for both partnerships and grant dollars. Grant dollars are expressed in terms of the year they were awarded and may cover several years. Grants support the strategic plan and department needs that otherwise wouldn't be funded, particularly in growth and development of curriculum. Not only do needs change from year to year but grant availability changes, for instance the variation in Title III distribution.

				million in 2008-09 to \$1.2 million in 2012-13, but there is minimal discussion of this result. The portfolio states there was \$8.4 million in partnership dollars for 2012, but there is no longitudinal comparison data and it is not clear if partnership dollars are separate from grants.	
9	R3	OO	How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?	There is no discussion of the meaning of Figure 2-1, Workforce Training Comparison. There are no results presented for comparison to other organizations, and no interpretation of the "number of donors" information presented in the text.	<b>Sub-Committee Response/Recommendations:</b> 2R3 explains this information in more detail. This data displays training conducted in the state of ND by four two-year colleges, that are each responsible for a quadrant of the state. NDSCS serves over one-third of the businesses receiving workforce training and approximately 21% of total employees. The 2013 numbers are impacted by the unprecedented growth in oil-rich western ND. Businesses are expanding and needing a vast array of training to meet the employment needs in the western region.
9	I1	O	What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?	While relationships with partners and area industries have resulted in workshops for faculty in building and prioritizing relationships, programming and equipment in career and technical programs, and locker room and concession renovation in the stadium, it is unclear how these improvements can be linked to a systematic and comprehensive process and/or results from building collaborative relationships.	<b>Sub-Committee Response/Recommendations:</b> These results are linked to needs identified in the Strategic Plan. 8R3 describes the performance indicators for goal five which include: increase the number of educational and other business partnerships and increase business and industry contributions. The needs identified in the strategic plan are brought forward and lines of responsibility are determined. The NDSCS Foundation has taken a leading role in assisting departments in developing relationships with business and industry in order to achieve the desired results. Through the Strategic Planning process these improvements are systematic and comprehensive.
9	I2	O	How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?	Although the Institution has challenged all academic programs to develop one industry or business collaboration or partnership by 2019, the process by which these academic programs, and indeed the Institution itself, identifies processes and sets targets is not fully described. The portfolio notes that the Alumni Foundation Director is assisting programs with this goal and tracks potential partners and contacts for every program, but it is unclear how this position facilitates process improvement and improved performance results.	<b>Sub-Committee Response/Recommendations:</b> The Strategic Planning process sets performance targets. Departments may choose to align with the institution's strategic goals by pursuing partnerships or relationships. Once that goal is established, the Alumni Foundation Director assists the departments in developing collaborative relationships, and coordinating the receipt of donations. It is not the Alumni Foundation positions' responsibility to facilitate process improvement and improved performance.



**Sub-Committee Response/Recommendations:**

The feedback in this category appears to stem from a general lack of understanding on the common process of relationship building described in 9P1 and how relationships are closely tied to the Strategic Plan and NDSCS's plans for future growth. Repeating data already described elsewhere in the document is not possible given the 125 page limit for the document.